


1980

The relationship between teachers' perceptions of the organizational climate and their perceptions of the effectiveness of the evaluation process

Mary Werner García
Iowa State University

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THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE
ORGANIZATIONAL CLIMATE AND THEIR PERCEPTIONS OF THE
EFFECTIVENESS OF THE EVALUATION PROCESS

Iowa State University

PH.D.

1980

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The relationship between teachers' perceptions of the
organizational climate and their perceptions of the
effectiveness of the evaluation process

by

Mary Werner García

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Graduate Faculty in Partial Fulfillment of the
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Ames, Iowa

1980

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CHAPTER I: INTRODUCTION

Organizational climate, no matter how it might be labeled, is a concept that is frequently mentioned in discussions about education and schools. Parents, teachers, administrators, students, and visitors become aware of the "tone" that is prevalent in a building soon after entering it. Thus, the internal characteristics of an organization manifest themselves, at least in part, in the quality of relationships that are evident among students, between teachers and students, and between teachers and the administrator.

Andrew Halpin and Don Croft view schools as being on a conceptual climate continuum extending from open to closed. In describing the variability evident from school to school they noted:

. . . one finds that each (school) has a personality of its own. It is this 'personality' that we describe as the 'organizational climate' of the school. Analogously, personality is to the individual what organizational climate is to the organization (38, p. 131).

Each school then, has its own unique "feel" - its own "personality."

It is of little surprise that researchers have turned to the behavior of the principal as a topic of research in the hope that patterns of behavior contributing to the success of schools could be isolated, analyzed, and reported. Climate

researchers are no exception in this regard. In addition to Halpin and Croft (38) and Likert (56), a recent action brief published by the National Institute of Education (78), reported the principal to be a critical component in a desirable climate.

. . . although supervisors have difficulty in affecting climate by initiating changes in organizational structure and function, they can exert direct influence on school climate through the leadership they provide (96, p. 96).

Although there are numerous definitions of organizational climate and various means exist for measuring it, assessing the relationship between climate and the organizational processes that are a part of every school has had little attention.

Of major concern currently is the supervisory process of teacher evaluation. The demand for accountability by parents, the need for security by teachers, and the general questioning of what students are learning has caused evaluation to become of paramount importance.

The literature has traditionally emphasized the responsibility of the principal for teacher evaluation.

The issue of the relationship between the climate with leader behavior as a critical dimension and the organizational process of evaluation was raised by Feitler (23) when he wrote:

Present role expectations of building principals which include evaluation and task related duties may interfere with or prevent the quality of interaction which is consistent with the System 4 (Likert) model. Further research should examine this proposition (23, p. 17).

In the past, teacher evaluation has placed a heavy emphasis on identifying criteria (i.e., the end state). While such criteria may be useful, they reveal little about the ingredients that facilitate effectiveness. Nor do these criteria help the administrator to better understand how effective teaching results. It then appears that it is necessary to re-examine the notion about the concept of teacher effectiveness and about how to approach evaluation to bring about more effective teaching in our schools.

Castetter (15) points to the behavior of those individuals in leadership roles as substantially influencing the evaluation process and consequently its effectiveness.

When referring to climate and leadership Sergiovanni stated:

Open climates in organizations tend to breed open learning climates. A development and maintenance of this climate is most conducive to dynamic instructional leadership (96, p. 74-75).

In summary, one can extrapolate from the literature the connection between organizational climate as perceived by the teachers with particular attention given to the leader-behavior dimensions and the perceptions these teachers hold regarding the effectiveness of the evaluation process.

However, the lack of studies which specifically examine these variables led Feitler (23) to suggest that although existing research supports the relationship between leadership and productivity, there is little evidence to support possible hypothesized relationships between specific leader behavior and measures of organizational processes in schools.

It seems quite appropriate then, in light of the existing state of research to examine whether organizational climate makes a significant difference in teachers' perceptions of the effectiveness of evaluation.

Statement of the Problem

Organizational climate has been examined extensively regarding its relationship to variables such as job satisfaction, leader behavior, and management styles; however, the effect of climate on organizational processes has had little attention. One of the processes of paramount concern in education today is that of teacher evaluation.

The problem to be investigated in this study is whether organizational climate and its respective leader-behavior and teacher-behavior dimensions make a significant difference in teacher perceptions of the effectiveness of evaluation.

Need for the Study

When the literature concerning the relationship between school climate and teacher evaluation was examined it was obvious that while many authors on teacher evaluation allude to the importance of organizational climate for the successful improvement of instruction, few, if any, studies have been conducted examining the relationship of these two variables.

Kimbrough (50) maintained that the importance of the organizational climate cannot be separated from the process of improving teaching. He further stated that the commitment of resources and attention given to improving leadership and climate would render instructional improvement more effective (50, p. 128-129).

Natriello referred to the necessity of considering leader behavior in the process of teacher evaluation when he wrote:

Few articles in the literature deal both with the design of a system of teacher evaluation and with the implementation of that design. The school leader who attempts to handle one without considering the other is likely to encounter great difficulty (79, p. 33).

The need for this study might also be explained by examining the possible uses of the study.

If climate indeed makes a significant difference in teacher perceptions of evaluation, then perhaps there is a need for more concerted effort to be directed to assessing

and improving the quality of the environment in which evaluation takes place. If the examination of the leader dimensions associated with climate point to particular behavior as having a positive influence on the effectiveness of evaluation, this could be a valuable tool for principals in their approach to the evaluation process. Should no significant relationship exist regarding the openness of the climate and the effectiveness of evaluation, then a more extensive investigation relating to teacher behaviors and evaluation would be appropriate, as well as a more vigorous examination of the influence that climate may have on other organizational processes.

Purpose of the Study

While some investigators have recently begun to examine climate and organizational processes, there are only occasional references to the evaluation process with no study having been identified which specifically examines the climate and evaluation effectiveness variables in combination. It was therefore proposed that this study would contribute to the body of research analyzing climate and organizational processes.

More specifically, this study would examine the relationship between organizational climate and the teacher perceptions of the evaluation process in selected elementary schools in Iowa using the leader behavior and teacher behavior dimensions of climate for a further analysis of the effectiveness of evaluation.

Demographic data on sex, age, teaching experience, and involvement in the education association were collected for an analysis of the impact these factors might have on the teacher perceptions on which this investigation is based.

The instrument used to measure the perceived organizational climate was the Organizational Climate Description Questionnaire (38). The perceived effectiveness of the evaluation process was measured by an investigator-designed instrument.

Hypotheses Tested

The following hypotheses are presented as a basis for testing the stated purpose of the study:

- 1) There is no relationship between teacher perceptions of the overall organizational climate and their perceptions of the overall effectiveness of the evaluation process.
- 2) There is no relationship between each of the eight climate subtests (thrust, consideration, production emphasis, aloofness, disengagement, hindrance, esprit, or intimacy) and the teachers' perceptions of the evaluation process.
- 3) There is no relationship between teacher perceptions' of overall organizational climate, overall effectiveness of evaluation, and each of the five demographic variables including sex, age category, total teaching experience, teaching experience in present position, and extent of involvement in the education association.
- 4) The teachers' perceptions of the evaluation process as measured by the full instrument as well as the two subtests (procedural and values) cannot be predicted by knowing the overall organizational climate score;

their response on each of the climate subtests of thrust, aloofness, consideration, production emphasis, intimacy, disengagement, esprit, or hindrance; teacher's age category, teacher's sex, years of teaching experience, years of experience in present position, extent of involvement in the education association.

Basic Assumptions

Underlying this study were six basic assumptions. It was assumed that:

- 1) the Organizational Climate Description Questionnaire (38) could reliably and validly measure organizational climate.
- 2) teacher perceptions of the effectiveness of the evaluation process could be measured.
- 3) the data collected would provide the necessary information to test the hypotheses.
- 4) the statistical procedure is appropriate for the data and the hypotheses.
- 5) the ideal organizational climate of a school is the open climate.

Delimitations of the Study

The study was delimited in the following manner:

- 1) The study was confined to elementary schools in Iowa whose principal had been in that position for at least two years.

- 2) The selected elementary schools utilized in this study were obtained from among public elementary schools in Iowa.
- 3) The elementary teachers participating in this study had more than two years of experience in their present position.
- 4) Only schools having more than four but less than twenty-one qualifying teachers were included in the study.

Operational definitions

Organizational Climate was defined as the personality of a school as perceived by teachers according to the classification system utilized by Halpin and Croft (38). Organizational climate was further defined as a macro perception which was intended to describe rather than evaluate.

Elementary Principal was defined as the administrative leader of an Iowa public elementary school containing kindergarten through sixth grades who had been in that position for at least two years.

Teacher was defined as a certificated, full-time regular classroom teacher having taught in the present building for more than two years.

Teacher Evaluation was defined as the consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group or individual is (was) striving to attain (30, p. 676).

Teacher Evaluation Process was defined as the manner and procedure in which the evaluation of the teachers had been conducted, particularly as it relates to the behavior of the leader.

Summary

In summary, it was evident from the literature that organizational climate plays an important role in the dynamics of a school. Although there are those who attested to its importance just how and to what extent climate affects organizational processes such as teacher evaluation has just begun to be examined. Redfern contended:

If it (climate) is positive and conducive to good interpersonal relationships, evaluation will have a better chance of being successful (86, p. 105).

When addressing the problem of teacher attitude toward evaluation Mueller stated:

If staff members are fearful or hostile toward evaluation, little improvement of teaching effectiveness will ensue (73, p. 230).

Consequently, a timely contribution to the literature would be a further examination of the organizational climate of a school with attention given to the dimensions of leader and teacher behavior in connection with perspectives regarding the evaluation process in order to assess whether or not an "open climate," seen as desirable by Halpin and Croft (38), is compatible with a climate for effective evaluation.

CHAPTER II: REVIEW OF RELATED LITERATURE

In the process of reviewing the literature relative to this study, it was necessary to include many areas of research. Since this investigation was designed to examine the relationship between organizational climate and the teacher evaluation process, these two topics have been given the greatest attention. However, research on leader behavior related to climate and teacher perceptions of evaluation received substantial but a lesser emphasis.

The interrelationship of organizational climate and leader behavior, as well as the research on teacher evaluation and teachers' perceptions of evaluation, made it possible to consider some articles of research under more than one category. Therefore, even though the material has been categorized the reader is reminded of the interdependent nature of the research reviewed.

Organizational Climate

Reviewing all of the contributions to organizational climate research would be an impossible task. Despite the fact that is a relatively new research concept, the volume of research in this area is staggering. This fact emphasizes the interest in organizational climate as an institutional phenomenon and gives evidence that educational administrators ought to be aware of its significance in the field of

educational research as well as in practice.

The term "organizational climate" has proved to be difficult to define. With all of the profusion of research there is no universally accepted definition. Throughout this review the search for a definition of organizational climate that is congruent with the instruments used for measuring the concept will be evident.

One of the most widely accepted definitions in education has been provided by Halpin and Croft (38). They simply define organizational climate as the "personality" of a school. They have drawn the analogy of the climate of a school to the personality of an individual and maintain that this climate can be "felt" when visiting a school.

Tagiuri defined climate as the:

. . . relatively enduring quality of the internal environment of an organization that: (1) is experienced by its members, (2) influences their behavior, and (3) can be described in terms of the values of a particular set of characteristics (or attitudes) of the organization (104, p. 27).

Cautioning that their definition, like others, is but an hypothesis, Larry Greiner, Paul Leitch, and Louis Barnes stated:

Organizational climate refers to the ways in which an organization is seen as fitting together task and people (32, p. 204).

The first studies on organizational climate were done in the 1930's by Kurt Lewin. He attempted to link the human

behavior of nurses and environment. The model: $B = f(P,E)$ suggests that the behavior of nurses (B) is a function (f) of their personal characteristics (P) and the environment (E). Goals, stimuli, needs, social relations, and atmosphere were considered (53).

In 1961, New Patterns of Management by Rensis Likert made a significant contribution to research in educational supervision in that Likert offered a research-based system of supervision which was to become applicable to schools (96). Likert's theory of supervision relied greatly on the concept of organizational climate as an intervening variable between what administrators do and organizational effectiveness (54).

Likert referred to organizational climate in terms of physical environment, cultural environment, and technological environment (57). He characterized the organizational climate inherent in authoritative and participatory systems of management. Subservient attitudes toward superiors combined with hostility toward peers and disdain for subordinates with distrust prevailing describe the authoritative system. Conversely, the participative system is characterized as having almost the opposite environment with favorable, cooperative attitudes, mutual trust, and confidence present. To Likert, organizational climate is an important determinate for the growth of management practices toward a system of supportive relationships (54).

In his writing, Likert maintained that the leader in an organization can be the determining factor in promoting a healthy climate. A leader having favorable attitudes toward people improves the chances of increased productivity. Likert found a 0.64 correlation coefficient between productivity and attitudes toward people scores (56, p. 50).

The school can be described as a social system in which teachers and principals interact. When the school is viewed as such a system, the social systems model represents the framework for which one can conceptualize climate. Guba portrayed this concept in his description of the task of the administrator:

The unique task of the administrator can now be understood as that of mediating between two sets of behavior-eliciting forces, that is the nomothetic (organizational goals oriented) and the ideographic (individual needs related) so as to produce behavior which is at once organizationally useful as well as individually satisfying (34, p. 121).

Conceptually, organizational climate is the state of the organization produced by the interaction of organizational members as they execute their prescribed roles while satisfying their individual needs.

Along these same lines Lonsdale wrote:

Indeed organizational climate might be defined as the global assessment of the interaction between the task-achievement dimension and the needs satisfaction dimension within the organization, or in other words, of the extent of the task-needs integration (59, p. 166).

Matthew B. Miles viewed organizations with reference to the state of their health. He offered ten dimensions of organizational health:

1. Goal appropriateness
 2. Communication adequacy
 3. Power equalization
 4. Resource utilization
 5. Cohesiveness
 6. Morals
 7. Innovativeness
 8. Autonomy
 9. Adoption, and
 10. Problem-solving adequacy
- (69, pp. 18-21).

Miles termed the first three dimensions "tasky" contending that they relate to message-transmission and decision-making processes. The next three dimensions were seen as dealing with maintenance needs, and the final four related to growth and change. Miles contended that these ten dimensions of organizational health form a major share of the content which comprises the process of supervision (69).

Since 1966, intensive and diverse efforts to conceptualize, measure, and utilize organizational climate have been undertaken. Yet, organizational climate remains one of the least understood areas of management.

The concept of organizational climate is based on the assumption that individuals within a particular setting and in a given hierarchical position will have similar perceptions about the climate (40).

The work done by Andrew Halpin and Don Croft in their development of the Organizational Climate Description Questionnaire (OCDQ) (38) as well as Rensis Likert's Profile of a School (POS) (55) contributed substantially to the recent research on school climate.

These authors responded to the need in administrative theory for an organizational taxonomy capable of classifying organizations for theoretical and practical purposes (36, p. 586).

Andrew Halpin and Don Croft presented the most extensive findings on the organizational climate of schools. They suggested that just as individuals can be classified as open and closed, so might organizations (38). They defined an open climate as one in which there is attention given to both task achievement and social needs. The closed climate was characterized as offering group members little satisfaction in respect to either task achievement or social needs with the administrator being ineffective in directing either task related activities or in addressing individual needs.

Halpin and Croft have identified six organizational climates of schools (38, p. 145). Through the Organizational Climate Description Questionnaire they were able to classify schools as having 1) open, 2) autonomous, 3) controlled, 4) familiar, 5) paternal, or 6) closed climates (38, pp. 174-181).

In order to determine these classifications measures were obtained on each of eight dimensions. These eight dimensions were arranged so that four addressed the teachers as a group and four related to the principal as the leader. The dimensions for teachers were: (1) disengagement, (2) hindrance, (3) esprit and (4) intimacy. The dimensions for the leader include: (1) aloofness, (2) production emphasis, (3) thrust, and (4) consideration (38, pp. 150-151).

To Halpin and Croft an open climate is the most desirable. In this setting teacher morale is high with friendly relationships prevailing. The principal is there to help and lead by example, showing consideration and integrity. The closed climate by contrast provides little satisfaction of social needs. The leader remains aloof and is much less considerate. Production is emphasized but without example. In such a climate survival becomes important and continuously preoccupies the teachers. In the end, students become the losers. The remaining four climates fall along a continuum between the open and closed extremes.

The way staff members perceive the environment of the school is a critical factor in classifying the climate using Halpin and Croft's instrument. When addressing the question raised by Whyte (114) as to the status of the actual climate in comparison to the perceived climate, Halpin and Croft maintain that the question is irrelevant as they contend that

the climate is what the teachers perceive it to be (38, p. 147).

