The organizational climate of Eastern Regional High School

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The Organizational Climate of Eastern Regional High School

by

Mr. Kirk Martin Rickansrud

A Master's Thesis

Submitted in partial fulfillment for the requirement of the
Master of Arts Degree in The Graduate School of
Rowan University
April 23rd 1998

Approved: ____________________________

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Abstract

This study was done on the premise that a school's organizational climate affects employee morale, behavior, and motivation. This study was conducted in order to communicate to all administrators and faculty the status of Eastern Regional High School's organizational climate. The essence of this type of study was to create new avenues of open communication, coupled with the push for a more reflective practice, between the faculty and administration. The results have allowed individuals to make suggestions to improve the educational quality and effectiveness of the entire school.

The design of the study was to conduct a survey of employee opinions concerning their individual impressions of Eastern's organizational climate. The instrumentation for the survey was reflective of Rensis Likert's organizational climate questionnaire created in the 1960's. The survey was divided into four systems and six categories. The population of the study was the entire staff of Eastern's senior and intermediate high schools. The return of the surveys reached a total of fifty respondents. This gave the study a sampling of twenty-five percent.

Each individual's responses were tabulated and analyzed in two specific ways. First, the responses were recorded and then plotted on Likert's continuum of system types. Second, each system's organizational variable was interpreted by a group of
volunteers who utilized Likert's subscale profiles as a guide. These informal meetings of administrators and staff members were held to discuss the ramifications and the true meaning behind the data.

The team has created a system that has encouraged optimum performance of the administration and staff through effective communication of ideas. The team's work ethic and open atmosphere has become an example of how to improve human relation skills while interacting effectively with others to solve problems. The entire process has established new avenues of open dialogue at Eastern Camden County Regional High School.
Mini-Abstract

This study was done on the premise that a school's organizational climate affects employee morale, behavior, and motivation. This study was conducted in order to communicate to all administrators and faculty the status of Eastern Regional High School's organizational climate. The essence of this type of study was to create new avenues of open communication, coupled with the push for a more reflective practice, between the faculty and administration. The results have allowed individuals to make suggestions to improve the educational quality and effectiveness of the entire school.

The team has created a system that has encouraged optimum performance of the administration and staff through effective communication of ideas. The team's work ethic and open atmosphere has become an example of how to improve human relation skills while interacting effectively with others to solve problems. The entire process has established new avenues of open dialogue at Eastern Camden County Regional High School.
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2. my father for being an example of endurance and dedication.
3. my wife for living through the long nights and weekends, being supportive, and believing in me.
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# Table of Contents

Acknowledgments ...................................................................................................... ii  

Chapter 1  Introduction Focus of the study .................................................................. 1  
  Problem and Product Statements ........................................................................ 1  
  Definitions ........................................................................................................... 4  
  Limitations and Setting of the Study .................................................................... 7  
  Organization of the Study .................................................................................... 17  

Chapter 2  Review of the Literature .......................................................................... 19  
  Likert's Eight Categories ...................................................................................... 27  

Chapter 3  Design of the Study ................................................................................ 31  
  Research Design .................................................................................................. 31  
  Design of the Research Instrument ..................................................................... 32  
  Sampling Technique and Data Collection ........................................................... 33  
  Data Analysis Plan ............................................................................................... 34  

Chapter 4  Presentation of the Research Findings .................................................... 36  
  Leadership .......................................................................................................... 38  
  Motivation .......................................................................................................... 43  
  Communication ................................................................................................... 46  
  Decision Making .................................................................................................. 49  
  Goal Setting ......................................................................................................... 52  
  Control ................................................................................................................ 55  

Chapter 5  Conclusions, Implications, and Further Study ........................................ 58  
  Conclusions and Implications .............................................................................. 58  
    Leadership Processes ......................................................................................... 58  
    Motivational Processes ..................................................................................... 59  
    Communication Processes ................................................................................. 59  
    Decision Making Processes .............................................................................. 60  

iii
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting Processes</td>
<td>60</td>
</tr>
<tr>
<td>Control Processes</td>
<td>62</td>
</tr>
<tr>
<td>Intern's Leadership Development</td>
<td>61</td>
</tr>
<tr>
<td>Change Brought About in the Organization</td>
<td>62</td>
</tr>
<tr>
<td>The Need for Further Study</td>
<td>63</td>
</tr>
<tr>
<td>References</td>
<td>64</td>
</tr>
<tr>
<td>Appendix A  Data Collection Devices</td>
<td>67</td>
</tr>
<tr>
<td>Appendix B  Survey Results and Translation Devices</td>
<td>74</td>
</tr>
<tr>
<td>Appendix C  Subscale Profile and Organizational Continuum</td>
<td>77</td>
</tr>
<tr>
<td>Biographical Data</td>
<td>80</td>
</tr>
</tbody>
</table>
List of Charts

Chart A1: Organizational Climate Survey............................................................70
Chart A2: Survey Tabulation Sheet.................................................................73
Chart B1: Survey Results Table.....................................................................75
Chart B2: Subscale Profiles...........................................................................76
Chart C1: Organization Climate Characteristics...........................................78
Chart C2: Continuum of System Types.........................................................79
List of Graphs

Figure 1: Leadership Forces Survey Results: Bar Graph.............................. 38
Figure 2: Leadership Forces Survey Results: Pie Graph.............................. 38
Figure 3: Motivational Forces Survey Results: Bar Graph............................. 43
Figure 4: Motivational Forces Survey Results: Pie Graph............................. 43
Figure 5: Communication Forces Survey Results: Bar Graph...................... 46
Figure 6: Communication Forces Survey Results: Pie Graph ....................... 46
Figure 7: Decision Making Forces Survey Results: Bar Graph..................... 49
Figure 8: Decision Making Forces Survey Results: Pie Graph..................... 49
Figure 9: Goal Setting Forces Survey Results: Bar Graph............................ 52
Figure 10: Goal Setting Forces Survey Results: Pie Graph ............................. 52
Figure 11: Control Forces Survey Results: Bar Graph................................. 55
Figure 12: Control Forces Survey Results: Pie Graph................................. 55
Chapter One

Introduction Focus of the Study

Problem Statement:

A survey will be conducted to study the organizational climate of Eastern Regional High School. A questionnaire will be sent to all employed individuals in the school to gather the necessary data. The survey will provide enough information to ascertain the general organizational climate of Eastern on the Likert four system continuum. This study will determine the overall opinions of the employees at Eastern and is designed to answer the question what is the relationship between those opinions and the climate of the school.

Product Outcome Statements:

I. To communicate to all administrators and faculty the status of Eastern Regional High School's organizational climate in order to create new avenues of open communication, coupled with the push for more reflective practice, between the faculty and administration.
II. Through analyzing the organizational climate at Eastern Regional High School the intern will develop leadership skills in:

A. applying an effective strategy for obtaining a faculty perceptions concerning Eastern's administrative leadership.

B. communicating ideas with individuals and groups in a positive manner as well as facilitate group processes in shared decision making.

C. conduct effective meetings while applying human relation skills in interacting effectively with others.

D. acting as a facilitator of an educational group working towards a common goal while sharing decision making.

E. communicating teacher opinions of administrative leadership with the administrative team and then communication their responses with other staff members.

F. evaluating data to create positive change and positive discussions on administrative practice.

G. applying human relations skills in interacting effectively with others.

H. analyzing and solving possible problems using appropriate decision-making techniques.

I. initiating and effectively managing change within the school hierarchical structure through a reflective practice.
J. listening actively and respond appropriately to the ideas and opinions of others.

K. applying effective strategies for assessing administrative practices.

L. utilizing the practical applications of organizational theory.

III. I believe that a school's organizational climate affects employee morale, behavior, and motivation. The data from the survey will help me to discover any problem areas in leadership, decision making, goals, etc. that may play a role in creating an unhealthy school environment. The results will also be used to make suggestions to improve the educational quality and effectiveness of my school. In the most simplistic terms this study will allow everyone at Eastern to gain an understanding about certain aspects of their organizational climate.

A. To create a school climate which encourages optimum performance of administration and staff through effective communication of ideas.

B. To improve on human relations skills in interacting effectively with others.

C. To initiate and to create a positive change in the organizational climate of Eastern Regional High School or
set in place avenues of open dialogue if morale is on the decline.

Definitions

I. **Staff:** Individuals that supply a needed service to the students. They are employees that are not bound by any particular curriculum or engaged in individualized instruction. Some examples include secretaries, janitors, and cafeteria workers.

II. **Teachers:** Individuals that are engaged in disseminating specific information to students directly and they are bound by detailed curriculums.

III. **Departments:** These are groups of individuals who carry out a service either in guiding, instruction, or servicing students in various ways. They are functional divisions of labor which carry out an area of responsibility or interest to maintain the everyday workings of the school. Some examples include administration, maintenance, and guidance.

IV. **Likert's Four Systems:** definitions were paraphrased from Rensis Likert's study that was reviewed by Wayne K. Hoy and Patrick B. Forsyth in their book *Effective Supervision: Theory into Practice* (1986). p. 174.
A. System One: Exploitive-Authoritarian:

The organizational climate is characterized by no mutual confidence or trust on the part of superiors and subordinates; there is simply little supportive behavior and low morale.

