# A STUDY OF THE RELATIONSHIP OF LEADERSHIP STYLES ON SCHOOL CLIMATE

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# A STUDY OF THE RELATIONSHIP OF LEADERSHIP STYLES ON SCHOOL CLIMATE

A Field Study

Presented to

The College of Graduate Studies

Austin Peay State University

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Of the Requirements for the Degree

of Education Specialist

Amy L. Gammons

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To the College of Graduate Studies:

We are submitting a field study written by Amy L. Gammons entitled "A Study of the Relationship of Leadership Styles on School Climate." We have examined the final copy of this field study for form and content. We recommend that it be accepted in partial fulfillment of the requirements for the degree of Educational Specialist.

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## Dedication

First, I would like to dedicate the completion of this project to my loving husband, Mike Gammons, who is my best friend and my inspiration. He has helped me to understand that nothing in life comes easy, but through hard work and determination, anything is possible. Without his love and support, I would not have been able to complete this journey.

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ABSTRACT

AMY L. GAMMONS. A Study of the Relationship of Leadership Styles and School Climate

Faced with teacher shortages and decreased educational funding, providing an enjoyable work environment should not be expensive. Job satisfaction has been positively linked with teacher performance (Baughman, 1996). Thus, the factors or dimensions that create such job satisfaction should be reviewed. Teacher and principal interactions should be genuine and sincere and focused toward a common goal.

Therefore, this study focused on the relationship between leadership styles and school climate as rated by the teachers. The study administered the Leadership Behavior Description Questionnaire – Form XII (LBDQ) and the Organizational Climate Description Questionnaires (OCDQ) for elementary, middle, and secondary schools. Additionally, each participant completed a demographics questionnaire. The data analysis of the LBDQ and the OCDQ and the demographics questionnaire were examined using Excel spreadsheets and running a Pearson product-moment correlation test. The null hypotheses were tested and analyzed at the .05 level of significance.

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# CHAPTER I

## Introduction

### Statement of the Problem

The No Child Left Behind Act of 2001 (NCLB) requires principals to implement new initiatives with higher expectations. Since principals are the educational leaders of schools and must realize the potential impact on schools, they must develop the skills necessary to strengthen teachers' effectiveness in order to improve student performance. Principals should also promote a school climate that encourages stakeholders to work together and invite stakeholders to be a vital part of the school.

Since it is not known to what extent the impact is between leadership styles and school climate, this field study examined the relationship between leadership styles and school climate. Building principals must be able to assess and evaluate the impact and perceptions of their leadership style in their schools (Shaw, 2009).

### Purpose of the Study

The purpose of this study was to investigate the relationship between leadership styles and school climate based on teachers' perception. This study was conducted in a small, rural school system in Tennessee consisting of two elementary schools, one middle school, and one high school. There are approximately 75 elementary teachers, 35 teachers at the middle school, and 40 teachers at the high school. Data analyses were conducted to compare leadership styles and school climate.

### Significance of the Study

Schools must meet the challenges of school reform in the 21st Century. Because principals are the leaders of the schools, they must possess the skills necessary to

promote a school climate that enhances student achievement, teacher morale, and an overall ownership from all stakeholders. Current issues surrounding the state of schools in the educational system have weighed heavily on the success or failure of a school (Shaw, 2009).

Therefore, the primary focus of this study was to help educational leaders to understand the relationship between leadership styles and school climate. Additionally, the significance of this study was to help future and current leaders develop leadership skills to enhance school climate. Data collected may help develop programs to promote school climate and aide in the recruitment of leadership positions. Understanding leadership in relation to school climate can play an important role in improving teaching and learning.

**Research Questions**

The following research questions guided this study:

1. How do teachers rate the climate of their school based on the Organizational Climate Description Questionnaire (OCDQ) dimension scales?
2. How do teachers rate their leader based on the Leader Behavior Description Questionnaire (LBDQ) dimension scales?
3. What is the nature of the relationship between leadership style and school climate as measured by the LBDQ and OCDQ according to teachers?

**Null Hypotheses**

The following null hypothesis was examined:

1. There will be no statistically significant difference between leadership style and school climate as measured by the LBDQ and OCDQ according to teachers.

## Limitations

This study was subject to the following limitations:

1. The population of this study was limited to a Middle Tennessee school district.
2. This study did not measure students' perception of school climate.
3. School climate cannot be measured solely on leadership style.
4. Other factors, such as years of service and age, can influence school climate.
5. The time of the year may affect the participants' responses.

## Assumptions

The following assumptions were related to this study:

1. It is the opinion of the researcher that the principals' leadership styles will be measured based on the honest perceptions of the teachers, and not influenced by any other factors.
2. It is assumed the teachers will answer all questions on the survey honestly and objectively.

## Definitions of Terms

The following terms were used in this field study:

1. Leadership Style: The process by which a person persuades other people and inspires, motivates, and directs their activities to help achieve a shared mission or goal. Leadership style is based on a person's personality and cannot be learned in a class.

2. Leader: An individual who attempts to affect change in the behavior of others.

3. School Climate: The set of internal characteristics that distinguishes one school from another and influences the behavior of its members (Hoy & Hoy, 2009).

4. School Culture: School culture is the stream of norms, values, beliefs, traditions, and rituals (Hinde, 2004). A school's culture dictates its collective personality (Gruenert 2008).

5. Transactional Leadership Style: Transactional leadership refers to the bulk of leadership models, which focus on how leaders exchange rewards for achieved goals (Northouse, 2010).

6. Transformational Leadership Style: Transformational leadership style is used by leaders who instill in teachers confidence (Hines, 2007) and help them develop a shared vision and shared commitment to school change (Hallinger, 2003).

7. Leader Behavior Description Questionnaire (LBDQ): The LBDQ is a questionnaire that provides members an opportunity to describe the behaviors of the leader in any organization or group.

8. Organizational Climate Description Questionnaire (OCDQ): The OCDQ is comprised of Likert-scaled items and is used to assess the climate of organizations.

# CHAPTER II

## Review of the Literature

### Introduction

Public education will face several critical issues as more and more administrators decide to exit the education field. In many instances, it would seem that the higher an individual climbs the educational career ladder, the lonelier it gets (Burmeister & Hensley, 2004). In order to reduce the isolation, administrators must realize as is suggested by Burmeister & Hensley (2004), that leadership is all about relationships. This chapter includes relevant literature on the following:

1. Leadership in organizations
2. Leadership in schools
3. Transactional leadership
4. Transformational leadership
5. The importance of leadership
6. Characteristics of school leaders
7. Leadership styles
8. Principal dimensions of school climate
9. Teachers dimensions of school climate
10. Types of school climates
11. Open school climates
12. Closed school climates
13. Engaged school climates
14. Disengaged school climates

15. Components of school climate

16. The significance of school climate, and

17. School culture

Various styles and traits have been studied to determine what constitutes a successful school leader. This review of the literature will present a deeper understanding of leadership styles and school climate and the relationship of these two.

**Leadership in Organizations**

Growing attention has been directed at leadership in the public service sector. From the 1950's to the 1980's most research was concerned with middle managers; however, more recently theorists have turned their attention to top managers and chief executives. Yukl (2010) suggested that chief executives have the most impact in a crisis and the monitoring of the environment by executives is considered essential in the formulation of organizational strategy. A shift from planning and budgeting to establishing direction or from controlling and problem solving to motivating and inspiring has taken place in management positions. Major activities of management and leadership are played out differently but both are essential for an organization to prosper (Northouse, 2010). Still, as Ristau (2009) noted:

> Leadership, on the other hand, is not something we put on. Leadership is essentially about who you are, how you think about persons, and about the world. You cannot really decide all by yourself to be a leader; others see something about you and decide you are worthy of their support and cooperation. (p. 96)

Transformational leadership, which will be discussed later in the chapter, is one of the central concepts in management. A positive association exists between this style of

leadership and desirable leadership outcomes (Pounder, 2008). Burmeister and Hensley (2004) stated, "We cannot emphasize enough the need to work hard at developing positive, meaningful relationships with all individuals within your organization" (p. 30).

**Leadership in Schools**

Leadership has existed for as long as people have interacted and it is present in all cultures no matter what their economic or social makeup (Trottier, Wart, & Wang, 2008), but school reforms from the 1980s and 1990s turned state and district level leaders into initiatives to improve school leadership. By 1996, the Interstate School Leaders Licensure Consortium (ISLLC) had produced its first set of standards and by 2000, the emergence of instructional leaders and school improvement was making its way into many education discussions.

According to Augustine and Russell (2010), state organizations sought to improve school leadership in six policy arenas: 1) leadership standards, 2) licensure policies, 3) pre-service programs, 4) professional development, 5) leader evaluations, and 6) improving conditions. Although there was a variation across the states as to how to approach these changes, "state's actions across the six policy areas demonstrated that the state can play a critical role in improving school leadership" (Augustine & Russell, 2010, p. 33). States have had to shift their focus to support and provide resources to districts to ensure that these improvements would have a lasting effect.

**Transactional Leadership**

Various theories have been studied over the last thirty years, with two theories emerging in the educational field. Two of the most prominent theories today are transactional and transformational leadership. Teske and Schneider (1999) described

effective school leaders as exhibiting characteristics of both theories such as maintaining short-term endeavors as a transactional leader and inciting change as a transformational leader.

Emerging in the 1980s was the transactional theory, which takes a managerial approach. Teske and Schneider (1999) revealed that management by principals is no longer enough to meet today's educational challenges. Instead, principals must assume a greater leadership role. Principals who wish to provide positive change in schools should be both leaders and managers.

A transactional leader communicates to followers the responsibilities and tasks while providing the rewards necessary to meet those responsibilities. Transactional leaders are normally very controlling and directive instead of flexible and motivational as a transformational leader. Many leaders with transactional behaviors enjoy the power and control that characterize this leadership style (Polglase, 2003). However, principals occupy a middle management position and this control is limited. This authority is limited because principals must meet expectations of both teachers below them in the hierarchy and supervisors above them in the hierarchy.

Most models referred to today deal with the transactional leadership model. This model focuses on exchanges between leaders and their followers. Northouse (2010) described a transactional leader as one that does not individualize the needs of subordinates nor focus on their personal development. Many leadership models focus primarily on how leaders exchange rewards for achieved goals. They use rewards to promote performance and gain loyalty. Hay (2010) described a transactional leader as one that seeks to maintain stability rather than promote change. Transactional leaders

provide the followers with something they want in return for something the leader seeks. As long as both leader and follower are happy, as Brymer and Gray (2006) suggested, the relationship will continue, performance will suffice, and rewards will be consistent.

