SURVEY OF THE RELATED STUDIES
CHAPTER IV

SURVEY OF THE RELATED STUDIES

To conduct a study in any field of knowledge, the research workers need to acquire up-to-date information about what has been thought and done in the particular area from which they intend to take up a problem for research. John W. Best says, "Practically all human knowledge can be found in books and libraries. Unlike other animals, that start anew with each generation, man builds upon the accumulated and recorded knowledge of the past." Effective research for knowledge is possible only when there is familiarity of existing literature on the subject under study. Some of the studies which have a direct bearing on the present research effort are being discussed below.

The concept of organizational climate is relatively new. It was the first time in the spring 1954 when the idea of a study of "Organizational Climate of Schools"

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was discussed.\textsuperscript{1} But the study was taken up in September 1954 by Andrew W. Halpin and Don B. Croft. The report was published by the Midwest Administration Centre and synopsis of the findings was published in Administrators' Note Book.\textsuperscript{2}

Now again an abridgment of the findings has appeared in the book Theory and Research in Administration.\textsuperscript{3} Two more books which discussed the idea of openness and closedness are: A Dynamic Theory of Personality by Lewin\textsuperscript{4} and The Open and Closed Mind by Rokeach.\textsuperscript{5}

Subsequently, this field attracted some researchers in the United States of America, Canada, England, Australia and India. Some substantial researches have been done in this field since then.

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1. Andrew W. Halpin, The Organizational Climate of Schools (A paper read out at a meeting of the CREA held on the campus of the Ohio University in the spring of 1954).


The first pioneer study in the field was conducted by Andrew W. Halpin and Don B. Croft. The study, *The Organizational Climate of Schools*, aims at the development of a tool which may be of help in determining the organizational climate of the schools as well as other similar agencies. The research was conducted on a sample of 71 schools (Elementary) chosen from six different regions of the United States which consisted of 1151 teachers respondents. With the help of factor-analytic methods the researchers assigned all the 64 CCDQ items to eight sub-tests (a detailed description of these sub-tests can be seen in Chapter V under the heading Development of the Tool). In order to discriminate organizational climates, investigators factor analyzed the profiles of the schools which were constructed with the help of the scores on the aforesaid eight sub-tests and they found six organizational climates. Each of the six organizational climates, based upon the content of each of the eight sub-tests which constitute the six prototypic profiles is being discussed below.

**THE OPEN CLIMATE**

The open climate depicts a situation in which the members enjoy extremely high *esprit*. Teachers work well
together without licking (Low Disengagement). Teachers are not burdened by overwork; the principal's policies facilitate the teacher's accomplishment of their task (Low Hindrance). On the whole, the group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations.

Behaviour of the principal plays a great role in portraying the organizational climate of a school. In an open climate, principal sets an example by working hard himself (High Thrust) but, depending upon the situation, he can either criticize the teachers or go out of his way to help a teacher (High Consideration). He possesses the personal flexibility to be genuine whether he be required to control and direct the activities of others or to show compassion in satisfying the social needs of individual teachers. He is not aloof, nor are the rules and procedures which he sets up, inflexible and impersonal (Low Aloofness). He does not have to emphasize production, nor does he need monitor the teachers' activities closely because the teachers do, indeed, produce easily and freely. He has the ability to let
appropriate leadership acts emerge from the teachers (Low Production Emphasis).

THE AUTONOMOUS CLIMATE

The distinguishing feature of this organizational climate is the almost complete freedom that the principal gives to teachers to provide their own structure-for-interaction so that they can find ways within the group for satisfying their social needs. (Relatively high score on Esprit and Intimacy). Here teachers achieve their goals easily and quickly (Low Disengagement). The essential point is that the teachers do work well together and accomplish the tasks of the organizations. The teachers are not hindered by administrative paper work. The principal has set up procedures and regulations to facilitate the teacher’s task (Low Hindrance). The morale of teachers is high, but not as high as the open climate. The high morale probably stems largely from the social-needs satisfaction which the teachers receive (Esprit would probably be higher if greater task-accomplishment also occurred within the organization).