B. System Two: Benevolent-Authoritarian:

The organizational climate is characterized by some shared confidence and trust among staff members but upward communication is limited. The morale of the staff is on the low end of the spectrum of motivation.

C. System Three: Consultive:

The organizational climate is characterized by mutual trust and cooperation among the staff members. Their is a high level of communication between the levels of power. The morale of the faculty is relatively high.

D. System Four: Participative:

The organizational climate is characterized by open discussions, mutual trust, and shared ideas between superiors and subordinates are at the extremes. Open discussions and a highly motivated staff is in place. This is the ideal climate for a school system.
V. Likert’s Categories of System dimensions: definitions were paraphrased from Rensis Likert’s study that was reviewed by Wayne K. Hoy and Patrick B. Forsyth in their book *Effective Supervision: Theory into Practice*. (1986). p. 167-168.

A. Leadership: processes that refer to the relationship between superiors and subordinates, ranging from authoritarian nonsupportive to participations supportive

B. Motivation: forces that refer to the underlying motives that are used to stimulate behavior that ranges from low to high

C. Communication: the process that refers to the amount relevant communication aimed at goal achievement, the direction of communication, and the nature of communication that ranges from weak distorted to strong accurate

D. Decisions: refers to where the discussions are made and how

E. Goals: refers to the manner in which organizational goals are determined ranging from unilateral to shared

F. Control: refers to the degree to which power in the organization is centralized or decentralized ranging from hierarchical to collegial
Limitations:

This study can only be interpreted and applied to Eastern Regional High School. The analysis of the data that will be collected by the survey can not be used to make glaring generalizations concerning the organizational climate of school systems. The study may be used conceptually as a "how to" process for analyzing organizational climates of schools.

The analysis of the study by both the faculty and administrative staff will be based on the assumption of honesty not hostility. The communication necessary for this study to give an accurate picture of the organizational climate may be a limitation if evaluators of the data "come to the table" with a hidden agenda. Another limitation may be that respondents of the surveys are not truthful of honest.

This being a negotiating year may lead individuals to take harder stances on analyzing the climate for the purpose of making a point or creating an issue on personal levels that may not be evident during a regular non-negotiating year.

Setting of the Study:

The internship experience was acquired at Eastern Camden County Regional School District in Voorhees, New Jersey. Subsequent information is directly related to this district, and includes data on the sending districts, school setting and environment, the school itself, and the community involvement.
I. **Communities:**

Eastern Camden County Regional School District is a limited purpose (non-vocational) public regional high school located in Camden County, New Jersey. Three sending districts comprise Eastern's student body: Berlin Borough, Voorhees Township, and Gibbsboro.

Berlin Borough presently has two school systems located within the Borough. One public K-8 system, and one private parochial K-8 system. Both of these schools feed into Eastern Regional, with the Berlin Community School sending the greater majority of students. Berlin Community School has its own Board of Education and the Borough has two representatives on the Regional School Board of Education. According to the formula established under T&E, Berlin's percentage of the total regional budget for the 1997-98 school year is 14.4973558%.

A. **Voorhees Township:** Voorhees has four public K-5 elementary school, one public 6-8 middle school, and the regional public 9-12 high school. In addition, there is one K-12 private school, Solid Rock Baptist Church School. These public elementary and middle schools in Voorhees have the facilities, course offerings, and activities to be competitive with any school across the country.

Computers are a way of life in the Voorhees Public School System. Computers are located in numerous classrooms, all libraries and there are seven computer labs. They enable all students in this public school system to be computer literate before they enter into the Eastern Regional School System.
The Voorhees Public School System has its own Board of Education as well as six representatives on the Eastern Board of Education. Voorhees is the largest sending district to the regional high school and contributed 78.9516218% to the regional budget for the 1997-98 school year.

B. Gibbsboro: Gibbsboro has one public K-8 school in town and sends these students to Eastern Regional, 9-12, for high school. In Gibbsboro's share of the regional budget was

II. Eastern Camden County Regional High School:

Eastern High School is located in Voorhees Township, New Jersey. In 1965, with a capacity of 750 and a student enrollment of 435, a staff number 35, and a Principal/Superintendent, Dr. John Worrell, the process of education began. The school site covered 50 acres then, and has expanded to approximately 80 acres today, serving a total population of about 35,000.

Eastern has had three major expansions since 1965. Once in 1970, another in 1975 to accommodate an increased enrollment, and the latest in 1992 to accommodate an even higher projected student population. This recent expansion divided the student body into two separate, adjoining schools: one to accommodate students in the ninth and tenth grades, Eastern Intermediate High School; and, the other to serve students in the eleventh and twelfth grades, Eastern Senior High School.

The setting for Eastern High Schools is largely rural, but readily accessible enough to urban cultural, historic and shopping areas. This setting provides an excellent geographical setting with the scenic beauty of Camden
County woodlands. The district is also easily accessed by major traffic routes.

Eastern is governed by a nine member, elected regional school board. Representation on the regional school board is determined by population of the three sending districts. "Each month Eastern selects two seniors as non-voting student representatives to the Regional Board of Education. This program enables them to witness and participate in the governance of their school," (Report Card, p. 2).

Eastern, in its primary goal to develop well-educated and informed citizens, has a reputation of being one of the foremost educational institutions in Southern New Jersey. Its offerings, a wide variety of academic disciplines, activities, vocational programs and job preparation, coupled with its atmosphere conducive to encouraging student potential by a supportive staff, community and motivated student body, rank Eastern as one of the top academic schools in the state, as rated in the New Jersey Monthly magazine. Eastern was also recognized by School Match, a program that singles out the top nine percent schools in the nation based on "what parents want most for their children" (Griffiths, 1994, p. 14).

A. Curriculum: The curriculum at Eastern is designed to provide the students with enough flexibility and offerings to prepare them to pursue either a professional career through post-high school education or immediate employment, utilizing vocational skills. Course offerings are presented under four basic programs of study: College Academic Preparatory (CAP); College Preparatory Core (CORE); Business Studies; and General Studies. In catering
to the needs of the students, Eastern has a number of advanced placement courses available to the high achieving college bound student, and an extensive offering of college preparatory courses at varying levels of difficulty. Another program includes the special education department designed to meet the individual needs of students with special education classifications. As much as possible, the classified students are mainstreamed into regular classrooms with resource room support and/or in-classroom support with an additional teacher included in the teaching/learning environment. A number of collaboration classes also exist.

Eastern's music department is recognized as outstanding both by its offerings and variety of opportunities for students to explore the field of music. Students are able to gain important work experience through the Cooperative Marketing Education program, where students receive early release time from school in order to go to an approved work training station. These individuals receive academic credit as well as credit for work performance which are applied toward graduation requirements.

In the building trades program, there are many students working on projects involving the actual building of structures, doing cement work, office renovations, and brickwork. The main objective of this program is to equip students, particularly the non-academic student, with the skills necessary for immediate job entry after high school.

Eastern is poised on the cutting edge of educational innovation both in television technology and in computer technology. Twenty-four hours a day
ETV, Eastern's television network, broadcasts its program across the communities of Voorhees, Gibbsboro, and Berlin Borough. Homes in the regional district have first hand information on what's happening in the school and the community. The ETV bulletin board has a community network program that transmits school and community notices throughout the day and night. Special programs and sporting events of community interest are shown as well as the morning school opening exercises and announcements. The setting up of these media programs also include courses for students having interest in this area. Eastern also participates in SERC, a unique educational opportunity for students to take advanced level courses such as Russian, Japanese, and Latin via Satellite TV.

Macintosh network labs and math labs are an integral part of the Eastern's technological program. In all of these labs, students can access their individual file folders maintained on the district's network. Via this networking system, students can store and retrieve information utilizing their individual access codes. In addition, all networking monitors provide access to the internet, various forms of research and student projects.

Each faculty and staff member has been equipped with an e-mail address in which to communicate with members of the district, students and parents. In addition, each faculty member has their own web page in which they can provide such information as homework assignments, test dates, and other relevant course/school related activity information.
B. Parental Involvement/Extra & Co-Curricular Activities: Eastern has many programs available for parents. The purpose is to keep the parents informed and equipped to deal with some of the more complicated and complex problems that the students have to deal with at school and in life. Parent groups are very active in the district. Groups that support academics, athletics, the political and social climate meet both on campus and off.

Eastern places a high priority on extra- and co-curricular activities. With over 45 teams, clubs and groups, our academic and activity programs are both enhanced and complemented by their presence. There is literally "something for everyone."

C. Students: Beginning in the 1994-95 school year, Eastern accepts tuition paying students at the cost of over $5,300 per academic year. This is a great opportunity for some students to get an exceptional education with all the entitlements afforded to resident students.

Many Eastern Students have earned special local, state and national recognition. This recognition has come from outstanding performances in individual disciplines, general academic or athletic accomplishments and talent.

The student population is representative of the community and is culturally diverse. Based on the 1995-96 School Report Card, the cultural breakdown included: 76.8% Caucasian, 12.8% Asian, 8.3% African-American, and 1.9% Hispanic.

D. Staff: The current professional staff of Eastern includes: 117 fully-certified classroom teachers, 7 guidance counselors, 3 full-time and 3 part-time Child Study team members, 2 nurses, 2 librarians, 1 athletic trainer, 1 substance
awareness counselor, and 15 administrative personnel.

