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ABSTRACT
                A large urban school district has undertaken the
development of an Educational Management System and monitored the
impact of the administrative innovations on organizational climate.
The participation of both teachers and administrators in management
and decisionmaking is complemented by periodic assessment of progress
in accomplishing the objectives. Principals' perceptions of changes
in organizational climate as a result of these task-oriented
administrative innovations demonstrated significant change from
Theory X to Theory Y stlye on each dimension of Likert's
Organizational Climate Questionnaire. There was evidence of change in
the character of motivational forces; goal setting; performance
expectations; and in the communication, interaction-influence,
decisionmaking, control, and leadership processes. These changes
remained intact during the second operational year. (Pages 9 and 10
may reproduce poorly.) (Author)

CHANGES IN ORGANIZATIONAL CLIMATE ASSOCIATED WITH DEVELOPMENT AND IMPLEMENTATION OF AN EDUCATIONAL MANAGEMENT SYSTEM

Lewis A. Bonney

This study was undertaken in an effort to gain knowledge regarding the manner in which administrative innovations have influenced organizational climate in a large urban school district. It reflects a deliberate effort to develop a results oriented staff with a commitment to systematically identifying and meeting students' needs. The impact of this staff development program on communication patterns, goal setting behavior, and leadership styles is assessed with Likert's (3) Organizational Climate Questionnaire.

BACKGROUND

The administrative innovations were prompted by a recognition that the City Schools were not meeting the needs of a racially and socioeconomically diverse enrollment of 35,000 students. Some of these students were from poor homes, while others were quite affluent. Approximately twelve percent were Black, twenty percent were Chicano, and sixty-eight percent were Anglo.

It had been observed that IQ and achievement scores were gradually declining over the past several years. There had been incidents of intergroup conflict, leading to outbursts of violence and school closures.

A long-term, highly respected Superintendent had just retired, and the Board had appointed a new Superintendent committed to decentralized decision making and a management by objectives approach to school problems. The new Superintendent's concern with developing an instructional program responsive to students' needs led to the development of an Educational Management System.

RELATED RESEARCH

The administrative innovations associated with development of the Educational Management System can be viewed from the perspective of organizational development theorists, such as Edgar Shein (5), who have pointed to the importance of organizationwide kinds of staff development programs. These change efforts are often directed toward working with small intra-organizational groups in building more accurate communication patterns, and greater commitment to organizational goals.

Warren Bennis (1), sees organizational development as an educational strategy intended to change the beliefs, attitudes and "culture" of organizations so they can better adapt to change. In this sense, organizational development efforts are distinguished from scientific management schools of thought, which often lead to a preoccupation with structures and organizational charts to the neglect of more humanistic concerns. Organization development efforts are intended to enhance

individual's skill in diagnosing and acting upon the process events, which pervade the daily operation of all large organizations.

In the context of education, a look at process dimensions often reveals what Roger Harrison (2), has called a "role orientation." An organization which is role-oriented aspires to be as rational and orderly as possible. There is a preoccupation with legalities, legitimacy, and responsibility. Competence and conflict are regulated by agreements, rules, and procedures. As Harrison says, "predictability of behavior is high in the role-oriented organization, and stability and responsibility are often valued as much as competition." As "correct" role performance is often more highly valued than effective performance, role-oriented organizations are slow to adapt to changing external circumstances. As circumstances change, "correct" role performance may be outdated and ineffective. As a result, rigidly, role-oriented organizations are limited in their capacity for adaptation.

It seems plausible to suggest that modifying role-oriented administrative processes in the direction of what Harrison has called task-oriented processes might make schools more responsive to rapidly changing needs. In a task-oriented organization, performances are judged on the basis of effectiveness in achieving goals. There is no ideological commitment to authority, responsibility, or order, as such. Authority is considered legitimate only if it is based on real knowledge of circumstances, and can demonstrate insights regarding effective solutions. This leads to changes in roles, communication patterns, and leadership styles depending upon tasks to be performed.

The notion of individuals changing their roles or, in the case of educators, their instructional strategies and administrative procedures, presents some major motivational problems. Changing large organizations from a role-orientation to a task-orientation often encounters considerable resistance from employees. As Harrison has said, "the most frequent reason for failure of management by objectives is probably that task-oriented managers try to install it in a power or role-oriented organization ."

Recognition of these sorts of difficulties prompted those individuals concerned with undertaking the change effort in City Schools to regularly monitor changes in organizational climate. The desired changes from a role to a task-orientation seemed analogous to what Douglas McGregor (4), has called Theory X and Theory Y Style of Management. Theory X is based on the notion that people are passive and resistant to organizational needs and must be persuaded, rewarded, punished and controlled. Management's task involves directing and controlling subordinates. Theory Y is based on the notion that people have a need for self-actualization and a desire to assume greater responsibility. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational activities. Accordingly, in monitoring change in organizational climate, it seemed appropriate to look for change in terms of manager's behavior, ranging along a dimension from Theory X to Theory Y.