The principal remains aloof from the teachers for he runs the organization in a businesslike and a rather
impersonal manner (High Aloofness). His leadership style favours the establishment of procedures and regulations which provide guidelines that the teachers can follow. He does not force people to produce nor does he say, "We should be working harder." Instead, he appears satisfied to let the teachers work at their own speed. He monitors their activities very little (Low Production Emphasis). He is considerate, and he attempts to satisfy the social needs of the teachers as well as most of the principals do (Average Consideration). The principal provides thrust for the organisation by setting an example and by working hard himself. He looks out for the personal welfare of the teachers. He is genuine and flexible, but his range of administrative behaviour as compared to that of the principal in the open climate is somewhat restricted.

THE CONTROLLED CLIMATE

The controlled climate is marked above everything else, by a process for achievement at the expense of social needs satisfaction. This climate is ever-weighted towards task-achievement and away from the social needs satisfaction. Nonetheless, since morale is high (Esprit), this climate can be classified as more open than closed.
Teachers do not linger, find fault or differ with the principal's directions. They are there to get the job done, and they expect to be told personally just how to do it (Low Disengagement). There is an excessive amount of paper work, routine reports, busy work and general hindrance. Accordingly, teachers have little time to establish very friendly social relations with each other; and there is little feeling of comradeship (Low Intimacy). Esprit, however, is slightly above average. We infer that the job satisfaction found in this climate results primarily from task-accomplishment, not from the social-need satisfaction.

Principal allows little flexibility within the organization, and he insists that everything be done 'his' way (High Production Emphasis). He is somewhat aloof; he prefers to publish directives to indicate how each procedure is to be followed. Essentially, the principal says, "My way of doing it is best and hell with the way people feel." The principal becomes dogmatic when members of the group do not conform to his views. He cares little about how people feel; the important thing is to get the job done, and in his way. Accordingly, he does not seek to satisfy the group's
social needs (Low Consideration). Nevertheless, he is trying to move the organization by working hard (Average Thrust) and he personally sees to it that everything runs properly. He delegates few responsibilities; leadership acts emanate chiefly from himself rather than from group.

THE FAMILIAR CLIMATE

The main feature of this climate is the conspicuously friendly manner of both the principal and the teachers. Social-needs satisfaction is extremely high. The teachers are disengaged and accomplish little in a task-oriented situation, primarily because the principal exerts little control in directing their activities (High Disengagement). The principal does not burden the teachers with routine reports; he makes it as easy as possible for them to work (Low Hindrance). The teachers have established personal friendship among themselves and socially, at least everyone is part of a big happy family (High Intimacy). Morale or job satisfaction, is average, but it stems primarily from the social-needs satisfaction. The Esprit that is found in this climate is one-sided in that it stems almost entirely from social-needs satisfaction.

The behavioural theme, in a nutshell, is: the
principal is essentially, "Let us all be a nice family" (High Consideration). He wants everybody to know that he, too, is one of the group, that he is in no way different from anybody else. Yet his abdication of social control is accompanied, ironically enough, by high disengagement on the part of the group.

The principal is not aloof and not impersonal and official in his manner (Low Aloofness). The principal does not emphasize production nor does he do much personally to ensure that the teachers are performing their tasks correctly (Low Production Emphasis). In short, little is done either by direct or by indirect means to evaluate or direct the activities of the teachers. However, teachers do attribute thrust to the principal. But in this context, this probably means that they regard him as a 'good guy' who is interested in their welfare and who looks out for them.

**THE PATERNAL CLIMATE**

The paternal climate is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. His behaviour is non-genuine and is perceived by the teachers
as non-motivating. This climate is, of course, a partly closed one.

The teachers do not work well together. They are split into factions. Group maintenance has not been established because of the principal's inability to control the activities of the teachers (High Disengagement). The principal does a great deal of routine reports and administrative duties (Low Hindrance). The teachers do not enjoy friendly relationship with each other (Low Intimacy). Teachers obtain inadequate satisfaction with respect to both task-accomplishment and social needs.

Principal checks, monitors and tells people how to do things. In fact, he is so involved that he becomes intrusive (Low Arousal). He is always emphasizing all the things that should be done (Production Emphasis) but somehow nothing is done. The principal sets up such items as schedules and class changes. Personally he does not let the teachers perform any of these activities. His view is that 'Daddy knows best.'

He is considerate but his consideration appears to be a form of educative over solicitousness rather than a genuine concern for the social needs of others. In a
sense, he uses this consideration behaviour to satisfy his own social needs. Although he preserves an average degree of thrust as evidenced by his attempts to move the organization, he nonetheless fails to motivate the teachers, primarily because, he, as a human being, does not provide an example, or an ideal, which the teachers care to emulate.