Through the efforts of the staff development coordinator, the staff is continuing to enhance their teaching effectiveness. The goal of staff development is to provide programming directly related to improving the skills and knowledge base of staff members in order to improve the quality of instruction. Through needs assessment procedures, programs are identified and incorporated into district objectives. District in-service, workshops and other training opportunities are the methods by which these objectives are carried out throughout the school year and summer.

In the 1985-86 school year, the Board of Education and Dr. Hicks, Superintendent, started a program to allow the staff members residing outside the Eastern Regional district, the opportunity to bring their 9-12 grade students to Eastern at no cost. This has been very popular and is a tribute to the confidence held by the staff in Eastern High Schools. An increasing number of staff children have been enrolled every year since.

**Importance of the Study:**

Administrative change during the 1990's will be a very constructive or destructive element within an already depressed educational system. Since monies have not been allocated properly or substantial enough to cause change, administrators will have to take aggressive steps towards saving our educational system in the decade of the 90's. Assertive action must be taken so students will not be cheated of their constitutional right to a thorough and
efficient education. Regarding this statement, administrators must focus their attentions on combining past and present philosophies together to create a new era of educational success. Accurately enough, change will come either smoothly or roughly to school systems depending on how administrators deal with their organizational climate. Educators must conduct research in this area as a way to alleviate time and wasted effort as well as to create action.

Organizations such as a school can be considered a complex socio-technical system in interaction with their environment. Climate is a condition or pattern that has been established over years that attempts to prevent decline and provides an effective means for innovation and change (Netzer, 1970, p. 104). More directly, climate deals with the way administrators organize their schools at each moment which can be either a positive force or a damaging one. With this definition in mind, I feel this study is worth-while because if administrators and teachers know nothing of their organizational climate then change in their school system may never be implemented properly. If proper change is not being administered throughout the entire school then students are receiving a limited education. This research is important because organizational climate also directly affects teacher moral which in turn affects student morale and learning. Concurrently, teachers and support staff behaviors are a direct result of the organizational climate. This reason alone demonstrates the necessity for this study of Eastern.

When educators study, know, and learn more about their school organizational climate many positive changes will occur. By studying their
organizational climate, educators will find more humane and effective options to progressive education. Knowing and being able to correct the flaws in one's own climate will bring forth effective schools and efficient management practice. When educators learn more about their particular educational climate they may be compelled to attempt to set up schools, classes, pupil groups, and promotion policies that help unlock the creative potential of mentors and their staff. The possible repercussions of an unhealthy organizational climate suggests administrators should conduct a survey of this type to build strong working relationships among teachers in order to destroy the negative problems surrounding teacher isolation from the decision making process.

Simple educational philosophy dictates that all educators should seek to create an environment that fosters interaction between all staff members, allowing them to share in the responsibility of learning. Within this rational, any school that assessed their organizational climate, corrects the problems and works continually to bring about a healthy working environment among all facets of the school will have a greater chance of success in the future of education. Finally, any school that allows everyone a chance to feel the vision of creating a healthy school climate will be ingrained in the respect and nurturing growth of children, creating a more positive effect on each individual's educational experience.

With this in mind, I decided to conduct a survey of the opinions of the staff at Eastern Regional High School concerning what they believe to be the organizational climate of their school. This survey directly deals with my
professional career as an educator because I am currently employed in the school system as a teacher in the social studies department. This is an obvious ex post facto "from things done afterwards" study because the organizational variables are being analyzed in retrospect. This means that the responses to the survey are affected by the relationships that have already been established among support staff, teachers, administrators, and departments. This information will give the entire work force employed at Eastern with the knowledge of their differences and climate of their school. It may be used in various ways to better the educational atmosphere and moral of the school and staff. In the end, this study may create a more humane organizational climate at Eastern.

Organization of the Study:

I. Chapter Two: This chapter will be the review of the literature related to the identified study. It will give credence to my intended outcomes. I will support my reasons regarding the importance of this study. It will give an incite to Rensis Likert's study on organizational climate which has influenced my design, instrumentation, and data analysis.

II. Chapter Three: This chapter will identify the design of the study. It will discuss the description of the research design. It will give a description of the development and creation of the research instruments
used in the study. It will provide the sampling techniques used in gathering the necessary research data. Finally, this chapter will describe how the data was collected and analyzed.

III. Chapter Four: This chapter will present the research findings. It will contain the analysis of the study and some conclusions.

IV. Chapter Five: This chapter will present the conclusions, implications, and notes on the possibility, necessity, and feasibility of further study. It will contain some reflective practice on leadership development by the internship. It will address how the organization has changed as a result of the final study.
Chapter Two

Review of the Literature

Administrative change during the late 1990's will be a very constructive or destructive element within an already depressed educational system. In present day politics, education is a major topic of political debate with candidates continuing to promise radical changes from the positions or offices they win. Some of these key issues that are in constant debate, with no resolution in sight, are school choice, block scheduling, and adequate funding formulas. Since monies have not been allocated properly or substantially enough to cause significant across the board positive change, administrators will have to take aggressive steps towards saving our educational system in the decades ahead. Assertive action must be taken so students will not be cheated of their constitutional right to a thorough and efficient education. Regarding this statement, administrators must focus their attentions on combining past and present philosophies together to create a new era of educational success. Appropriately enough, change will come either smoothly or roughly to school systems depending on how administrators deal with their organizational climate.
The time to create positive change within educational institutions is now. This idea may seem relatively simple but schools cannot function like a business in times of crisis. Behind this simple idea, schools are faced with juggling an organization of various personalities with various educational backgrounds, community cultures, philosophies, programs, problems, and special needs. Unlike business, schools operate without the luxury of being able to cut costs, reduce working hours, pay lower wages to unskilled laborers, downsize the workforce by packing the area to the maximum load without seriously damaging the product (children). The problems of what and where to institute change immediately becomes mindboggling. This is the situation the America’s public school systems are facing. Kaplan and Evans (1997) have proclaimed that school reform is more than altering the structure and curriculum. The key element of changing schools is to recognize the organizational climate of a school and work within those boundaries before instituting policies and procedures that may be worthwhile but damaging because the organization itself is unhealthy or unwilling. Karpicke and Murphy (1996) emphasized this reality by claiming that the culture of a school defines what is possible and what is not possible, because people within a culture tend to view issues (and solutions) in a similar manner. In retrospect, one of the most important responsibilities for today's administration is to constantly be aware of their unique organizational climates. Without a positive climate, change will be considered a burden or an ill devised plan of action by the faculty and staff.
The climate of an educational institution affects everything that goes on in that school. Effective leaders, in any organization, must maintain and develop an organizational culture/climate that is focused on the achievement of goals and is perceived in a positive manner by both the faculty and student body of the organization (The Practitioner [NASSP], 1989, p. 2). A healthy organizational climate can overcome many of the burdens school systems will be facing in the near future. To maintain and develop school culture that is supportive of school effectiveness, the principal should carefully monitor the climate of the school and should plan for school improvement based on assessment of school climate (The Practitioner [NASSP], 1989, p. 2). Kaplan and Evans (1996) believe principals seeking to increase student achievement should first look to the school's total environment, its climate and culture, to assess the expectations and support for all students' success. Educationally, in order to improve schools, an in-depth study of the relationship between the faculty and staff can be the cure of many school problems. It can also lead administrators down the avenue of hidden solutions. It may even lead to change itself without grand proposal, campaigns, or debates. When schools are confronting new political solutions handed down with little regard to individual (special) needs, their organizational climate will be their strength.

Organizations such as a school can be considered a complex socio-technical system in interaction with their environment. Realistically, "if elements of the cultural norm tend to constrain or "level down" efforts aimed at excellence, those elements should be changed" (Karpicke and Murphy, 1996, p. 27). Climate is a condition or pattern that has been established over years that
attempts to prevent decline and provides an effective means for innovation and change (Netzer, 1970, p. 104). More directly, climate deals with the way administrators organize their schools at each moment which can be either a positive force or a damaging one. With this sociological definition in mind, any study of an institution's organizational climate is once again worth-while because if administrators and teachers know nothing of their organizational climate then change in their school systems may never be implemented properly. As Karpicke and Murphy (1996) have stated that one climate is as good as another if the outcomes connected to achievement are not clearly understood (defined). It seems that without the knowledge of organizational climate it would be next to impossible to provide a quality education regardless if the school had all the monies in the world or extremely limited resources. More to the point, if proper change or at least the discussion of change is not being felt and maintained throughout the entire school then students are receiving a sub-standard education.

Another glaring factor concerning organizational climate can be found in the effect climate has on teacher morale. In other words, a poor climate directly affects teacher moral which in turn affects student morale and the learning curve. Concurrently, teachers and support staff behaviors are a direct result of the organizational climate. In has been proven, in Cooley's Looking Glass Self, that humans will respond to how they view how others view them. This reason, along with others, demonstrates the necessity for organizational climate studies.
When educators study, know, and learn more about their school organizational climate, many positive changes will occur. By studying their organizational climate, educators will find more humane and effective options to progressive education. Knowing and being able to correct the flaws in one's own climate will bring forth effective schools and efficient management practice. When educators learn more about their particular educational climate they may be compelled to attempt to set up schools, classes, pupil groups, and promotion policies that help unlock the creative potential of mentors and their staff. The possible repercussions of an unhealthy organizational climate suggests administrators should conduct a survey of this type to build strong working relationships among teachers in order to destroy the negative problems surrounding teacher isolation from the decision making process.