Jane G. Likert and Rensis Likert introduced an instrument which was an adaptation of an earlier questionnaire of Likert's which had identified types of industrial organizations. The Profile of a School (POS) (55) focuses on leadership processes, motivational forces, communication processes, interaction-influence processes, decision-making processes, goal setting, control processes, and performance goals and training classifying educational organizations into four systems or climates:

- 1) System I, exploitative-authoritative;
- 2) System II, benevolent-authoritative;
- 3) System III, consultative; and
- 4) System IV, participative (54).

The Profile of a School is just beginning to be used as a tool in educational research. Preliminary results indicate that the findings are similar to those found in industrial settings which associate ratings of effectiveness and excellence with the participative system (24, 111). The OCDQ, on the other hand, has been used extensively (36).

In a comparison of these two instruments for the purpose of developing an organizational taxonomy, Hall (36) found that there was a significant positive relationship between the two instruments indicating that the concept from which these two instruments were developed are comparable.

All of the schools classified by the OCDQ as open were classified as either System III or System IV by Likert's

Profile. Those classified as closed by the OCDQ however, did not all belong to Systems I and II on the Likert instrument. Hall claimed that an analysis of the data gave no explanation for this (36, p. 589).

Other studies which have contributed significantly to climate research, particularly in isolating dimensions of climate for examination, include work by Litwin and Stringer who suggested the following eight dimensions:

1. Structure and constraint
2. Emphasis on individual responsibility
3. Warmth and support
4. Reward and punishment
5. Conflict and tolerance for conflict
6. Performance standards and expectations
7. Organizational identity and group loyalty and
8. Risk and risk taking (58, pp. 45-65).

These authors believe that more important than the individual effects of each dimension is the interaction of dimensions in a complex pattern.

Of continuing discussion and debate has been differentiating among morale, job satisfaction, and climate.

Halpin and Croft were dissatisfied with morale as a concept and particularly with its inadequacy as a criterion for measuring climate (38).

Schneider cited research by Fisbein (1967) which suggested that satisfaction was the evaluation of the organization while organizational climate was a description (93, p. 3). Climate refers to the macro perceptions based on practices and procedures, conditions and events in the organization while job

satisfaction is micro in scope (93, p. 11). Campbell and Beaty (13) saw job satisfaction as a comparison of the degree of attainment of some job outcome with the individual's need for it. Job satisfaction and perceived climate may be dynamically related and still provide somewhat different sources of information; for example, climate provides descriptive information, often contaminated by satisfaction, while satisfaction provides actual evaluations and reactions (47, p. 1107).

James and Jones (47) reviewed the literature of organizational climate and contended that it represented a "fuzzy" concept. While their review dealt predominantly with research in industrial and business organizations, it raised issues which have plagued climate research and which have recently become of major concern for researchers.

James and Jones cite Forehand and Gilmer

set of characteristics that describe an organization that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization (26, p. 362).

Organizational climate defined in such a manner focuses on a global inclusion of organizational characteristics and makes no new contributions to organizational theory (47, p. 107). They further stated that any study focusing on organization or group characteristics would fit such a broad definition and organizational climate appears to be synonymous

with organizational situation, becoming little more than a "catch-all" term.

The following definition was suggested by Campbell:

A set of attributes specific to a particular organization that may be induced from the way the organization deals with its members and its environment. For the individual members within an organization, climate takes the form of a set of attitudes and expectancies which describe the organization in terms of both static characteristics and behavior-outcomes and outcome-outcome contingencies (14, p. 390).

James and Jones (47) pointed to the inconsistency of an emphasis on individual perceptions in this definition coupled with climate being viewed as a situational variable.

After reviewing studies by (Kahn, Wolfe, Quinn, Snock, and Rosenthal, 1964; Litwin and Stringer, 1968; Schneider and Bartlett, 1968), Campbell et al. (14) became concerned with the emphasis on the perceptual nature of climate and the questions it raised.

Of major interest to Campbell et al. (14) was the importance of the actual situation versus the perceived situation in determining behavior in organizations. Of added concern was the relationship between objective and perceptual factors in terms of the accuracy of these perceptions.

Attempts to deal with these questions and concerns led Campbell and Beaty to redefine organizational climate as:

A summary variable intended to represent. . . perceptual filtering, structuring, and description of numerous stimuli impinging on

him (sic) from the domain we so casually refer to as 'the situation' (13, p. 1).

Organizational climate in this definition was considered to be a perceptual measure describing the organization and different from attitudinal, evaluative, and need satisfaction variables.

Guion (35) concluded that if organizational climate is considered to be an organizational attribute but measured perceptually, this measurement needs to be validated against objective, external measures or at least against a consensus of perceptions. For example, the demonstration of a small within group variance has been used to validate the use of accumulated perception as a measure of that variable (47, p. 1102).

Of note here is the contention that the extent to which individual perceptions are shared and supported by others in the same organization has been shown to be an important situational influence (8).

In another approach Schneider (93) viewed climate as a summary evaluation of events based upon the interaction between actual events and the perception of these events. Later Schneider (94) described climate perceptions as the results of a process of concept formation, not unlike instrumentality perceptions, based upon macro-observations of the organization.

James and Jones (47) contended that many of the criticisms of organizational climate as a perceived organizational

attribute were also appropriate criticisms for climate as a perceived individual attribute. Johannesson concluded that "assessing climate via perceptual self-report measures may result in the replication of the work of attitude literature" (48, p. 18). During this same time Guion (35) contended that the conceptualization of organizational climate as an individual attribute amounted to a "rediscovery of the wheel."

Schneider (95) considered the "unit of analysis problem" a major concern. He contended that if climate was conceptualized as a property of an organization, then the individual was not the appropriate unit of analysis. Recent studies, Schneider (95) maintains, have confounded individual and organizational units of analysis (George and Bishop, 1971) and Friedlander and Greenberg, 1971).

Schneider contended:

People have concepts (concept in plural) because it is undeniably true that different themes guide different kinds of behaviors in the same organization (95, p. 19).

If what Schneider believed is true, each organization then, has more than one climate and the question needs to be asked, what kind of climate exists for motivation, leadership, or evaluation? A few researchers have assessed the specific climate they were interested in rather than attempting to obtain an omnibus measure (Fleishman, 1953, leadership climate (25)); (Letwin and Stringer, 1968, climate for motivation (58)); and Taylor, 1972, the climate for motivation (105).

The unit of analyses criticism has been supported by Miskel, Fevurly, and Stewart (71). These authors reported that there is a limited generalizability of findings due to individuals being used as the unit of analysis. They contend that if school processes or school groups are being surveyed, the unit of analysis should be the organization - not the individual.

Miskel et al. suggested that there is enough literature to begin more sophisticated studies with the school as the unit of analysis and combining structural and process variables to predict the multiple outcomes of perceived organizational effectiveness, loyalty to principals, and job satisfaction (71, p. 98).

A significant amount of research relates to the openness or participativeness of organizational processes to effectiveness criteria. Garland and O'Reilly (28) discovered that positive group climate was related to school effectiveness. Hoy, Tarter and Forsyth (44) demonstrated a positive relationship between open climate indicators and loyalty. Likert (55) stated that the more participative a situation, the greater the likelihood of superior performance.

Upon synthesizing the literature to date, it appears that organizational climate is an appropriate term when it refers to an organizational attribute. However, when regarded as an individual attribute, a new term, such as "psychological

climate" might be more appropriate. The unit of analysis most appropriate for an organizational attribute therefore, is the organization rather than the individual. Perceptions of climate are primarily descriptive rather than evaluative. Perceptual measures must be validated by consensus or with objective measures to determine that variance in scores are related to differences in situations rather than differences in individuals.

These perceptions tend to be macro in scope rather than micro and have potential behavioral consequences.

A concerted effort has been made to take these factors into consideration when designing this study.

Review of Leadership in the Context of Organizational Climate

The leadership exhibited by the principal determines to a great extent the success of the day-to-day operation of the school.

It is then of little surprise that leader behaviors and the resulting leadership styles have been studied in order to analyze, isolate, and report principals' behaviors which could be beneficial to the effectiveness of schools.

Researchers have acknowledged the importance of school climate by conducting a multitude of studies intended to indicate the impact of school climate on job satisfaction and productivity and to delineate the relationship between leadership style and organizational climate (78, p. 1).

This review was confined to literature that examined leader behavior as it related to organizational climate and not a review of leadership in its historical context.

Likert believed that the leader in an organization could be a determining factor in promoting a healthy organizational climate. He contended that the leader must, ". . . build an organization whose structure, goals, levels of loyalty, motivation, interaction skills, and competence are such that the organization achieves its objectives effectively" (56, p. 50).

An important aspect in the effective leadership of an organization is the perceptions of the leader held by the group, as well as the perceptions of the group which the leader holds (38). In discussing the principal of an open, and what they consider effective, school, Halpin and Croft opined:

The behavior of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. In this respect his behavior can be viewed as "genuine." Not only does he set an example by working hard himself (high Thrust) but, depending upon the situation, he can either criticize the actions of teachers or can, on the other hand, 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 be required to show compassion in satisfying the social needs of individual teachers. He has integrity in that he is "all of a piece" and therefore can function well in either situation. He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. Nonetheless, rules and regulations are adhered to, and through them, he provides subtle direction and control for the teachers.

He does not have to emphasize production; nor does he need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely. Nor does he do all the work himself; he has the ability to let appropriate leadership acts emerge from the teachers (low Production Emphasis). Withal, he is in full control of the situation and he clearly provides leadership for the staff (38, pp. 61-62).

The leader's responsibility for creating a healthy organizational climate is indeed great. The leader as a single agent can contribute more than any other member. It is up to the leader to see that both the job is accomplished and the individual needs are satisfied. He or she must make sure that subordinates grow and develop while contributing to the organization's objectives. To Drucker (21) the leader is a "basic resource," the "scarcest" and most valuable. Selecting a competent leader may perhaps be the most important single step for the creation of a desirable organizational climate.

One essential determination of a school's effectiveness noted by Halpin and Croft was the ascribed leader's ability, or lack thereof, to create a climate in which the leader and other group members could initiate and consummate acts of leadership. They stated:

If an organization is to accomplish its tasks, leadership acts must be initiated. However, it should be noted that we do not assume that leadership acts need be confined exclusively to the designated leader, himself. Such acts can be initiated either by the leader or by members of the faculty. If the leader fails to provide sufficient "quality," in that they are "accepted" and that they also lead to increased group "effectiveness"--then members of the group will

seek to offer the "leadership" required to make the group "effective." In this view we have been supported by the central finding that pervades all research on leadership and group behavior: An "effective" group must provide satisfaction to group members in two major respects; it must give a sense of task-accomplishment, and it must provide members with the social satisfaction that comes from being part of a group (38, p. 81).

Wiggins (115) presented another perspective to the principal's behavior as a determining factor in a school's effectiveness. He contended that research into behavior characteristics of principals and the analysis of school climate provides evidence that the influence of experience in the administrative role has a socializing effect on principals' behavior. Consequently, the behavior of principals is developed more by expectations held by other group members than by the principal's own personality.

Likert's research indicated that in organizations which are highly productive, leader behavior is a causal variable for both high productivity and patterns of organizational behavior which are consistent with the construct of an "ideal" organization derived from modern organizational theory (54, p. 98). Significant correlations between leader behavior of principals and organizational processes were found by Feitler (23). Upon reviewing other studies, as well as his own research, Feitler noted the implication that the positive quality or regard for teachers by the principal is a determining factor in the organizational environment of the school.

When Doll analyzed "successful" and "unsuccessful" principals, he found:

The "successful" principals appeared to be those who (1) showed a willingness to move independently and decisively in matters affecting the faculty or school; (2) had a genuine empathy for the teaching staff and the residents of the neighborhood as well as an ability to show this empathy in a noncondescending manner; and (3) had a perception of the principal's role as one whose primary task is to assist the teachers to teach, even if it meant clashing with the wishes of the administrative hierarchy (19).

Leadership research has led to the development of techniques which describe and measure leadership. Such research conducted at Ohio State University resulted in the development of the Leader Behavior Description Questionnaire (LBDQ) by the Ohio State University Personnel Board and further refined by Ralph M. Stogdill.

The evidence from investigations using the LBDQ shows that effective leadership is characterized by high Initiation of structure and high Consideration.

Initiating structure "refers to the leaders' behavior in delineating the relationship between himself (sic) and members of the workgroup; and in endeavoring to establish well-defined patterns of organizational channels of communications and methods of procedures. Consideration "refers to behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his (sic) staff (37, p. 86).

Strongly influenced by this research, Halpin and Croft developed the Organizational Climate Description Questionnaire (OCDQ). They successfully established the value of the empirical approach which permits one to measure the leader behavior of an individual as the behavior is perceived by the members of the immediate work group.

The emphasis upon the leadership position of the principal was pursued by Gross and Herriott (33) at Harvard University. These investigators identified the concept of Executive Professional Leadership (EPL) as:

The efforts of an executive (the principal) of a professionally staffed organization (the school) to conform to a definition of his role that stresses his obligation to improve the quality of staff performance (33, p. 22).

They found a positive relationship between EPL and the teachers' morale, their professional performance, and the pupils' learning. They interpreted these findings as providing: "empirical support for a leadership conception of the principal's role (33, p. 151).

Feitler (23) examined how the perceptions of leader behaviors for school principals in a "participative group" organization differed from the behavior of principals of schools in authoritative organizations. The LBDQ dimensions of 1) tolerance of freedom, 2) consideration, 3) integration, and 4) tolerance of uncertainty were significantly higher for schools which approached the participative end of Likert's

management continuum than for those which approached the authoritative system.

What was of particular interest here was the implication that the positive regard for teachers exhibited by the principal was a determining factor in the organizational climate of the school.

Historical trends, suggested Argyris (6), have moved from the feelings of participation in the Hawthorne studies to more influence on the employee's part in planning his/her work. He also suggested that leadership styles changed but so too did the basic structure of the organization. In addition to satisfaction and morale, trust, commitment, and responsibility came into focus (6, pp. 19-20).

The degree of trust and respect between management and employees is important. When the climate of trust is low, the employee's gain part of their success by aspiring to break various management rules and 'get away with it' resulting in a lack of goal achievement.

Under a climate of trust, the individuals may increase their opportunities for psychological success. With trust, the management may tend to feel less a need to develop tight control mechanisms. Also under this climate of mutual trust, the employees may be more willing to see the legitimate needs of the organization (5, p. 31).

Review of Literature on Teacher Evaluation

The evaluation of teachers is not new. On the contrary, it has been conducted for a good share of this century. What is new, however, is the intense search for improved ways of evaluating teachers (80) and the emphasis put on their accountability (79).

Oldham maintained that the recent emphasis on evaluation stems from the needs of teachers who seek the security of fair, objective standards of evaluation and from the public seeking assurances that the tax dollar is well spent (80). Natriello (78) reported that the public is asking hard questions about the effects of schools and teaching. They want some evidence that the teachers who teach their children are competent professionals.

Popham observed that:

Whatever the cause, concerns about teacher evaluation have become far more pronounced in the past few years than at any time during this century, even though educational researchers have been continually carrying out teacher effectiveness investigations for well over seventy years (85, p. 34).

The history of teacher evaluation is replete with problems, not the least of which is the difficulty in defining teaching. In addition, identifying criteria on which teachers should be evaluated; constructing valid, reliable instruments; and the nature of the environment in which all of this takes

place contribute to the complexity of the task. "Teacher evaluation involves the nearly impossible task of making valid judgments about the complex art of teaching and the urgent need to do just that" (80, p. 5). This dilemma has produced a variety of attempts to solve the problem.

However little we know for certain about these matters, evaluation goes on with a growing trend toward mandated evaluation (88).

A comparatively quiet but spectacular development in the states recently has been the enactment of laws and regulations requiring periodic evaluation of all teachers and other professional personnel in public school districts (80, pp. 13-16).

California's Stull Act (1971) mandated a "uniform system of evaluation and assessment of performance of certified personnel within each school district of the state" (49, p. 607). Today, over a third of the states have some form of mandated teacher evaluation.

Redfern (88) reported that such mandates, however, do not necessarily stipulate the precise form of evaluation.

Hidlebaugh observed:

The development of programs for appraising teacher performance which teachers accept as valid and useful is one of the most challenging tasks facing public education today (41, p. 2).