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FOCUS OF THIS STUDY

This paper is specifically concerned with the extent to which task-oriented
administrative innovations influence organizational climate as evidenced
by changes in managerial styles.

It was hypothesized that development and implementation of an Educational
Management System designed to focus staff attention on working together
to accomplish better results for kids would alter organizational climate.
It was further hypothesized that changes in organizational climate would
be observed as changes from Theory X to Theory Y styles of managerial
behavior.

DEVELOPMENT AND IMPLEMENTATION OF AN
EDUCATIONAL MANAGEMENT SYSTEM

The EMS was designed to focus staff attention on results in terms of
student learning. It was recognized that students' needs vary from time to
time and place to place and that no standardized instructional strategies
and materials could be expected to meet all students' needs. Rather, it
was considered important for teachers to assess their students' needs and
plan programs to meet identified needs. The Administrative contribution
was conceived as one of helping teachers. Similarly, central office
personnel were to perform services for Principals. In this manner, the
EMS was to encourage decentralized decision making and participative
management.

It was also recognized that staff members needed some information about
how well their programs were delivering intended results. In order to
encourage more systematic approaches to instruction and administration, it
seemed appropriate to ask all staff members to establish measurable
performance objectives and collect regular feedback regarding program
progress and results. Teachers' objectives could be stated in terms of
student learning and administrators could set objectives in terms of staff
development or better quality of services.

The process of setting and evaluating performance objectives could be
structured to encourage discussion about how each staff member was contri-
buting to program progress and results. In this manner communication would
focus on how staff members could cooperate to accomplish objectives.
Evidence would be collected regarding actual accomplishment of objectives.
Staff members would have the freedom and tools to be responsible for results.

The developmental strategy was based on the notion that initial
institutional change and subsequent adaptability depends upon wide spread
involvement in the change process. It was recognized that, in order to
make the entire system more responsive to student needs, there would have
to be broad staff commitment to using the Educational Management System.
The Educational Management System would have to pay personal dividends to
staff members, in addition to demonstrating better results for students.

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A decision was made to expect all staff members to participate in developing and refining the Educational Management System. It was recognized that staff members might resist such an expectation; however, this possibility was balanced by the need for all staff members to feel that they could influence the developmental process.

In the new Superintendent's first general staff meeting in September, 1970, he stated his determination to take a look at how well curriculum was meeting students' needs. It was noted that the need to do this was reinforced by a State effort to establish accountability. In order to avoid rigid prescriptions from the State Department of Education, it was suggested that the City Schools undertake to demonstrate their own results with a system tailored to local needs.

The Superintendent stated his expectations that all staff members were to try out the proposed system and make suggestions for revisions based on practical experiences. Teachers were to share their EMS statements with their Principals, and Principals were to forward their EMS statements to the Superintendent by November 1, 1970.

The EMS was presented to Principals at a preservice meeting which included an overview and small group discussion of practical issues included in implementation. Principals were given the primary responsibility for implementation at the building level; however, they were encouraged to draw on support services from the Central office. Central office personnel made presentations to school faculties and scheduled individual conferences with Principals to discuss areas of concern and needed revisions in the management system.

The EMS, as initially presented, suggested the following tentative steps for improving instruction:

SEVEN TENTATIVE STEPS TOWARD A HUMONISTIC SYSTEM

I. Defining a Mission

    This involves identifying one's essential contribution to
    the organization. It includes answering the question, "If I
    weren't here, what wouldn't happen?"

II. Establishing Areas of Performance

    This includes describing the categories of activities for
    which one feels responsible. Statements identifying areas
    of performance should include the broad spectrum of
    activities for which one feels responsible, including both
    those which one enjoys and does not enjoy.

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III.   Identifying Key Results

For teachers, this involves focusing on students' needs
and determining what skills, knowledges, or appreciations
one would most like to see students be able to demonstrate
by the end of the year.   This involves prioritizing students'
needs and zeroing in on the single area where one would
most like to make an impact.

For Principals, this involves focusing on what skills
and/or appreciations teachers need to develop in order to
effectively implement their instructional program.

It is recognized that one is responsible for other areas
and that one hopes to make an impact on other areas;   however,
a single area is chosen for particular attention during the
present year.   This involves planning, implementing, and
evaluating a program in the area one regards as having the
highest priority in the present year.

IV.   Determining Performance Indicators

This involves selecting some sources of evidence one would
be willing to accept as demonstrating intended accomplishments.
The teacher might choose structured observations of student
behavior, sociometric devices, teacher-constructed tests,
or other paper and pencil instruments.   The principal might
choose evidence of increased teacher skill in individualizing
instruction.

V.   Stating of Objectives

An objective should identify as precisely as possible the
intended accomplishment and the means for assessing that
accomplishment.

An objective should identify who is going to be able to do
what, when that person will be able to do it, and how it
will be assessed.

VI.   Preparing a Work Plan

A work plan should identify the general organization of staff
members, the responsibility of each individual staff member,
the required materials, the expected milestones of progress,
and the manner of reporting results.