Simple educational philosophy dictates that all educators should seek to create an environment that fosters healthy interaction between all staff members, allowing them to share in the responsibility of learning. Within this rational, any school that assessed their organizational climate, corrects the problems and works continually to bring about a healthy working environment among all facets of the school will have a greater chance of success in the future of education. Finally, any school that allows everyone a chance to feel the vision of creating a healthy school climate will be ingrained in the respect and nurturing growth of children, creating a more positive effect on each individual's educational experience.

Organizational climate is a concept that deals with staff members'
perceptions of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behaviors of the entire staff. More specifically, climate is a relatively enduring quality that is experienced by teachers, influences their behavior, and is based on their collective perceptions (Hoy and Forsyth, 1986, p. 147). Renato Taguiri and George H. Litwin (1968, pp. 26-27) explained that the set of internal characteristics that distinguishes one school from another and influences the conduct of its members is the organizational climate. All these individuals have alluded to the fact that climate holds many implications for educators to study.

School climate has obvious implications for improving the quality of work life. Schools that are characterized by a great deal of togetherness, familiarity, and trust among teachers will be more effective. In this sense, climate is a form of organizational energy whose telling effects on the school depend on how this energy is channeled and directed (Sergiovanni, 1991, p. 215). Some of these groups use their climate energy to help make the school work better, but other groups may use the same energy to promote and cause school problems and difficulties (Sergiovanni, p. 217). The following two generalizations can be made when climate is viewed as a condition representing a school's capacity to act effectively and efficiently. Sergiovanni (1991) has explained that school improvement and enhanced school effectiveness will not be accomplished on a sustained basis without the presence of a favorable school climate. This climate must be felt by all those who are directly involved in the organization.
Sergiovanni (1991) has linked school climate to improvement when he stated that favorable school climates are essential keys to sustained school improvement and enhanced school effectiveness. When discussing the relationship of school climate to effectiveness Sergiovanni (1991) made some very valid generalizations.

1. School improvement and enhanced school effectiveness will not be accomplished . . . without the presence of a favorable school climate.

2. Favorable school climates can result in a more or less effective schooling depending on the quality of educational leadership that exists to channel climate energy in the right direction.

3. Favorable school climates combined with educational leadership are essential keys to sustained school improvement and enhanced school effectiveness. Corollary: Unfavorable school climates hinder sustained school improvement efforts and enhanced school effectiveness regardless of the quality of educational leadership (p. 217).

Finally, Sergiovanni (1991) believes that school climate is the energy and motivational source of the school human resource machine but without leadership to direct or channel the energy in the right direction then nothing will ever happen to improve educational achievement beyond the status quo. Sergiovanni's generalizations link climate and leadership. The mandate is clear for school administrators. In order to be the innovators of change, school
administrators must be able to focus on discovering the nature and the status of their school's climate.

One of the most comprehensive studies of organizational climate was accomplished by Rensis Likert in the 1960's. He was the pioneer of this type of research at the Institute for Social Research located at the University of Michigan. His findings were published in two important works entitled the New Patterns of Management and The Human Organization. A working definition for organizational climate can be summed up by restating that "climate is a relatively enduring quality of the school environment that is experienced by teachers, influences their behavior, and is based on their collective perceptions (Hoy and Forsyth, 1986, p. 147). According to Likert's theory, found in Thomas J. Sergiovanni (1991) text The Principalship: A Reflective Practice, he has agreed with this definition by concluding that:

"School policies, standard operating procedures, and accompanying administrative actions and decisions do not influence school effectiveness and other end results directly. Instead, they influence how teachers, students, and others perceive and feel, the attitudes and values they share, the trust and support binding them together, and the degree to which they are motivated to work and are committed to school goals and purposes. It is these mediating indicators that in turn influence school effectiveness." (p. 226)

Concurrently, attitudes and perceptions of the faculty can also be a burden to the effectiveness of a school's programs and policies of change. The warning is
clear that if teachers feel that the administration is unsupportive then teachers will become unsupportive of administrative change even if the change is necessary and proper.

Rensis Likert's work was mostly in the business world but the implications of his work have always been associated with school systems. In his study he defined four major types of managerial systems and eight major characteristics that can be used to map the profiles of a schools' organizational climate. This is called the schools Profile of Organizational Characteristics (POC). "These eight aspects of organizational life form the framework for defining and measuring four managerial systems along the exploitive-participative continuum" (Hoy and Forsyth, 1986, p. 168). Rensis Likert's eight categories are defined below for the purpose of clarification:

1. **Leadership Process**: refers to the extent to which administrators and faculty have mutual trust, confidence, open communication of ideas and discussions concerning policy.

2. **Motivational Forces**: refers to the underlying motives that are used to stimulate proper behavior with regard to threats and rewards, including attitudes towards others, responsibility to the schools' vision.

3. **Communication Process**: refers to the levels and direction of verbal contact.

4. **Interaction - Influence Process**: refers to the characteristics of informal and formal interaction, are interactions friendly, genuine,
or uncooperative.

5. **Decision Making Process**: refers to where the decisions are made with regard to collaboration, collegiality, and empowerment.

6. **Goal Setting**: refers to who set the goals for the organizations and who is asked to be involved.

7. **Control Process**: refers to the focus of power with regard to it being either centralized or decentralized.

8. **Performance Goals and Training**: refers to the amount of training that is supplied with regard to how high achievement goals are set. (Hoy and Forsyth, 1986, pp. 167-168)

As mentioned above, although he developed his theories and conducted most of the initial research in business organizations, Likert (1967, p. 4), clearly says that the perspective is applicable to other kinds of organizations such as public school because the perceptions of employees are associated to performance. Realistically, these categories will allow administrators to analyze their organizational climate on all the key levels. In practical terms, this type of study will allow administrators to set realistic goals that are participative in nature, empowering, and communicated in a collegial manner.

Rensis Likert's continuum along which organizations can be placed according to their characteristics is divided into four explicit systems. The four systems are denoted as Exploitive-Authoritarian, Benevolent-Authoritarian, Consultive, and Participative. Each system is characterized by their superordinate-subordinate relationships based on the eight categories (Hoy
and Forsyth, p. 167). Generally, system one is described to be non-supportive with low motivation among the staff. System two can be described as weak and distorted with average performance levels of the staff. System three has an average motivated staff and a somewhat supportive nature of the administration. System four is the ideal organizational climate. This system is characterized by a highly motivated staff with decision making shared by all. More in depth descriptions of these systems can be found in Likert's book entitled *New Patterns of Management* (1961).

In sum, his framework included leadership processes, goal setting, decision making, motivation, and others. These major characteristics are the parameters to discern the organizational climate of any particular institution. Once these systems and characteristics are known then they can be placed on an organizational continuum ranging from participative to exploitive. Once this process is completed administrators will be able to discern their organizational climate. After Likert defined his systems and characteristics, he began to work on creating a device that would accurately measure each system. He created an intense survey that requests employees to respond to a set of questions based on their opinions regarding the organizational characteristics of each system. After reading each question an employee would choose the best selected response that describes the way they feel. The data collected then is placed on scale to observe the patterns of responses. From these patterns, a researcher can conclude which system the organization falls under or leans towards. This organizational scale is a relevant measure for mapping the
managerial system of a school (Hoy and Forsyth, p. 169).

In sum, Likert's work is a very interesting look into the organizational climate of any institution. His theories and measurement tools are well suited to study the organizational climate of Eastern. The benefits of this study have been clearly stated and researched. Rensis Likert has truly made an impact on determining the quality of education.
Chapter Three
The Design of the Study

Description of the Research Design

The design of the study was to conduct a survey of employee opinions concerning their impression of Eastern's organizational climate. This was an obvious ex post facto "from things done afterwards" study because the organizational variables are being analyzed in retrospect. This means that the responses to the survey were affected by the relationships that have already been established among support staff, teachers, administrators, and departments. The design of the study was rather simple. A questionnaire was reproduced from Rensis Likert's organizational climate research. The original survey contained seventy-two questions in eight categories. The questionnaire was narrowed down to a workable eighteen questions taken from a refined questionare displayed in Wayne K. Hoy and Patrick B. Forsyths (1986) text Effective Supervision: Theory into Practice. The faculty was notified through a mailing in October describing the study and asked to participate in the study in order for the analysis to begin.
Description of the design of the research instrument

The instrumentation for the survey was reflective of Rensis Likert's's organizational climate questionnaire created in the 1960's. The questionnaire was reproduced from his study. Mr. Likert's questionnaire has been divided into four systems and six of his original eight categories. Each category had no more than three questions and four different selected response choices that vary between categories and questions. The respondents were asked to choose the best response to which each statement characterizes the organization, treating each item as a continuous variable (Hoy and Forsyth, p. 168). Once again, the actual questionnaire was narrowed down to a workable eighteen questions taken from a refined survey displayed in Wayne K. Hoy and Patrick B. Forsyth's (1986) text *Effective Supervision: Theory into Practice*.

A selected response format has been used in the questionnaire known as the Likert scale to formulate the appropriate data. The Likert scale is a scale with a number of points that provide ordinal scale measure (Wiersma, 1991, p. 177). A set of varying responses based on six of Likert's eight categories of organizational characteristics were applied to determine which system is used by the institution under study.