Transactional leadership does not bind the leader and follower together by working for a common goal. Interaction is at a minimum, and however quickly the relationship was established, it can only be maintained as long as the benefits outweigh the costs (Hay, 2010).

**Transformational Leadership**

In contrast, one of the current and most popular approaches to leadership is transformational leadership. Transformational leadership is a shared leadership between leaders and followers and develops a vision and commitment to school change. This leadership style is based on interaction and influence between leader and follower and is more enduring and long lasting (Hay, 2010).

As the name implies, a transformational leader is one that transcends or transforms people (Northouse, 2010). A transformational leader values developing a vision of the future (Brymer & Gray, 2006) and creating a personal relationship between leader and follower that may persist even when the costs outweigh the benefits. Hallinger (2003) pointed out that transformational leaders create a climate in which teachers engage in continuous learning and in which they routinely share learning with others.

Since the emergence of the transformational theory in the 1990's, followers have been encouraged to go beyond self-values and work toward the accomplishments of the mission of the school. A principal with transformational behaviors is a people person

that instills confidence in teachers through constructive observations (Northouse, 2010). To a transformational leader change is imminent and these leaders work hard to inspire faculty and staff relationships that will ensure the foundation of a shared vision. These leadership behaviors transform the school into a professional learning community (Hines, 2007).

**Importance of Leadership**

Recent developments in the No Child Left Behind Act (NCLB) are demanding more from school principals. The challenge to meet increased graduation rates, higher standardized test scores, and improved student achievement has fallen on the shoulders of school leaders. According to Bulach, Boothe, and Pickett (2006), a principal's leadership behavior is an early indicator of what is happening to a school's culture and climate. Likewise, educational leadership is possibly the single most important determinant of an effective learning environment (Kelley, Thornton, & Daugherty, 2005).

The importance of principals' leadership skills are being studied more and more today. One important factor that leadership influences is school reform. School reform requires principals to transform schools into professional learning communities. Being aware of the emotions and moods of staff members during school reform initiatives or while leading change, will enable the principal to support and coach teachers during the change process (Moore, 2009).

Another important factor of leadership is the ability to affect student outcomes. While leadership is everyone's business, successful leaders find it important to reward students' achievements and performances. There is a strong correlation between effective principals and continuous school improvement. Strong leadership focuses on

student learning, high expectations, achieving goals, and monitoring school improvement.

**Characteristics of School Leaders**

The NCLB Act is one reason schools are striving to find better principals with more experience and exceptional leadership skills. With the increase of teacher and student diversity, school leadership has become more and more complex. Obtaining the characteristics of a good leader is vital for current and future principals to compete in the global educational system of the 21st Century. Characteristics of a good leader include qualities such as: 1) providing direction to staff members, 2) being honest with faculty/staff, 3) willing to take risks, and 4) encouraging teamwork.

Because of the changes and the complexity in the educational system today, many current principals lack the skills necessary to lead schools. Educators in the United States still lag behind the business community in adapting change as dictated by the consumer (Howard, 2005). Providing direction to staff members is crucial for a school leader to be successful. As noted by Kelley, Thronton, and Daugherty (2005), organizations that are over-managed but under-led eventually lose any sense of purpose or direction. Keeping staff members focused on the school's mission and vision is one characteristic of a productive school leader. Staff members must recognize the importance of goals and objectives set forth by the principal who, in turn, must provide direction to the people they are leading.

Effective school leaders must also be honest with faculty, staff, and other stakeholders. Making snap judgments can cause teachers to distrust principals (Bulach, Boothe, & Pickett, 2006). Mendel, Watson, and MacGregor (2002) suggested that a

principal's method of administration, or leadership style, might affect the morale and productivity of teachers, as well as the entire climate of the school. A principal must act in an honest and sincere manner to create an environment of honesty throughout the school. This typically means creating an atmosphere of warmth in which people feel good and are committed to giving their finest (Goleman, 2006).

Becoming an effective leader is a process one develops based on personality. The skills needed to become a successful school leader are not learned in workshops or classes but rather, as Renchler (1992) indicated, through a willingness to demonstrate that learning is a lifelong process. Another characteristic that an effective school leader must develop in this process is becoming a risk-taker. School leaders must take action and have a desire to become actively involved in the work of both teachers and students. In earlier years, school leaders were merely managers. Leaders exemplify character and vision (Sewell, 2003) and managers concentrate on day-to-day operations. Therefore it is necessary for school leaders to be both managers and leaders. School leaders must be willing to think "outside the box" and operate outside the realm of tradition from school days of yesteryear. Quite often leadership is based on trial and error. Leaders are developed, stretched, and challenged; all of which contain a factor of risk (Polglase, 2003). Decisions that work one time may not work a second time; it depends on the situation. Taking risks is a vital part of becoming a successful leader.

Lastly, a school leader will not be successful without encouraging others to become team members. Hallinger (2003) revealed that one of the major impediments to effectively leading a school is trying to carry the burden alone. School leaders must communicate the schools goals and objectives to the staff members and allow others to

become involved. Mendel, Watson, and MacGregor (2002) observed that when teachers are personally invested in their work and have a voice in what happens, their work becomes more meaningful and significant. Teachers will view their work as contributing to a higher purpose or goal. By encouraging teamwork, leaders persuade others to believe that the expected behavior will result in successful realization of the stated goals (Howard, 2005).

**Leadership Styles**

School leaders have to develop and expand their leadership repertoires (Hallinger, 2003). Defining a person's leadership style is as difficult as defining leadership itself. Leaders develop their style based on their attitudes and genetic makeup and these styles can be categorized into one of four groups: 1) Type A, the Fact-Based Style, 2) Type B, the Creative-Based Style, 3) Type C – the Feelings-Based Style, and 4) Type D – the Control/Power-Based Style (Howard, 2005).

The Fact-Based or Type A leader expects others to perform at an extremely high level and is primarily concerned with the bottom line (Howard, 2005). These leaders are very logical, technical, and analytical by nature. Fact-Based leaders are slow to act and normally do not show much emotion. While comfortable working with people, they are very critical of individuals who do not share the same standards as they do. They seek perfection in all parties involved and are driven by data and well organized. The number one priority for a leader with a Fact-Based style is accuracy (Howard, 2005).

Secondly, the Creative-Based leader or Type B is more artistic, flexible, and imaginative. These leaders encourage participation from the group and provide others the opportunity to make suggestions for improvement. Creative-Based leaders are more

casual in their decision-making and are comfortable talking through the process (Howard, 2005).

The third leadership style is based on feelings. The Feelings-Based style or Type C leaders make decisions based on how he or she feels and often make decisions in a hasty manner. According to Howard (2005), the Feelings-Based leader will make decisions regardless of what the data or facts show. They are open and relaxed in their decision-making which causes others to become relaxed around them. Since the Type C leaders prefer to use emotions to guide their decisions, they often seek the approval of others in control.

The fourth and final leadership style is the Control/Power-Based or Type D leadership style. These leaders have every detail planned and accounted for and are very dominant and structured (Howard, 2005). Control/Power-Based leaders expect their subordinates to play a submissive role and want to use power and control not only over people but also over the tasks and environment. They are inflexible and do not stray from the assigned tasks. These leaders even go so far as to think they know better than the teachers do what should be taught (Howard, 2005).

Many leaders have the ability to possess qualities from a couple of different leadership styles; however, only 3 % use all four styles (Howard, 2005). Howard (2005) continued by suggesting that leaders are not only happy, but they are more productive when the tasks are correlated with their preferred leadership style. Kise and Russell (2009) stated that:

> You can use personality type as a model to pinpoint your strengths and blind spots. All types can be great school leaders. Successful leaders, however, use

> knowledge of their personality types to continue to grow and develop even as they seek to become partners with others who have complementary strengths so that all leadership roles are adequately covered. (p. 40)

The key to success is for leaders to have a range of skills that allows them to use the appropriate leadership style according to the situation or assign tasks to leaders based upon their preferred leadership style (Howard, 2005).

**Principal Dimensions of School Climate**

The set of internal characteristics that distinguishes one school from another and influence the behavior of its member is a school's climate (Hoy & Hoy, 2009). Climate is the environment within a school in which the faculty performs their work. A faculty's perception toward school climate is also one form of work-related attitude that influences the faculty's willingness toward contribution, degree of involvement, work behaviors, and job satisfaction (Chu & Fu, 2006).

The first three dimensions of school climate are based on the interactions of the principal toward the teachers (Hoy & Hoy, 2009). A principal can be supportive, directive, or restrictive. A supportive principal shows genuine concern for the faculty. They are willing to assist and compliment teachers and have an undeniable concern for the personal welfare of teachers (Hoy & Hoy, 2009). Supportive principals respect the staff members and show an interest in not only the staff's professional interest but also the staff's personal interests (Pretorius & Villiers, 2009).

Directive oriented principals are focused on the tasks while little attention to personal matters is shown. As Hoy and Hoy (2009) indicated, a directive principal is more controlling and communication is given to the teachers with little or no feedback

shared. Directive principals are characterized as having rigid and controlling personalities and they maintain complete control over all activities within the school (Pretorius & Villiers, 2009).

A restrictive principal is one that is more of a hindrance than a help. Principals with restrictive characteristics overload teachers with too much busy work, too much paperwork, and too many committees (Hoy & Hoy, 2009). Teachers cannot complete the required teaching responsibilities because they constantly have unnecessary paperwork to complete (Pretorius & Villiers, 2009).

**Teachers Dimensions of School Climate**

The climate, as Tubbs and Garner (2008) proposed, is the average characteristics of the individuals in school, such as teacher morale, staff stability, and student-body background. The next three dimensions of school climate deal with the teachers' interaction with the school. These three characteristics identify a teachers' behavior in relation to the school. A teacher can be collegial, intimate, or disengaged.

Teachers that posses the collegial behaviors are pleased with their school and dedicated to their colleagues (Hoy & Hoy, 2009). For new teachers this may be a difficult task. How do new teachers form lasting relationships with other teachers? As Acevedo (2008) advised, new teachers should attend work-related events and parties, be a team player, and spend time in different locations with different people. Once new teachers begin spending time with specific co-workers, other co-workers will notice. By taking time to make lasting collegial relationships based on trust and respect, one will be provided a healthy working environment for years to come (Acevedo, 2008).

Teachers with intimate behaviors are most often closest friends even outside the school (Hoy & Hoy, 2009). Intimate teacher behavior reflects a strong and cohesive network where teachers not only confide in each other but also rely on each other. School climate is very complex and as Tubbs and Garner (2008) suggested, school climate can significantly affect teacher behaviors and thereby influence the health of the school.