Work plans can be used to monitor program progress.   Unexpected
circumstances leading to departures from planned activities
can be documented.   Also, periodic testing of student learning

provides interim information regarding program progress. This information can be used to revise programs that are not meeting expectations. Periodic feedback regarding program progress alerts teachers and principals to the need for changes while there is still time to make changes.

VII. Program Review

It is essential that teachers and principals (or principals and the Superintendent) reach mutual agreement regarding reasonable objectives, appropriate instructional programs, and acceptable evidence of success. If both parties are committed to accomplishing results, both will feel accountable for the program. It is important that teachers and principals feel equally responsible for program results.

A principal who feels responsible for students' learning results should often be asking teachers, "How can I help you?"

It is intended that conferences should be held to determine objectives and work plans, and to periodically examine program progress and, finally, program results.

Following receipt of Principals' EMS statements, the Superintendent met individually with each of the fifty-eight principals to discuss school priorities as perceived by the staff. These perceptions provided the background for identifying the school characteristics which impaired and facilitated educational programs. The program constraints, identified in individual conferences, provided a framework within which the Superintendent and principals were able to mutually agree upon reasonable objectives.

The individual conferences between the Superintendent and principals were regarded as critical for developing the trust and mutual confidence necessary for risking change in instructional and administrative practices. These conferences were structured as an opportunity for the Superintendent to discover how he could help principals achieve their objectives. A mutual commitment to these objectives supported the change process.

Principals were encouraged to schedule similar conferences with teachers to discuss classroom priorities. These conferences were welcomed by teachers as an opportunity to more effectively control their own classroom and influence the organization as a whole. The San Bernardino Teachers Association (1971) commented in their January, 1971, Newsletter that:

"An accountability system has within it the potential for destroying paternalism within the school system. The crucial question is the teacher's ability and desire to make accountability flow upward and not downward. The problem is less one of teachers being held accountable and more one of administrators being held accountable. They should answer for books, materials, supplies, building designs, bus schedules, and all the other components which give the teacher the time and flexibility he needs to do the best possible job imaginable. Let's stop being defensive. We are not here to serve administrators; they are here to serve us.

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Accountability used in this way should rightly destroy paternalism. only time will tell if administrators and teachers are capable of this kind of change."

In the 1970-71 school year, all Principals and approximately forty percent of the teaching staff used the Educational Management System in planning, implementing, and evaluating educational programs. In the second year of operation (1971-72 school year), there was a similar level of participation with considerable refinement of program plans and evaluation techniques. /1/

RESULTS

It was hypothesized that development and implementation of an Educational Management System would have an impact on organizational climate and that the impact would be a movement from Theory X to Theory Y style of management.

The evidence of change from Theory X to Theory Y style of management comes from principals' responses to Rensis Likert's (1967) "Profile of Organizational Characteristics." This survey instrument asks respondents to rate eight dimensions of organizational climate on a twenty-point scale, ranging from what might be called "X-like" characteristics to "Y-like" characteristics. The instrument measures leadership processes, organizational forces, communication processes, interaction-influence processes, decision-making processes, goal-setting processes, control processes, and performance goals.

All principals (N = 58) anonymously responded to the survey in February, 1971, approximately six months after the appointment of the Superintendent, and, again, one year later in February, 1972. The initial administration

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/1/ In the third year, participation was influenced by a somewhat unfortunate coincidence. The California Legislature passed the Stull Bill requiring that all certificated personnel be regularly evaluated on the basis of student progress. The Educational Management System was used as a framework for developing local guidelines for implementing the Stull Bill. It was felt that experience with EMS contributed to successful negotiation of a Certificated Employee Evaluation System in City Schools; however, the EMS was subsequently associated with the Statewide controversy surrounding the Stull Bill. Staff attention was focused on the Educational Management System as a possible tool for dismissing teachers while the initial intent was to develop procedures for improving instruction. During the course of the 1972-73 school year, the thrust for improving instruction was repeatedly entangled with the objectives of a new State Law related to teacher dismissal. Data for the third year are presently being collected.

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asked the principals to compare their present perception of the organization (February, 1971) with their perception of the organization in the previous year (1969-70). Respondents were asked to place an "N" (N = Now) on each scale which represented their present perception and a "P" (P = Previous) at the point on the scale which represented their previous perception of the organization. In February, 1972, principals were asked to reassess organization climate with the same instrument.

The data were analyzed by comparing principals' perception of the organization before and after development and implementation of the Educational Management System. Graphs have been prepared to illustrate the manner in which principals perceived each characteristic of organization climate in the 1969-70 school year (before EMS), and 1970-71 school year (after introduction of EMS), and the 1971-72 school year (after one and one-half years experience with EMS). Also, principals' annual ratings of organizational climate were assessed with chi-square statistical analysis.

Graphic Analysis

Leadership Processes

The Leadership Processes graph revealed a roughly, bell-shaped distribution of responses for the 1969-70 school year. Most principals seemed to feel that subordinates had a moderate amount of trust in superiors, and conversely, that superiors trusted and supported subordinates to a moderate degree.