The major assumptions in considering the task of teacher evaluation are that teachers and teaching can be evaluated; that these evaluations can be used to improve instruction and

enhance learning (51, 120); that systematic improvement of teaching and learning is impossible in the absence of evaluating teachers and teaching (54); and that a majority of teachers want to improve their teaching (120).

From these assumptions the following questions emerge:

- 1) What do we mean by teaching?
- 2) What do we mean by evaluation?
- 3) What is the purpose of evaluation?
- 4) What should be evaluated?
- 5) Who should do the evaluating?
- 6) How should the evaluation be performed?

During the process of this review of the literature these questions are addressed.

At the very outset a road block looms in that to date there is no universally accepted definition of teaching that has evolved from the research. Fattu (22) in his review of teacher evaluation addressed the difficulty of defining effectiveness. He raised the issue of whether effectiveness is an attribute of the teacher in a particular setting or whether it is a statement about the results that come out of a teaching situation (22, p. 281). Lehman (51) maintained that teaching be defined as the process used by a person to induce behavioral changes in another person. Johnson (49) suggested that a defensible definition of the teaching activity itself must be developed which would link teaching with the process of educating rather than with the "learning outcomes" of students. Effective teaching was defined by Medley as "producing permanent changes in students" (65, p. 17).

Does one then evaluate the process, the product, or both? This predicament gave rise to the inquiry regarding the meaning of evaluation. One would think that the answer would be closely tied to the definition of teaching. Until recently, however, this has not necessarily been the case. Currently, there have been more concerted efforts to tie all of the components of evaluation together in an attempt to create a more consistent process which the public and teachers alike would find acceptable.

Airasin defined evaluation as simply "a value judgment of merit or worth." His contention was that omitting reference to the learner focuses attention on the process involved in performing an evaluation; that of making a value judgment (3, p. 12).

Hidlebaugh distinguished between teacher effectiveness evaluation and teacher performance evaluation by stating that the former deals with the measurement of the gain in knowledge acquired by a student attributed to a particular teacher (product) while the latter refers to the measurement by observations of teacher behaviors (process) (41, p. 9).

This already complicated topic was further complicated by the continuing debate regarding the purpose(s) of evaluation. Gephart et al. (29) in summarizing three meetings of the National Symposium for Professors of Educational Research reported that when discussing the intent of evaluating

teaching the following purposes were delineated:

- 1) To produce information for the improvement of individual teacher's instructional skills;
- 2) To produce information for administrative decisions on hiring, firing, promotion, and tenure;
- 3) To produce information for the reallocation of resources necessary for the improvement of teaching (29, pp. 3-4).

The symposium members concluded that the intent of evaluation has both process and product components. This view of the purposes of evaluation was shared by Oldham (80) and Natriello (79).

Ostrowski (83) vowed that the ultimate purpose for evaluating teachers is to enhance student achievement. However, student gain as a single criterion is not sufficient to judge effective teaching (68).

In examining the criteria to be evaluated, a host of studies from the early part of the century up to the present must be taken into account. The importance of selecting criteria and setting standards is critical to the evaluation process (4). In contention is whether teacher's roles, their style, techniques, and/or the products (the students themselves) need to be assessed.

In an attempt to establish criteria, Morsh and Wilder (72) summarized and synthesized three hundred and sixty selected studies from 1900-1952 that used rating devices, administrator, peer, student, and self-ratings, systematic

observations and student gains as the criteria to determine the effectiveness of instruction. In addition, an analysis of data on teacher traits that had been presumed to be reliable predictors of teacher competence was undertaken. Their conclusions were that evidence of student gain appeared to be the most direct and reliable criterion, but the dilemma of relating this to specific teacher behaviors or traits still remained.

Fattu (22) and Ornstein (82) reviewed the research through 1970. Ornstein discussed the categories of teacher behavior research and concluded that there still remained a lack of agreement on which behaviors constituted good teaching with an additional lack of consensus on how to measure teacher behavior as basic to the problem.

Oldham (80) reported that in a survey conducted by the National School Public Relations Association, attributes of the successful teacher that most districts attempt to assess are:

- 1) Teacher/pupil relationships
- 2) Classroom management and procedures;
- 3) Staff relationships,
- 4) Community relationships,
- 5) Professional attributes, and
- 6) Professional growth (30, 14).

Upon reviewing existing research, Ryans (92) advocated that attention be paid to qualities of teaching relating to student characteristics and behaviors and to the effects that may be inferred to result from identifiable experiences in teacher education.

Hunter (45) conducted a very thorough examination of teacher effectiveness and broke the teaching process into eleven components which served as a basis for Hunter's evaluation procedure.

In a book entitled "Do Teachers Make a Difference?" the Department of Health, Education, and Welfare (108) has established a list of criteria to be considered during evaluation. Numerous other lists of criteria have been suggested for use in evaluation (42, 91, 7, 62).

The scope of the criteria contained in these lists ranged from traits, to behaviors, to competencies with some consisting of a few variables and others having a large number.

Without a doubt the problems inherent in establishing acceptable criteria on which to base evaluation stems from the inherent complexity and magnitude of the task. Deciding which features of teaching to evaluate is no less a problem than choosing the methods for judging them (12, p. 9).

Evaluation processes have never been highly developed. Teachers do not know what criteria are used in evaluating them; they are observed infrequently; and they are not given clear directions for improving classroom teaching (79).

Stones and Morris (102) noted a weakness in the present system of assessing teacher practices is the diversity of methods of assessment. A method for evaluating teachers is difficult to find since there exists so many factors in

teaching. This dilemma has contributed to an extensive search for better approaches to teacher evaluation.

Teacher evaluation techniques have focused on formative approaches, summative approaches, or a combination. The formative approach is an on-going process involving the teacher from the beginning and has as its goals the improvement of instruction. Summative evaluation, on the other hand, tends to be used for administrative decisions regarding firing or promotion and usually confines teacher involvement to the conclusion of the process.

In a research bulletin published by the National Education Association in 1969 (75), of the two hundred thirty-five responding schools, one hundred and six reported that the evaluation unilaterally rated the evaluatee against prescribed performance standards following classroom observation and an evaluation conference. This is an example of the summative approach indicating little or no teacher input into the process.

At the other end of the continuum is the process by which both the evaluator and the evaluatee cooperatively establish specific performance goals which are used to judge how well the evaluatee has reached the performance goals with the teacher also being rated against prescribed performance standards. This procedure, which allows for more teacher participation in the process was practiced by only one of the schools surveyed.

In a later publication, Oldham (80) reported that schools surveyed reveal a new trend toward the involvement of teachers in the establishment of the evaluation process.

This trend can be accounted for, at least in part, by the impact of negotiations, by mandated teacher evaluation, by teacher tenure laws, as well as the gradual movement that Redfern (86) reported toward the objectives approach in personnel evaluation.

Manatt (60) promoted an approach called Teacher Performance Evaluation (TPE) which called for a great deal of teacher involvement from the beginning with the improvement of instruction as the goal but also provided for a summative report for administrative decision making. There has been a shift to this type of evaluation procedure in recent years (60).

The tools used to evaluate teachers have been and continue to be varied. Levin (52) reviewed teacher evaluation with an emphasis on the type of approach used to gather data, the reliability and validity of each method, and the results that each approach tended to produce. Levin identified six general approaches found in the literature:

- 1) Teacher evaluation by ratings of students;
- 2) Evaluation based on observations by the supervisor;
- 3) Evaluation using observation instruments;
- 4) Self evaluation;
- 5) Evaluation based on student gain;
- 6) Evaluation through the use of 'teacher tests' (52, p. 240).

The use of student ratings for evaluation has met with varying results and has raised the questions of reliability and bias. Several reliable instruments are available (Mintzes (70); Costlin (18); and Lehman (51)).

With regard to bias, sex and age do not seem to be related to evaluation results (98), but there is some evidence that a teacher's reputation (1), as well as interest in the subject and grades are factors (18).

The question of validity is also pertinent. When compared with administrative ratings there is little correlation (103).

The characteristics most often listed by students as indicative of good teachers were clarity, enthusiasm, and empathy (52).

Medley (67) and Natriello (79) stated that student ratings are not very effective in changing teacher behavior.

Ratings by supervisors (most often principals) are the most common form of teacher evaluation (76). These evaluations tend to be reliable across time since often the same evaluator rates the same teacher (52). There is, however, the continued disagreement regarding the criteria important to good teaching (107, 116).

Several researchers have commented on the purpose for and results of evaluation. Among those reporting was Centra (16), who found that ratings do not guarantee improvement,

at least in the short term. Robinson (89) reported that about one half of the teachers surveyed stated that evaluation was useful to them. In 1973 Wolfe (119) suggested that most teachers didn't see evaluation as being in their interests. Redfern (88) maintained that as the objective of appraisal becomes more and more the improvement of instruction, appraisal techniques increase in effectiveness.

The administrator rating method suffers from the subjectivity that accompanies varied interpretations of what constitutes good teaching and from interpretations of actions. These ratings are also often contaminated by the halo effect (the tendency to rate persons too highly). Thus, serious questions still exist concerning the validity and fairness of supervisor ratings.

The use of observation instruments to guide the appraiser in looking for certain teacher behaviors has not been widely used. Instruments such as the Flanders Interaction Analysis System can be useful for giving teachers feedback on certain aspects of their teaching but the effect on subsequent behaviors is questionable (52).

McNeil and Popham commented:

. . . observations are most beneficial for recording and analyzing the teaching act - not judging it Effective teaching cannot be proven by the presence or absence of any instructional variable . . . (64, p. 233).

Self-evaluation raises the pertinent question of whether or not this method leads to changes in teaching practices. Fattu (22) reported that self-evaluation produces an over-rating and relates negligibly with administrator ratings, student ratings, or student growth.

There are only a few studies, according to McNeil and Popham which ". . . indicate that teachers are self-directing and that they expend effort in judging their behavior as effective teachers" (64, p. 231).

Wolfe (119) maintained that self-evaluation needs to be viewed in connection with teachers' overall attitudes toward evaluation. Wolfe reported that fifty-eight percent of the teachers he surveyed indicated that they were not encouraged to assess their own teaching, indicating that without this little self-evaluation was likely to occur. To date, self-evaluation seems to offer little in the way of direction for evaluation purposes.

When student gain has been used to measure teacher effectiveness many discrepancies in the findings have resulted which indicate the complexity of the relationship of student gain to teacher performance (2, 66, 113).

Menne (68) suggested that these discrepancies are due to the fact that most of the student gain can be explained by input (the situation before the teacher had a chance to influence the student (41, p. 15).

Research by Brophy (11); Soar and Soar (99); and Shavelson and Dempsey (97) concluded that the use of student gain scores to evaluate had difficulties primarily due to uncontrolled variables and therefore, was not a particularly desirable approach.

Popham supported the teaching tests approach to evaluation. He proposed that teachers be given a list of objectives and shown samples of measures to determine the degree these objectives are achieved, asked to plan and teach a lesson with students' scores on a posttest used as the index of teacher effectiveness. Gage et al. (27) and Levin (52) see little future in this approach.

Levin has concluded that research provides little support for current practice in teacher evaluation. He suggested that in future attempts to improve the evaluation process schools involve teachers more extensively, as this is "likely to increase their commitment to and use of the results" (52, p. 244). It comes as little surprise that leaders in the field of teacher evaluation such as George Redfern would state:

There are problems in attaining different approaches to personnel evaluation, a very sensitive process, involving complex interpersonal relationships. Whenever two or more people become involved in evaluation, there are bound to be problems (86, p. 101).

Some of the problems Redfern identified were:

- 1) the diverse expectations on the part of board members, administrators, and teachers;
- 2) the time constraints on the part of evaluators;
- 3) the differing attitudes toward evaluation;
- 4) the climate for evaluation;
- 5) the mandates (local and state) effecting the substance and process of evaluation;
- 6) the belief that evaluation has little or no relevancy to the job (86, pp. 101-106).

Of particular interest to this study are the problems relating to attitudes toward evaluation, the climate for evaluation, and the lack of relevancy of evaluation.

Redfern has insisted that changing negative attitudes can be very difficult. However, he stated that by accepting diverse attitudes toward evaluation; exploring their causes is a good beginning (86, p. 104).

The relevancy problem must be addressed if evaluation is to have any significance. If it is merely an exercise that must be tolerated -- "but little valued" it holds little promise for improving teaching.

A climate that is positive and conducive to good interpersonal relationships gives evaluation a better chance of being successful. Conversely, a climate characterized by distrust and cynicism produces little in the way of successful evaluation (86, p. 105).

The principles for successful evaluation that can be gleaned from research includes:

- 1) If the purpose of teacher evaluation is for the improvement of instruction, it will meet with greater results (10, 109, 73, 80, 86).

- 2) The use of more valid evaluative data will lead to a more effective process (60, 86).
- 3) Teacher involvement in establishing evaluation procedures and the evaluation criteria is imperative (10, 60, 88).
- 4) Classroom observations by evaluators promote credibility (109, 9, 64).
- 5) Conferences between evaluator and teacher are vital (10, 109, 64).
- 6) Clear and precise communication on the part of the evaluator which rewards growth and builds a supportive environment pays dividends (77, 87, 46).

In a publication entitled "The Meaning of Accountability: A Working Paper" a list of conditions for promoting accountability were set down. Two of those conditions of interest to this study are:

- 1) Leadership in individual schools that fosters a wholesome social-psychological setting, an openness to constructive change, and a climate conducive to teacher and student success (promotes accountability).
- 2) Provisions by top administrators and boards of education of material resources, psychological climate, and the freedom needed to ensure top performances by both teachers and students (promotes accountability) (77, pp. 1-2).

As reported, the evaluation of teachers by principals is the most common form of evaluation and must be improved if the total process of evaluation is to be made more satisfactory.

Natriello observed that:

Few articles in the literature deal both with design of a system of teacher evaluation and with the implementation of that design. The administrator who attempts to deal with one without considering the other is headed for difficulties. Publications reporting on the interaction of these areas are badly needed (79, p. 29).

It is the examination of climate in which the administrator implements the evaluation process that is of primary concern in this investigation.

Perceptions of the Evaluation Process

The attitudes of teachers toward evaluation of their teaching performance will in some way influence their capability to profit from such evaluation.

Teachers having favorable attitudes toward the idea of evaluation are more likely to profit than those teachers having less favorable attitudes (110).

When addressing this aspect of teacher evaluation, Mueller maintained:

If staff members are fearful or hostile toward evaluation, little improvement of teaching effectiveness will ensue; and upgrading the quality of education offered to students is the sole defensible purpose of any school activity (73, p. 230).

In an attempt to identify factors related to teacher attitudes toward evaluation, Wagoner and O'Halon (110) reported that better than average and nontenured teachers showed statistically significantly more positive attitudes toward evaluation and concluded that those who can see a possible reward from evaluation of their teaching and who wish to compete for this reward favor evaluation; attitudes toward evaluation are predictable; and that a feeling of threat is not a necessary

consequence of evaluation. While not conclusive, Wagoner postulated that those teachers who perceive themselves to be strong teachers do not have as great a fear of the inaccuracies of evaluation as those less capable.

While there undoubtedly are differences in attitudes among the individuals within a group, further refinement of these findings may provide a tool to use in formulating effective techniques for working with various teachers.

In a survey addressing teacher perceptions of supervision and evaluation given to elementary teachers in selected rural and suburban schools in western New York, eighty-two percent of the teachers surveyed felt that there was a definite need for evaluation and supervision but seventy percent indicated that the supervisor is often perceived as potentially dangerous (39). Teachers strongly felt that they should play a role in the development of a school's evaluation program. All teachers in the study said they would want to take part in developing or selecting evaluation instruments so they would be familiar with the criteria against which they are being judged.

Eighty-seven percent of the respondents not only wanted to take part in the evaluation process but believed that evaluation should be used mainly to analyze teacher performance and strengthen their weaknesses through inservice.

When asked to select the kind of relationship teachers would like to have with their supervisors, sixty-two percent of the teachers wanted a helping relationship, thirty-six percent desired a collegial relationship, and one percent selected an evaluation relationship.

Only 25 percent indicated an interest in a team approach to evaluation with 77 percent having positive feelings toward goal-oriented supervisory and evaluation procedures.

According to the teachers surveyed, the most important link between a teacher and supervisor was effective communication with the principal responsible for setting the stage for open communications (110).