Internal and external validity are not in question because this was a previous study that has been tested for many years. Wayne K. Hoy, Patrick B. Forsyth, as well as many others have used this instrument over the years and received accurate results. Hoy and Forsyth (1986, p. 168) proclaim that data
from several studies support the validity and reliability of both the basic characteristics of the instrument as a whole.

**Description of the Sampling Technique**

The use of a sampling technique was not considered because to gather an appropriate, concise climate analysis it was decided to allow all of Eastern's staff and faculty a chance to respond and participate in the study. The population of the study was the entire staff of Eastern's senior and intermediate high schools. The return of the surveys have reached a total of fifty respondents. This gave the study a sampling of twenty-five percent.

**Description of the Data Collection Approach**

The collection of the necessary data was quick and to the point. Basically, the data was collected by using the school's mailing system. First, a memo was placed in the faculty bulletin describing an important study of Eastern's organizational climate and the need for participants. This was done to raise the level of expectation of the staff. Second, a formal letter asking for everyone's assistance was attached to one questionnaire. The letter/memo described in some detail the purpose of the study, how to answer the questionnaire, where to return it, and when. The document mentioned who to contact in case of confusion or questions concerning how to answer. After three weeks, another memo was sent as a reminder to fill out the surveys at the earliest convenience and return them to the proper designation.
Description of the Data Analysis Plan

This study was a cross-sectional survey of the entire population of Eastern because the data had been collected in a three week period of time. The research was both quantitative and qualitative in nature. The research is quantitative because the tabulation of the results will be measured on an ordinal scale then graphed to determine the patterns of responses. This shows that the true nature of the survey relies heavily on statistical results that had to be interpreted. The interpretation has come from a group of dedicated staff and administrators who participated in the final product discussions. The research was qualitative because it is context specific and has been used to understand an organizational phenomenon at Eastern Regional High School through descriptive and opinionated interpretation. The qualitative side of the research can not be considered hard data because impressions are based on opinions, personal perceptions, individual experiences and can not be considered provable facts.

Each individual's responses were tabulated and analyzed in two specific ways. All data was graphed accordingly. The number of responses have been recorded on a computer generated tabulation sheet. First, the responses were tabulated to determine the overall feelings of the employees concerning which organizational system on the Likert scale Eastern falls. To determine which system Eastern was organizationally, the data was then plotted on Likert's continuum of system types. Second, each system's
organizational variable was interpreted by utilizing Likert's subscale profile chart as a guide. These translation devices (see Appendix C) were also used by the participation group when completing their final analysis of the data.

Once the raw data was plotted and analyzed then a more reflective analysis of the data began. Informal meetings of administrators and regular staff were conducted to discuss the ramifications and some possible meanings behind the data. These meetings have directly made an impact on the organizational climate because of the open nature of these discussions. Once again, these meetings were open and well received.
Chapter Four
Presentation of the Research Findings

All significant data collected from the surveys were plotted and graphed according to the responses returned on Rensis Likert's organizational climate questionnaire. After this task was completed to the satisfaction of the entire team discussions began to analyze the findings. The line graph in each organizational variable presents the data from the tabulated responses obtained from the staff through the survey replicated from Rensis Likert's study of organizational climate. The actual survey is located in Appendix A.

A pie graph for each organizational category was considered necessary to obtain an overall percentage of which system type the institution would fall when the total of all the collected responses in each category were added together. All pie graphs for each variable based on the total of each category are graphed below the official tabulation. The official tabulation was the responses from the faculty that have been charted in a bar graph. More to the point, the pie graphs were used as a reference for understanding the overall analysis of each section of the study at the same time the bar graphs were used to comprehend the analysis of each particular question independently.
Further more, it was decided that the pie charts were necessary in order for the team to consider the overall organizational climate for each question separated from their organizational variable. It was also strongly felt, in the beginning stages of the analysis, that it was necessary to combine both representations within each type of process in order to produce a more accurate view of the entire organizational climate.

Once the visual analysis was decided on then the team began discussing their preconceived ideas concerning which organizational system on the Likert scale Eastern falls. After the final look at the data, it has been decided that Eastern Regional High School is a Benevolent - Authoritative, type two school on the organizational climate continuum developed by Rensis Likert (see Appendix C). The specific characteristics of the school are discussed below each process in detail based on the responses that were gathered by the survey.

After these preliminary observations the team began on a journey to invoke an atmosphere of professionalism and collegiality. All of the fascinating round-robin discussions were made in both emotional and intellectual realms by a team of volunteer faculty members. The information concerning these discussions were found to be the organizational climate of Eastern Regional High School. The discussions should be a catalyst for change and reflection of both the faculty and administrative staffs. Once again, the analysis and discussions of the data are combined with personal feelings from team members.
Data results from the questions concerning leadership

Figure 1: Shows the faculty responses for the first three questions in the survey related to leadership

Figure 2: Shows the predominant system type indicated by the cumulative responses
Discussions of the data and personal feelings.

The volunteer team and myself have concluded that the teachers at Eastern Regional High School hold a rather negative view concerning the relationship between the regular faculty and the supervisory staff. They seem to believe their supervisors show little confidence and trust in their abilities. Some of the team have argued that the faculty have the confidence of supervisors on an instructional level but they show lack of trust in their abilities to carry out everyday job responsibilities and proper discipline.

They also feel that the faculty are seen as individuals that need to have decisions made for them in the areas that include but not limited to school activities, dress, classroom management, and discipline. Many individuals have expressed that these feelings are paramount to a working relationship with their supervisors.

The team has also expressed that many feel only somewhat free to talk to superiors about their jobs in an open and honest way. In other words, many feel that certain subjects are off limits because of the possible ramification that may arise from personal discussions. Some have proclaimed that because of these feelings involving the lack of trust between supervisors and faculty that these conversations will be used against them in the future. Others, more accurately, believe that certain conversations such as discipline problems in the classroom could be viewed as incompetence by some supervisors and used against them in the future. However, most of the team have intense impressions and conviction to conclude that the level of trust fluctuates between
departments, supervisors, and staff members because different relationships have developed over the years. It does depend on how long someone has been at Eastern. Furthermore, many individuals believe that they can discuss anything with specific supervisors while at the same time hesitant with others based on a particularly history with that individual. Finally, the level of trust seems to be different for every individual at the school.

Along with these feeling, the faculty have stated that as subordinates, supervisors and administrators only sometimes seek out their ideas and utilize them constructively. There are many times that the faculty feel that the administration can do nothing about a particular situation such as special education discipline so they just listen to be respectful but in reality can do nothing. At these times, it is not considered a lack of trust but a lack of avenues of change. The lack of confidence is predominant throughout the discussions. The prime target area of the faculty's concerns surround the administrative process.

The faculty, overwhelmingly feel that the administration lacks confidence in them in understanding administrative procedures and processes. These areas are prime examples of the lack of trust on the part of the administrative staff. Staff members do not feel they receive the empowering "go ahead" on pertinent issues affecting their lives as instructors. In other words, it seems that the administration is extremely hesitant in giving complete power to a particular committee, faculty member, or department. This reality is seen as a lack of trust by the entire staff.
The faculty believe there should be more trust, mutual respect and confidence by the administration and supervisors in their abilities to make quality decisions. They believe that their superiors should be more open to discussions concerning problems with the job without the possibility of repercussions or the lack of confidence that seems to come after such confrontations. Superiors should be more constructive with the use of their subordinates ideas and recommendations. They should create empowering opportunities for the faculty, student activities, discipline, and curriculum changes.

Response/Reflections.

The administration feels that teachers do have real control and run themselves in everyday responsibilities. The team has concluded that as a faculty "we" do have for the most part the freedom to chose our everyday activities without many interruptions by the administration. Sometimes faculty members feel the need to take on another faculty's problem rather than look at the whole picture. This fact alone breaks down open communication lines between members of the faculty and supervisory staff. The administrative team feel that they do trust their members. They also feel that the school is run on the authoritative side because too often the Union refuses to police their own members or stand up for what is considered effective practice which creates adverse situations regardless of any empowering administrative initiatives.

In conclusion, the administration does allow teachers to make decisions
about their curriculum daily and has even shown some faith in their faculty to make decisions at times when other schools feel faculty members should be left out of the process completely. There must be more leadership between the union hierarchy and the administration supervision of the faculty. There needs to be a "coming together" in the near future on pertinent issues concerning leadership such as the collective exchanging of ideas.
Data results from the questions concerning motivation

Figure 3: Shows the faculty responses for the second three questions in the survey related to motivation

Figure 4: Shows the predominant system type indicated by the cumulative responses
Discussions of the data and personal feelings.

The faculty at Eastern have expressed in the analysis of their responses that the administration utilizes fear, threats, punishments, and only occasional reward as motivational techniques. On the other hand, they agree, for the most part, that the administrative staff do stimulate productive behavior in the school. However, the motivation behind the stimulation is sometimes questioned. The administration has created an atmosphere that has brought the faculty to believe that the responsibility for organizational outcomes and achievement of goals for the entire school is shared by all. For the record, it is also decided that Eastern's administration does not use these techniques more or less than any other educational institution. Obviously, this statement is based on impressions and can not be systematically proven.

Eastern's faculty has responded positively in the data on the question concerning teamwork. Cooperation or a sense of shared responsibility is prevalent. It is an excellent jumping off point to focus on the relevance of the fact that most of the faculty believe that there is definitely a sense of teamwork among superiors, administrators, and other faculty members.