Approximately six months after the appointment of the new Superintendent, there was a significant change in principals' perception of leadership processes. The graph for the 1970-71 school year is skewed in the "Y" direction, indicating that a substantial number of principals had begun to view the organization as displaying more trust, confidence, and supportive behavior. Principals felt free to discuss important things about their jobs with their immediate superior. They expressed a feeling that there was an emphasis on seeking subordinates' ideas prior to decision making.

The graph for the 1971-72 school year is similarly skewed to the right, indicating that the climate of mutual trust and confidence was maintained during the second year of the Superintendent's humanistic management development program. There was, however, some feeling that superiors were spending less than a desirable amount of time seeking subordinates' ideas.

Motivational Forces

The Character of Motivational Forces graph for 1969-70 reflected generally positive motivation for implementing organizational goals. Principals seemed to have a favorable attitude toward implementing organizational goals, although they felt little involved in setting the goals.

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The graphs illustrate annual changes in principals' perceptions of organizational climate in the *** Unified School District. The data were obtained from *** principal responses *** point scale ranking (now central-directed management at the *) end of the scale.

TABLE I
ORGANIZATIONAL CHARACTERISTIC:
LEADERSHIP PROCESSES (L5)
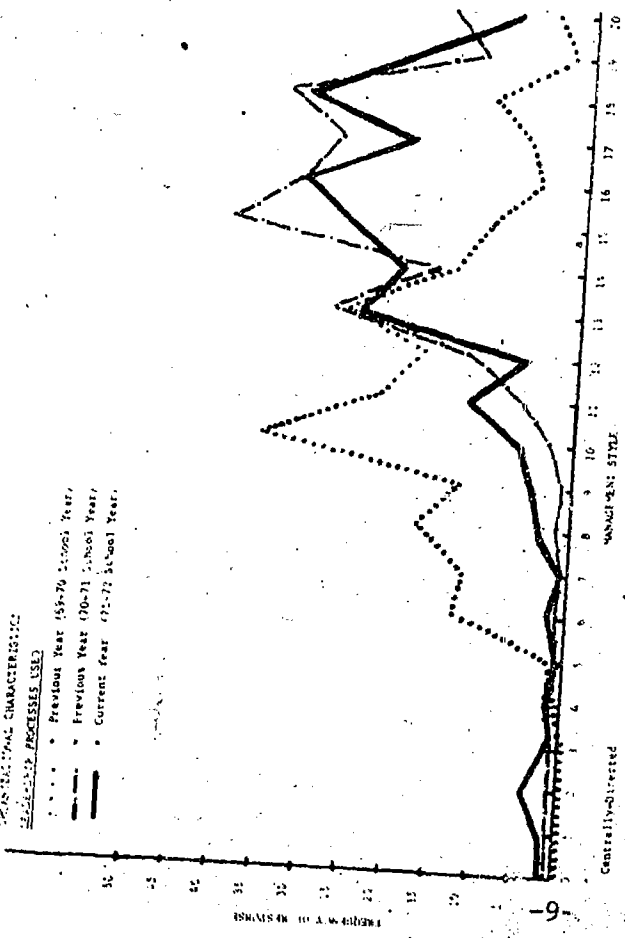
· · · Previous Year (69-70 School Year)
━━━ Previous Year (70-71 School Year)
━━━ Current Year (71-72 School Year)

FREQUENCY OF RESPONSE

Centrally-Directed — MANAGEMENT STYLE — Self-Directed

TABLE II
ORGANIZATIONAL CHARACTERISTIC:
CHARACTER OF MOTIVATIONAL FORCES

· · · Previous Year (69-70 School Year)
━━━ Previous Year (70-71 School Year)
━━━ Current Year (71-72 School Year)

FREQUENCY OF RESPONSE
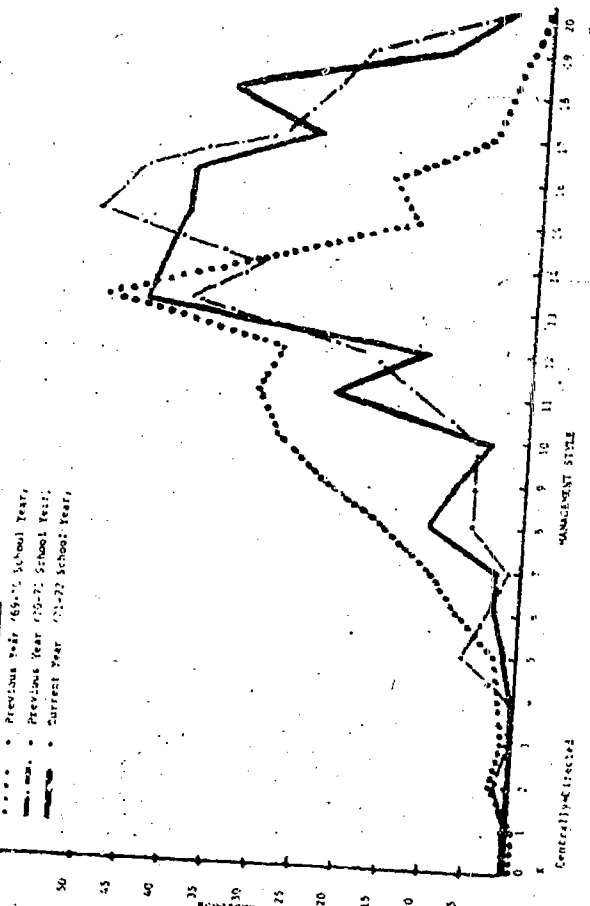
Centrally-Directed — MANAGEMENT STYLE — Self-Directed