Evaluation as an element in the relationship between teachers and their supervisors was the subject of a number of articles. By far, the greatest attention was devoted to the principal as an evaluator of teachers (79). Thompson et al. (106) discussed the failure of communications in the evaluation of teachers by principals. They placed additional emphasis on the low frequency of principal evaluation and the associated teacher dissatisfaction. Teachers did not find the evaluation system helpful in providing guidance in their teaching tasks. Rather, teachers reported relative ignorance of the criteria and samples on which principals based their evaluation. Thompson et al. (106) found that the lower the frequency of communicated evaluations reported by teachers, the more

dissatisfied were the teachers and the less helpful were the evaluations in improving the quality of instruction.

Dornbusch et al. (20) found that principals are the most influential and important evaluators of teachers but are not satisfied with the system. They found that teachers and principals are in agreement on the need for increased ability of teachers to affect the criteria and samples of teaching behaviors on which principals base their evaluations.

Redfern (87) discussed the attitude of the principal toward evaluation and his/her vital role in the evaluation process. J. Williams (117) investigated the relationship between teacher ratings of the principals and systems for teacher evaluation. He found that principals who adhered to district prescribed appraisal systems were rated higher than those who did not adhere to the system. When he examined the relationship between teacher-principal consensus relative to the teacher's role and the perceived quality of the principals evaluation of the teachers, Payne (84) found no significant correlation.

A significant positive correlation between agreement of principals' and teachers' philosophies with respect to educational practices and a positive view of teacher evaluation was observed by Chan (17). Stinson (100) found significant differences of opinion between teachers and principals on three criteria of teacher evaluation: efforts to improve

professional competence; pupil participation in learning; and the reliability of evaluation instruments.

In a study of teacher perceptions of teacher accountability Zelenak (121) reported that teachers who feel that evaluation is for instructional purposes are supportive of it, while those who feel that evaluation is utilized mainly for administrative purposes (promoting or terminating) tend to view the process negatively.

Oldham reported that certain points are made over and over again in statements by teacher organizations regarding more favorable perceptions of the evaluation process:

- 1) The purpose of teacher evaluation must be clearly understood to be improvement of instruction not for firing, tenure determination, or promotion.
- 2) Evaluation must also focus on career development including inservice.
- 3) Multiple evaluator team with at least one peer member.
- 4) The process must be open and agreed upon in advance.
- 5) Criteria needs to be agreed to and understood by all parties.
- 6) Evaluators need to be trained and evaluated themselves.
- 7) Evaluation should be on-going, long term not one shot.
- 8) Teachers must see and confer about evaluation reports.
- 9) Above all, evaluation must take place in a constructive and nonthreatening atmosphere. No matter how well designed in the abstract - an evaluation program may seem, if it is perceived by teachers as negative or punitive, it will not improve teaching but will lower teacher effectiveness because of teacher fears and lowered morale.

- 10) If teachers are evaluated - so should all other educational personnel be (80, p. 57).

A review of the literature indicated that theoretically, evaluation should lead to improving the teacher's performance through a process of the supervisor making them more aware of their strengths and weaknesses (110).

If evaluation does play this role in the process of improving teaching performance, the teacher's attitude toward evaluation is of notable significance. Attitudes toward the evaluation process can be said to fall along a continuum from positive to negative, effective to ineffective.

If supervisors are to be effective in evaluating teachers for the purpose of stimulating improved teaching performance, it may be that they will need to assess teacher perceptions of the process and proceed accordingly.

Identifying factors such as organizational climate, age, sex, years of experience, and the extent of involvement in the education association which may be associated with perceptions of the evaluation process and the resulting improvement of instruction would help evaluators in addressing teacher evaluation.

Summary

. . . although supervisors have difficulty in affecting climate by initiating changes in organizational structures and function, they can exert direct influence on school climate through the leadership they provide (96, p. 96).

When looking at the literature which addressed the relationship between climate and organizational processes such as supervision and teacher evaluation, Kimbrough observed:

Millions of dollars are spent each year retraining teachers in the use of new instructional methods and materials through inservice training programs. Failure to commit some of these resources to improve organizational climates in which these new methods are supposed to be used makes this a very inefficient strategy With greater attention and commitment of resources to improving leadership and social climate, the instructional improvement strategy would be more effective (50, pp. 128-129).

The literature has traditionally emphasized the responsibility of the principal for supervisory leadership. Does the leadership by the principal improve learning? The study by Gross and Herriott (33) showed a positive relationship between Executive Professional Leadership by elementary school principals and teacher morale, teacher performance, and pupil learning.

One is prompted to ask, "What, then, is the leadership function of the principal in teaching?"

Kimbrough believed that the importance of the organizational climate cannot be separated from the process of improving teaching. He points to the teachers' perception of their principal as a leader not only in the building but also in influencing central office decisions (50, p. 149). Kimbrough cited the development of leadership and effective

organizational climate for teaching as an important objective in the improvement of educational programs in all school districts (50, p. 31). He referred to Halpin's belief that leader-behavior is a significant element in structuring school climate.

Studies using the OCDQ find that high morale is positively related to an open climate. With this in mind Kimbrough promoted the principal working with staff members in such a way as to develop a climate conducive to high morale.

Castetter maintained that the attitude of the "organization" toward personnel effects the evaluation process used by that school.

. . . the appraisal process will differ in an organization that stresses self-development of personnel rather than dependency of the individual on the organization; it will differ in an organization which allows individuals to decide, within limits, how best to achieve results rather than in one where employees are constantly being told what to do; it will differ in an organization that believes in shared power rather than in one that is an autocratic system; it will differ in an organization that seeks to improve the affinity of the individual and the organization in their strivings to satisfy mutual expectations rather than in one that is concerned only with compensation concerns (15, p. 242).

Castetter's position points to the disposition of those in leadership roles to substantially affect the evaluation process and consequently, its effectiveness.

Recent research cited by Manatt and Ahmann (61) seems to indicate that increased direct involvement by the principal in instructional issues; increased communication with teachers with regard to teaching performance; and setting high standards of performance for both teachers and students describe the leader behavior in schools seen as successful.

When he looked at the end product of education, Sergiovanni wrote:

The values associated with human resources supervision suggest that the work of the school needs to be accomplished within the framework of open climates. Attention to climate is particularly crucial in that the classroom door does not provide a sufficient buffer to protect the classroom from the prevailing school climate. Closed climates in organizations tend to breed closed learning climates. Open climates in organizations tend to breed open learning climates. A development and maintenance of this climate is most conducive to dynamic instructional leadership (96, pp. 74-75).

From the review of the pertinent literature it is evident that the organizational climate of a school can greatly affect the organizational processes that take place in that organization. Also apparent is the importance of leader-behavior as a dimension of climate.

The proliferation of evaluation research emphasizes that teacher evaluation has become one of the major organizational processes under scrutiny today.

This study was developed to look at the relationship between teachers' perceptions of the effectiveness of the

evaluation process in the context of the existing climate with particular attention given to the leader-behavior associated with the climate and the effectiveness of evaluation.

CHAPTER III: METHODS AND PROCEDURES

Design of the Study

This study examined the relationship between teacher perceptions of the organizational climate and their perception of the effectiveness of the evaluation process in selected elementary schools in Iowa. While the major thrust of the study dealt with this relationship, it should be noted that the relationship between each of the eight subtests of the climate measure was examined regarding its relationship to the perceived effectiveness of the evaluation process. Also explored was the relationship of certain demographic data to both climate and evaluation perceptions. The survey instruments, sampling procedure, data collection, hypotheses, and statistical analyses are reviewed in this chapter.

Description of the Population

The population for this study was public elementary schools in Iowa whose principals had been in their present position for two or more years. This criterion was established to insure that buildings whose present principal had not evaluated teachers would not be included. To further guard against respondents who had not been evaluated, it was determined to survey only those full-time classroom teachers who had been in their present position for more than two years.

Sampling Procedure

With the above mentioned factors in mind a list of elementary buildings in Iowa whose principal had been in his/her present position for two or more years was obtained from the Department of Public Instruction. This list also provided the number of teachers in each building who had been in their present position for more than two years. From this list all schools having less than five or more than twenty teachers meeting the building experience criterion were eliminated. This was done so there would be at least five possible respondents per building but providing a control for the possible extremely large number of respondents. From this resulting list of five hundred and eleven elementary buildings a sample using a table of random numbers was drawn. The original sample included two hundred buildings whose principals were sent letters asking them if they would participate in the study and if so, would they ask a teacher to distribute, and collect the questionnaires involved (see Appendix A). This procedure was used to help eliminate possible contamination of the data by teachers responding to questions which dealt with their perceptions of the school and having to return these questionnaires to the building principal. Due to the low number of responding schools an additional one hundred schools were contacted. Of these three hundred schools

seventy-five responded in the affirmative. The principals of these seventy-five schools were mailed a packet of questionnaires with instructions for the teachers (see Appendix B), and two cover letters enclosed. One letter asked the principal to give the designated teacher the packet of questionnaires (see Appendix C) and the second letter contained directions for the coordinating teacher regarding distribution, collection, and return of the questionnaires (see Appendix D). Of the seventy-five schools in the sample respondents from sixty-six buildings returned their completed questionnaires with two additional building respondents returning their questionnaire too late for the investigator to include the data in the analysis. These sixty-six schools represented an eighty-seven percent return. Included in these sixty-six buildings were eight hundred and sixteen full time classroom teachers who had taught in the selected buildings for more than two years. Six hundred and six teachers in the sixty-six buildings responded to the survey representing seventy-four percent of the possible responses. Thirteen of the returned questionnaires were discarded because of an extremely low percentage of responses to questionnaire items.

The final response consisted of sixty-six buildings or eighty-seven percent of the seventy-five schools that were surveyed. Of the eight hundred sixteen teachers surveyed in these sixty-six buildings the five hundred ninety-three usable

responses represent a seventy-one percent response rate for teachers and became the source of the data for analysis for this study.

Data Gathering Instruments

Andrew Halpin and Donald Croft developed the Organizational Climate Description Questionnaire hereafter referred to as the OCDQ (38). This questionnaire consisted of sixty-four items measuring the organizational climate of elementary schools (see Appendix E). These sixty-four items were the result of screening from some one thousand items with the major analysis done on data secured from one thousand fifty-one respondents in seventy-one elementary schools from six geographical areas in the United States. The OCDQ is perhaps the most widely used instrument for measuring the organizational climate of elementary schools both in this country and abroad (36).

The sixty-four items on the questionnaire are used to establish the organizational climate as perceived by the members of the school staff. These items are answered on the scale: rarely occurs, sometimes occurs, often occurs, very frequently occurs. The OCDQ provides eight subtest scores. Four describe the perceived teachers' behavior: Disengagement, Hindrance, Esprit, and Intimacy. Four provide dimensions of the principal's behavior as it is perceived by the teaching

staff: Aloofness, Production Emphasis, Thrust, and Consideration (see Appendix F). These eight factors were identified by the use of factor-analysis techniques and were designated as the eight dimensions of climate. These eight subtest scores were used to classify the organizational climate of a school on a continuum from open to closed. The climate continuum as defined by Halpin and Croft had six possible classifications: Open, Autonomous, Controlled, Familiar, Paternal, and Closed (38).

There has been some controversy over the usefulness of the six discrete climates identified by Halpin and Croft particularly with regard to the middle climates.

Halpin and Croft themselves questioned these middle climates:

We have said that these climates were ranked in respect to openness versus closedness. But we fully recognize how crude this ranking is. As is the case in most methods of ranking or scaling, we are much more confident about the climates described at each end of the listing than we are about those described in between (43, p. 142).

Even with this concern, it is generally agreed that the open-closed continuum does conceptualize climate and the OCDQ does measure that climate.

One way to determine the relative openness or closedness of a group of school climates is to use the following index:

$$\text{Openness Index} = \text{Thrust score} + \text{Esprit score} - \text{Disengagement score}$$

The higher the index the more open the school climate. These three subtests were designated as factors in the index since they tend to identify the open and closed climates described by Halpin and Croft (38, pp. 174-181). Open climates tend to be higher in Thrust and Esprit, as well as Consideration and lower in Disengagement, Hindrance, Aloofness, and Production Emphasis with all of these subtests measuring important components of the organizational climate of a school.

For the purposes of analysis in this study the Openness Index was used to determine the relative openness or closedness of the responding schools. The mean of the Openness Index for all sixty-six schools was used as the point of division between the open and closed climates.

Following is a brief description of the open and closed climates.

The open climate Teacher morale is high. Friendly relationships are evident; however, teachers don't seem to feel the need for a great deal of intimacy. There is a sense of pride in both the job they are doing and in the association with the school. The principal leads by example and is in command of the situation without feeling the necessity for emphasizing production. S/he is a considerate person who demonstrates integrity in an informal personal manner (38).

The closed climate This climate is characterized by little satisfaction from either task achievement or from

gratification of social needs. The teachers do not work well together to achieve a goal but are supported by their friendly relationships with each other as a group. The principal does little to lead by examples but emphasizes production through demands which are made in inconsiderate ways. The leader is highly aloof and impersonal in directing the activities of the school (38).

Following is a brief description of the eight subtests which comprise the OCDQ. A more complete definition can be found in Appendix G.

The four teacher behavior dimensions mentioned previously include:

Disengagement Disengagement refers to the teachers' approach to the achievement of tasks. When the teachers are disengaged achievement no longer has value and the individuals merely act out their role with no genuine commitment to the task (38).

Hindrance Hindrance is defined as the interference by demands on teacher time which detract from the actual teaching task. This may take the form of committee work, paper work, and other duties perceived as "busywork" (38).

Esprit Esprit roughly equates with morale. This subtest is seen as one of the most important dimensions of climate. High esprit suggests satisfied social needs as well as task commitment and is a characteristic of an open climate (38).

Intimacy Intimacy refers to the satisfaction of social needs and is manifested by the teachers' enjoyment in associating with each other without any particular job-related purpose (38).

The four leader-behavior dimensions include:

Aloofness Aloofness refers to the principal's formal impersonal behavior. Face to face contact is kept at a minimum with policies implemented in a "by the book" manner (38).

Production emphasis Production emphasis is characterized by close supervision. Communication tends to be downward with a strong priority placed on production (38).

Thrust Thrust is another of the primary dimensions of organizational climate. High thrust is an element of the open climate. In this dimension the principal leads by example. This example serves as a motivation for teachers for task-related efforts and is viewed with favor by teachers (38).

Consideration This dimension refers to the "human relations" skills of the leader with attention given to the individual needs of the teachers (38).

Since the school is the unit of analysis for this study, the OCDQ was scored by using the aggregate raw scores for each subtest by school to calculate the mean raw scores for each climate dimension. To convert these raw scores to a "one-to-four" scale each mean raw score was divided by the total number of answers in that school for each subtest. A

subsequent score across schools was calculated for use in further analyses.

Using the Openness Index (Openness = Thrust + Esprit - Disengagement) an openness score was calculated for each school with a mean openness score across schools determined.

This method of scoring was decided upon due to the existing controversy over the Z scores which had most often been used to score the OCDQ. This procedure was recommended by Cecil G. Miskel a researcher in organizational climate from Kansas State University in Lawrence, Kansas.

Teacher perceptions of the evaluation process questionnaire

A questionnaire was developed to measure the teachers' perceptions of the evaluation process. The following steps were undertaken in developing the questionnaire:

- 1) The purpose and specific hypotheses of the study were clearly stated.
- 2) A review of literature was conducted to identify previous research findings concerning teacher evaluation as well as teacher perceptions of evaluation.
- 3) Field-testing was undertaken to determine item clarity and appropriateness.
- 4) An expert panel was asked to react to the questionnaire.

5) Adjustments were made in an attempt to refine the questionnaire taking into consideration the suggestions made by teachers and panel members.

The questionnaire was developed to gather data concerning teacher perceptions of the evaluation process characteristic of the elementary school under consideration (see Appendix H). The final instrument was considered in the following manner:

1) Full scale - which for this study was determined to represent the teachers' perceptions of the effectiveness or ineffectiveness of the evaluation process. The instrument consists of twenty-eight items.

2) Procedural scale - which for the purpose of this study assessed the actual steps or actions taken by the principal in carrying out the evaluation process as perceived by the teachers in their school. This portion of the questionnaire consisted of items which were selected from the literature indicating those components of evaluation which are currently seen as important to effective evaluation. There are eleven items in this subtest (see Appendix I).

3) Values scale - which for the purposes of this study assessed the attitude of teachers toward the worth of appropriateness of the evaluation process as conducted by the principal (see Appendix J). The review of literature provided the investigator with the most recent issues raised in this regard. This subtest is composed of seventeen subtest items (see Appendix J).

Upon the completion of the first draft of the questionnaire which was based on the review of literature with particular attention given to the purposes of the study and the hypotheses to be tested, the instrument was field tested. This was done with forty elementary teachers who were asked to study the questionnaire for the purpose of evaluating the clarity of items, the appropriateness of the items, and whether or not the items could be responded to by the Likert-type scale provided.