Many of the team members feel that the utilization of more rewards, monetary or otherwise and a more direct involvement in the teacher's careers will better motivate this faculty. More ideas must come from the supervisors and staff. This information could be a starting point to move towards a more participative process of motivation. One extremely uplifting note concerning these discussions surround the high level of teamwork and cooperation among
those who work at Eastern. Everyone on the committee proclaim feeling directly and personally responsible for educational outcomes. Without much debate, the administration is looked upon as a heavily paved avenue for change and motivation.

Responses/Reflections.

It is perceived that all administrators support a climate of respect towards each other. It can safely be assumed that all involved at Eastern feel the need to be focused, responsible, and professional within an interactive relationship not a destructive one. In dealing with each other there is a lack of sarcasm, or demeaning language which results in the development of positive self images among the faculty. The administration does feel that there is a need to sponsor more innovative motivational techniques in addition to the teacher of the year award. They have pointed out how the faculty fail to get together during holiday's such as hosting a faculty party or any such event which impedes morale and collegiality. This became an issue when the discussing staff motivation.
Data results from the questions concerning communication

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**Figure 5:** Shows the faculty responses for the four questions in the survey related to communication

**Figure 6:** Shows the predominant system type indicated by the cumulative responses
Discussions of the data and personal feelings.

According to the responses from the surveys, the information flow in the school is mostly in a downward direction, rather than across the board. This downward communication is accepted by the teachers with caution rather than with a receptive mind. They feel upward communication is often accurate. With these conclusions in mind, the teachers have expressed that their superiors do, at times, not accurately understand or comprehend the problems facing faculty members during the regular school day. According to the data and the team's conversations there were very strong feelings concerning the need for more interactive communication at the level of goal setting and problem awareness. It has been overwhelmingly agreed upon concerning the nature of communication whether vertical or horizontal must be made with open lines of communication from top to bottom. The communication levels must become a more consultative practice and the flow of information must be more free to move upward than downwards at various times such as staff development.

Response/Reflections.

The faculty have significant input when it comes to educational techniques in the classroom. This is where they can make the most decisions some even feel they have complete autonomy in this decision making process. One prime example was the creation of lead teacher positions. These positions were created to open up the decision making process in the area of curriculum development. Their job responsibilities include opening lines of communication
between the administrative staff and the members of their respective departments. Since the individuals are not on the administrative staff if is felt that they will be able to meet the individual needs of each members of their department because they never conduct any formal evaluation. It has also been pointed out that these individuals have been in place for the first year and have made an impact in the leadership process by becoming a go-between mechanism.

Members of the faculty should feel that they are making a significant improvement without much authoritative guidance in exceptional practice. When it comes to educational techniques the administration has taken a laissez-faire style attitude in this area because they can trust the "experts". It is significant to point out that teachers are not powerless and administrators do listen when the voice of reason prevails. In any event, teachers can change their style to fit their particular situation and needs. This should be considered a teacher's greatest freedom enjoyed by all who work within the walls of Eastern High School.
Data results from the questions concerning decision making

Figure 7: Shows the faculty responses for the four questions in the survey related to decision making.

Figure 8: Shows the predominant system type indicated by the cumulative responses.
Discussions of the data and personal feelings.

It seems evident that at Eastern the faculty feel strongly that almost all the decisions are made from the top echelons of the school hierarchy with little input from the lower rungs. Concluding from the data, the impressions is that there is a limited amount of integration or delegation of the decision making process to subordinates. The data also reveals that a significant number of the staff feel only occasionally consulted in decisions related to their work or career. The data supports a high degree of motivation among the staff would result if they were more involved in the decision making process. In other words, Eastern's faculty believe that a decision making process that is interactive will have a substantial contribution towards personal motivation.

Responses/Reflections.

According to the team faculty members control some real decision making power. This control in found in the freedom to create lesson plans according to their personal views of effective practice. They are allowed to make day to day decision concerning their use of instructional time. They can also become members of various committees such as the Professional Development Team in order to make changes in curriculum design and focus. But, overall most of the decisions are made at the top. The administration has even taken away most of the decision making and problem solving power away from the student activity advisors. This is a prime example of the decision making process at Eastern high school. Many of the advisors feel that all the
decisions are made for their particular club at the top through the student activities coordinator. Some even feel that they are only figure heads following a prescribed time line of events with little input. It has been convincingly argued that overall decisions for the school are made at the top of the hierarchic structure without much interaction or consultation of subordinates.

According to both the faculty data and the team most decisions, goals, and control fluctuate between authoritative to consultive. In other words, most of the team feel that the data conclusively shows that most of the major decisions are made at the top of the hierarchy and filtered downward. But, once the decisions are made then delegation of authority begins. When the decisions are made and delegation is completed then the administration begins the process of consulting the faculty on opinions and success levels. These situations contribute to the motivational process by those contributions are viewed by the team as limited.
Data results from the questions concerning goal setting

Figure 9: Shows the faculty responses for the four questions in the survey related to goal setting

Figure 10: Shows the predominant system type indicated by the cumulative responses
Discussions of the data and personal feelings.

The data and discussion are very similar to the criticisms found in the decision making process. The data shows that the staff at Eastern feel that the organizational goals are established at the top. Simply stated, orders are issued to the staff instead of decided by group action. The teachers do express that there is very little resistance to these goals. For the most part, organizational goals are created by the administrative staff and handed down to the entire faculty with little real interaction or discussion between the two levels. There are minor incidents of covert resistance by the faculty in putting their full effort behind reaching a particular goals set by the administration. But, it is felt by all on the team that there is nothing in this behavior that could be damaging to the successful completion of these goals if and when they are mandated from above.

Responses/Reflections.

Concerning goal setting the same overall feelings are similar to the decision making process conclusions, everything is coming down from the top levels of administration. In other words, the overall school wide goals are mandate to the faculty through administrative procedures. Then what usually occurs is the faculty creates for themselves minor goals to reach the overall ones. This mini-goal setting is accomplished departmentally as well as individually. When this is completed then there is little resistance towards the achievement of the goals. It is also rather interesting to note that even when the
majority of the faculty feel strongly against an initiative they either file a
grievance individually or collectively while at the same time working towards
achieving the very same goal they are grieving.
Data results from the questions concerning control

Figure 11: Shows the faculty responses for the four questions in the survey related to control

Figure 12: Shows the predominant system type indicated by the cumulative responses
Discussions of the data and personal feelings.

The conclusions and review of the character of control is not positive in nature. There is definitely an informal organization resisting the formal one. The information substantiates that costs, productivity, and other control data are used by the administrative staff for rewards and punishments. It is evident by the discussions that the concentration of the control functions are primarily at the top rather than felt throughout the entire organization. There is substantial evidence given to assume that the faculty informally resist at various times going directly and sometimes indirectly at administrative ordering. The control and productivity information has been used by the administration for reward and punishments.

Responses/Reflections.

With regard to control, the administration is looked upon as very controlling. But, the faculty as an organization does not informally resist all too often. This alludes to the fact that there is somewhat of a healthy working relationship between the overall faculty and administration. The cost, productivity, and other control data are systematically but irregularly used for both rewards and punishments. These areas can be both overt such as teacher of the year type honors or covert at times such as lunch duty assignments.

These conversations and conclusions should be considered the accurate analysis of the collected surveys and the organizational climate of Eastern Regional High School. Once again, Eastern is a system two: Benevolent-
Authoritarian (see Appendix C) which is characterized by some shared confidence and trust among staff members but upward communication is limited.
Chapter Five

Conclusions, Implications, and Recommendations for Further Study

This chapter will present the conclusions, implications, and notes on the possibility, necessity, and feasibility of further study. This chapter will contain some reflective practice on leadership development by the intern. Finally, the chapter will address how the organization has changed as a result of the final study.

Conclusions and Implications

The Leadership Processes.

The Leadership process refers to the relationship between superiors and subordinates. This relationship ranges from authoritarian-non-supportive process to a participative process (see Appendix C). The major conclusions concerning the round-robin discussions on leadership processes are clouded by feelings derived from the "mood" of negotiations. But, there is an overwhelmingly faculty belief that there should be more trust, mutual respect and confidence shown by the administrative staff in their abilities. They believe that their superiors should be more open to discussions concerning every day
problems that are ingrained in the profession without the possibility of repercussions or the lack of confidence that seems to come after such confrontations. Superiors should be more constructive with the use of their subordinates ideas and recommendations. They should create empowering opportunities for the entire staff.

The Motivational Processes.

Motivational forces refer to the underlying motives utilized by the administration to stimulate behavior ranging from low to high. The complete listing of these ranges are found in Appendix C. The utilization of rewards, monetary or otherwise and more direct involvement in teacher's careers will better motivate this faculty. There is a sense of teamwork and cooperation among those who work at Eastern and most feel the responsibility for educational outcomes. The administration is looked upon as an avenue to create motivation and change within the school. It has been concluded that the administration along with faculty involvement is the most affective means of motivational change.

The Communication Processes.