Lastly, and unfortunately, some teachers are characterized with disengaged behaviors. These teachers simply go through the motions of day-to-day activities while showing little or no cohesiveness. While often referred to as frustrated teacher behavior, teachers with disengaged behaviors often bicker with each other, interrupt each other in meetings, and show little cohesiveness (Hoy & Hoy, 2009).

**Types of School Climates**

School climate can be classified into two independent factors, principal behaviors and teacher behaviors. The combination of these two factors creates four distinct types of school climate. According to Hoy and Hoy (2009) the four types are:

1. Open-school climate – both principals' and teachers' behaviors are open, or
2. Closed-school climate – both principals' and teachers' behaviors are closed, and
3. Engaged-school climate – closed principal behavior paired with open teacher behavior, or

Disengaged-school climate – open principal behavior paired with closed teacher behavior.

**Open-School Climate**

Hoy and Hoy (2009) described an open-school climate as one with mutual respect between faculty and principal. The authenticity of the teacher and principal relationship is apparent. The basic strategy for improvement is to start conversations about what matters and then listen carefully to what is being said (Reed, 2009). Principals give teachers the freedom to teach without being scrutinized or harassed and feedback and praise are often afforded teachers. Teachers know each other, support each other, and respect each other (Hoy & Hoy, 2009). This person-to-person climate is created by positive interactions that can make principals more effective leaders; which in turn helps both teachers and students learn better (Goleman, 2006).

**Closed-School Climate**

As expected a closed-school climate is very much the opposite of an open school climate. In a closed-school climate, principals are non-supportive, unconcerned yet rigid, and controlling (Hoy & Hoy, 2009). The teachers are intolerant, divisive, and uncommitted to their work. Both principals and faculty members are primarily going through the motions and neither party has respect for the other.

**Engaged-School Climate**

In contrast to the open-school and the closed-school types are the engaged and disengaged types of school climate. The engaged-climate type is one in which a principal tries to be in control with his or her rigid directives. The principal, according to Hoy and Hoy (2009), does not respect professional competence or personal needs of the faculty. Moreover, the faculty ignores the principal's demands. Teachers like each other, respect

each other, and in spite of the weak leadership they work under, are cohesive, supportive, and cooperative with each other (Hoy & Hoy, 2009).

**Disengaged-School Climate**

The disengaged-school climate is the last type of school climate. Schools with this type of climate have principals that listen to teacher's concerns and support their decisions. Principals understand the importance of making a long-term investment in a teacher and help develop teacher skills even at a short-term cost to the school (Goleman, 2006). However, teachers are unwilling to accept the principal direction and do not like the principal nor each other (Hoy & Hoy, 2009). While the principal works to free teachers from the burden of paperwork and committee responsibilities, the teachers are working to sabotage the principals' leadership by ignoring the principal's directives (Hoy & Hoy, 2009).

As one moves from school-to-school, it is possible that one school 'feels' different from another; this is primarily the result of school climate (Chu & Fu, 2006). A school's climate is the summation of all the positive and negative interactions among all people of the school on a given day (Goleman, 2006). Whether a school has an open-school, closed-school, engaged-school, or disengaged-school climate, only the teachers and principals can solve school climate problems (Hoy, Smith, & Sweetland, 2003). There are no quick fixes. As Rooney (2005) pointed out, a school with a wholesome climate knows what it believes and where it is going.

**Components of School Climate**

School climate can affect many areas and people within a school such as students, parents, teachers, and community. Principals must be aware of their positions and the

power they have to influence school climate. Principals must know and understand how to provide the foundation for creating an atmosphere conducive to change (Kelly, Thornton, & Daugherty, 2005). The building blocks to this foundation begin with establishing good communication skills, developing respect for the institution, and creating trust within the organization.

Establishing good communication skills means more than being a good talker. Every person that a leader interacts with has a different personality and perception of the world around him or her (Howard, 2005). Therefore, good communication means open communication (Leshnower, 2008). Good leaders have a clear vision and mission and can effectively communicate the mission to all parties. Additionally, good leaders know that communication is a two way street; communication flows from leader to follower and from follower to leader.

The second building block for a enhancing a school climate is developing respect for the institution. The institution is comprised of teachers, students, and staff. The principal should protect the school and the teachers from unreasonable community and parent demands (Hoy & Hoy, 2009). The community should respect the teachers, the teachers should respect the students, and the students should respect the leaders and each other. It is essential that there be a mutual respect between teachers, staff, and principal. Students will emulate the examples set for them by their adult educators. A respected institution is one that works more efficiently and effectively and is committed to becoming a productive unified unit. As Sewell (2003) pointed out, "there are no weakest links only challenges and opportunities to make struggling teachers and students better;

good teachers and students great; and great teachers and students masters in their field" (p. 55).

Communication is necessary and respect is essential, however, trust is crucial in creating an open and healthy school environment. Trust is likely the most important element in the development of a learning community (Vodicka, 2006). If principals are highly skilled, they can develop feelings of trust that are essential for teamwork. Trust between teachers and administrators will aid in building solid relationships and is one of the first steps toward establishing a positive difference in school climate (Pfeifer & Polek, 2005; Vodicka, 2006).

In addition to creating trust between the faculty and administrators, trust must also be developed and nurtured between teachers and students. Trust begins when students believe that teachers are on their side. When students realize that teachers view them as a person of worth and believe in students' capacity to succeed (Tomlinson, 2008) trust will develop. This kind of trust creates a partnership in which teachers believe in students and students respond with vigor (Hoy & Hoy, 2009). Students strive for good grades and their academic success is praised. Vodicka (2006) reported schools with a high level of trust were three times more likely to improve in reading and mathematics. Vodicka (2006) contended that schools with consistently low levels of trust showed little or no improvement in student achievement measures. Best practices for learning include having teacher, school staff, and leaders all contribute to a positive school environment typified by trusting and caring relationships (Goleman, 2006).

**Significance of School Climate**

Vodicka (2006) indicated that the link between principal behaviors and teacher perception is important in understanding the relationship between teachers success and student achievement. School climate can play a significant role in student's willingness to achieve. The best climate for learning comes when students take action toward becoming socially intelligent (Goleman, 2006). Children can learn many things in school, and often what they learn through the interactions with teachers, are equally as important as the academics. School climate, as Marshall (2004) observed, can provide an enriching atmosphere, both for personal growth and academic success.

Another significant role of school climate is the safety of a school. For example, when students attend a new school it can be frightening for students and this apprehension can affect a student's opinion of the school and ultimately the climate of the school. Some researchers (Vodicka, 2006; Pfeifer & Polek, 2005; Hoy, Smith, & Sweetland, 2003) emphasized safety as the core element of school climate. Tableman (2004) placed safety at the forefront of providing a healthy school climate. Educators know that the feeling of safety is essential to maximizing student achievement and to the recruitment and retention of good staff members (Brunner & Lewis, 2007).

Potential problems such as bullying, inter-student conflicts, violence, and substance abuse are substantially decreased when schools possess a positive school climate (Tableman, 2004). Students, staff, and teachers all feel safer and more comfortable in schools with open and healthy climates. According to Brunner and Lewis (2007), parents, students, and the entire school community should be involved in improving safety.

**School Culture**

Many people think school climate and school culture are one in the same. However, this is not the case, according to the beliefs of Gruenet (2008), who stated that, "If culture is the personality of the organization, then climate represents that organizations attitude" (p. 58). Gruenet (2008) continued by saying, "It is much easier to change an organization's attitude (climate) than it is to change its personality (culture)" (p. 58). Tableman (2004) suggested that school culture is the shared beliefs that characterize the organization as a whole while school climate refers to the "feel" of each school that can vary from school-to-school within the same district.

The culture of a school can have a positive influence on learning if we understand the differences and similarities between culture and climate (Hinde, 2004). According to Hinde (2004), "Climate is the main leverage point for any culture, which means that if school leaders want to shape a new culture, they should start with an assessment of the climate" (Gruenert, 2008, p. 58). If happy teachers are better teachers, then leaders should create opportunities that create a happy culture. On the other hand, schools with negative culture, where teachers are unwilling to change, are types of places where nobody prefers to be (Hinde, 2004).

**Summary**

The relationship between the way principals interact with teachers and the overall climate of the school has the tremendous potential for taking a proactive approach in the leadership of a school system (Bulach, Boothe, & Pickett, 2006). School leaders are constantly being offered suggestions on how to develop their leadership style. Building principals must be able to evaluate their personal leadership qualities in order to

formulate their personal leadership style. Leaders are not just born but leaders grow into leadership practice (Donaldson, 2009) and then learn leadership in ways that are more formal.

A person's leadership style is developed over time just as a school's climate. Qualities such as providing direction, being honest, taking risks, and encouraging teamwork are characteristics of a good leader. Principals, who do not find a leadership style that is conducive to the overall success of their schools, may find their school climate is less than desirable (Mendel, Watson, & MacGregor, 2002). Administration can be a very lonely profession if allowed to be. However, building relationships will make it easier and much more rewarding (Burmeister & Hensley, 2004). Schools will not reach their full potential and improve the lives of children if schools have a poor climate for learning. Moreover, the future of society will be impacted by the success of the schools in this country.

# CHAPTER III

## Methodology

### Overview

The purpose of this chapter was to explain the methods and procedures that were used to conduct this study. The purpose of the study was to determine if there is a relationship between leadership styles and school climate. This study was conducted in one school system in rural Middle Tennessee.

### Research Design

This field study was designed to determine the relationship of leadership styles and school climate based on the perceptions of the teachers. Questionnaires, which ask all the same questions of all the participants, were used to conduct this study. Questionnaires are useful for assessing descriptions of events and can be open or closed. Open questionnaires allow participants to construct their own responses while closed questionnaires have pre-specified responses. A closed questionnaire was chosen for this study.

This study utilized a correlational design to examine the relationships between leadership style and school climate. The purpose of these questionnaires was to collect data from a selected sample that can be generalized to a similar population. According to Tubbs and Garner (2008), one way to assess school climate, and then strive to improve it, is through periodic climate surveys. The surveys should address school climate and determine the current condition of the school climate. Based on the outcomes, the school leader or leaders may decide to address the school climate. Some schools assess the school climate as often as four times a year (Tubbs & Garner, 2008).

**Participants**

The participants for this study were the teachers in a rural school system in Middle Tennessee. This system is comprised of two elementary schools, one middle school, and one high school. Anonymity of participants was guaranteed by not revealing any participant names on surveys or markings to identify the respondents. Confidentiality was insured for all participants.