A select panel of experts from the Educational Administration Section at Iowa State University was asked to examine the instrument for item clarity and appropriateness.

Four of the original twenty-eight items were substantially re-worded in response to the suggestions made by the teachers and panel members.

Upon completion of the data gathering for the study factor analysis and reliability procedures were to be performed.

This questionnaire consisted of twenty-eight items in the full-scale instrument. Each item could be responded to by choosing never, rarely, sometimes, often, or very frequently. These responses were weighted one, two, three, four, and five. The range of possible answers if all questions were answered was from twenty-eight to one hundred forty. Since eighty-four is the midpoint it was decided that those scores above eighty-four would be considered as representing an effective

perception of the evaluation process. Those scores of eighty-four or below were seen as representing a perception of the evaluation process that was ineffective. A raw score mean for each school was calculated and subsequently a raw score mean across schools was determined.

Through the process of selection by the investigator the full instrument was divided into two subtests. One representing the perception of the procedures of the evaluation process and the other representing perceptions of the value or appropriateness of the evaluation process.

These subtests were scored in a manner similar to the full scale instrument with the procedural scale consisting of eleven items and the values scale made up of seventeen items. The procedural scale can range from eleven to fifty-five with thirty-three as the mid-point. The values scale score can range from seventeen to eighty-five with fifty-one as the mid-point. Raw score means for the full scale and the two subtests were calculated by school and across schools with standard deviations determined across schools.

Demographic data on age, sex, years of teaching experience, years of experience in the present position, and the extent of involvement in the education association was also obtained (see Appendix E) for analysis for possible influence on climate perceptions as well as evaluation perceptions.

Data Treatment Analysis

The research questions raised in this study were answered using the following procedures:

- 1) The null hypotheses were written.
- 2) The appropriate statistical tests were determined.
- 3) The alpha levels for rejecting the null hypotheses were set.
- 4) Statistical tests were computed.
- 5) The null hypotheses were rejected or failed to be rejected according to the results of statistical tests at the set alpha level.

Following is a delineation of the hypotheses to be tested; the statistical method to be used for testing each hypotheses and; the alpha set for rejecting the null hypotheses.

Hypotheses to be Tested

- 1) There is no relationship between teacher perceptions of the overall organizational climate and their perceptions of the overall effectiveness of the evaluation process.

Ho: $p \leq 0$

Ha: $p > 0$

$\alpha = .05$

Statistical analysis: test the significance of the Pearson Product Moment Correlation Coefficient

2) There is no relationship between each of the eight climate subtests (thrust, consideration, production emphasis, aloofness, disengagement, hindrance, esprit, or intimacy) and the teachers' perception of the evaluation process:

Ho: $p < 0$ for thrust
 Ha: $p > 0$ for thrust
 Ho: $p < 0$ for consideration
 Ha: $p > 0$ for consideration
 Ho: $p = 0$ for production emphasis
 Ha: $p \neq 0$ for production emphasis
 Ho: $p > 0$ for aloofness
 Ha: $p < 0$ for aloofness
 Ho: $p > 0$ for disengagement
 Ha: $p < 0$ for disengagement
 Ho: $p > 0$ for hindrance
 Ha: $p < 0$ for hindrance
 Ho: $p < 0$ for esprit
 Ha: $p > 0$ for esprit
 Ho: $p = 0$ for intimacy
 Ha: $p \neq 0$ for intimacy
 $\alpha = .05$

Statistical analysis: test the significance of the Pearson Product Moment Correlation Coefficient

3) There is no relationship between teacher perceptions' of overall organizational climate, overall effectiveness of evaluation and each of the five demographic variables including sex, age category, total teaching experiences category, teaching experience in present position category, and extent of involvement in the education association.

Ho: $p = 0$ for sex
 Ha: $p \neq 0$ for sex
 Ho: $p = 0$ for age category
 Ha: $p \neq 0$ for age category
 Ho: $p = 0$ for overall teaching experience
 Ha: $p \neq 0$ for overall teaching experience
 Ho: $p = 0$ for teaching experience in present position
 Ha: $p \neq 0$ for teaching experience in present position

Ho: $p = 0$ for extent of involvement in education association

Ha: $p \neq 0$ for extent of involvement in education association

$\alpha = .05$

Statistical analysis: test of significance of Pearson Product Moment Correlation Coefficient

4) The teachers' perception of the evaluation process as measured by the full instrument as well as the two subtests cannot be predicted by knowing the overall organizational climate; their response in each of the climate subtests of thrust, aloofness, consideration, production emphasis, intimacy, disengagement, esprit, or hindrance; teachers age category, teacher's sex, years of teaching experience, years of experience in present position, extent of involvement in the education association.

Ho: all $B = 0$

Ha: B for original overall climate > 0

Ho: B for thrust > 0

Ha: B for esprit > 0

Ha: B for disengagement > 0

Ha: B for aloofness > 0

Ha: B for production emphasis $\neq 0$

Ha: B for intimacy $\neq 0$

Ha: B for hindrance 0

Ha: B for consideration 0

Ha: B for age category $\neq 0$

Ha: B for teachers' sex $\neq 0$

Ha: B for years of experience in present position $\neq 0$

Ha: B for years of teaching experience $\neq 0$

Ha: B for extent of involvement in education association $\neq 0$

$\alpha = .05$

Statistical analysis: test of significance for the analysis of multiple regression.

Summary

This study was initiated as a result of the investigator's interest in organizational climate and its influence on elementary schools. A review of the literature revealed a need for studies examining the relationship between climate and organizational processes. The pertinent nature of the teacher evaluation process and the lack of existing research addressing its relationship to climate led the investigator to pursue this study.

The data from sixty-six buildings were used for the analysis of organizational climate and its leader and teacher dimensions as well as the analysis of the teachers' perceptions of the evaluation process with its procedural and values factors.

The Pearson Product Moment Coefficient of Correlation was used to test the relationships between the climate factors and evaluation factors. A Step-Wise Multiple Regression analysis with climate openness, each of the eight climate dimensions, age, sex, years of experience in teaching, years of experience in the present position, and involvement of the education association were used as predictor variables for predicting teacher perceptions of the effectiveness of the evaluation process, their perceptions of the evaluation procedures, and their perceptions of the value of the worth and appropriateness of the evaluation process.

CHAPTER IV: FINDINGS

The results of the analysis of the data collected for this investigation are presented in this chapter. Primarily, this study examined the relationship between teacher perceptions of the effectiveness of the evaluation process and their perception of organizational climate. Data were collected from five hundred ninety-three teachers in sixty-six selected elementary schools in Iowa. The selected buildings were administered by principals who had been in their present position for two or more years with responding teachers having taught in that building for more than two years.

Each of the hypotheses stated in Chapter III will be restated followed by the results of the statistical tests applied to each hypothesis accompanied by an explanation of the findings.

The data on climate are presented by school and across schools with the dichotomous terms open and closed determined by the Openness Index ($\text{Thrust} + \text{Esprit} - \text{Disengagement} = \text{Openness}$). This procedure results in a relative openness score with the classification determined by each school's climate compared to the others in the group. As explained in Chapter III, the aggregate raw scores for each subtest of the OCDQ for each school were used to calculate the mean raw score within schools and then of that subtest across schools.

The raw scores within schools were converted to a one to four scale by dividing the raw scores of each subtest by the number of teachers responding to the items of that subtest. Since the openness score is arrived at by adding the subtests thrust and esprit and subtracting disengagement this score can range from minus two to seven. A frequency distribution of the openness scores for the sixty-six schools is shown in Figure 1.

Upon examination of Figure 1 it becomes evident that with the mean of 4.272 as the score which discriminates between the open and closed climates, thirty-six or approximately fifty-five percent of the sixty-six schools are in the open category with the remaining thirty schools having climates that are perceived by teachers to be closed.

Figure 2 shows the openness scores when plotted according to the mean of 4.272 and a standard deviation of 0.856.

A close examination of Figure 2 reveals that while only thirty-six schools are classified as open when the point 4.272 is used as the discriminating score, fifty-one schools or approximately seventy-seven percent are less than one standard deviation below the mean. This indicates little variance in the school scores with regard to overall climate as measured by the Openness Index.

The mean scores across schools on a scale from one to four were determined for each of the eight climate dimensions.

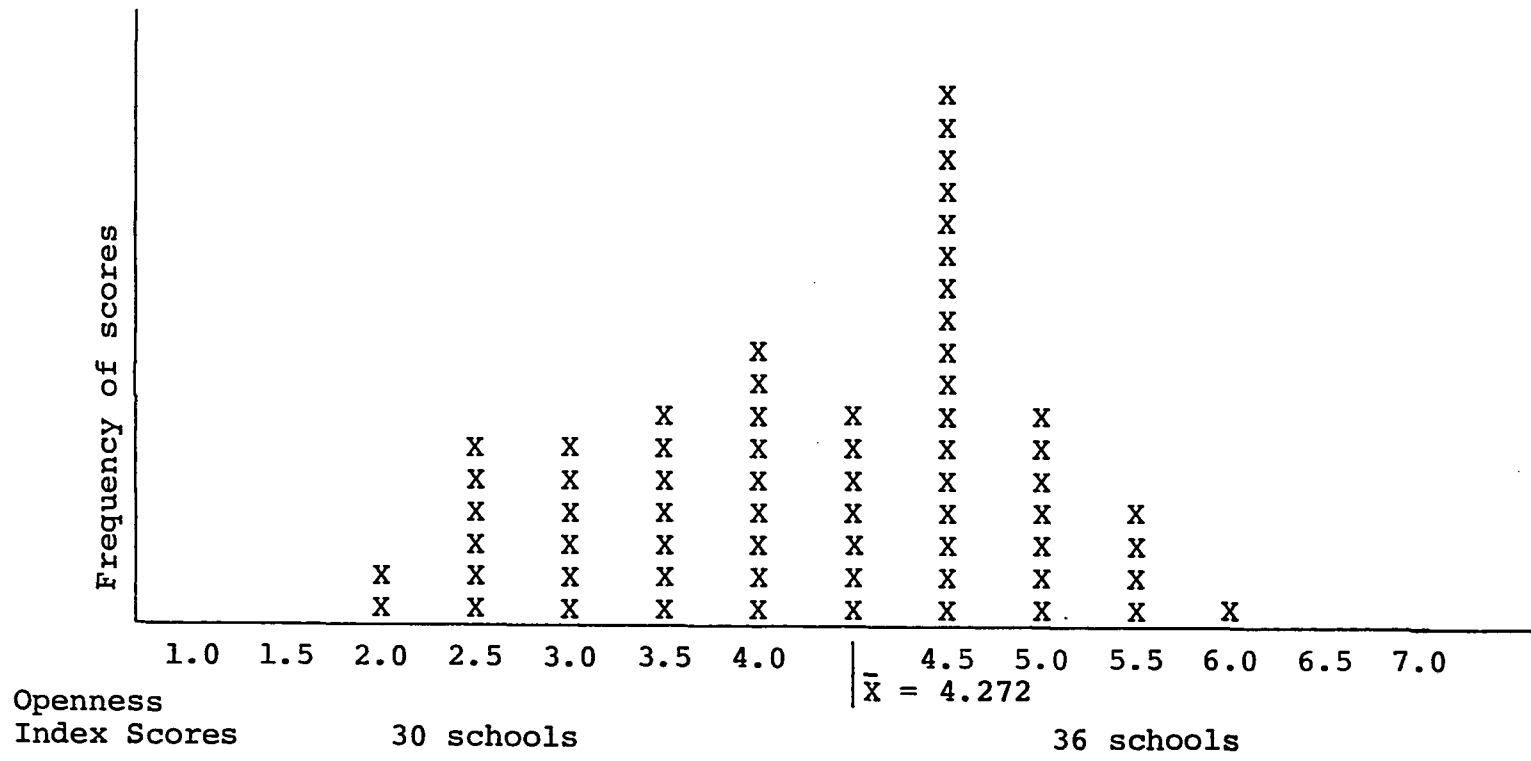


Figure 1. Frequency distribution of Openness Scores (Thrust + Esprit - Disengagement)
 Scale: 1-7
 N = 66 schools

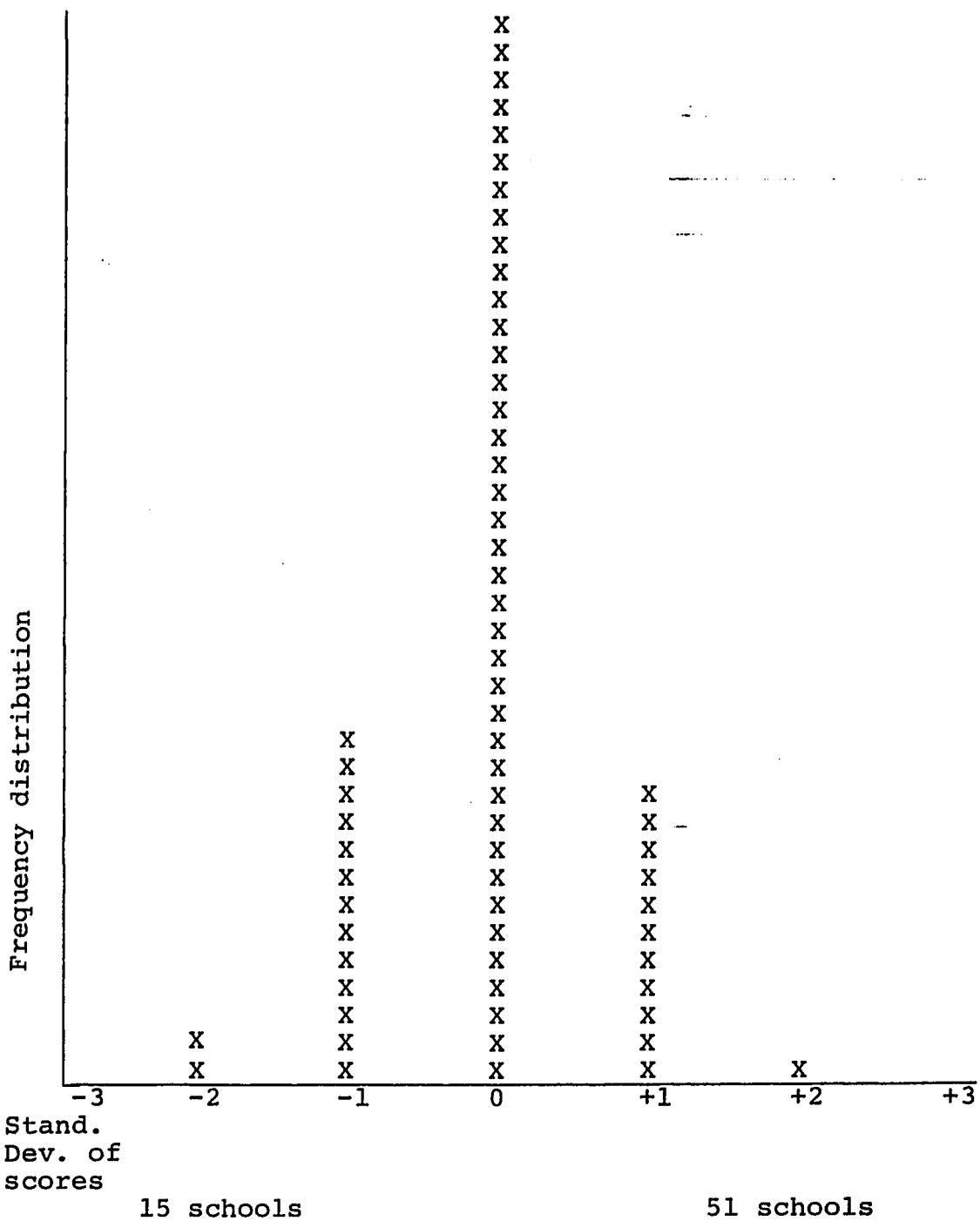


Figure 2. Openness Index frequency distribution of 66 schools
 (Thrust + Esprit - Disengagement) $\bar{X} = 4.272$;
 S.D. = 0.856

Table 1 illustrates these means.