Communication processes refer to the amount of relevant communication aimed at goal achievement. It also refers to the direction of communication, and the nature of communication ranging from weak distorted to strong accurate (see Appendix C). These major findings or conclusion drawn have been agreed upon by the team. There is need for more communication at goal achievement and problem awareness on all levels. The nature of
communication whether vertical or horizontal must be made with open lines of
communication from top to bottom. The communication levels must be brought
to a more consultative level and the flow of information must be more free to
move upwards than downwards at times.

**The Decision Making Processes.**

The decision making process refers to where the discussions are made and how. It discusses at what level the decisions are made and how involved subordinates are in the process. This category also takes a look at how involved the staff is when decisions are being that directly affect their work day (see Appendix C). This process also looks at how motivation is changed when the faculty make contributions to the overall decisions of the school. The faculty at Eastern often feel alienated from the broad decisions made at the school. They are becoming frustrated by all the mandates without proper consideration of asking them to be stakeholders. A more interactive decision making process and policy delegation is needed at the school level. It has been pointed out through strong faculty emotions that this type of involvement is a strong motivational tool that the administration should be utilizing at all levels.

**The Goal Setting Processes.**

The goal process refers to the manner in which organizational objectives are established. The process also looks into how much covert resistance is present when goals are established. For the most part, organizational goals are created by the administrative staff and then handed down to the faculty with
little to no input. There is minor covert resistance by the faculty to reaching these goals set by the administration but nothing that could be damaging to the successful completion of these goals.

**The Control Processes.**

Control processes refers to the degree to which power in the organization is centralized or decentralized ranging from hierarchical to collegial. The performance goals are determined ranging from unilateral to shared within the control process. The concentration of the control functions is primarily at the top rather than felt throughout the entire organization. The faculty informally resists at times to administrative ordering. Control and productivity information is used by the administration for reward and punishments. Finally, the school has set in place extremely high performance goals but they are controlled by the administration and carried out by the faculty.

**Intern's Leadership Development**

Through analyzing the organizational climate at Eastern Regional High School, the intern has develop numerous and invaluable leadership skills. By applying an effective strategy for obtaining faculty perceptions concerning Eastern's organizational climate proved to be very rewarding. It has improved this intern on many levels. I learned to communicate ideas with individuals and groups in a positive manner as well as facilitate group processes in shared decision making.

I learned to conduct effective meetings while applying human relation
skills in interacting effectively with others. I learned direct leadership by acting as a facilitator of an educational group working towards a common goal while sharing decision making. I developed how to communicate teacher opinions of administrative leadership with the administrative team and then communicate their responses with other staff members.

A more direct leadership style was develop by evaluating data to create positive change and positive discussions on administrative practice. By applying these human relations skills I learned how to interact effectively with others. Within these practices, I learned how to analyze and solve possible problems by using appropriate decision-making techniques. I tried to be collegial as much as possible.

During team meetings, I learned to initiate and effectively manage school wide change within the school hierarchical structure through a reflective practice. By listening actively and responding appropriately to the ideas and opinions of others in the team meetings, I learned to be a listener. During team meetings, I tried to apply applying effective strategies for assessing administrative practices.

The Change Brought about in the Organization

I believe that a school's organizational climate affects employee morale, behavior, and motivation. The data from the survey has help many faculty members and administrative staff to discover some problem areas in leadership, decision making, goals, etc. that may be playing a role in creating
an unhealthy school environment. The results are being used to make suggestions on how to improve the educational quality and effectiveness of the school. In the most simplistic terms this study will allow everyone at Eastern to gain an understanding about certain aspects of their organizational climate.

I believe the team has created a system in which encourages optimum performance of administration and staff through effective communication of ideas. The team's work ethic and open atmosphere can also be an example of how to improve on human relation skills while interacting effectively with others. Finally, this entire process has set in place avenues of open dialogue.

**The Need for Further Study**

More time is needed to study the organizational climate of Eastern High School. The school could be brought together on some of the problem areas by holding a "town meeting" to air out concerns. These informal gatherings will allow everyone involved to be on the same level. I strongly believe this will foster a more open atmosphere between the different levels of the hierarchy.
References


Appendix A

Data Collection Devices
Survey and Memos
DEAR COLLEAGUE:

IF WE ARE TO MOVE THE SCHOOL SYSTEM INTO THE NEXT DECADE YOU WILL WANT TO CONTRIBUTE TO THIS SURVEY. YOUR RESPONSES MAY ENABLE SOME INDIVIDUALS TO PIN POINT PROBLEMS AND TO TAKE FULL ADVANTAGE OF RESTRUCTURING OUR SCHOOL. MY GOAL IS TO SPARK AN INDEPTH STUDY OF OUR SCHOOL CLIMATE.

MORE TO THE POINT, I AM REQUESTING YOUR HELP IN DETERMINING THE ORGANIZATIONAL CLIMATE OF OUR SCHOOL. THIS RESEARCH WILL GIVE US ALL A BETTER UNDERSTANDING OF OUR SCHOOL IDEOLOGY AND LEADERSHIP SYSTEM. AS MENTIONED BEFORE, IT MAY DETERMINE A COURSE OF ACTION TO IMPROVE THE MORALE IN CERTAIN AREAS AND TO HELP EVERYONE IN PLANNING FOR OUR FUTURE IN EDUCATION. I PROMISE THAT I WILL SHARE WITH THE ENTIRE SCHOOL MY RESULTS AND CONCLUSIONS BY POSTING THEM IN THE MAIN OFFICE.

I FEEL CONFIDENT, SINCE I AM GETTING THIS INFORMATION RIGHT FROM THOSE WHO ARE DIRECTLY AFFECTED BY THE CLIMATE THAT YOUR INPUT IS IMPORTANT, NECESSARY, AND PERTINENT TO THE ACHIEVEMENT OF MY GOAL. THIS SURVEY WILL BE GIVEN TO ALL INDIVIDUALS WHO ARE EMPLOYED BY THE SCHOOL BOARD AND WORKING FOR THE SCHOOL. THE RESPONSES OF THE SURVEY WILL REMAIN ANONYMOUS AND WILL PROVIDE ME WITH THE NECESSARY FEEDBACK FOR THE ASSESSMENT OF OUR SCHOOL SYSTEM.

THANK YOU FOR YOUR COOPERATION AND CONCERN TO THIS WORTH-WHILE ENDEAVOR. PLEASE RETURN ALL RESPONSES TO MY MAIL BOX WHICH IS LOCATED IN THE INTERMEDIATE HIGH SCHOOL'S MAIN OFFICE OR SEND THE INFORMATION INTER-OFFICE MAIL MARKED ATTENTION KIRK M. RICKANSRUD. I WOULD LIKE ALL THE COMPLETED SURVEYS NO LATER THAN SEPTEMBER 25TH 1994. IF YOU HAVE ANY SUGGESTIONS OR QUESTIONS PLEASE CONTACT ME DURING THE DAY IN ROOM 74 OR DROP A NOTE IN MY MAILBOX. THANK YOU FOR ALL YOUR TIME AND EFFORT.

YOUR OBEDIENT SERVANT,

KIRK M. RICKANSRUD
EDUCATOR
ORGANIZATIONAL/LEADERSHIP SYSTEM DETERMINATION:

PURPOSE AND DIRECTIONS: Based on your responses to the following survey, I am going to ascertain in which of Rensis Likert's four systems of organization our school functions under. The survey is divided into four systems and six categories. Each category will have no more than three questions and four different selected response choices that vary between categories and questions, so please read carefully. These set of responses are appropriate for each item or question being proposed and will be measured on an ordinal scale. You may respond to each question by placing a check mark under the phrase or circle the entire phrase that best answers the organizational variable question based on your personal feelings.

RESPONDENT INFORMATION: Before you begin, please take time to fill out the following information. This information will be used to monitor the response rate, and to identify differences among support staff, teachers, and departments.

DIRECTIONS: **CIRCLE WHEN APPROPRIATE**

OCCUPATION: ___________________ DEPARTMENT: __________________*

AGE: 22-30 31-40 41-50 50+

GENDER: MALE FEMALE

YEARS: 1-3 4-6 7-9 10+ in present school system

*OCCUPATION EXAMPLES: SECRETARY DEPARTMENT: GUIDANCE
JANITOR DEPARTMENT: MAINTENANCE

ANY ADDITIONAL COMMENTS YOU WOULD LIKE TO MAKE PRIOR TO OR AFTER THE SURVEY THAT COULD HELP MY STUDY, PLEASE RESPOND IN THE SPACE PROVIDED:
A1: Organizational Climate Survey

**Organizational Climate Survey (p. 1)**

Please Circle Your Appropriate Response to the Questions Below

<table>
<thead>
<tr>
<th>Organizational Variable</th>
<th>System 1</th>
<th>System 2</th>
<th>System 3</th>
<th>System 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much confidence and</td>
<td>Virtually None</td>
<td>Some</td>
<td>Substantial Amount</td>
<td>A Great Deal</td>
</tr>
<tr>
<td>trust is shown in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subordinates?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How free do you feel you</td>
<td>Not Very Free</td>
<td>Somewhat Free</td>
<td>Quite Often</td>
<td>Very Free</td>
</tr>
<tr>
<td>can talk to your</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supervisors about job</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>responsibilities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often are</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Often</td>
<td>Frequently</td>
</tr>
<tr>
<td>subordinates ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sought and used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>constructively?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Motivational:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is predominant use made</td>
<td>1,2,3, occasionally, 4</td>
<td>4, some 3</td>
<td>4, some 3, and 5</td>
<td>5,4, based on groups</td>
</tr>
<tr>
<td>of;</td>
<td>1 = FEAR</td>
<td>2 = THREATS</td>
<td>3 = PUNISHMENTS</td>
<td>4 = REWARDS</td>
</tr>
<tr>
<td>2 = THREATS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = PUNISHMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = REWARDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 = INVOLVEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is responsibility</td>
<td>At the Top</td>
<td>Top and Middle</td>
<td>Fairly General</td>
<td>At all Levels</td>
</tr>
<tr>
<td>felt for achieving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization's goals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much cooperative</td>
<td>Very Little</td>
<td>Relatively Little</td>
<td>Moderate Amount</td>
<td>Great Deal</td>
</tr>
<tr>
<td>team work exists?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Organizational Climate Survey (p. 2)