**Instruments**

A demographic questionnaire (see Appendix A) was included in this study to provide a better opportunity to disaggregate the information based on the following: 1) age, 2) gender, 3) ethnicity, 4) highest level of education completed, 5) number of years at current school, 6) number of years of teaching experience, 7) number of years under current principal, and 8) number of principals under which one had worked.

The additional questionnaires that were administered to the teachers were the Organizational Climate Description Questionnaire (OCDQ) and the Leaders Behavior Description Questionnaire (LBDQ). Questionnaires are used in research to collect observable data that measures interests, values, and experiences.

The OCDQ instrument provided information about the climate and a school's climate can be characterized as one of four types of climates: Open, Engaged, Disengaged, and Closed. For the purpose of this study, school climate was determined for the administration based on three forms of the OCDQ instrument. This instrument has been used extensively and revised to be grade level specific. The Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE, Appendix G) was administered to the elementary teachers, the Organizational Climate Description

Questionnaire for Middle Schools (OCDQ-RM, Appendix H) was administered to the middle school teachers, and the Organizational Climate Description Questionnaire for Secondary School (OCDQ-RS, Appendix I) was administered to the high school teachers. The reason these questionnaires are grade level specific is to gather applicable information and gain a better insight into the relationship of each leader's style to each school's climate. Hoy and Hoy (2009) suggested all questionnaires would be best administered as part of a faculty meeting. Teachers were not asked to sign or place any identifying marks on the form. It was suggested by Hoy and Hoy (2009) that someone other than the administrators collect the data to assure a non-threatening atmosphere whereas teachers can give honest and sincere responses.

The OCDQ-RE is comprised of 42-type items that teachers use to describe the interactions within their school. The participants were instructed to respond to each statement using a four-point scale that includes the categories *rarely occurs, sometimes occurs, often occurs, and frequently occurs* (Hoy & Hoy, 2009). The statements are short and provide information on six dimensions. The first three dimensions (supportive, directive, and restrictive) are indicative of the principal's behaviors while the last three dimensions (collegial, intimate, and disengaged) reflect on the teacher's behaviors.

The OCDQ-RM is a 50-type item instrument that measured the climate of a school from the perspective of a middle school teacher. The OCDQ-RM was developed from the original OCDQ by Wayne Hoy due to the research that showed middle schools were different from both elementary and high schools. These statements also provide information on six dimensions. The first three dimensions (supportive, directive, and

restrictive) reflect the behaviors of the principal while the last three dimensions (collegial, committed, and disengaged) reveal the behaviors of the teachers.

The OCDQ-RS consists of 34-type items that secondary teachers use to describe the communications within their school. This test measured five dimensions. The first two dimensions (supportive and directive) revealed the behaviors of the principal but the last three dimensions (engaged, frustrated, and intimate) were reflective of teacher behaviors.

Each of the dimensions was measured by subtests of the OCDQ-RE, OCDQ – RM, and OCDQ – RS respectively. The reliability was found to be relatively high on all tests: OCDQ – RE: Supportive (.94), Directive (.88), Restrictive (.81), Collegial (.87), Intimate (.83), Disengaged (.78); OCDQ – RM: Supportive (.96), Directive (.88), Restrictive (.89), Collegial (.90), Committed (.93), Disengaged (.87); OCDQ – RS: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), Intimate (.71). Likewise, a factor analysis of each instrument supports the validity of the concept of organizational climate (Hoy & Hoy, 2009; Hoy, Tarter, & Kottkamp, 1991).

The last questionnaire, the Leader Behavior Description Questionnaire – Form XII (LBDQ, Appendix F) was administered to all teachers. The LBDQ provided a technique whereby group members may describe the behaviors of the leader of the group (Shaw, 2009). This is a 100-type item instrument and measured twelve different subscales; representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance and freedom, role assumption, consideration, production emphasis, predictive accuracy, integration and superior

orientation. Each item on the test described a behavior, but does not ask teachers to judge whether the behavior is desirable or undesirable.

During the post World War II years, there was a great deal of interest in the definition leadership. Therefore, the LBDQ was developed in the 1950s by Hemphill and Coons and later modified by an Ohio State research study group directed by Dr. Carroll L. Shartle. The LBDQ is published by the Bureau of Business Research, College of Commerce and Administration, The Ohio State University, Columbus, OH.

The Leader Behavior Description Questionnaire – Form XII stated the reliability of the subscales was determined by a modified Kuder-Richardson formula. Some items appear to be similar but this is not a test of consistency. The purpose of the LBDQ – Form XII is to describe the behavior of the supervisor as accurately as possible.

**Procedure**

A letter was sent to the Austin Peay State University Institutional Review Board requesting permission to complete this field study. Additionally a letter was sent to the director of schools of the Middle Tennessee School System requesting permission to conduct this field study in the school system. These letters gave a brief overview of the field study, explained the minimal risks involved, and provided a copy of the questionnaires to be administered.

After approval from the APSU Institutional Review Board and the director of schools, each teacher of the Middle Tennessee School System was sent a letter asking them to participate in the field study. The letter explained the purpose of the study and confirmed findings will be held confidential. A signed consent form from each teacher was kept on file.

In the spring of 2011, the questionnaires were administered to all teachers who agreed to participate in the study. After completion of the questionnaires, the participants were asked to put the completed questionnaires in a sealed envelope and return questionnaires to the designated school personnel. Each school's responses were kept separate to be able to disaggregate and analyze teacher responses to principal's leadership style.

Hoy and Hoy (2009) suggested the questionnaires be administered at one of the approved faculty meetings. The identities of the participants were not revealed and there are no identifying marks on the questionnaires. Results from the study were collected and shared with the participants.

**Data Analysis Plan**

To analyze the scores, data was entered into a computer using Excel spreadsheets. The first two research questions were addressed using school climate and leadership style factors. These factors used the means, standard deviations, variability, and mean ratings to describe the dimensions of each survey conducted. The last research question used a Pearson product-moment correlation coefficient (PMCC) to determine the relationship between leadership style and school climate. The PMCC is a statistical method used to measure two linearly dependent variables. The PMCC measures the strength of linear dependence between two variables. Correlations were conducted to establish if the leadership style of the principal is linked to school climate in the school that they serve. The level of significance was tested at the $p < 0.05$ level to indicate whether there is a statistically significant correlation between leadership styles and school climate.

# CHAPTER IV

## Data Analysis and Results

### Introduction

It is not known to what extent the relationship is between leadership styles and school climate. For that reason, this field study was undertaken to study the relationship between school principals and school climate in five schools located in a rural Middle Tennessee school district. This chapter presents the results of the data analysis while addressing the following research questions:

1. How do teachers rate the climate of their school based on the Organizational Climate Description Questionnaire (OCDQ) dimension scales?
2. How do teachers rate their leader based on the Leader Behavior Description Questionnaire (LBDQ) dimension scales?
3. What is the nature of the relationship between leadership style and school climate as measured by the LBDQ and OCDQ according to teachers?

This chapter will also address the demographic characteristics of the teachers in the school system, the data analysis procedures, and the results for each research question addressed in this field study.

### Demographics Characteristics

Each teacher was asked to complete a demographics survey to analyze the teacher population. Fifty-two teachers responded to the study from two elementary schools, one middle school, and one high school. To provide complete anonymity between the leaders of the schools, the data was analyzed as one complete data set.

Table 1 provides the frequency distribution, percent, and cumulative percent of the ages from the five different schools. The table indicates that there is a wide variety of ages between the participants.

Table 1. Age of Participants

| Age | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| 20 – 29 | 8 | 15.38 | 15.38 |
| 30 – 39 | 18 | 34.62 | 50.00 |
| 40 – 49 | 15 | 28.85 | 78.85 |
| 50 – 59 | 10 | 19.23 | 98.08 |
| 60 and over | 1 | 1.92 | 100.00 |
| **Total** | **52** | **100.00** | |

The demographics surveys also revealed that forty-four of the fifty-two participants were females and eight of the fifty-two participants were males. Additionally, the sample of participants were predominately white, with fifty-one of the fifty-two participants being white and one participant declining to state ethnicity.

Table 2 indicates the level of education the participants had attained. Table 2 shows that 98% of the participants hold a Masters +30 degree or below. Seventeen participants hold a Bachelors Degree, twenty-two hold a Masters Degree, and twelve participants hold a Masters +30 Degree. In contrast, 2% of the participants, which corresponds to one person, hold a Specialist or Doctoral Degree.

Table 2. Level of Education

| Degree | Number of Participants | Percent | Cumulative Percent |
|---|---|---|---|
| Bachelors | 17 | 32.69 | 32.69 |
| Masters | 22 | 42.31 | 75.00 |
| Master +30 | 12 | 23.08 | 98.08 |
| Specialist | 1 | 1.92 | 100.00 |
| Doctoral | 0 | 0.00 | 100.00 |
| **Total** | **52** | **100.00** | |

The demographic survey also requested the participants to respond to four additional statements to reveal relevant information about the sample. The four statements were: 1) state the number of years worked at the current school, 2) state the number of years of experience, 3) state the number of years worked under the current principal, and 4) state the number of principals under which each participant had worked. These items were useful in determining whether the respondents had worked for a variety of different principals and whether the respondents had many years of teaching experience. The averages were calculated for each of the statements.

Table 3. Averages

| *Statement* | *Average (in years)* |
|---|---|
| Number of years at current school | 8 |
| Number of years of teaching experience | 13 |
| Number of years worked for current principal | 5 |
| Number of principals worked for | 3 |

**Data Analysis Procedures**

Table 3 shows the averages (rounded to the nearest year) of each afore mentioned statement.

The first research question was analyzed using the Organizational Climate Description Questionnaires. Each item was scored for each teacher with a few items reversed scored as directed in the questionnaire directions. An average was calculated for each item. The averages were then added and assigned to the school climate descriptors. These scores represented the climate profile of the school system. The average scores and standard deviations for each climate dimension was summarized and included in this study.

The second research question was analyzed using the Leadership Behavior Description Questionnaire – Form XII. Each item was given a numerical value from 5 to 1 corresponding to the alpha A to E, respectively, with the exception of 20 items, which the scoring key was in reverse direction. The assignment of items to different subscales was recorded and the sum of the scores constituted the score for each subscale descriptor. Each subscale was composed of either five or ten items.