THE CLOSED CLIMATE

The closed climate marks a situation in which the group members obtain little satisfaction with respect to either task-achievement or social needs. The principal is ineffective in directing the activities of the teachers and at the same time, he is not inclined to look out for their personal welfare.

The teachers are disengaged and do not work well together. Consequently, group achievement is minimal (High Disengagement). The principal does not facilitate the task-accomplishment of the teachers (High Hindrance). Espirit is at a nadir reflecting job satisfaction. Friendly relations exist among teachers (Average Intimacy). (The turn over rate for teachers in this climate would be very high unless, of course, the
teachers are too old to move readily to another job or have been looked into the system by the attractions of a retirement system).

The principal is highly aloof and impersonal in controlling and directing the activities of the teachers (High Alociness). He emphasizes production and frequently says that, "We would work harder" (High Production Emphasis). His words are hollow, because he himself possesses little thrust and he does not activate the teachers by setting a good personal example. He is not concerned with the social needs of the teachers; in fact he can be depicted as inconsiderate (Low Consideration). He expects everyone else to take the initiative yet he does not give them the freedom required to perform whatever leadership acts are necessary. Moreover, he himself does not provide adequate leadership for the group. This climate characterizes an organization for which the best presentation is radical surgery. Characteristics of six climates recognized by Halpin can be summarized as:-
## Characteristics of Six Climates Recognized by Halpin

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<tr>
<th>Open Climate</th>
<th>Autonomous Climate</th>
<th>Controlled Climate</th>
<th>Familiar Climate</th>
<th>Paternal Climate</th>
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This pioneer work in the field of organizational climate was subsequently followed by many other researchers. John M.M. Andrews conducted a number of studies in 1965 with the aim of producing some evidence which had a bearing on the validity of the Organizational Climate Description Questionnaire (OCDQ). These studies were based on an accidental sample of 165 Alberta schools having five or more teachers, whose principals registered for a week a clinic on School Organizational Climate.

Three kinds of evidence were outlined on which the studies were based. The first kind of evidence was provided by a comparison of the four types of schools on (1) Distribution of Climates of Schools and (2) Mean Sub-test Scores. All indications favoured the broader applicability of the instrument except that a difference requiring explanation was found between elementary and combined schools.

Explanation for this was that combined schools, containing all grades, were particularly vulnerable to status differences between Elementary and Secondary Teachers with a consequent tendency to inter-group conflict (High Disengagement), but, in their typical rural isolation, the teachers enjoy strong social relationship within their group (High Intimacy). The second kind of evidence was provided in the stability of climate
and sub-test scores. The results showed high stability for all scores except disengagement. The explanation of this difference is similar to that advanced for the difference between combined and elementary schools on mean sub-test scores. If the validity of the CPI depends upon interlacing in meaningful ways to other variables, then its evidence in validity for different types of schools is established when the same relationships are found for other kinds of schools as for elementary schools.

Harold W. Gentry and James B. Kenney conducted comparative study of organizational climate of Negro and elementary schools. They found the Negro faculties tending to view their schools as falling on the CLOSED end of the climate continuum (paternalistic or closed) while white teachers see their school as having a bipolar distribution on the climate continuum (open or paternalistic). It is apparent from the conclusions drawn by the researchers that Negro faculties see the

faculty group as having rather low morale and as being highly disengaged from their tasks. At the same time they view the principal as emphasizing production with modest consideration for the faculty. On the other hand, faculties tend to have higher morale within the faculty group and view the principal as hard working and considerate. Leadership in Negro faculties is apparently centered in the principal, while in White faculties it arises perhaps from the faculty group.

George Leroy Richens\(^1\) conducted study on Urban and Sub Urban High Schools in 1967. The primary purpose of this investigation was to obtain data about the way professional staff members in urban and suburban high schools of varying size, perceive the social interaction which occurred within their school unit, and to determine by statistically examining and comparing their perceptions of the dimensions of organizational climate, whether differences exist and, if so, the nature of such differences.

The subjects participating in the study were

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professional staff members of thirty-three suburban high schools located in the two metropolitan areas surrounding and including the cities of Detroit, Michigan and the twin cities of St. Paul—Minneapolis and Minnesota. The number of respondents on the OECD Form IV, totalled 3,115, which represented a 64.2 per cent return of the total combined professional staffs of the sixty-three high schools. Participation of all the respondents was voluntary, and the population included administrative as well as teaching personnel.