### Please Circle Your Appropriate Response to the Questions Below

<table>
<thead>
<tr>
<th>Organizational Variable</th>
<th>System 1</th>
<th>System 2</th>
<th>System 3</th>
<th>System 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>What is the usual direction of information flow?</td>
<td>Downward</td>
<td>Mostly Downward</td>
<td>Down and Up</td>
<td>Down, Up and Sideways</td>
</tr>
<tr>
<td>How is downward communication accepted?</td>
<td>With Suspicion</td>
<td>Possibly with Suspicion</td>
<td>With Caution</td>
<td>With an open mind</td>
</tr>
<tr>
<td>How accurate is upward communication?</td>
<td>Usually Inaccurate</td>
<td>Often Inaccurate</td>
<td>Often Accurate</td>
<td>Almost Always Accurate</td>
</tr>
<tr>
<td>How well do superiors know problems faced by subordinates?</td>
<td>Not Very Well</td>
<td>Rather Well</td>
<td>Quite Well</td>
<td>Very Well</td>
</tr>
</tbody>
</table>

### Decision Making:

<table>
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<tr>
<th></th>
<th>System 1</th>
<th>System 2</th>
<th>System 3</th>
<th>System 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>At what level are decisions made?</td>
<td>Mostly at the Top</td>
<td>Policy at the top, Some Delegation</td>
<td>Broad Policy at the Top, More Delegation</td>
<td>Well Integrated</td>
</tr>
<tr>
<td>Are subordinates involved in decisions related to their work?</td>
<td>Almost Never</td>
<td>Occasionally</td>
<td>Generally</td>
<td>Fully Involved</td>
</tr>
<tr>
<td>What does a decision-making process contribution have on motivation?</td>
<td>Not Very Much</td>
<td>Relatively Little</td>
<td>Some Contribution</td>
<td>Substantial Contribution</td>
</tr>
</tbody>
</table>
**Organizational Climate Survey (p. 3)**

*Sample Directions:* Please Circle Your Appropriate Response to the Questions Below

<table>
<thead>
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<th>System 1</th>
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<th>System 3</th>
<th>System 4</th>
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<tbody>
<tr>
<td><strong>Setting:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are goals established?</td>
<td>Orders Issued</td>
<td>Orders Issued After Discussion by Orders</td>
<td>By Group Action</td>
<td></td>
</tr>
<tr>
<td>How much covert resistance</td>
<td>Strong</td>
<td>Moderate</td>
<td>Strong at Times</td>
<td>Little or None</td>
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<tr>
<td><strong>Control:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How concentrated are review and control functions? to goals is present?</td>
<td>Very High at Top</td>
<td>Quite highly at Top</td>
<td>Moderate Delegation</td>
<td>Widely Shared</td>
</tr>
<tr>
<td>Is there an informal organization resisting the formal one?</td>
<td>Yes</td>
<td>Usually</td>
<td>Sometimes</td>
<td>No - Same Goals as Formal</td>
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<tr>
<td>What are cost, productivity and other control data used for? (ex. evaluations)</td>
<td>Punishment</td>
<td>Rewards and Punishment</td>
<td>Reward and Self-Guidance</td>
<td>Self-Guidance and Respect</td>
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</table>

Source of this table comes from Rensis Likert: The Human Organization
<table>
<thead>
<tr>
<th>ORGAN. VARIABLE</th>
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<th>SYSTEM ONE</th>
<th>SYSTEM TWO</th>
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<td></td>
<td>QU#3</td>
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<td>COMMUNICATION</td>
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<td>QU#4</td>
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<td></td>
<td>QU#3</td>
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<td>GOALS</td>
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<td></td>
<td>QU#3</td>
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COMMENTS AND CONCERNS:
Appendix B

Survey Results
Translation of Data Devices
Based on Rensis Likert Study of Organizational Climate
## Organizational Climate Survey Tabulation Chart

<table>
<thead>
<tr>
<th>Table</th>
<th>Questions</th>
<th>System One</th>
<th>System Two</th>
<th>System Three</th>
<th>System Four</th>
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<td>6</td>
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</table>
## Subscale Profile

### Sample Items for Each Subscale of Profile of Organizational Characteristics Measure

<table>
<thead>
<tr>
<th>Organizational Variable</th>
<th>System 1</th>
<th>System 2</th>
<th>System 3</th>
<th>System 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Process</strong></td>
<td>Non-Supportive</td>
<td>Supportive but Condescending</td>
<td>Very Supportive</td>
<td>Fully Supportive</td>
</tr>
<tr>
<td><strong>Motivational Forces</strong></td>
<td>Fear, Threats, Punishments</td>
<td>Rewards and Punishments</td>
<td>Rewards, Occasional Punishments, Involvement</td>
<td>Economic Rewards Group Involvement Goal Oriented</td>
</tr>
<tr>
<td><strong>Communication Process</strong></td>
<td>Top - Down</td>
<td>Top - Down some Interaction with others</td>
<td>Interactive</td>
<td>Collegial</td>
</tr>
<tr>
<td><strong>Influence - Involvement</strong></td>
<td>None</td>
<td>Relatively Little</td>
<td>Moderate Amount</td>
<td>Substantial</td>
</tr>
<tr>
<td><strong>Decision Making Process</strong></td>
<td>At the Top</td>
<td>At Various Determined Levels</td>
<td>Decisions are made at the lower levels</td>
<td>Integrated</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Orders Issued</td>
<td>Orders Issued, Opportunity to make comments</td>
<td>Goals are set after discussion are done at the lower levels</td>
<td>Group Participation</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>At the Top</td>
<td>Primarily at the Top</td>
<td>Some Shared Responsibility</td>
<td>Throughout the Organization</td>
</tr>
<tr>
<td><strong>Performance Goals</strong></td>
<td>Average Goals</td>
<td>High Goals</td>
<td>Very High Goals</td>
<td>Extremely High Goals</td>
</tr>
</tbody>
</table>

Source of this table comes from Rensis Likert: *The Human Organization*
Appendix C

Rensis Likert
Subscale Profile and Organizational Variables
Organizational Continuum of System Types
<table>
<thead>
<tr>
<th>Organizational Variable</th>
<th>System 1</th>
<th>System 2</th>
<th>System 3</th>
<th>System 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Process</td>
<td>Non-Supportive</td>
<td>Supportive but Condescending</td>
<td>Very Supportive</td>
<td>Fully Supportive</td>
</tr>
<tr>
<td>Motivational Forces</td>
<td>Fear, Threats, Punishments</td>
<td>Rewards and Punishments</td>
<td>Rewards, Occasional Punishments, Involvement</td>
<td>Economic Rewards Group Involvement Goal Orientated</td>
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<tr>
<td>Communication Process</td>
<td>Top-Down</td>
<td>Top-Down some Interaction with others</td>
<td>Interactive</td>
<td>Collegial</td>
</tr>
<tr>
<td>Interaction - Influence</td>
<td>None</td>
<td>Relatively Little</td>
<td>Moderate Amount</td>
<td>Substantial</td>
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<tr>
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<td>At the Top</td>
<td>At Various Determined Levels</td>
<td>Decisions are made at the lower levels</td>
<td>Integrated</td>
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<tr>
<td>Goal Setting</td>
<td>Orders Issued</td>
<td>Orders Issued, Opportunity to make comments</td>
<td>Goals are set after discussion are done at the lower levels</td>
<td>Group Participation</td>
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<tr>
<td>Control</td>
<td>At the Top</td>
<td>Primarily at the Top</td>
<td>Some Shared Responsibility</td>
<td>Throughout the Organization</td>
</tr>
<tr>
<td>Performance Goals</td>
<td>Average Goals</td>
<td>High Goals</td>
<td>Very High Goals</td>
<td>Extremely High Goals</td>
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Source of this table comes from Rensis Likert: *The Human Organization*
### Organizational Characteristics and the Continuum of System Types

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<td>Leadership Process</td>
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<td>Supportive but Condescending</td>
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<td>Fully Supportive</td>
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<td>National Forces</td>
<td>Low</td>
<td>Average</td>
<td>Above Average</td>
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<td>Interactive</td>
<td>Strong Accurate</td>
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<td>Cold and Distance</td>
<td>Relatively Distance</td>
<td>Close</td>
<td>Warm and Close</td>
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<td>Bi-lateral (at the top)</td>
<td>Some Shared</td>
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<td>High Goals</td>
<td>Very High Goals</td>
<td>Extremely High Goals and Training</td>
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<tr>
<td>Training</td>
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</table>

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Biographical Data

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