Additionally, to make comparisons easier, each dimension was converted to a standardized score (SdS) that gives each score a "common denominator". These standardized scores were compared using a scale much like the scores on the SAT, CEEB, or GRE. The range of the standardized scores is as follows:

If the score is 200, it is lower than 99% of the schools.
If the score is 300, it is lower than 97% of the schools.
If the score is 400, it is lower than 84% of the schools.
If the score is 500, it is average.
If the score is 600, it is higher than 84% of the schools.
If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

One additional score that was calculated and often is of interest is the general openness index for the school climate. The openness index was interpreted the same way as the subtest scores, that is, the mean of the "average" school is 500. The following conversion table was used to interpret the openness index:

| | |
|---|---|
| Above 600 | VERY HIGH |
| 551 - 600 | HIGH |
| 525 - 550 | ABOVE AVERAGE |
| 511 - 524 | SLIGHTLY ABOVE AVERAGE |
| 490 - 510 | AVERAGE |
| 476 - 489 | SLIGHTLY BELOW AVERAGE |
| 450 - 475 | BELOW AVERAGE |
| 400 - 449 | LOW |
| Below 400 | VERY LOW |

The third research question was analyzed using Pearson correlation. Correlations were analyzed to determine if leadership styles are related to school climate. The relationships are determined from the viewpoint of the teachers.

**Results**

This section of the chapter provides the data analysis results for each of the three research questions.

**Research Question 1**

The first research question analyzed how teachers rated the climate of their school based on the OCDQ dimension scales. Table 4 reveals the mean scores of the climate behaviors and the standardized scores of each dimension. To make the comparisons easier a standardized subtest was calculated which gives each score a "common denominator" and allows for direct comparisons.

Table 4. Teachers' OCDQ Mean and Standardized Score by Dimension

| Dimension | Mean | Standardized Score | Range of scores |
|---|---|---|---|
| Supportive (P) | 2.12 | 571.70 | Average |
| Directive (P) | 2.96 | 502.11 | Average |
| Restrictive (P) | 3.03 | 379.22 | Lower than 97% |
| Collegial (T) | 2.16 | 538.58 | Average |
| Intimate (T) | 2.48 | 539.49 | Average |
| Engaged (T) | 1.98 | 784.09 | Higher than 97% |
| Disengaged (T) | 3.34 | 440.04 | Lower than 84% |
| Frustrated (T) | 3.53 | 321.72 | Lower than 97% |
| Committed (T) | 2.19 | 454.02 | Lower than 84% |

(P) Principal Behavior, (T) Teacher Behavior

Based on the standardized scores, the schools analyzed were rated lower than 97% of the schools in the Restrictive and Frustrated dimensions, lower than 84% of the schools in the Disengaged and Committed dimensions, average in the Supportive, Directive, Collegial, and Intimate dimensions, and higher than 97% of the schools in the engaged dimension. The Engaged teacher behavior is reflected by high faculty morale. The teachers at the schools that were included in this study ranked higher than 97% of the schools, meaning teachers are proud of their school, enjoy working together, and are supportive of the colleagues. Not only are teachers concerned with each other but also they are committed to the success of their students.

This study also revealed two dimensions that these teachers were lower in than 97% of the schools. These two dimensions were Restrictive and Frustrated. Restrictive behavior is a principal's behavior and this behavior hinders rather than facilitates teacher work. A principal with a restrictive behavior is one that burdens teachers with paperwork and committee requirements and continues to make demands that interfere with teaching responsibilities. Likewise, a teacher with a frustrated behavior refers to the teachers who are annoyed with nonteaching assignments and excessive interruptions of the basic teaching tasks. Both of these dimensions speak well of the teachers and principals of this school system in that the principals do not burden the teachers with nonteaching duties and the teachers are not frustrated with excessive duties that distract from the success of the students.

**Research Question 2**

The second research question examined how teachers rated their leader based on the LBDQ dimension ratings. The analysis for each dimension is provided in Table 5. Table 5 includes the number of items in each dimension scores, the mean of each leadership dimension, the standard deviation of each dimension, and the variation. The coefficient of variation allows for a direct comparison between dimensions since the dimensions were based off a different number of items. Based on the variation, the Tolerance of Uncertainty (11.8%) was the dimension with the greatest amount of variability followed closely by Production Emphasis (10.9%) and Superior Orientation (10.3%). Tolerance of Uncertainty is a behavior that exhibits the ability to tolerate uncertainty and postponement without becoming upset or anxious. Production Emphasis is a behavior in which one applies pressure for productive output and Superior

Orientation is a behavior in which one maintains cordial relations with superiors ad is striving for higher status. The dimensions with the least amount of variability were Predictive Accuracy (3.5%) and Representation (3.7%). Predictive Accuracy is a behavior that exhibits foresight and the ability to predict outcomes accurately. Representation is a behavior of one who speaks and acts as the representative of the group.

Table 5. Teachers' LBDQ Ratings by Dimension

| LBDQ Dimension | Items | Mean | SD | Variability |
|---|---|---|---|---|
| Representation | 5 | 4.15 | 0.77 | 3.7 |
| Demand Reconciliation | 5 | 3.81 | 1.20 | 6.3 |
| Tolerance of Uncertainty | 10 | 3.63 | 4.30 | 11.8 |
| Persuasiveness | 10 | 3.64 | 1.49 | 4.1 |
| Initiation of Structure | 10 | 3.88 | 1.76 | 4.6 |
| Tolerance and Freedom | 10 | 3.80 | 1.76 | 4.6 |
| Role Assumption | 10 | 3.86 | 3.09 | 8.0 |
| Consideration | 10 | 3.70 | 3.41 | 9.2 |
| Production Emphasis | 10 | 3.50 | 3.81 | 10.9 |
| Predictive Accuracy | 5 | 3.53 | 0.61 | 3.5 |
| Integration | 5 | 3.56 | 0.73 | 4.1 |
| Superior Orientation | 10 | 3.75 | 3.84 | 10.3 |

In order to compare each dimension directly to all other dimensions a mean rating was calculated. The mean rating was created by dividing the mean by the number of

items. Therefore, a direct comparison can be made between all dimensions. The higher the mean rating for each dimension reflects the more positive the teacher's perception of that particular dimension. For example, Represenation with a mean rating of 4.15 was the highest rated dimension, and Production Emphasis (3.50) was the lowest. Figure 1 indicates in rank order how teachers rated their principals based on the twelve leadership behavior dimensions.

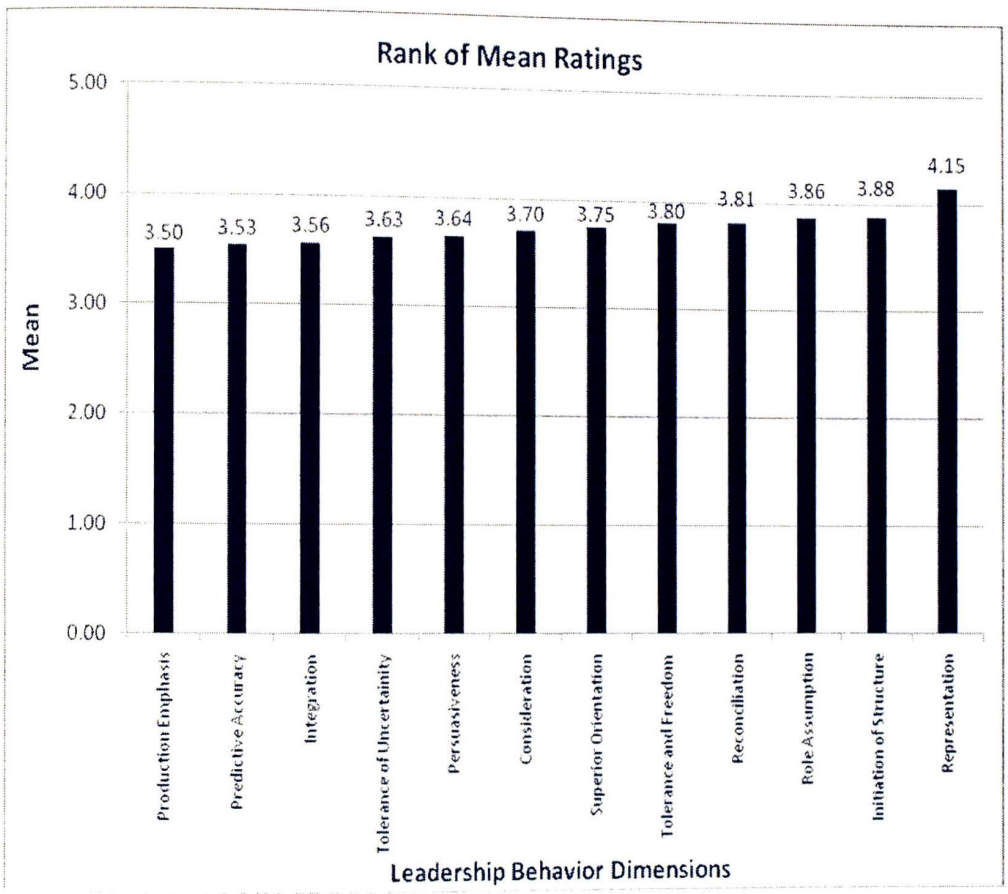


*Figure 1*. Ranking of Teachers' Mean Ratings by LBDQ Dimension

Overall, based on the LBDQ, the analysis for Research Question 2 indicated the teachers were most consistent with the Predictive Accuracy (3.5) and Representation (3.7). Teachers were least consistent with Tolerance of Uncertainty (11.8), Production

Emphasis (10.9), and Superior Orientation (10.3). However, teachers were inclined to rate their principals highest in regards to the Representation dimension and lowest with respect to Production Emphasis.

**Research Question 3**

The last research question addressed in this study investigated whether there was a relationship between school leadership style as measured by the LBDQ and school climate as measured by the OCDQ according to teachers' ratings. Table 6 reveals the correlation analyses of each LBDQ leadership style dimension in comparison to each OCDQ principal behavior.