TABLE III
ORGANIZATIONAL CHARACTERISTIC:
CHARACTER OF COMMUNICATION PROCESS

· · · Previous Year (69-71 School Year)
━━━ Previous Year (70-71 School Year)
━━━ Current Year (71-72 School Year)

FREQUENCY OF RESPONSE

Centrally-Directed — MANAGEMENT STYLE — Self-Directed
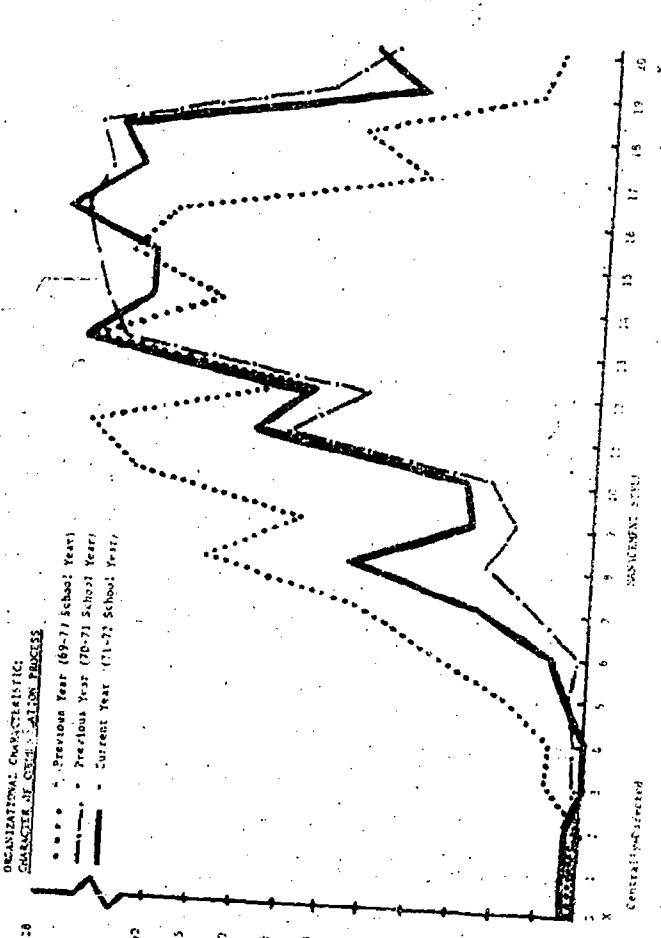
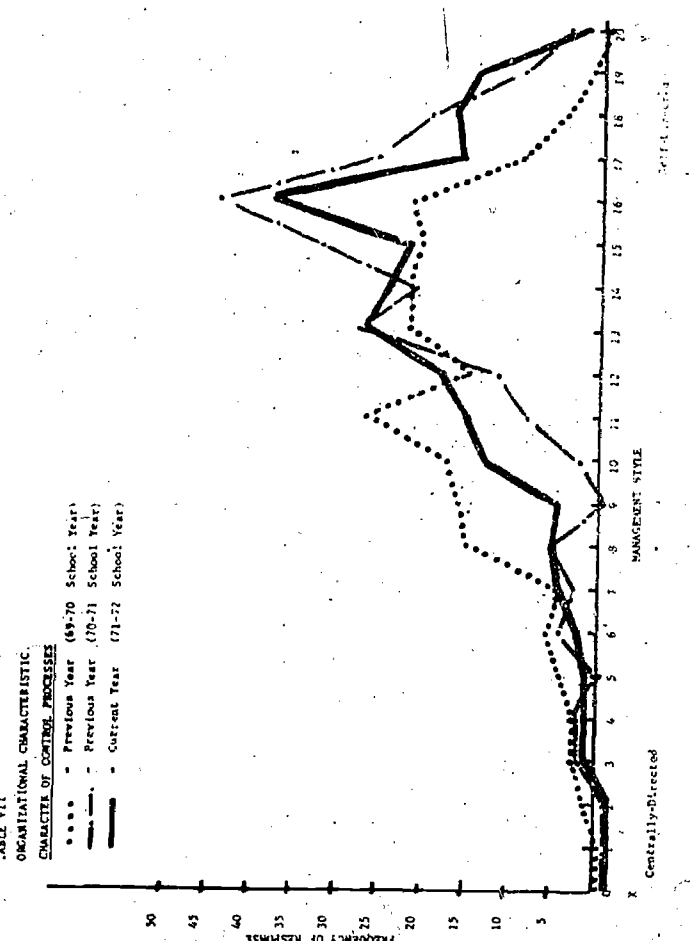**TABLE IV**
ORGANIZATIONAL CHARACTERISTIC:
CHARACTER OF INTERACTION-INFLUENCE PROCESS