The schools were first grouped to form four separate units: two urban and two suburban groups of high schools; then in three major groups of all urban schools, all suburban schools and the total high school study population combined; and finally in three designated size categories as determined by the individual school student enrolment.

Analysis of variance, intercorrelation of correlation co-efficients, and exploratory cluster analyses were then conducted with the data as it was organized in the structured groupings of high schools.

A one by one comparison of the four high school groups' mean scores on the fifteen variables of
organizational climate, as determined for each school on the eight dimensions of the climate profile, the six climate similarity scores, and the computed degree of openness score was then conducted. The result of this statistical testing confirmed that there was no relationship between the staff-perceived climate and the location of the high school in either an urban or suburban setting.

The mean scores for the high schools located in the two separate metropolitan areas were strikingly similar, with the Detroit suburban group registering the most closed climate of the four groups.

A similar comparison was made of the mean scores on the fifteen variables of climate with the three groups of high schools based on size classification with the result that, again, no relationship was found between the size of the school and its staff-perceived climate.

Ninety-three per cent of the high schools in the study population, urban and suburban schools combined, achieved climate similarity scores which placed them in one of the three climates located on the closed end of the open-closed climate continuum. Forty-six of the
sixty-three participating high schools were classified as closed climate school organizations.

Moti Lal Sharma (1968)\(^1\) carried out a comparative investigation of the organizational climates of the Government and Private Secondary Schools in Rajasthan in India. He reported the following findings.

(a) Staff members of a large number of Girls' Secondary Schools perceived the climate of their schools as controlled, as compared with the Boys' Secondary Schools.

(b) The dimension 'Disengagement' was found to be high in the Boys' Secondary Schools. Differences on the remaining dimensions associated with group behaviour were found to be insignificant.

(c) The intensity of trust was found significantly high in Girls' Secondary Schools as compared with the Boys' Secondary Schools and the rest of the three dimensions associated with leader's behaviour were

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found to be insignificant.

(d) Schools having 'open' and 'autonomous' climates were found to have a significantly high achievement index compared with "closed" climate schools. Therefore, it may be concluded that the 'OPEN' and 'AUTONOMOUS' climates enhance high achievement by the students while the 'CLOSED' climate affects the achievement index adversely.

Rayford Rogers Luther\(^1\) conducted a study in 1969. The purpose of this study was to make a comparative investigation of the organizational climate in selected schools serving disadvantaged populations and selected schools serving affluent populations and to investigate relationships between certain situational and biographical factors and the organizational climate of these schools.

The organizational climate description questionnaire was administered in faculty group session to 814 teachers and 30 principals in 32 schools in the

\(^1\) Rayford Rogers Luther, *A Comparative Study of Organizational Climate In Disadvantaged and Affluent Schools* (The University of Florida, 1969).
south eastern United States. Twenty-three of the
schools with 501 teachers participants and 22 principals
participants served disadvantaged populations and
9 schools with 313 teacher participants and 8 principals
participants served affluent populations.

A computer programme at the University of Georgia
computing centre was utilized to determine climate
dimension and climate similarity scores for teachers
and principals and a computer programme at the University
of Florida Computing Center was utilized, to do multiple
discriminant analyses of the data. Other statistical
analyses were done by means of the chi-square test and
Fisher's exact probability test.

The results of the study indicated that there was
a relationship between the socio-economic level of the
community and the organizational climate of the school.
Some of the major findings of the study were as
follows:

(a) A significant tendency toward a closed climate in
the disadvantaged and affluent secondary schools
and in the disadvantaged elementary schools was
found. Teachers in affluent elementary schools
did not perceive the climate to tend toward either
openness or closedness.
(b) Teachers in the disadvantaged schools and teachers in the affluent schools differed significantly with respect to perceptions of organizational climate.

 Principals of the disadvantaged schools and principals of the affluent schools did not differ significantly in perceptions of organizational climate.

(c) Teacher behaviour differed significantly in favour of affluent schools on measures of Esprit and Intimacy on the elementary school level and on measures of Hindrance and Esprit on the secondary school level. Principal behaviour differed significantly in favour of affluent schools on the measure of Production Emphasis on the Elementary school level, on measures of Aloofness and Production Emphasis on the secondary school level, and in favour of disadvantaged schools on the measure of Consideration on the secondary school level.