Table 6. LBDQ Dimensions Correlation with OCDQ Principal Dimensions

| | **Organizational Dimensions for Principal Behaviors** | | |
|---|---|---|---|
| **Leadership Styles** | Supportive | Directive | Restrictive |
| 1. Representation | 0.14 | -0.88 | -0.74 |
| 2. Reconciliation | -0.76 | -0.16 | 0.06 |
| 3. Tolerance of Uncertainty | 0.38 | -0.55 | -0.01 |
| 4. Persuasiveness | -0.52 | -0.07 | -0.22 |
| 5. Initiation of Structure | -0.61 | 0.37 | 0.82 |
| 6. Tolerance and Freedom | -0.48 | 0.13 | 0.09 |
| 7. Role Assumption | 0.73 | -0.17 | -0.18 |
| 8. Consideration | 0.31 | -0.63 | -0.11 |
| 9. Production Emphasis | 0.22 | 0.13 | -0.31 |
| 10. Predictive Accuracy | 0.44 | -0.94 | -0.57 |
| 11. Integration | 0.29 | -0.66 | -0.20 |
| 12. Superior Orientation | 0.92 | -0.31 | -0.47 |

The results from Table 6 show that a substantial relationship exists at $p < .05$, between all leadership styles and the principal behaviors of school climate dimension

excluding Tolerance of Uncertainty leadership style and the Restrictive Principal Behavior.

The results in Table 6 also show that, overall, there was a positive correlation between the leadership style dimensions and the Supportive Principal Behavior school climate dimension (1.06). In contrast, Table 6 indicates that, overall, there was a negative correlation between leadership style dimensions and the school climate dimensions in regards to the Directive Principal Behavior (-3.74) and the Restrictive Principal Behavior (-1.84). Therefore, higher school leadership ratings were associated with higher Supportive Principal Behavior school climate rating.

Table 7 reveals correlation analyses of each LBDQ leadership style dimension in comparison to each OCDQ teacher behavior.

Table 7. LBDQ Dimensions Correlation with OCDQ Teacher Dimensions

| | **Organizational Dimensions for Teacher Behaviors** | | | | | |
|---|---|---|---|---|---|---|
| **Leadership Styles** | Committed | Collegial | Disengaged | Intimate | Engaged | Frustrated |
| 1. Representation | -0.17 | 0.90 | 0.70 | -0.55 | -0.74 | -0.83 |
| 2. Reconciliation | 0.15 | 0.07 | 0.44 | -0.99 | -0.15 | -0.24 |
| 3. Tolerance of Uncertainty | -0.11 | 0.39 | 0.63 | 0.42 | -0.73 | -0.64 |
| 4. Persuasiveness | -0.10 | 0.16 | 0.08 | -0.89 | 0.09 | -0.05 |
| 5. Initiation of Structure | -0.53 | -0.47 | 0.06 | -0.04 | 0.18 | 0.18 |
| 6. Tolerance and Freedom | 0.86 | -0.26 | 0.09 | -0.56 | 0.10 | 0.12 |
| 7. Role Assumption | -0.59 | 0.28 | -0.11 | 0.80 | -0.17 | -0.13 |
| 8. Consideration | 0.27 | 0.41 | 0.73 | 0.24 | -0.80 | -0.70 |
| 9. Production Emphasis | -0.73 | 0.15 | -0.48 | 0.05 | 0.36 | -0.24 |
| 10. Predictive Accuracy | -0.30 | 0.90 | 0.80 | -0.02 | -0.94 | -0.95 |
| 11. Integration | 0.44 | 0.44 | 0.74 | 0.13 | -0.81 | -0.71 |
| 12. Superior Orientation | -0.38 | 0.45 | -0.10 | 0.79 | -0.24 | -0.21 |

**Hypothesis**

The results in Table 7 reveal, overall, there were positive correlations between the leadership style dimensions and the Collegial Teacher Behavior (3.42) and Disengaged Teacher Behavior (3.58). In contrast, overall, table 7 shows the leadership style dimensions are negatively related to the teacher behaviors of Committed (-1.19), Intimate (-0.62), Engaged (-3.85), and Frustrated (-3.92). While the Committed and Intimate teacher behaviors are negative, however, they are weak. Table 7 shows the overall correlation between leadership styles and Engaged and Frustrated teacher behaviors are not only positive but also strong. Therefore, higher school leadership ratings were associated with Collegial Teacher Behavior and Disengaged Teacher Behavior school climate ratings.

# CHAPTER V

## Summary, Hypotheses Conclusions, Recommendations, Conclusion

### Summary

The purpose of this study was to investigate the relationship between leadership styles and school climate as rated by the teachers in a Middle Tennessee school system. The Organizational Climate Description Questionnaire for elementary, middle, and high schools measured the school climate. This study measured the leadership behaviors using the Leadership Behavior Dimension Questionnaire – Form XII (LBDQ).

Teachers are facing many challenges in the classroom and working in a poor school environment will not keep teachers in the classroom. The role of the school principal has changed from supervising teachers to being a promoter for organizational change (Baughman, 1996). Principals must create an atmosphere that is open and trusting and one that supports professional interactions.

### Hypothesis Conclusion

The focus of this study, hypothesis one, examined whether there was a relationship between leadership styles as measured by the LBDQ and school climate as measured by the OCDQ. The first step in addressing hypothesis one was to examine all possible relationships between each of the school climate dimensions and each of the leadership behavior dimensions. The results from this step are shown in Tables 6 and 7.

The second step was to examine the overall leadership score with the overall school climate score. The overall leadership score was calculated by summing all of the dimensional scores on the LBDQ. The overall school climate score was calculated by summing all of the individual climate dimension scores.

Overall, the following school climate dimensions had a positive correlation to leadership styles: Supportive Principal Behavior, Collegial Teacher Behavior, and Disengaged Teacher Behavior. A supportive principal is helpful and attempts to motivate by using constructive criticism and by setting a good example through hard work. Collegial Teacher Behavior supports teachers that are respectful and professional toward each other. Lastly, the Disengaged Teacher Behavior signifies a lack of meaning and focus during professional activities. The highest positive school climate dimension was Collegial Teacher Behavior

In conclusion, testing at the $p < 0.05$ level, the correlation between the overall leadership style score and the overall school climate score showed there was a statistical significance ($r = -.10$). Therefore, the null hypothesis was rejected.

**Recommendations**

The following recommendations are based on the discoveries of this field study:

1. Replicate this study to examine if a particular leadership style promotes a more positive school climate.
2. Conduct a study to determine the reasons teachers take on leadership roles.
3. Conduct research for programs that develop leadership styles and prepare teachers to become effective leaders within their schools.
4. Conduct research in schools with more teacher diversity.
5. Conduct research to examine the school climate based on the student's perceptions.

**Conclusions**

Teachers continue to face increasing demands to improve test scores, increase student achievement, and raise student self-esteem. Many routine duties that teachers perform today require much more paperwork and responsibilities. Often times these increased demands take a toll on teachers and cause them to lose motivation or enthusiasm. When teachers are bogged down with meaningless paperwork and duties school climate suffers. When school climate suffers, student performance most likely will suffer.

Based on this study, there was a statistically significance between leadership styles and school climate. Principals must help create a purpose that is beneficial to all stakeholders. Factors that are most related to school climate are Representation, Initiation of Structure, and Role Assumption. These traits speak highly of a good leader and one that is willing to speak for the group, clearly defines teacher roles, and actively exercises leadership roles.

Notably the school climate most highly rated by this study was the dimension of Engaged. Engaged teacher behavior relates to teachers that enjoy working together and being concerned with each other outside the school setting. These teachers trust each other and are confident in the success of their students.

In conclusion, principals need to understand the importance of improving the structure of the schools' organization and research ways to improve school climate. Many factors contribute to school climate and it is not a quick fix, however, if left unattended much harm can take place. As Baughman (1996) stated, a school driven

toward excellence, where teachers work in an open, collaborative, and trusting environment will raise the level of job satisfaction.

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# APPENDICES

# APPENDIX A

Austin Peay State University Institutional Review Board

Letter of Approval with Modifications

Mar. 3, 2011

Amy Gammons
3490 Trough Springs Road
Clarksville, TN 37043

RE: Your application regarding study number #11-009 A Study of the Relationship of Leadership Styles on School climate.

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your study on an expedited basis and am pleased to inform you that I have approved your study pending the following modifications:

- Revise the answers to #11, #12 and the consent form to indicate that the risk to participants is minimal – no more than one would normally expect when completing an opinion survey.
- Appropriate documentation from the Stewart County School System that they have approved the study as described.
- Include a copy of the script used to inform participants of the purpose of the study (see #8 of the application).
- Revise the response to #8 to indicate that participation will be held in confidence rather than being "completely" anonymous (at least the method seems to suggest that the person who distributes and collects the surveys and consent forms will know who has participated.)

This approval is subject to APSU Policies and Procedures governing human subject research. The full IRB will still review this protocol and reserves the right to withdraw expedited approval if unresolved issues are raised during their review.

Once you have provided documentation to the IRB that the modifications have been made, you are free to conduct your study. Your study is subject to continuing review on or before Mar. 3, 2012, unless closed before that date. Enclosed please find the forms to report when your study has been completed and the form to request an annual review of a continuing study. Please submit the appropriate form prior to Mar. 3, 2012.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions or require further information, you can contact me by phone (931-221-7231) or email (grahc@apsu.edu)

Again, thank you for your cooperation with the APSU IRB and the human research review process. Best wishes for a successful study!

Sincerely,

Charles R. Grah, Chair
Austin Peay Institutional Review Board

cc: Gary Stewart, Department of Education Specialties

# APPENDIX B

Austin Peay State University Institutional Review Board

Second Letter of Approval with Modifications

tewart, Gary

rom: Grah, Charles
ent: Thursday, March 03, 2011 11:44 AM
o: als4uk@hotmail.com; Stewart, Gary
c: Williams, Katie E; Institutional Review Board
ubject: approval of IRB #11-009
ttachments: IRB approval of 11-009.doc

Amy,

I wanted to let you know that the IRB has approved your proposal pending a few modifications. Formal approval and a listing of those modifications are included in the attached letter (with a hard copy to follow in the mail). You can document the changes by sending me a revised application with the modifications and any additional documents (e.g. approval from Stewart County) directly to me.

Good luck on your study

Buddy Grah, Chair
Austin Peay IRB

# APPENDIX C

Austin Peay State University Institutional Review Board

Letter of Approval

**Stewart, Gary**

**From:** Grah, Charles
**Sent:** Thursday, April 07, 2011 2:29 PM
**To:** als4uk@hotmail.com
**Cc:** Stewart, Gary; Institutional Review Board; Williams, Katie E
**Subject:** approval of 11-009

Amy,

I have received the revisions to your original proposal (IRB #11-009) and have determined that you have made the changes requested by the APSU IRB. You are now fully approved to begin collecting data for your study.

Good luck on your project.