Table 1. Mean scores across 66 schools on each of the eight climate dimensions

| Variable Name | Mean | S.D. |
|---------------------------|-------|-------|
| <u>Leader behaviors:</u> | | |
| Aloofness | 1.955 | 0.179 |
| Pro. emphasis | 2.074 | 0.304 |
| Thrust | 2.926 | 0.485 |
| Consideration | 1.962 | 0.350 |
| <u>Teacher behaviors:</u> | | |
| Disengagement | 1.640 | 0.207 |
| Hindrance | 1.993 | 0.321 |
| Esprit | 2.987 | 0.313 |
| Intimacy | 2.442 | 0.256 |

The mean raw score by school and across schools was calculated for the questionnaire that measured the teacher perceptions of the evaluation process. As delineated in Chapter III the scores have a range from twenty-eight to one hundred forty. Since eighty-four is the mid-point, it was decided that scores of eighty-four or below represented perceptions of an ineffective overall evaluation process and those above eighty-four were indicative of an effective process.

The procedural subtest scores range from eleven to fifty-five with the mid-point of thirty-three. Scores at or below thirty-three are categorized as representing teacher perceptions of ineffective evaluation procedures.

The values subtest is scored similarly. Ranging from seventeen to eighty-five with fifty-one as the mid-point, scores at or below fifty-one were interpreted as teachers perceiving the value of the evaluation process as ineffective. These three scale means are reported in Table 2.

Table 2. Mean raw scores across 66 schools on the full-scale and 2 subtests of the teacher perceptions of the evaluation process questionnaire

| Variable name | Mean raw score | S.D. |
|------------------------|----------------|--------|
| Full-scale score | 102.366 | 13.562 |
| Procedural scale score | 39.569 | 5.707 |
| Values scale score | 62.374 | 8.272 |

The findings here indicate that the mean scores on both the subtests and the full-scale score are well above the mid-point of the range which was used to indicate the effectiveness of the evaluation process as measured by these three dimensions in selected public elementary schools in Iowa.

Additional data were collected on five demographic variables. The category frequencies are reported in Table 3. Table 3 illustrates the demographic characteristics of the teachers responding to the questionnaires in this investigation. The findings show that the overwhelming majority of the teachers in the sample were female. In fact, approximately ninety-four percent of the respondents were women.

Thirty-four percent of the responding teachers were between the ages of twenty-six and thirty-five; twenty-four percent between the ages of forty-six and fifty-five; twenty-three percent in the thirty-six to forty-five category; seventeen percent in the fifty-six and over category; and, the twenty-five years or under category accounting for three percent of the respondents.

Forty-three percent of the teachers in the sample had taught for more than fifteen years. Another twenty-seven percent had been teaching for five to ten years, twenty percent between ten and fifteen years, and the remaining ten percent in the two to five year category.

While a majority of the responding teachers had taught for more than fifteen years the five to ten year building experience category represented thirty-four percent of the length of building experience of the respondents. The first category representing between two and five years of building service accounted for the next twenty-five percent of the

Table 3. Category frequencies and percentages on the five demographic variables: Sex, age, teaching experience, building experience, and extent of involvement in the education association. N = 593 teachers

| Variable name | Categories | | | | Missing cases | Total | |
|--------------------------------------|-------------------------|--------------------------|---------------------------|---------------------------|------------------------|-------|-----|
| Sex | <u>F</u> 537 | <u>M</u> 37 | | | 19 | 593 | |
| Age | <u>25 yrs. or under</u> | <u>26-35 years</u> | <u>36-45 years</u> | <u>46-55 years</u> | <u>56 yrs. or over</u> | 1 | 593 |
| | 17 | 199 | 137 | 140 | 99 | | |
| Teaching experience | <u>Between 2-5 yrs.</u> | <u>Between 5-10 yrs.</u> | <u>Between 10-15 yrs.</u> | <u>More than 15 years</u> | | 1 | 593 |
| | 57 | 157 | 121 | 257 | | | |
| Building experience | <u>Between 2-5 yrs.</u> | <u>Between 5-10 yrs.</u> | <u>Between 10-15 yrs.</u> | <u>More than 15 years</u> | | 2 | 593 |
| | 149 | 192 | 131 | 119 | | | |
| Involvement in education association | <u>Very Active</u> | <u>Active</u> | <u>Nominally active</u> | <u>Inactive</u> | | 1 | 593 |
| | 48 | 182 | 299 | 63 | | | |

teachers. With twenty-two and twenty percent of the respondents falling in the third and fourth categories.

Fifty-one percent of the teachers in the sample saw themselves as nominally active in the local education association followed by thirty-one percent who were active, eleven percent inactive, and eight percent perceived themselves as very active in the local education association.

Upon completion of the scoring of the questionnaires, the determination of the means and standard deviations, and the categorizing of the demographic data, the next step consisted of the tests of the specific hypotheses of the investigation.

As stated in Chapter II one of the major criticisms of studies of organizational climate had been that of the unit of analysis. Researchers contended that one of the most effective ways of improving climate research was to use the building as the unit of analysis rather than the individual teacher. In an effort to contribute to the validity of the climate measure the building will be used as the unit of analysis with a resulting "N" of sixty-six schools.

Hypothesis 1: There is no relationship between teacher perceptions of the overall climate and their perceptions of the effectiveness of the evaluation process.

As revealed in the review of literature a great deal of research has been done on organizational climate but little on how climate relates to organizational processes. The attention,

both positive and negative, that has been placed on teacher evaluation by the public, teachers, and administrators contributed to its being selected as the process to be examined. While it had long been assumed that leaders in an open climate were more effective regarding the overall activities in the school, this has not been studied to any great extent.

The investigator was interested in whether climate was such an influential factor in the operation of schools that it could be significant in the perceived effectiveness of the teacher evaluation process. Since there was the assumption that climate did influence school processes, the alternative hypothesis was stated that p would be greater than zero. This necessitates a one-tailed test of significance of the Pearson-Product Moment Coefficient of Correlation. Table 4 represents the findings when the null hypothesis $p \leq 0$ was tested.

Table 4. Means, standard deviations, and correlation between Openness Index and scores on the teacher perceptions of the effectiveness of the evaluation process across all 66 schools

| Variable name | Mean | S.D. | Correlation coefficient | Decision on the null |
|--|---------|--------|-------------------------|----------------------|
| Full-scale perception of the effectiveness of the evaluation process | 102.366 | 13.562 | .7534** | Reject |
| Openness index ^a | 4.272 | 0.856 | | |

**
p < .01.

^aOpenness Index = Thrust + Esprit - Disengagement.

The strength and direction of the relationship between teacher perceptions of the organizational climate and their perceptions of the effectiveness of the evaluation process is $+0.7534$ which indicates a strong positive relationship. The openness accounts for about fifty-seven percent of the variance in the evaluation scores. A listing of climate means and the evaluation process means is found in Appendix H.

In addition to the question regarding the relationship between the overall climate perceptions and perceptions of the evaluation process the investigator was interested in the relationship of each of the eight climate subtests to the perceptions of the evaluation process. This interest was enhanced by current research in teacher evaluation which points to the role of the principal in improving instruction and in the effective evaluation process.

Hypothesis 2: There was no relationship between each of the eight climate subtests and the teachers' perception of the overall effectiveness of the evaluation process.

The alternative hypotheses for each of the eight subtests were arrived at as a result of the review of literature on climate and teacher evaluation.

Table 5 illustrates the findings when testing the null hypotheses for the eight climate subtests.

Table 5. Means, standard deviations, and correlations between each of the eight climate subtests and the full-scale perceptions of the effectiveness of the teacher evaluation process across all 66 schools

| Climage dimensions | Mean | S.D. | Correlation | Decision on the null |
|--------------------|-------|-------|-------------|----------------------|
| Thrust | 2.926 | 0.485 | 0.7676** | Reject |
| Consideration | 1.962 | 0.350 | 0.5862** | Reject |
| Pro. emph. | 2.074 | 0.304 | -0.0388 | Retain |
| Aloofness | 1.955 | 0.179 | -0.1864 | Retain |
| Disengagement | 1.640 | 0.207 | -0.3820** | Reject |
| Hindrance | 1.993 | 0.321 | -0.4181** | Reject |
| Esprit | 2.987 | 0.313 | 0.6181** | Reject |
| Intimacy | 2.442 | 0.256 | 0.4284** | Reject |

** p < .01.

Each of the hypotheses on the eight subtests and the corresponding findings are reported below:

Ho: $p \leq 0$ for thrust

Ha: $p > 0$ for thrust

This one-tailed test of significance was selected because of the weight given to high thrust in determining the openness of the climate. An additional factor was the emphasis put on the leader setting a good example by working hard which appears in the current research on teacher evaluation.

The correlation of .7676 is statistically significant at the .01 level. The score on the subtest, thrust, accounts for fifty-six percent of the variability in the full-scale score on the teachers' perception of the effectiveness of the evaluation process measure.

Ho: $p < 0$ for consideration
 Ha: $p > 0$ for consideration

Since teacher evaluation is such a personal and often emotional issue it was hypothesized that teachers would perceive consideration by the principal as a desirable leader behavior. The "humaneness" of the leader was hypothesized to be seen as a positive attribute in an effective evaluation process.

The null hypothesis was rejected with a positive correlation between consideration and the perceived effectiveness of the evaluation process. This correlation of .5862 is highly statistically significant and accounts for thirty-four percent of the variability of the evaluation measure.

Ho: $p = 0$ for production emphasis
 Ha: $p \neq 0$ for production emphasis

When considering the subtest production emphasis a two-tailed test of significance was selected as there was a possibility of the outcome going in either direction. This conclusion was reached partly from the definition of production emphasis which characterizes this leader dimension as

consisting of close staff supervision and strong task commitment. It was not known, however, how this might relate to teachers' perceptions of an effective evaluation process. The calculated correlation was -0.0388 which was not statistically significant and at this time the null hypothesis cannot be rejected.

Ho: $p > 0$ for aloofness
 Ha: $p < 0$ for aloofness

The subtest aloofness, a dimension of climate attributed to leader behavior, refers to a formal impersonal manner exhibited by the principal. This subtest describes a leader who is more concerned with organizational goals than with individual teacher needs. Because of these factors it was hypothesized that aloofness would relate negatively to teacher perceptions of an effective evaluation process. The test of significance on the null hypothesis $p = 0$ failed to produce a statistically significant negative correlation thereby resulting in failure to reject the null hypothesis.

The four climate subtest findings reported above were dimensions of leader behavior. Subsequent analyses were conducted on the four remaining subtests which are dimensions of teacher behavior.

Ho: $p > 0$ for disengagement
 Ha: $p < 0$ for disengagement

The literature supported the probability that disengagement (achievement having no value) would be negatively related to teacher perceptions of the evaluation process. This was supported by the contention that teachers who were just "going through the motions" with little or no interest or pride in their work would not perceive the evaluation process as effective.

The test of significance on the correlation of $-.4181$ was statistically significant at the $.01$ level and the null hypothesis that $p \geq 0$ was rejected.

Ho: $p < 0$ for esprit
Ha: $p > 0$ for esprit

The climate subtest esprit was one of the dimensions used in the openness index. Esprit was considered to represent the construct morale. It was hypothesized that morale was positively related to teacher perceptions of evaluation. The combination of a satisfaction of social needs as well as a sense of task-accomplishment resulting in high staff morale tends to support the above alternative hypothesis.

The test of significance on the null hypothesis that $p \leq 0$ resulted in the rejection of the null hypothesis with a correlation of $+0.6181$ explaining approximately thirty-eight percent of the variance on the evaluation measure.

Ho: $p > 0$ for hindrance
Ha: $p < 0$ for hindrance

Hindrance refers to the principal interfering with teaching by requiring busywork rather than facilitating teaching by being helpful. It was hypothesized that hindrance would correlate negatively with effective evaluation scores. The test of significance on the null hypotheses $p \geq 0$ revealed a correlation of -0.4181 which was significant at the .01 level, and consequently the null hypothesis was rejected.

Ho: $p = 0$ for intimacy
 Ha: $p \neq 0$ for intimacy

The final teacher dimension of the climate measure tested was intimacy. Intimacy refers to the social-needs satisfaction of the teachers and is not necessarily associated with task achievement. Due to the possibility of the outcome going in either direction the investigator hypothesized that the correlation would not be equal to zero. The null hypothesis was rejected at the .01 level. The intimacy score and teacher perceptions of the overall evaluation process score had a positive correlation of 0.4284.

All except two of the null hypotheses regarding the eight dimensions of climate were rejected at the .01 level of significance as determined by the studentized t test of significance of the Pearson Product Moment Coefficient of Correlation.

Hypothesis 3: There is no relationship between teacher perceptions of overall organizational climate, overall perceived effectiveness of the evaluation process and each of the five demographic variables of sex, age category, teaching experience

category, present building experience category, and the extent of involvement in the education association.

The investigator was interested in finding out which if any relationship existed between these demographic variables and climate perceptions as well as the perceptions of evaluation. It had been suggested in the climate literature that more research was needed in investigating the relationship of the demographic variables of age, sex, and years of teaching experience with climate perceptions. Of added interest was the researcher's own curiosity about the teacher's involvement in the local education association and as it related to their view of the evaluation process. With mandated teacher evaluation on the increase; with evaluation an issue in negotiations; and, with the stream of criticism from the public and teachers alike about the relative effectiveness of evaluation, the investigator wanted to study the relationship between the extent of teacher involvement in the education association and the teacher perceptions of the evaluation process. Table 6 illustrates these coefficients of correlation.

The t test of significance of the Pearson Product Moment Coefficient of Correlation resulted in failing to reject the null hypotheses for each demographic variable and the teachers' perception of organizational climate.

Table 6. Pearson Product Moment Coefficient of Correlation between the openness score and the five demographic variables and the full-scale score of teacher perceptions of the evaluation process and the five demographic variables

| Demographic variables | Corr. with openness | Decision on null | Corr. with eval. pro. | Decision on null |
|-----------------------------|---------------------|------------------|-----------------------|------------------|
| Sex | -0.0811 | Retain | -0.0011 | Retain |
| Age | 0.1788 | Retain | 0.1075 | Retain |
| Tchg. exp. | 0.1538 | Retain | 0.1519 | Retain |
| Bldg. exp. | -0.0154 | Retain | -0.0201 | Retain |
| Involvement in educ. assoc. | -0.0928 | Retain | -0.0654 | Retain |

The same result is true for the test of the null that $p = 0$ for the five demographic variables and the perceived effectiveness of the evaluation process.

In addition to the hypotheses previously tested step-wise multiple regression analyses were performed to test the fourth hypothesis. These analyses were intended to add to the information obtained in the correlations.

Hypothesis 4: The teachers' perception of the effectiveness of the evaluation process as measured by the full-instrument as well as the two subtests cannot be predicted by knowing the overall perception of organizational climate; the teachers' response on each of the eight climate subtests; the teachers' age category, sex, years of teaching experience category, years of experience in the present position, or extent of involvement in the education association.

The results of the step-wise analysis of regression are reported in Tables 7, 8, and 9.

From the results of the step-wise regression analysis the best fit final equation is:

$$\hat{Y} = 39.62584 + 21.44558X_1$$

X_1 = the thrust score

\hat{Y} = full-scale

score of the teacher perception of the effectiveness of the evaluation process score. The standard error of estimate is 2.23826. The variable, thrust, explains approximately fifty-nine percent of the variance on the full scale perception of the evaluation process scale. The null hypothesis $B = 0$ is rejected at the .05 and at the .01 level. The null hypotheses for the remaining climate dimensions, openness, and the five demographic variables were retained.