 The right behaviour variables measured by the OCDQ were a reasonably accurate basis for predicting membership in disadvantaged and affluent groups. Variables with highest weighting were Hindrance,
Intimacy and Production Emphasis for elementary schools, and Hindrance, Esprit and Production Emphasis for secondary schools.

(d) Teachers' perceptions of organizational climate differed significantly between Elementary and Secondary schools.

No significant relationship between age and perceptions of organizational climate was found.

A significant relationship was found between experience in education and climate perceptions of teachers in disadvantaged schools.

Robert G. Owens in his review presented two concepts: one chiefly associated with the research of Andrew W. Halpin and the second stemming from the work of George G. Stern. Halpin's OCDQ (Organizational Climate Description Questionnaire) and the Stern-Steinhaff OCI (Organizational Climate Index) represent the most practical of the pioneer techniques available for assessing the organizational climate of schools in a

systematic way. These techniques provide an overall assessment of the interpersonal milieu of a school organization expressed in terms of certain behavioural dimensions as perceived by teachers. The data from such an assessment is valuable feedback information for the school staff to be used as an aid for maintaining organizational health. And, since, such data is objective, teachers will be able to examine and discuss their implications more openly than would normally be the case with information about such sensitive matters.

Charles H. Peoples conducted a study on organizational climate of schools in 1973. The purpose of this study was to determine if there was any difference in organizational climate between the Parkway Programme which was considered an innovative alternative in high school education and a traditional high school.

Teachers and intern teachers of the Parkway

Programme and the traditional high school were given the sixty-four (64) Likert type items. No differences were found between the Parkway Programme and the traditional high school in organizational climate. Both the traditional high school and the Parkway Programme indicated climates that were closed according to the climate similarity scores.

Likewise, no differences were found among the units of the Parkway Programme as the Climate Similarity Scores indicated all of the units to be closed.

In the eight sub-tests, there was no significant difference found between the Parkway Programme teachers' perceptions of disengagement and esprit and the traditional high school teachers' perception of disengagement and esprit.

Further, no significant differences were found between the Parkway Programme teachers' perception of their unit heads' aloofness, Production Emphasis and thrust and the traditional high school teachers' perception of their principal's aloofness, production emphasis and thrust.

The teachers of the Parkway Programme perceived themselves as having higher hindrance and intimacy than
the teachers of the traditional high school perceived themselves. In the end Charles suggested that more study is needed on the variables that compose organizational climate.

In 1974, Kobayashi K. Jessie conducted a study on the organizational climate of schools administered by female and male elementary school principals. The purpose of this study was to compare the organizational climate of schools administered by female elementary school principals with those administered by male elementary school principals as perceived by teachers. A comparison was made to determine differences in the perception of teachers of (1) organizational climate, (2) specific behaviours of each group of principals, and (3) specific behaviours of the staff working with each group of principals.

The population for this study comprised teachers of public schools which serve pupils in kindergarten through grade eight or any portion thereof. A random selection of fifteen staffs working with female principals and

1. Kobayashi K. Jessie, A Comparison of Organizational Climate of Schools Administered by Female and Male Elementary School Principals (University of the Pacific, 1974).
fifteen staffs working with male principals comprised the sample. The total number of participants in this study was 527 which represented 91% of the teachers of the selected staffs. The Organizational Climate Description Questionnaire developed by Halpin and Croft was used to assess the organizational climate, the specific behaviour of the principals and the specific behaviours of the staff. The data were analyzed by the use of the analysis of cross tabulation and the multivariate analyses of variance.

As a result of the study the following conclusions were drawn.

(a) There was no significant difference in organizational climate between the schools administered by female principals and schools administered by male principals as perceived by teachers.

(b) There was no significant difference between female principals and male principals with regard to the leader behaviour consideration (friendship, mutual trust, and warmth) as perceived by teachers.

(c) There were significant differences between female principals and male principals with regard to the
leader behaviour of Thrust, Production, Emphasis and Aloofness as perceived by teachers; that is, female principals exhibited greater concern with moving the organization toward its goals with closer monitoring of teachers, and guided by rules and policies.

(d) There was no significant difference in the perceptions of the staffs of female principals and staffs of male principals with regard to the staff behaviour of Hindrance (the degree to which teachers feel their work hindered by routine duties and busy work), Esprit (morale) and Intimacy (the enjoyment of friendly social relations).