Buddy Grah, Chair
Austin Peay St. Univ. IRB

# APPENDIX D

Stewart County Letter of Approval to Conduct Research

**Subject:** FW: letter for participation

**From:** Dr. Phillip Wallace [mailto:phillipwallace@stewart.k12.tn.us]
**Sent:** Monday, March 14, 2011 1:25 PM
**To:** Gammons, Amy, Ms., CIV, OSD/DoDEA-Americas
**Subject:** RE: letter for participation

It is OK for Ms. Gammons to collect data in Stewart County Schools as long as she follows all applicable laws and regulations.

Phillip Wallace, Ed.D.
Director of Schools
Stewart County Schools

**From:** Gammons, Amy, Ms., CIV, OSD/DoDEA-Americas [mailto:Amy.Gammons@am.dodea.edu]
**Sent:** Monday, March 14, 2011 12:56 PM
**To:** phillipwallace@stewart.k12.tn.us
**Subject:** letter for participation

Dr. Wallace,

This is Amy Gammons, teacher at Ft. Campbell High School. You and I talked last semester about completing my field study through your school system. I appreciate you allowing me to do this. I have written a letter asking for you permission and honestly I don't remember if I sent it or if Dr. Shutt wanted to see the letter before we sent it. Between that time, I remember you and I talking on the phone. I am now ready to start gathering my data and I need a conformation letter from you stated that it is indeed okay to complete my field study through your school system for the IRB at APSU. Could you please send me a response that it is okay to gather data from you school system to complete my field study? I have attached a copy of the original letter that I wrote in case I didn't send it earlier. Thank you in advance and I look forward to meeting with you in the near future.

<<permission letter to Dr Wallace.docx>>

*Amy L. Gammons*
Mathematics Teacher
Ft. Campbell High School
(931) 431-5056
amy.gammons@am.dodea.edu

# APPENDIX E

Teacher Demographic Questionnaire

# Teacher Demographic Questionnaire

Please circle the appropriate response.

1. Age Range
   a. 20-29
   b. 30-39
   c. 40-49
   d. 50-59
   e. 60 and over

2. Gender
   a. Female
   b. Male

3. Ethnicity
   a. Asian
   b. Black
   c. Hispanic
   d. White
   e. Other
   f. Decline to State

4. Highest Level of Education Completed
   a. Bachelor
   b. Masters
   c. Masters +30
   d. Specialist
   e. Doctoral

5. Number of years at current school _____

6. Number of years teaching experience _____

7. Number of years teaching under the current principal _____

8. Number of principals under which you have worked _____

# APPENDIX F

## Leader Behavior Description Questionnaire

## Form XII

# Leader Behavior Description Questionnaire

## Form XII

**DIRECTIONS:**

a. READ each item carefully.
b. THINK about how frequently the leader engages in the behavior described by the item.
c. DECIDE whether he/she (A) Always (B) Often, (C) Occasionally, (D) Seldom or (E) Never act as described by the item.
d. DRAW A CIRCLE around one of the five letters ( A B C D E) following the item to show the answer you selected.

A =Always

B =Often

C =Occasionally

D =Seldom

E =Never

e. MARK your answers as shown in the examples below.

| | |
|---|---|
| Example: Often acts as described | A (B) C D E |
| Example: Never acts as described | A B C D (E) |
| Example: Occasionally acts as described | A B (C) D E |

---

| | |
|---|---|
| 1. Acts as the spokesperson of the group | A B C D E |
| 2. Waits patiently for the results of a decision | A B C D E |
| 3. Makes pep talks to stimulate the group | A B C D E |
| 4. Lets group members know what is expected of them | A B C D E |
| 5. Allows the members complete freedom in their work | A B C D E |
| 6. Is hesitant about taking initiative in the group | A B C D E |

| | |
|---|---|
| 7. Is friendly and approachable | A B C D E |
| 8. Encourages overtime work | A B C D E |
| 9. Makes accurate decisions | A B C D E |
| 10. Gets along well with the people above him/her | A B C D E |
| 11. Publicizes the activities of the group | A B C D E |
| 12. Becomes anxious when he/she cannot find out what is coming next | A B C D E |
| 13. His/her arguments are convincing | A B C D E |
| 14. Encourages the use of uniform procedures | A B C D E |
| 15. Permits the members to use their own judgment in solving problems | A B C D E |
| 16. Fails to take necessary actions | A B C D E |
| 17. Does little things to make it pleasant to be a member of the group | A B C D E |
| 18. Stresses being ahead of competing groups | A B C D E |
| 19. Keeps the group working together as a team | A B C D E |
| 20. Keeps the group in good standing with higher authority | A B C D E |
| 21. Speaks as a representative of the group | A B C D E |
| 22. Accepts defeat in stride | A B C D E |
| 23. Argues persuasively for his/her point of view | A B C D E |
| 24. Tries out his/her ideas in the group | A B C D E |
| 25. Encourages initiative in the group members | A B C D E |
| 26. Lets others persons take away his/her leadership in the group | A B C D E |
| 27. Puts suggestions made by the group into operation | A B C D E |
| 28. Needles members for greater effort | A B C D E |

29. Seems able to predict what is coming next A B C D E

30. Is working hard for a promotion A B C D E

31. Speaks for the group when visitors are present A B C D E

32. Accepts delays without becoming upset A B C D E

33. Is a very persuasive talker A B C D E

34. Makes his/her attitudes clear to the group A B C D E

35. Lets the members do their work the way they think best A B C D E

36. Lets some members take advantage of him/her A B C D E

37. Treats all group members as his/her equals A B C D E

38. Keeps the work moving at a rapid pace A B C D E

39. Settles conflicts when they occur in the group A B C D E

40. His/her superiors act favorably on most of his/her suggestions A B C D E

41. Represents the group at outside meetings A B C D E

42. Become anxious when waiting for new developments A B C D E

43. Is very skillful in an argument A B C D E

44. Decides what shall be done and how it shall be done A B C D E

45. Assigns a task, then lets the members handle it A B C D E

46. Is the leader of the group in name only A B C D E

47. Gives advance notice of changes A B C D E

48. Pushes for increased production A B C D E

49. Things usually turn out as he/she predicts A B C D E

50. Enjoys the privileges of his/her position A B C D E

51. Handles complex problems efficiently A B C D E

52. Is able to tolerate postponement and uncertainty A B C D E
53. Is not a very convincing talker A B C D E
54. Assigns group members to particular tasks A B C D E
55. Turns the members loose on a job, and lets them go to it A B C D E
56. Backs down when he/she ought to stand firm A B C D E
57. Keeps to himself/herself A B C D E
58. Asks the members to work harder A B C D E
59. Is accurate in predicting the trend of events A B C D E
60. Gets his/her superiors to act for the welfare of the group members A B C D E
61. Gets swamped by details A B C D E
62. Can wait just so long, then blows up A B C D E
63. Speaks from a strong inner conviction A B C D E
64. Makes sure that his/her part in the group is understood by the group members A B C D E
65. Is reluctant to allow the members any freedom of action A B C D E
66. Lets some members have authority that he/she should keep A B C D E
67. Looks out for the personal welfare of group members A B C D E
68. Permits the members to take it easy in their work A B C D E
69. Sees to it that the work of the group is coordinated A B C D E
70. His/her word carries weight with superiors A B C D E
71. Gets things all tangled up A B C D E
72. Remains calm when uncertain about coming events A B C D E
73. Is an inspiring talker A B C D E

74. Schedules the work to be done A B C D E

75. Allows the group a high degree of initiative A B C D E

76. Takes full charge when emergencies arise A B C D E

77. Is willing to make changes A B C D E

78. Drives hard when here is a job to be done A B C D E

79. Helps group members settle their differences A B C D E

80. Gets what he/she asks for from his/her superiors A B C D E

81. Can reduce a madhouse to system and order A B C D E

82. Is able to delay action until the proper time occurs A B C D E

83. Persuades others that his/her ideas are to their advantage A B C D E

84. Maintains definite standards of performance A B C D E

85. Trusts members to exercise good judgment A B C D E

86. Overcomes attempts made to challenge his/her leadership A B C D E

87. Refuses to explain his/her actions A B C D E

88. Urges the group to beat its previous record A B C D E

89. Anticipates problems and plans for them A B C D E

90. Is working his/her way to the top A B C D E

91. Gets confused when too many demands are made of him/her A B C D E

92. Worries about the outcome of any new procedure A B C D E

93. Can inspire enthusiasm for a project A B C D E

94. Asks that group members follow standard rules and regulations A B C D E

95. Permits the group to set its own pace A B C D E

96. Is easily recognized as the leader of the group A B C D E

97. Acts without consulting the group A B C D E

98. Keeps the group working up to capacity A B C D E

99. Maintains a closely knit group A B C D E

100. Maintains cordial relations with superiors A B C D E

# APPENDIX G

## Organizational Climate Description Questionnaire

## Elementary Level

Organizational Climate Description Questionnaire
Elementary Level

## OCDQ-RE

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school.