As a result of this test of the significance of the analysis of the multiple step-wise regression the best fit equation is:

$$\hat{Y} = 16.36974 + 8.075628X_1$$

X_1 = the thrust score

\hat{Y} = Procedural score of the evaluation questionnaire

The standard error of estimate was 1.06795 with the thrust score explaining forty-eight percent of the variance of the procedural score. The null hypotheses $B_1 = 0$ for thrust as a

Table 7. Results of the Step-wise Multiple Regression between full-scale score on teacher perceptions of the effectiveness of the evaluation process and selected independent variables

| Dependent variable: Full-scale score of the perceptions of evaluation process questionnaire | | | | |
|---|------------|----------|------------|----------|
| Independent variables | Multiple R | R square | RSQ change | Simple R |
| Thrust | 0.76760 | 0.58922 | 0.58922 | 0.76760 |
| Production emphasis | 0.77596 | 0.60211 | 0.01289 | -0.03881 |
| Openness | 0.78551 | 0.61702 | 0.01491 | 0.75343 |
| Sex | 0.78677 | 0.61901 | 0.00199 | -0.00107 |
| Consideration | 0.78733 | 0.61989 | 0.00088 | 0.58621 |
| Aloofness | 0.78807 | 0.62106 | 0.00116 | -0.18638 |
| Intimacy | 0.78867 | 0.62200 | 0.00094 | 0.42841 |
| Hindrance | 0.78911 | 0.62269 | 0.00069 | -0.41811 |
| Teaching experience | 0.78959 | 0.62345 | 0.00076 | 0.05189 |
| Building experience | 0.79161 | 0.62665 | 0.00320 | -0.02015 |
| Age | 0.79273 | 0.62842 | 0.00177 | 0.10752 |
| Esprit | 0.79322 | 0.62920 | 0.00078 | 0.61813 |

Table 8. Results of the Step-wise Multiple Regression between the procedural scale of the evaluation questionnaire and the teacher perceptions of the openness of climate, each of eight climate dimensions, and five demographic variables

| Dependent variable: Procedural scale of the perceptions of evaluation questionnaire | | | | |
|---|------------|----------|------------|----------|
| Independent variables | Multiple R | R square | RSQ change | Simple R |
| Thrust | 0.68692 | 0.47186 | 0.47186 | 0.68692 |
| Aloofness | 0.68947 | 0.47537 | 0.00351 | -0.13348 |
| Disengagement | 0.69228 | 0.47925 | 0.00388 | -0.30205 |
| Teaching experience | 0.69489 | 0.48287 | 0.00361 | -0.00461 |
| Age | 0.69766 | 0.48673 | 0.00386 | 0.07744 |
| Building experience | 0.69922 | 0.48890 | 0.00217 | -0.08142 |
| Intimacy | 0.70019 | 0.49026 | 0.00136 | 0.39592 |
| Sex | 0.70108 | 0.49151 | 0.00125 | 0.01601 |
| Production emphasis | 0.70150 | 0.49210 | 0.00059 | -0.09686 |
| Involvement in education association | 0.70189 | 0.49264 | 0.00054 | -0.03435 |
| Openness | 0.70200 | 0.49281 | 0.00016 | 0.65293 |

Table 9. Results of the Step-wise Multiple Regression between the values scale score of the evaluation questionnaire and the teacher perceptions of the openness of the climate, each of the eight climate dimensions, and the five demographic variables

| Dependent variable: Values scale of the perceptions of evaluation questionnaire | | | | |
|---|------------|----------|------------|----------|
| Independent variables | Multiple R | R square | RSQ change | Simple R |
| Openness | 0.78459 | 0.61557 | 0.61557 | 0.78459 |
| Production emphasis | 0.80342 | 0.64548 | 0.02991 | 0.00312 |
| Thrust | 0.81773 | 0.66868 | 0.02320 | 0.78423 |
| Consideration | 0.81957 | 0.67160 | 0.00302 | 0.61114 |
| Building experience | 0.82168 | 0.67516 | 0.00346 | 0.02288 |
| Sex | 0.82328 | 0.67779 | 0.00265 | -0.01281 |
| Teaching experience | 0.82456 | 0.67990 | 0.00210 | 0.08805 |
| Intimacy | 0.82604 | 0.68234 | 0.00244 | 0.42907 |
| Involvement in education association | 0.82651 | 0.68312 | 0.00078 | -0.08383 |
| Age | 0.82671 | 0.68345 | 0.00034 | 0.12306 |
| Hindrance | 0.82701 | 0.68395 | 0.00050 | -0.44713 |
| Aloofness | 0.82726 | 0.68436 | 0.00041 | -0.21384 |
| Disengagement | 0.82744 | 0.68466 | 0.00029 | -0.41811 |

predictor of the procedural scale score is rejected. The remaining null hypotheses were retained with no other variables contributing significantly to the prediction equation.

The results of the tests of significance of the step-wise multiple regression analysis procedure yielded the following best fit equation:

$$\hat{Y} = 13.78371 + 4.321236x_1 + 4.805400x_2 + 6.891808x_3$$

\hat{Y} = values scale score of the evaluation questionnaire

The null hypotheses for $B_1 \leq 0$ for openness is rejected at the .05 level; $B_2 \neq 0$ for production emphasis is rejected at the .05 level; and $B_3 \leq 0$ for thrust is rejected at the .05 level. The remaining null hypotheses were retained.

Factor Analysis and Reliabilities of Investigator Designed Evaluation Process Instrument

It was decided that a factor analysis and reliability coefficients should be computed for the instrument designed to measure the teacher perceptions of the effectiveness of the evaluation process.

Correlation coefficients were computed for the twenty-eight items in the full instrument. Through the Variance Rotated Factor Matrix procedure the twenty-eight questionnaire items were separated into three factors (see Table 10).

Table 10. Factor score coefficients for evaluation process questionnaire

| | Factor 1 | Factor 2 | Factor 3 |
|---------|----------|----------|----------|
| Item 1 | -0.08708 | -0.05729 | 0.52473 |
| Item 2 | -0.04913 | -0.06115 | 0.50539 |
| Item 3 | 0.00380 | 0.04823 | -0.00771 |
| Item 4 | 0.00980 | 0.07171 | 0.01025 |
| Item 5 | -0.05041 | 0.12045 | -0.00377 |
| Item 6 | 0.00897 | 0.05873 | 0.01758 |
| Item 7 | -0.05564 | 0.14302 | -0.02335 |
| Item 8 | 0.13548 | 0.00798 | -0.03045 |
| Item 9 | -0.00609 | 0.04370 | -0.00714 |
| Item 10 | -0.02384 | 0.04751 | 0.01289 |
| Item 11 | 0.07367 | 0.03126 | -0.02653 |
| Item 12 | 0.13278 | -0.05216 | 0.01430 |
| Item 13 | 0.05298 | 0.01892 | 0.01068 |
| Item 14 | 0.03128 | 0.08973 | -0.01066 |
| Item 15 | -0.26082 | 0.42681 | -0.06127 |
| Item 16 | -0.10507 | 0.18088 | -0.04015 |
| Item 17 | -0.03080 | 0.11377 | -0.02170 |
| Item 18 | 0.11243 | -0.04046 | -0.02748 |
| Item 19 | 0.28318 | -0.18271 | 0.01256 |
| Item 20 | 0.11378 | -0.04730 | -0.01811 |
| Item 21 | 0.23682 | -0.12884 | -0.04087 |
| Item 22 | 0.03984 | 0.01427 | -0.02877 |
| Item 23 | 0.14708 | -0.09696 | -0.01881 |
| Item 24 | 0.06345 | 0.02477 | -0.01416 |
| Item 25 | 0.05159 | -0.03568 | 0.01828 |
| Item 26 | 0.03611 | 0.01244 | -0.00723 |
| Item 27 | 0.05034 | 0.06911 | 0.01293 |
| Item 28 | -0.02881 | 0.06197 | -0.00729 |

A comparison was made of the subtests of the full instrument which had been factored by the investigator to check to see if they loaded most strongly in the factor in which they had been placed. This procedure had positive results. The third factor having only two items which had high loadings (above .5) was eliminated. Since the eigenvalue for the third factor is less than one it is assumed that it should not be included (38). Eleven items secured high loadings on Factor 1. Because Factor 1 examines the actual steps used in the evaluation process it was named the "procedural" factor. The seventeen items loading most highly on Factor 2 were associated with the attitude of teachers toward the worth and appropriateness of the evaluation process. For the purpose of this study Factor 2 was named the "values" factor.

There is some debate over whether the instrument has one or two factors. The eigenvalues are reported in Table 11.

Table 11. Eigenvalues and percent of variance accounted for on the three factor rotation

| Factors | Eigenvalue | Pct. of variance |
|---------|------------|------------------|
| 1 | 12.17828 | 83.4 |
| 2 | 1.44193 | 9.9 |
| 3 | 0.97498 | 6.7 |

Since the eigenvalue for the third factor is less than one it has been assumed that it should not be included (38).

Reliabilities were computed for the full instrument as well as for each of the two subtests.

There were five hundred seventy-two usable questionnaires after adjustments were made for missing responses to items. These five hundred seventy-two questionnaires supplied the data to be analyzed for the reliability of the full instrument and its subtests. The full instrument (twenty-eight items) on five hundred seventy-two cases had a reliability coefficient of .94923. The "procedural" subtest produced a reliability coefficient of .86278 while the seventeen-item "values" subtest showed a .93546 reliability coefficient.

Summary

Analysis of the data provided by the respondents from sixty-six public elementary schools in Iowa was presented in this chapter. Findings for the four major hypotheses were reported. A more complete discussion of the findings and the conclusions drawn from these findings will be conducted in the following chapter.

CHAPTER V: SUMMARY, CONCLUSION
AND RECOMMENDATIONS

Summary

Purpose

The expressed purpose of this study was to examine the relationship between organizational climate as perceived by teachers and its relationship to the process of teacher evaluation. The study was also conducted to determine if there was a significant relationship between the leader dimensions and/or teacher dimensions of climate and teacher perceptions of the organizational climate. The investigator was also interested in the influence of selected demographic variables on climate and perceptions of the evaluation process. The final issue addressed was whether overall climate, any of the eight dimensions of climate, or the demographic variables could be used to predict the perceived effectiveness of the evaluation process.

Methods and procedures

A sample of sixty-six Iowa elementary schools with five hundred ninety-three responding teachers was used in this study. The specific methods for gathering data and procedures for statistical analysis testing the four null hypotheses were discussed at length in Chapter III.

Limitations

This study examining the relationship between organizational climate and the perceived effectiveness of the evaluation process was limited by the relative nature of the Openness Index. Had the measure been one that was an independent score for each school, rather than dependent upon how other schools scored, it would have aided in more precise findings.

Findings

Findings from the data provided by the respondents from sixty-six public elementary schools in Iowa are as follows:

- 1) Fifty-five percent of the Iowa public elementary schools included in the sample were perceived to have open climates. Seventy-seven percent of the school scores were less than one standard deviation below the mean to two standard deviations above the mean.
- 2) Sixty-one of the sixty-six schools were perceived as having "effective" (scores above eighty-four) evaluation processes.
- 3) A highly positive correlation was found between teacher perceptions of the evaluation process and their perceptions of the effectiveness of the evaluation process.

- 4) The climate subtests of thrust, consideration, disengagement, hindrance, esprit, and intimacy correlated highly with perceptions of the effectiveness of the evaluation process. Thrust, consideration, esprit, and intimacy correlated positively and disengagement correlated negatively.
- 5) None of the five demographic variables: sex, age, teaching experience, building experience, or involvement in the local education association correlated significantly with climate or effective evaluation.
- 6) The full-scale perception of the evaluation process score by building could be predicted by knowing the building score on thrust. The procedural score of the building could be predicted by knowing the building score on thrust; and, the building score on the values scale can be predicted by knowing the building openness score, the building production emphasis score, or the building score on thrust.

Discussion of Specific Findings

The major question raised in this investigation was whether organizational climate was perceived as sufficiently influential in elementary schools that it could be significant in teachers' perception of the effectiveness of the evaluation process. It was found that the overall climate of a school,

as determined by scores on the Openness Index, had a high positive relationship to the perceived evaluation effectiveness score as measured by the evaluation process questionnaire.

It was of interest to note that while only thirty-six of the sixty-six schools had a climate that was classified as "open," teachers in sixty-one of the sixty-six schools saw their evaluation process as "effective," that is scoring above the mid-point of the range of the questionnaire. While this tended to indicate that teachers in elementary schools in Iowa perceived the current evaluation process as effective, and perceived the organizational climate to be only relatively open, part of this was due to the way the Openness Index was derived. School scores on three individual climate subtests were used to calculate the openness score. These scores were then compared with the same openness scores from other schools. The average score was determined and all the scores above this average were labeled open and those below were labeled closed. Since the average openness score of the sample schools was considerably above the mid-point of the range of negative two to seven, it should be noted that this openness score was somewhat deceiving.

The high positive correlation between the climate measure and the perception of the full-scale evaluation process measure led the investigator to conclude that climate was related to the effectiveness of evaluation score. An open

climate, therefore, could be significant in increasing the effectiveness score. Inversely, when the climate tended to be more closed the effectiveness score decreased but this doesn't necessarily denote ineffectiveness.

In addition to the relative degree of openness of the climate, the investigator was interested in looking at the relationship between the eight subtests of climate and teacher perceptions of the evaluation process. It was found that six of the eight subtests correlated very highly with overall perceptions of the effectiveness of the evaluation process scores. Of the four leader dimensions of climate: thrust, consideration, production emphasis, and aloofness, only thrust and consideration were found to be significantly correlated. In other words, as the thrust score increased so did the effectiveness score. The same was true for the consideration score.

A high thrust score indicated a principal who was concerned about the goals of the school. The approach this leader used was of setting a good example by working hard and motivating through example rather than through close supervision. Elementary teachers saw this leader behavior as closely related to effective evaluation with the thrust score accounting for approximately fifty-nine percent of the variability in the scores of the perceived effectiveness of evaluation.

The teachers saw the leader behavior, consideration, also to be closely related to their perceptions of evaluation. The consideration score, measuring how humanly the principal treated the teachers, explained about thirty-four percent of the variance in the evaluation perception score.

The slight negative correlation found between the leader dimensions of production emphasis and perceived effectiveness of evaluation were not statistically significant.

When considering the four teacher dimensions of organizational climate all were found to be highly significantly correlated with the scores on the effectiveness of the evaluation process.

The subtest, disengagement, referred to the teachers as a group where were not "with it." Achievement held no value and an air of aimlessness prevails. This teacher behavior was found to correlate negatively with scores on the effectiveness of the evaluation process. That is, the more disengagement characterized the teachers' behavior the less effective the evaluation process was perceived.

The high positive correlation between the climate subtest, esprit, and the effectiveness of the evaluation scores led the investigator to conclude that elementary teachers viewed high esprit, defined as morale, to be closely related to evaluation effectiveness scores accounting for thirty-eight percent of the variance in this score.

Enjoying friendly social relationship with each other apart from task accomplishment otherwise referred to as intimacy correlated very positively with effective evaluation scores. In other words, the teachers saw the meeting of these social needs as relating positively to the way they perceived the effectiveness of the evaluation process.

Being burdened with "extra" work or "busywork" had a high negative correlation with the effectiveness of evaluation scores. The teachers saw this as hindering rather than facilitating their work. As scores on the subtest hindrance increased the score on the effectiveness of evaluation process decreased.

None of the five demographic variables was found to relate significantly either to the climate measure on the effectiveness of evaluation score. This led the investigator to conclude that neither sex, age, teaching experience, building experience, nor extent of involvement in the education association were significant in affecting the climate or evaluation scores and it was concluded that no significant relationship existed.

The Step-wise Multiple Regression Analysis provided a great deal of additional information of interest to the investigator. The question at hand was whether the full-scale effectiveness of evaluation score, the procedural scale score, or the values scale score could be predicted if the openness

score, any of the eight climate dimension scores, or five demographic variables were known. When examining the correlation, the investigator had found that openness, and six of the eight climate subtests correlated significantly with the full-scale evaluation effectiveness score. The step-wise analysis of regression revealed that of all these variables only the climate subtest, thrust, score could be used to predict the effectiveness of the evaluation process full-scale score. Thus, the conclusion was drawn that the effectiveness of evaluation score for an elementary school building can be predicted if the building score on thrust is known. The score accounted for approximately fifty-eight percent of the variance while all of the variables entered into the regression equation accounted for only sixty-three percent. If a building principal exhibited the characteristics of thrust such as working hard, motivating by example, and putting forth the effort to meet organizational goals to a high degree, the corresponding score on the teachers' perceptions of the effectiveness of the evaluation process was high.

The first of the two subtests of the overall evaluation questionnaire to be examined was the procedural scale. The same question of predictability was asked regarding this scale score. Again, the thrust score was the only variable that appeared as significant in predicting the procedural scale score regarding effective evaluation. Consequently, it could

again be predicted that teachers perceiving the building principal as exhibiting the characteristics of thrust to a high degree would tend to rate the procedural subtest (the actual steps or components of evaluation) as more effective.

The Step-wise Multiple Regression Analysis yielded three variables which could significantly predict the values subtest score of the effectiveness of evaluation instrument. The values scale measured the worth or appropriateness of the evaluation process as perceived by the teachers.

The most significant predictor variable was the openness score. In other words, an open climate was characterized by high morale with teachers working well together. The principal facilitated the teaching process and the group enjoyed friendly relationships. The teachers were motivated to educate students and were proud to be associated with their school. The principal was viewed as genuine, worked hard, and set a good example and at the same time showed a great deal of consideration for the teachers. Relationships were not impersonal. Emphasizing production was not necessary but the principal clearly provided leadership for the staff (38, pp. 174-175).

In this type of climate the values scales scores regarding the worth and appropriateness of teacher evaluation will be high.