· · · Previous Year (69-70 School Year)
━━━ Previous Year (70-71 School Year)
━━━ Current Year (71-72 School Year)

FREQUENCY OF RESPONSE

Centrally-Directed — MANAGEMENT STYLE — Self-Directed
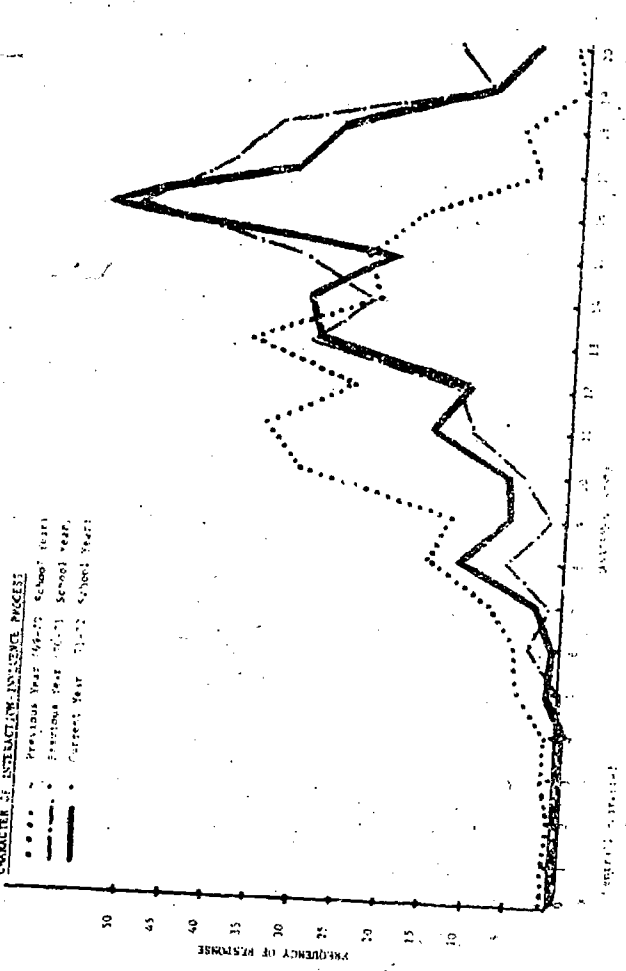
TABLES ... - VIII

The graphs illustrate annual changes in principals' perception of organizational climate in San Bernardino City Unified School District. The data were obtained from fifty-eight principals' responses to Likert's (1967) Profile of Organizational Characteristics. The entries reflect frequency of choosing each point on a twenty-point scale ranging from centrally-directed management at the "X" end of the scale to the self-directed management at the "Y" end of the scale.

TABLE VI
ORGANIZATIONAL CHARACTERISTIC:
CHARACTER OF GOAL SETTING OR ORDERING

• • • • - Previous Year (69-70 School Year)
— · — - Previous Year (70-71 School Year)
——— - Current Year (71-72 School Year)

TABLE VIII
ORGANIZATIONAL CHARACTERISTIC:
PERFORMANCE GOALS AND TRAINING

• • • • - Previous Year (69-70 School Year)
— · — - Previous Year (70-71 School Year)
——— - Current Year (71-72 School Year)

TABLE V
ORGANIZATIONAL CHARACTERISTIC:
CHARACTER OF DECISION-MAKING PROCESS

• • • • - Previous Year (69-70 School Year)
— · — - Previous Year (70-71 School Year)
——— - Current Year (71-72 School Year)