(e) There was a significant difference in the perceptions of the staffs of female principals and the staffs of male principals with regard to the staff behaviour of Disengagement; that is, staffs of male principals perceived themselves as "going through the motions" of problem solving more than the staffs of female principals did.

(f) Generally there were no significant interaction effects between sex of principals and sex and/or age of teachers. There appeared to be greater interaction effect between sex of principals and
number of years of experience of teachers than the other two relationships investigated.

It was concluded that females were perceived by teachers as being as competent in leadership roles in elementary schools as males.

Anita Sahni (1976)\(^1\) conducted a study on Organizational Climate and School Achievement in Secondary Schools in Delhi. She studied six Delhi schools, three private and three Government, namely, Spring Dales School, Delhi Public School, J.D. Jyotl School, Central Schools of R.K. Puram and Andrews Ganj, and Central School of Delhi Cantt.

No significant difference was found to exist between the four dimension means of organizational climate of Private Higher Secondary Schools and Central Higher Secondary Schools. Mean difference between dimension means associated with group behaviour of organizational climate of Central Higher Secondary Schools and Privately Managed Higher Secondary Schools were found not to be significant. The analysis of variance of achievement

\(^{1}\) Anita Sahni, Organizational Climate and School Achievement in Secondary Schools in Delhi - A Pilot Study (M.Ed. Dissertation, Teachers College, Jamia Millia Islamia, New Delhi, 1976).
indices of schools having different climate types resulted in a F ratio equal to 358.26 which is significant at .05 level. This shows that the organizational climate is significantly related to the students' achievements.

Chantavit Chaemchaeng's study assessed and compared the organizational climate perceptions of middle school teachers between team teachers and non-team teachers from team teaching and non-team teaching schools. A special concern for this investigation was to discover any evidence which might lead educational administrators and teachers to be aware of the effect, if any, of organizational climate.

The population of the study was composed of three groups of teachers: team teachers, non-team teachers in team teaching schools and non-team teachers in non-team teaching schools. These teachers were from eight selected middle schools in Michigan. They were teachers

in the major subject areas (language, arts, social studies, mathematics and science).

The perception of organizational climate was measured by responses of teachers of each school using the organizational climate Description questionnaire by Halpin and Croft. Multivariate analysis of variance was used to analyze the data. In the test across the three group differences were statistically significant at the .05 level and 360 degree of freedom.

Post Hoc comparisons followed to test the specific pairs: team-teachers versus non-team teachers in team teaching schools; team teachers versus non-team teachers in non-team teaching schools; and team teachers and all of the non-team teachers from both types of schools. Each was tested at the .05 level with 6 and 180 degrees of freedom.

No statistically significant difference was found for the first pair compared. The tests for the second and third pairs showed statistically significant differences between the two groups compared in each test. The specific scales which produced the significance in both comparisons were Disengagement, Hindrance and Consideration. Non-team teachers perceived
the teachers' behaviour aspect of the organizational climate, Disengagement and Hindrance, as more open than did the team teachers. The team teachers perceived the principals' behaviour, consideration, as more open than did the non-team teachers.

There was some apparent contradiction here between the findings in the scale scores for both groups. The results do not justify a conclusion as to which group perceived a more open climate on the whole.

The profiles of the three groups, however, all resemble the open profile described by Halpin and Croft. Only the scale scores on Consideration make them a little less than a completely open profile. Although the statistical analysis turned up significant results for the second and third pair, the charts only show minor differences between all three groups.

Steven Clare Baugh\(^1\) conducted a study in 1978, the purpose of which was to determine the relationship between organizational climate and communication climate in selected high schools in the state of Utah during the

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1. Steven Clare Baugh, *Organizational Climate and Communication Climate: A Relationship Study Conducted in Selected High Schools in the State of Utah During the Spring of 1978* (Brigham Young University, 1978).
spring of 1979. The data were collected from the responses of fifty-four principals and 160 teachers to the Organisational Climate Description Questionnaire and the Communication Climate Inventory. Pearson Product-moment correlation co-efficients were computed for each of the relationships determined from the responses of the principals and teachers, as a whole and as sub-groups.