| | Rarely Occurs | Sometimes Occurs | Often Occurs | Very Frequently Occurs |
|---|---|---|---|---|
| 1. The teachers accomplish their work with vim, vigor, and pleasure. | 1 | 2 | 3 | 4 |
| 2. Teachers' closest friends are other faculty members at this school. | 1 | 2 | 3 | 4 |
| 3. Faculty meetings are useless. | 1 | 2 | 3 | 4 |
| 4. The principal goes out of his/her way to help teachers | 1 | 2 | 3 | 4 |
| 5. The principal rules with an iron fist. | 1 | 2 | 3 | 4 |
| 6. Teachers leave school immediately after school is over. | 1 | 2 | 3 | 4 |
| 7. Teachers invite faculty members to visit them at home. | 1 | 2 | 3 | 4 |
| 8. There is a minority group of teachers who always oppose the majority. | 1 | 2 | 3 | 4 |
| 9. The principal uses constructive criticism. | 1 | 2 | 3 | 4 |
| 10. The principal checks the sign-in sheet every morning. | 1 | 2 | 3 | 4 |
| 11. Routine duties interfere with the job of teaching. | 1 | 2 | 3 | 4 |
| 12. Most of the teachers here accept the faults of their colleagues. | 1 | 2 | 3 | 4 |
| 13. Teachers know the family background of other faculty members. | 1 | 2 | 3 | 4 |
| 14. Teachers exert group pressure on non-conforming faculty members. | 1 | 2 | 3 | 4 |
| 15. The principal explains his/her reasons for criticism to teachers. | 1 | 2 | 3 | 4 |
| 16. The principal listens to and accepts teachers' suggestions. | 1 | 2 | 3 | 4 |
| 17. The principal schedules the work for the teachers. | 1 | 2 | 3 | 4 |
| 18. Teachers have too many committee requirements. | 1 | 2 | 3 | 4 |
| 19. Teachers help and support each other. | 1 | 2 | 3 | 4 |
| 20. Teachers have fun socializing together during school time. | 1 | 2 | 3 | 4 |
| 21. Teachers ramble when they talk at faculty meetings. | 1 | 2 | 3 | 4 |
| 22. The principal looks out for the personal welfare of teachers. | 1 | 2 | 3 | 4 |
| 23. The principal treats teachers as equals. | 1 | 2 | 3 | 4 |
| 24. The principal corrects teachers' mistakes. | 1 | 2 | 3 | 4 |
| 25. Administrative paperwork is burdensome at this school. | 1 | 2 | 3 | 4 |
| 26. Teachers are proud of their school. | 1 | 2 | 3 | 4 |
| 27. Teachers have parties for each other. | 1 | 2 | 3 | 4 |
| 28. The principal compliments teachers. | 1 | 2 | 3 | 4 |
| 29. The principal is easy to understand. | 1 | 2 | 3 | 4 |
| 30. The principal closely checks classroom (teacher) activities. | 1 | 2 | 3 | 4 |
| 31. Clerical support reduces teachers' paperwork. | 1 | 2 | 3 | 4 |
| 32. New teachers are readily accepted by colleagues. | 1 | 2 | 3 | 4 |
| 33. Teachers socialize with each other on a regular basis. | 1 | 2 | 3 | 4 |
| 34. The principal supervises t3eachers closely. | 1 | 2 | 3 | 4 |
| 35. The principal checks lesson plans. | 1 | 2 | 3 | 4 |
| 36. Teachers are burdened with busy work. | 1 | 2 | 3 | 4 |
| 37. Teachers socialize together in small, select groups. | 1 | 2 | 3 | 4 |
| 38. Teachers provide strong social support for colleagues. | 1 | 2 | 3 | 4 |
| 39. The principal is autocratic. | 1 | 2 | 3 | 4 |
| 40. Teachers respect the professional competence of their colleagues. | 1 | 2 | 3 | 4 |
| 41. The principal monitors everything teachers do. | 1 | 2 | 3 | 4 |
| 42. The principal goes out of his/her way to show appreciation to teachers. | 1 | 2 | 3 | 4 |

# APPENDIX H

## Organizational Climate Description Questionnaire

## Middle Level

Organizational Climate Description Questionnaire
Middle Level

# OCDQ-RM

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school.

| | Rarely Occurs | Sometimes Occurs | Often Occurs | Very Frequently Occurs |
|---|---|---|---|---|
| 1. The principal compliments teachers. | 1 | 2 | 3 | 4 |
| 2. Teachers have parties for each other. | 1 | 2 | 3 | 4 |
| 3. Teachers are burdened with busywork. | 1 | 2 | 3 | 4 |
| 4. Routine duties interfere with the job of teaching. | 1 | 2 | 3 | 4 |
| 5. Teachers "go the extra mile" with their students. | 1 | 2 | 3 | 4 |
| 6. Teachers are committed to helping their students. | 1 | 2 | 3 | 4 |
| 7. Teachers help students on their own time. | 1 | 2 | 3 | 4 |
| 8. Teachers interrupt other teachers who are talking in staff meetings. | 1 | 2 | 3 | 4 |
| 9. The principal rules with an iron fist. | 1 | 2 | 3 | 4 |
| 10. The principal encourages teacher autonomy. | 1 | 2 | 3 | 4 |
| 11. The principal goes out of his/her way to help teachers. | 1 | 2 | 3 | 4 |
| 12. The principal is available after school to help teachers when assistance is needed. | 1 | 2 | 3 | 4 |
| 13. Teachers invite other faculty members to visit them at home. | 1 | 2 | 3 | 4 |
| 14. Teachers socialize with each other on a regular basis. | 1 | 2 | 3 | 4 |
| 15. The principal uses constructive criticism. | 1 | 2 | 3 | 4 |
| 16. Teachers who have personal problems receive support from other staff members. | 1 | 2 | 3 | 4 |
| 17. Teachers stay after school to tutor students who need help. | 1 | 2 | 3 | 4 |
| 18. Teachers accept additional duties if students will benefit. | 1 | 2 | 3 | 4 |
| 19. The principal looks out for the personal welfare of the faculty. | 1 | 2 | 3 | 4 |
| 20. The principal supervises teachers closely. | 1 | 2 | 3 | 4 |
| 21. Teachers leave school immediately after school is over. | 1 | 2 | 3 | 4 |
| 22. Most of the teachers here accept the faults of their colleagues. | 1 | 2 | 3 | 4 |
| 23. Teachers exert group pressure on non-conforming faculty members. | 1 | 2 | 3 | 4 |
| 24. The principal listens to and accepts teachers' suggestions. | 1 | 2 | 3 | 4 |
| 25. Teachers have fun socializing together during school time. | 1 | 2 | 3 | 4 |
| 26. Teachers ramble when they talk at faculty meetings. | 1 | 2 | 3 | 4 |
| 27. Teachers are rude to other staff members. | 1 | 2 | 3 | 4 |
| 28. Teachers make 'wise cracks' to each other during meetings. | 1 | 2 | 3 | 4 |
| 29. Teachers mock teachers who are different. | 1 | 2 | 3 | 4 |
| 30. Teachers don't listen to other teachers. | 1 | 2 | 3 | 4 |
| 31. Teachers like to hear gossip about other staff members. | 1 | 2 | 3 | 4 |
| 32. The principal treats teachers as equals. | 1 | 2 | 3 | 4 |
| 33. The principal corrects teachers' mistakes. | 1 | 2 | 3 | 4 |
| 34. Teachers provide strong social support for colleagues. | 1 | 2 | 3 | 4 |
| 35. Teachers respect the professional competence of their colleagues. | 1 | 2 | 3 | 4 |
| 36. The principal goes out of his/her way to show appreciation to teachers. | 1 | 2 | 3 | 4 |
| 37. The principal keeps a close check on sign-in times. | 1 | 2 | 3 | 4 |
| 38. The principal monitors everything teachers do. | 1 | 2 | 3 | 4 |
| 39. Administrative paperwork is burdensome at this school. | 1 | 2 | 3 | 4 |
| 40. Teachers help and support each other. | 1 | 2 | 3 | 4 |
| 41. The principal closely checks teacher activities. | 1 | 2 | 3 | 4 |
| 42. Assigned non-teaching duties are excessive. | 1 | 2 | 3 | 4 |
| 43. The interactions between team/unit members are cooperative. | 1 | 2 | 3 | 4 |
| 44. The principal accepts and implements ideas suggested by faculty members. | 1 | 2 | 3 | 4 |
| 45. Members of teams/units consider other members to be their friends. | 1 | 2 | 3 | 4 |
| 46. Extra help is available to students who need help. | 1 | 2 | 3 | 4 |
| 47. Teachers volunteer to sponsor after school activities. | 1 | 2 | 3 | 4 |
| 48. Teachers spend time after school with students who have individual problems. | 1 | 2 | 3 | 4 |
| 49. The principal sets an example by working hard himself/herself. | 1 | 2 | 3 | 4 |
| 50. Teachers are polite to one another. | 1 | 2 | 3 | 4 |

# APPENDIX I

## Organizational Climate Description Questionnaire

## Secondary Level

Organizational Climate Description Questionnaire
Secondary Level

# OCDQ-RS

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school.

| | Rarely Occurs | Sometimes Occurs | Often Occurs | Very Frequently Occurs |
|---|---|---|---|---|
| 1. The mannerisms of teachers at this school are annoying. | 1 | 2 | 3 | 4 |
| 2. Teachers have too many committee requirements. | 1 | 2 | 3 | 4 |
| 3. Teachers spend time after school with students who have individual problems. | 1 | 2 | 3 | 4 |
| 4. Teachers are proud of their school | 1 | 2 | 3 | 4 |
| 5. The principal sets an example by working hard himself/herself. | 1 | 2 | 3 | 4 |
| 6. The principal compliments teachers. | 1 | 2 | 3 | 4 |
| 7. Teacher-principal conferences are dominated by the principal. | 1 | 2 | 3 | 4 |
| 8. Routine duties interfere with the job of teaching. | 1 | 2 | 3 | 4 |
| 9. Teachers interrupt other faculty members who are talking in faculty meetings. | 1 | 2 | 3 | 4 |
| 10. Student government has an influence on school policy. | 1 | 2 | 3 | 4 |
| 11. Teachers are friendly with students. | 1 | 2 | 3 | 4 |
| 12. The principal rules with an iron fist. | 1 | 2 | 3 | 4 |
| 13. The principal monitors everything teachers do. | 1 | 2 | 3 | 4 |
| 14. Teachers' closest friends are other faculty members at this school. | 1 | 2 | 3 | 4 |
| 15. Administrative paper work is burdensome at this school. | 1 | 2 | 3 | 4 |
| 16. Teachers help and support each other. | 1 | 2 | 3 | 4 |
| 17. Pupils solve their problems through logical reasoning. | 1 | 2 | 3 | 4 |
| 18. The principal closely checks teacher activities. | 1 | 2 | 3 | 4 |
| 19. The principal is autocratic. | 1 | 2 | 3 | 4 |
| 20. The morale of teachers is high. | 1 | 2 | 3 | 4 |
| 21. Teachers know the family background of other faculty members. | 1 | 2 | 3 | 4 |
| 22. Assigned non-teaching duties are excessive. | 1 | 2 | 3 | 4 |
| 23. The principal goes out of his/her way to help teachers. | 1 | 2 | 3 | 4 |
| 24. The principal explains his/her reason for criticism to teachers. | 1 | 2 | 3 | 4 |
| 25. The principal is available after school to help teachers when assistance is needed. | 1 | 2 | 3 | 4 |
| 26. Teachers invite other faculty members to visit them at home. | 1 | 2 | 3 | 4 |
| 27. Teachers socialize with each other on a regular basis. | 1 | 2 | 3 | 4 |
| 28. Teachers really enjoy working here. | 1 | 2 | 3 | 4 |
| 29. The principal uses constructive criticism. | 1 | 2 | 3 | 4 |
| 30. The principal looks out for the personal welfare of the faculty. | 1 | 2 | 3 | 4 |
| 31. The principal supervises teachers closely. | 1 | 2 | 3 | 4 |
| 32. The principal talks more than listens. | 1 | 2 | 3 | 4 |
| 33. Pupils are trusted to work together without supervision. | 1 | 2 | 3 | 4 |
| 34. Teachers respect the personal competence of their colleagues. | 1 | 2 | 3 | 4 |