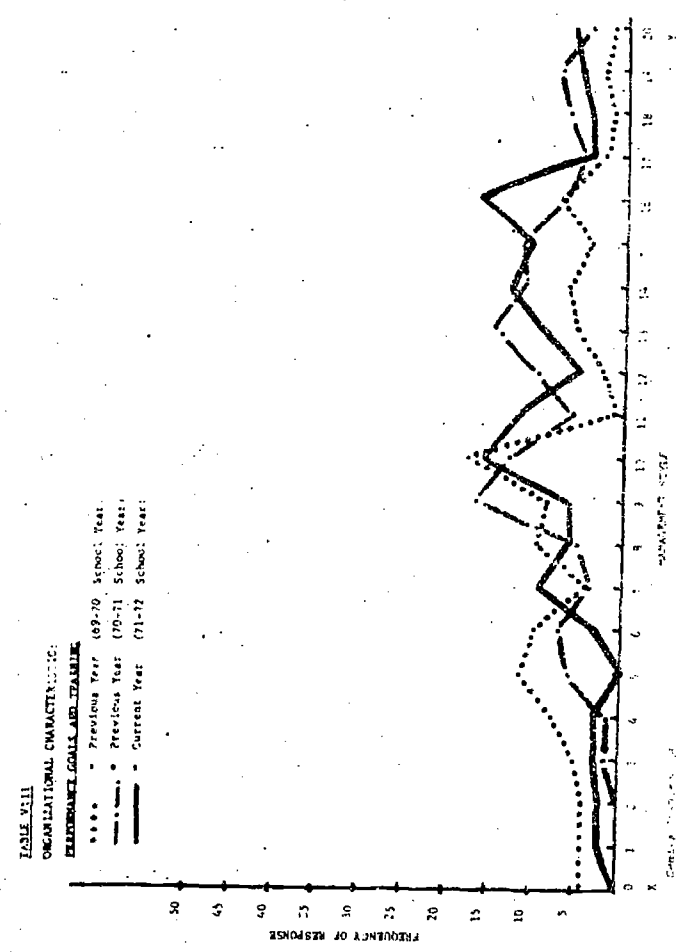TABLE VII
ORGANIZATIONAL CHARACTERISTIC:
CHARACTER OF CONTROL PROCESSES

• • • • - Previous Year (69-70 School Year)
— · — - Previous Year (70-71 School Year)
——— - Current Year (71-72 School Year)

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Following six months experience with the new Superintendent's humanistic management style, many principals reported motivational forces stemming from group involvement in goal setting. The graph for the 1970-71 school year revealed a substantial amount of clumping of responses at the "Y" end of the scale. Fear of punishment was rarely checked as a motivational force; rather, the organization was perceived as encouraging participation in the management process. This included setting goals and appraising progress toward goals. There was also an expression of cooperative attitudes toward other members of the organization.

This feeling of organizational commitment to participative management was reflected in the 1971-72 study. The reported attitudes of a high level of commitment to organizational goals and trust in other members of the organization were more frequent in the second year of humanistic management.

Communication Processes

The graph depicting Character of Communication Processes covers upward, downward, and sideward communication. In 1969-70, most principals felt communication was usually initiated at the top and that upward communication usually involved what superiors wanted to hear. Sideward communication was considered fairly accurate.

The 1970-71 school year was characterized by dramatic changes in communication patterns. Principals reported a great deal of communication aimed at organizational goals and perceived a willingness on the part of superiors to share information with subordinates. Downward communication was regarded as being either accepted or candidly questioned, while upward communication was considered adequate and accurate. Sideward communication was more frequently checked as good to excellent. Psychological closeness between superiors and subordinates was similarly seen as greatly increasing. There was a feeling that superiors knew and understood the problems faced by subordinates.

The number of reports of communication related to organizational goals and the reported feelings of psychological closeness between superiors and subordinates increased during the 1971-72 school year. There were also more frequent reports of excessive downward communication and fewer feelings of responsibility for initiating accurate upward communication.

Interaction-Influence Processes

The graph illustrating Character of Interaction-Influence Processes for 1969-70 reflected a feeling on the part of many principals that they had a moderate amount of influence over their own schools. The predominant feeling was that most influence was exerted vertically.

The new Superintendent's humanistic style is reflected in the 1970-71 graph. There were more frequent reports of friendly interaction and cooperative teamwork. Many more principals reported feeling that they could influence the goals and activities of their schools.

In 1971-72, these changes were maintained with some increased expression

that horizontal influence between units was not effective.

Decision Making

An analysis of the data summarized in the graph for Decision Making Processes revealed many principals reporting that in 1969-70 the bulk of decisions was made at the top.

There is evidence that the new Superintendent succeeded in creating decentralized decision making in the 1970-71 school year. Many principals reported being fully involved in decisions related to their work. There was also a frequently reported feeling that involvement in decision making created motivation to carry out decisions.

The general agreement in 1970-71 that decisions were made at the best level in the organization changed significantly in 1971-72. In 1971-72, many principals reported that decisions were being made at higher levels than where most accurate and adequate information was available.

This change in perception of the decision making process accounts for the only statistically significant change in organizational climate between the 1970-71 and 1971-72 school years.

Goal Setting

The graph which summarizes principals' perception of the Goal Setting Processes in 1969-70 revealed a feeling that goals were overtly accepted, but sometimes covertly resisted.

The 1970-71 graph reflected a frequently expressed feeling that goals were usually established by group participation and that lower levels sometimes pressed for higher goals in top levels. This feeling regarding a lower level push for higher performance was frequently expressed in 1971-72.

Control Processes

The graph illustrating Character of Control Processes in the 1969-70 school year reflected principals' perception that most review and control functions were delegated downward. Also, there was apparently some informal organization present to partially resist the formal organization. Many principals reported the feeling that there was a tendency to protect self and colleagues by distorting information.

Following experiences with the new Educational Management System, principals reported a strong pressure to obtain correct and accurate information to guide their own behavior. It was their perception that all levels of the organization were concerned with quality control. There was a small, but persistent, group expressing informal resistance to the formal organization.