It was found that the relationships between
(a) Organisational Climate and Communication Climate;
(b) Organisational Climate and each of the six dimensions of Communication Climate; (c) Communication Climate and the Organisational Climate dimensions of Disengagement, Hindrance, Esprit, Thrust and consideration; and (d) each of the six dimensions of Communication Climate and the Organisational Climate dimensions of Disengagement, Hindrance, Esprit, Thrust and consideration were significant at the .05 level of confidence.

Manjit Kaur Gill\(^1\) conducted a study on Organisational Climate in 1979 in four High and Higher

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Secondary Schools of Chandigarh. The major findings of her research project were as follows:

(a) All the four schools had the controlled climate.

(b) All the four schools were leader dominated.

(c) The Government Model High School had the highest achievement (99.3%) index.

(d) The Private Model High School had the lowest achievement (55.5%) index.

(e) There was no significant difference in the Organizational Climate of Government and Privately Managed High and Higher Secondary Schools of Chandigarh.

(f) There was no inter-relationship between Board results and type of organizational climate of the schools of Chandigarh.

SCHOOL CLIMATE AND SATISFACTION OF TEACHERS

The relationship between teacher satisfaction and climate has also been studied.

Morris (1964)\(^1\) reported that significant

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differences existed between open and closed climate schools on teacher satisfaction variable with open climate being more satisfying. Kirk (1965) also confirmed that significant relationship existed between teacher satisfaction and openness of climate. Hamplin (1967) found that teachers in open climate schools tended to be more satisfied in the area of job satisfaction.

Turner (1969)\(^1\) found significant correlations between teacher satisfaction and open type schools and high correlation between teacher dissatisfaction with closed climate schools but autonomous and controlled schools did not show much correlation with either teacher satisfaction or dissatisfaction.

Sharma (1972)\(^2\) reported that school climate was found to be significantly positively related to teacher rated teacher satisfaction. Sergent (1967) and Hoangland (1968) both confirmed that teacher in open climate schools tended to exhibit higher job satisfaction.

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then teachers in closed climates.

La Mentia (1970) found a significant relationship between climate and innovativeness in producing job satisfaction. Collins (1965) found a personality satisfaction interaction with initiative and intuitive intro arts who were more satisfied in open than closed climate schools. Sensing, thinking teachers were more satisfied and more happy in open than in closed schools. He had concluded that a combination of high need of difference for teachers, high school esprit and high thrust and considerations for the principal form the most satisfying relationship for teacher's overall vocational happiness.

Febel (1966)\(^1\) found that student teachers in an open climate perceive the efficiency of student teaching situation more favourably than student-teacher in a closed climate school. Koployoy and Methis (1967)\(^2\) scanning different kinds of satisfaction within a


climate found that satisfaction differed significantly along the salary dimension in the merit system but not in the non-merit salary system. They also found, regardless of salary, open schools and high morale faculty. Braden (1970) reported that the teachers in the more open climate schools held more positive attitude towards students and the same is true in the case of principals.

Sharma and Parham (1972) also found that the teachers of different schools having different climate do not differ significantly in their morale.²

SCHOOL CLIMATE AND PUPIL PERFORMANCE

Most relevant to the present study is the relationship between climate and the output variables or the goals of the system. Student achievement is most frequently studied under this category.

Feldvebel (1964)³ used standard Achievement Scale,

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Andrews (1964) and Hale (1965) used California achievement test for reading and arithmetic and reported that there was no significant relationship between student achievement and school global climate. Pumphrey (1969) used Longe-Thorndike test, Guy (1970) used achievement test in reading, language and arithmetic. Fensuke (1970) also found that there was no significant association between climate and academic achievement of students whereas Rice (1968) reported slight correlation between open climate and high achievement but no relation between closed climate and low achievement.

Robinson (1970)\(^1\) reported that Organizational Climate was a structural variable which directly affects the daily work of teachers and to a lesser degree the performance of the pupils. Sharma (1972)\(^2\) found a significant correlation between high achievement and openness of climate.

**Implication of Literature on the Study**

The Organizational Climate of an organization is

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very important to its members and may often positively or negatively affect their organizational performance. There is a strong positive relationship between teacher job satisfaction and climate.

Low satisfaction and discord can reduce teaching effectiveness. Closed climate conditions will not facilitate change or foster adoption of new practices.

It would be worthwhile to know whether some organizational climates are related to better student achievement and foster introduction of improved practices in schools. Information will also be useful as to how the climate affects the morale of the faculty and what impact faculty morale (teacher satisfaction) has on the achievement of the pupils and adaptability of the school.