Performance Goals and Training

An analysis of the data contributing to the graph for Performance Goals and Training found many principals reporting that the new Superintendent

was seeking to achieve extremely high goals. There was an increase each
year in the number of principals reporting satisfaction with management
training; however, only about ten percent reported receiving a great
deal of "the kind of management training I desire."

Statistical Analysis

The principals' responses to Likert's (1967) "Profile of Organizational
Climate" were analyzed with a chi-square technique. The response
distributions reflecting perception of organizational climate in the
1969-70 school year were compared with the distribution reflecting
perception of organizational climate in 1970-71. Similarly, the
principals' perceptions of organizational climate in 1970-71 were
compared with their perceptions in 1971-72.

The data, as reported in Table IX, revealed significant changes in
organizational climate between the 1969-70 and 1970-71 school years.
These changes were statistically significant beyond the .001 level for
all characteristics of organizational climate included in the profile.
The direction of change in all characteristics was toward the more self-
directed and self-actualized organizational climate described by
Douglas McGregor (1960).

The development and implementation of the Educational Management System
was associated with significant changes in the leadership processes,
motivational forces, communication processes, interaction-influence
processes, decision making processes, control processes, and goal
setting and training. The most dramatic changes were observed in the
character of communication processes.

LIMITATIONS OF THE STUDY

The significance of the study is limited by the absence of controls and
the necessity of relying on reported past perceptions to establish prior
status on organizational climate dimensions. Also, it is recognized
that the study does not adequately distinguish between the personal
qualities of administrative leadership and administrative innovations
articulated by the Educational Management System. In short, there is a
confounding of independent variables and questionable reliability and
validity associated with assessment of dependent variables.

From a local administrative point of view, there is, however, some
indication that present administrative practices are yielding desired
results in terms of change in organizational climate. Possibly, this
will prompt some research regarding the interaction of personality,
group process, and system variables which underlie organizational
    ;lopment programs.

TABLE IX

STATISTICAL ANALYSIS OF ANNUAL CHANGES IN ORGANIZATIONAL CLIMATE
IN SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

The table illustrates changes in principals' perception of organizational
climate as measured by Likert's (1967) "Profile of Organizational Character-
istics." The data were obtained from fifty-eight principals who rated organi-
zational climate in three successive years beginning in the 1969-70 school
year. Comparisons are made between the 1969-70 and 1970-71 school year and
between the 1970-71 and 1971-72 school year. The statistically significant
changes observed between the 1969-70 and 1970-71 school year were all toward
more self-directed management. The single significant change between the
1970-71 and 1971-72 school year was toward more centrally-controlled manage-
ment.

| | SCHOOL YEARS COMPARED | | | |
| | 69-70/70-71 | | 70-71/71-72 | |
ORGANIZATIONAL CLIMATE CHARACTERISTIC	x^2 VALUE	SIG.	x^2 VALUE	SIG.
1. Leadership Processes Used	159.5	>.001	22.8	Not Sig.
2. Character of Motivational Forces	138.16	>.001	19.71	" "
3. Character of Communication Process	239.78	>.001	23.42	" "
4. Character of Interaction-Influence Process	145.62	>.001	16.97	" "
5. Character of Decision-Making Process	138.44	>.001	32.41	>.05
6. Character of Goal Setting or Ordering	74.18	>.001	25.87	Not Sig.
7. Character of Control Processes	92.50	>.001	25.10	" "
8. Performance Goals and Training	45.50	>.001	30.39	" "

SUMMARY AND CONCLUSIONS

A large urban school district has undertaken development of an
Educational Management System and monitored the impact of the
administrative innovations on organizational climate.

The EMS is designed to focus staff attention on results. Teachers
survey students' needs and establish objectives for students'
performances. Administrators discuss these objectives with teachers and
set their objectives in terms of needed support services and staff
development activities.

This decentralized decision making and participative management is
complemented by periodic assessment of progress in accomplishing
objectives. Feedback regarding the results of the locally selected
instructional strategies and administrative procedures is used to make
programs more effective in delivering intended results.

These task-oriented administrative innovations were associated with
changes in organizational climate, evidenced by change in managerial
styles from what McGregor has called Theory X to Theory Y. Principals'
perceptions of changes in organizational climate demonstrated significant
change from Theory X style to Theory Y style on each dimension of Likert's
Organizational Climate Questionnaire. There was evidence of change in
leadership proce .s, character of motivational forces, communication
processes, interaccion-influenc proces.ses, decision making processes,
goal setting, control processes, and performance expectations. These
changes are in a Theory Y direction and remained intact during the second
operational year.

The study is considered in the context of organizational development
efforts to enhance communication patterns and commitment to organiza-
tional goals. It is regarded as a demonstration of how a deliberate
administrative effort to move an organization from a role to a task
orientation can have an impact on organizational climate, as evidenced
by change in principals' managerial styles. It is suggested that the
administrative innovations incorporated by the Educational Management
System may improve organizational climate and make the organization
more responsive to the needs of students in a rapidly changing world.

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