Interestingly enough, the second significant predictor variable was production emphasis. Production emphasis referred to the principal closely supervising the staff. By definition, s/he was very directive and communication tended to be downward (38, p. 151).

A high score in the Production Emphasis subtest would be a significant predictor of the values scale score. However, the change in the variance of the values score that was explained when production emphasis was added to the equation amounted to only .03 or three percent. Consequently, production emphasis, even though significant would not be a very reliable predictor of the values score.

As in the other analyses of regression, thrust was again a significant predictor of the score on the value subtest. When the teachers saw the principal working hard they tended to perceive the value or appropriateness of the evaluation process as more effective.

Conclusions

Based on the findings and discussion the following conclusions were drawn:

- 1) The majority of the public elementary schools in Iowa had an open climate.
- 2) A large majority of public elementary schools in Iowa perceived the evaluation process in their buildings

to be very effective.

- 3) There was a strong positive relationship between the openness score and the full-scale score on the effectiveness of the evaluation process questionnaire. This led to the conclusion that an open climate gave evaluation a better chance of being effective.
- 4) Those persons in leadership roles could substantially affect the evaluation process. This was supported by the significance of the thrust score in predicting both the full-scale score and the procedural score regarding the effectiveness of the evaluation process. The leader behavior, consideration, was a desirable characteristic in relationship to the perceived effectiveness of the evaluation process.
- 5) The demographic variables: age, sex, teaching experience, building experience, and the extent of involvement in the education association were not significant factors in an open climate or in effective views of the evaluation process.
- 6) Teachers, as a building staff, who exhibited high morale saw evaluation as more effective. Likewise, staffs having their social needs satisfied seemed to perceive the evaluation process as more effective. Building staffs who were apathetic about their achievements viewed evaluation as less effective.

These groups who felt bogged down by excessive committee work as busywork perceived the evaluation process less effectively.

- 7) As it related to the perceived effectiveness of the evaluation process, the leader behavior, thrust, was critical.
- 8) An open climate was a vital component to a building staff's perception of the worth and appropriateness of evaluation.
- 9) Organizational climate should not be separated from the process of teacher evaluation.

Relationship of Findings to other Studies

The results of this study supported earlier research which concluded that organizational climate is a critical component in the operation of elementary schools (24, 110). The study further supported research that has maintained that the leader is vital in establishing climate (38, 55, 21). The suggestion by Miskel et al. (71) that by using the school as the unit of analysis researchers ought to be able to make some predictions about perceived organizational effectiveness was supported by the results of the step-wise multiple analysis of regression with the leader dimension of thrust in particular being significant for predicting perceptions of the overall effectiveness of the evaluation process and openness being

significant for predicting teacher perceptions of the appropriateness of the evaluation process.

Research by Garland and O'Reilly (28) found that a positive climate was related to overall school effectiveness. This study supported these findings in a more specific way by finding that there is a high positive correlation between an open climate and the effectiveness scores regarding the teacher evaluation process.

Redfern's contention that a positive climate gives evaluation a better chance of being successful (85) was supported by the correlation between open climates and the effectiveness of the evaluation process. The fact that the openness scores were a significant predictor of the perceived value or appropriateness of the evaluation process was further evidence.

The contention by Castetter (15) that those individuals in leadership roles substantially affect the evaluation process and its effectiveness was maintained in this investigation. A high correlation between the leader behavior, thrust, and the overall effectiveness of the evaluation process as well as the effectiveness of the "procedure" subtests was noted.

Feitler (23) found a significant correlation between leader behavior of principals and organizational processes. This is strongly supported by the findings in this study which point to the leader behavior of thrust as crucial in an

effective teacher evaluation process.

The findings in this study concur with earlier research (97) that sex and age do not seem to be related to perceptions of evaluation.

Recent teacher evaluation studies cited by Manatt (60) indicated that a direct involvement by the principal in instructional issues tended to correlate with successful schools. The leader dimension of thrust which refers to the principal setting a good example by working hard and motivating through example was the one leader behavior which correlated most strongly with the perceived effectiveness of the evaluation process.

The overall findings of this study agree with Kimbrough's belief that organizational climate cannot be separated from the process of evaluation (49).

Recommendations for Further Study

Research in organizational climate has progressed to the position where more sophisticated studies can be conducted. There is a substantial body of literature from which to draw and several reliable instruments for measuring school climate.

The investigator makes the following suggestions for further study:

1. The results of this study led the investigator to suggest that other organizational processes such as

decision-making, motivation, negotiations, and communication be examined with regard to their relationship to organizational climate.

2. A further recommendation for study was the significance of organizational climate in such issues as the number of contract grievances, turnover rate, and teacher absenteeism.
3. A case study of a "closed" climate school that was perceived as having an "effective" evaluation process could provide useful information regarding the nature of effective evaluation that is independent of climate.
4. The final recommendation suggested would be to replicate this study using another organizational climate measure such as Rensis Likert's "Profile of a School."

Concluding Statement

This study has provided an analysis of the relationship between organizational climate and teacher perceptions of the effectiveness of the evaluation process. The high positive correlation between climate openness and effective evaluation as well as the particular significance of the leader dimension of thrust supported the contention that organizational climate and teacher evaluation cannot be separated. It is hoped this

study can be used to give impetus to a consideration of the organizational climate in general and the subtext, thrust, in particular as critical components to effective teacher evaluation efforts on the part of administrators.

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A final thank you to all who offered continued encouragement during the study.

APPENDICES

APPENDIX A: LETTER OF CONCENT TO
PARTICIPATE SENT TO PRINCIPALS

IOWA STATE
UNIVERSITY

February 20, 1980

Telephone 515-294-4143

Dear Principal:

This letter is a request for your help as I gather data for a doctoral dissertation in educational administration. The study I am conducting is looking at the relationship between organizational climate and perceptions of the teacher evaluation process.

Should you agree to participate, I would be surveying all full-time teachers in your building who have taught there for more than two years. I need your assistance in identifying a teacher to administer and return the questionnaires measuring climate and the perceptions of the evaluation process. The teacher time involved is estimated to be less than one hour.

Please indicate by checking on the response form whether or not you would be willing to contact a teacher to administer the questionnaires and whether or not central office permission is needed.

Enclosed is a self-addressed stamped envelope for your response. Please return by February 29, 1980.

Thank you for your cooperation in this matter.

Sincerely,

Mary Garcia

Mary Garcia

Ross A. Engel

Dr. Ross A. Engel, Advisor

_____ I would be willing to contact a teacher to administer the questionnaire to the identified teachers in my building.

_____ I will not be able to make the arrangements for administering the questionnaires.

(Signature)

(District)

(Building)

_____ It is necessary to get central office permission. Contact
_____ Phone _____

_____ I have already contacted the central office and received permission to participate.

**APPENDIX B: QUESTIONNAIRE INSTRUCTIONS
FOR RESPONDING TEACHERS**

March 1, 1980

Dear Teacher:

As a full time teacher having taught in this building for more than two years, you are included among those teachers being surveyed to gather data for this study. So as not to bias the data, I am refraining from further explanation of the study at this time. Be aware that your participation in this study is to be on a voluntary basis.

You may complete the following questionnaires at your convenience, taking as much time as you wish, in any place that you wish, but responding as an individual without consultation with others. You are asked to respond to each item as you perceive the present situation to be - not as you might think it should be.

It is very important that you complete all of the items and return the instruments to the person who gave you these materials on or before the date he/she has indicated to you.

Should the questionnaires come apart would you please restaple them as it is necessary for statistical purposes to have complete sets of data. Be assured that in no way will you be identified as an individual.

Thank you very much for your help.

Sincerely,

Mary Garcia

APPENDIX C: COVER LETTER TO PRINCIPALS

March 1, 1980

Dear Principal:

Enclosed are the questionnaires for the study in which you agreed to participate. Only full time teachers who have taught in your building for more than two years are to respond. Would you please give this packet to one of these teachers asking him/her to distribute, collect, and return the questionnaires in the enclosed self-addressed envelope by March 15, 1980? As instructed, the teachers may take the instruments home and complete the items at their convenience rather than being required to complete the items as a group before or after school.

According to the Department of Public Instruction there are _____ teachers meeting the experience requirement in your building. There are instructions for each teacher attached to the front of the questionnaires. If you indicated that central office permission was necessary, this has been taken care of either by letter or by telephone.

Thank you very much for your help.

Sincerely,

Mary Garcia
1150 Chautauqua Parkway
Des Moines, Iowa 50314

APPENDIX D: COVER LETTER TO
COORDINATING TEACHERS

March 1, 1980

Dear Coordinating Teacher:

Enclosed are questionnaires which I would like to have you distribute to all full time teachers who have taught in this building for more than two years. According to the Department of Public Instruction, there are ___ teachers meeting this requirement in your building. There are several extra sets in case D.P.I. has miscalculated the number.

Unless it is more convenient for distributing, it is not necessary to meet as a group, as each questionnaire has a set of instruction for the teacher.

Participation in this survey is voluntary but I would appreciate your efforts to distribute, collect, and return as many of the questionnaires as possible as I am not able to do the statistical analysis necessary if a large percentage of the questionnaires are not returned. Enclosed you should find a stamped, self-addressed envelope for returning the completed instruments by March 25, 1980.

Thank you very much for all of your help. Without it this study would not be possible.

Sincerely,

Mary Garcia
1150 Chautauqua Parkway
Des Moines, Iowa 50314

APPENDIX E: THE ORGANIZATIONAL CLIMATE
DESCRIPTION QUESTIONNAIRE

1
2
3
4
5
6

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE, FORM IV
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 Halpin. Copyright by Andrew W. Halpin, 1966.

Please carefully read each statement below and indicate the extent to which each statement characterizes the school in which you are presently employed by circling the appropriate response. Responses: Rarely Occurs (R), Sometimes Occurs (S), Often Occurs (O), Very Frequently Occurs (VF).

- | | |
|--|----------------|
| 1. Teacher's closest friends are other faculty members at this school. | R S O VF |
| 2. The mannerisms of teachers at this school are annoying. | R S O VF |
| 3. Teachers spend time after school with students who have individual problems | R S O VF |
| 4. Instructions for the operation of teaching aids are available. | R S O VF |
| 5. Teachers invite other faculty members to visit them at home. | R S O VF |
| 6. There is a minority group of teachers who always oppose the majority. | R S O VF |
| 7. Extra books are available for classroom use. | R S O VF |
| 8. Sufficient time is given to prepare administrative reports. | R S O VF |
| 9. Teachers know the family background of other faculty members. | R S O VF |
| 10. Teachers exert group pressure on nonconforming faculty members | R S O VF |
| 11. In faculty meetings, there is the feeling of "let's get things done." | R S O VF |
| 12. Administrative paper work is burdensome at this school. | R S O VF |

- | | | | | |
|---|---|---|---|----|
| 13. Teachers talk about their personal life to other faculty members. | R | S | O | VF |
| 14. Teachers seek special favors from the principal. | R | S | O | VF |
| 15. School supplies are readily available for use in classwork. | R | S | O | VF |
| 16. Student progress reports require too much work. | R | S | O | VF |
| 17. Teachers have fun socializing together during school time. | R | S | O | VF |
| 18. Teachers interrupt other faculty members who are talking in staff meetings. | R | S | O | VF |
| 19. Most of the teachers here accept the faults of their colleagues. | R | S | O | VF |
| 20. Teachers have too many committee requirements. | R | S | O | VF |
| 21. There is considerable laughter when teachers gather informally. | R | S | O | VF |
| 22. Teachers ask non-sensical questions in faculty meetings | R | S | O | VF |
| 23. Custodial service is available when needed. | R | S | O | VF |
| 24. Routine duties interfere with the job of teaching. | R | S | O | VF |
| 25. Teachers prepare administrative reports by themselves. | R | S | O | VF |
| 26. Teachers ramble when they talk in faculty meetings. | R | S | O | VF |
| 27. Teachers at this school show much school spirit. | R | S | O | VF |
| 28. The principal goes out of his way to help teachers. | R | S | O | VF |
| 29. The principal helps teachers solve personal problems. | R | S | O | VF |

- | | | | | |
|---|---|---|---|----|
| 30. Teachers at this school stay by themselves. | R | S | O | VF |
| 31. The teachers accomplish their work with great vim, vigor, and pleasure. | R | S | O | VF |
| 32. The principal sets an example by working hard himself. | R | S | O | VF |
| 33. The principal does personal favors for teachers. | R | S | O | VF |
| 34. Teachers eat lunch by themselves in their own classroom. | R | S | O | VF |
| 35. The morale of the teachers is high. | R | S | O | VF |
| 36. The principal uses constructive criticism. | R | S | O | VF |
| 37. The principal stays after school to help teachers finish their work. | R | S | O | VF |
| 38. Teachers socialize together in small select groups. | R | S | O | VF |
| 39. The principal makes all class-scheduling decisions. | R | S | O | VF |
| 40. Teachers are contacted by the principal each day. | R | S | O | VF |
| 41. The principal is well prepared when he speaks at school functions. | R | S | O | VF |
| 42. The principal helps staff members settle minor differences. | R | S | O | VF |
| 43. The principal schedules the work for the teachers. | R | S | O | VF |
| 44. Teachers leave the grounds during the school day. | R | S | O | VF |
| 45. The principal insures that teachers work to their full capacity. | R | S | O | VF |
| 46. Teachers help select which courses will be taught. | R | S | O | VF |
| 47. The principal corrects teachers' mistakes. | R | S | O | VF |

- | | | | | |
|--|---|---|---|----|
| 48. The principal talks a great deal. | R | S | O | VF |
| 49. The principal tries to get better salaries for teachers. | R | S | O | VF |
| 50. The principal explains his reasons for criticism to teachers. | R | S | O | VF |
| 51. Extra duty for teachers is posted conspicuously. | R | S | O | VF |
| 52. The rules set by the principal are never questioned. | R | S | O | VF |
| 53. The principal looks out for the personal welfare of teachers. | R | S | O | VF |
| 54. School secretarial service is available for teachers' use. | R | S | O | VF |
| 55. The principal runs the faculty meeting like a business conference. | R | S | O | VF |
| 56. The principal is in the building before teachers arrive. | R | S | O | VF |
| 57. Teachers work together preparing administrative reports. | R | S | O | VF |
| 58. Faculty meetings are organized according to a tight agenda. | R | S | O | VF |
| 59. Faculty meetings are mainly principal-report meetings. | R | S | O | VF |
| 60. The principal tells teachers of new ideas he has run across. | R | S | O | VF |
| 61. Teachers talk about leaving the school system. | R | S | O | VF |
| 62. The principal checks the subject-matter ability of teachers. | R | S | O | VF |
| 63. The principal is easy to understand. | R | S | O | VF |
| 64. Teachers are informed of the results of a supervisor's visit. | R | S | O | VF |

The following questions are for grouping your responses with the responses of other persons of similar background and experience. Your answers will not be used to identify you individually.

65. Sex F M

66. Age 25 years 26-35 36-45 46-55 56 years
 or under years years years or over

67. Years of teaching experience.

 Between Between Between
 2-5 5-10 10-15 15 years
 years years years or more

68. Years of experience in this building.

 Between Between Between
 2-5 5-10 10-15 15 years
 years years years or more

69. Extent of involvement in the local education association.

 Very Active Nominally Inactive
 Active Active

APPENDIX F: OCDQ ITEMS THAT COMPOSE THE
EIGHT CLIMATE SUBTESTS¹

I. Disengagement

- 2. The mannerism of teachers at this school are annoying.
- 6. There is a minority group of teachers who always oppose the majority.
- 10. Teachers exert group pressure on nonconforming faculty members.
- 14. Teachers seek special favors from the principal.
- 18. Teachers interrupt other faculty members who are talking in staff meeting.
- 22. Teachers ask nonsensical questions in faculty meetings.
- 26. Teachers ramble when they talk in faculty meetings.
- 30. Teachers at this school stay by themselves.
- 60. Teachers talk about leaving the school system.
- 38. Teachers socialize together in small select groups.

II. Hindrance

- 24. Routine duties interfere with the job of teaching.
- 20. Teachers have too many committee requirements.
- 16. Student progress reports require too much work.
- 12. Administrative paper work is burdensome at this school.
- 8. Sufficient time is given to prepare administrative reports.**
- 4. Instructions for the operation of teaching aids are available.**

¹Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Publishing Company, 1966), pp. 152-154.

** Scored negatively.

III. Esprit

- 35. The morale of the teachers is high.
- 31. The teachers accomplish their work with great vim, vigor, and pleasure.
- 27. Teachers at this school show much school spirit.
- 23. Custodial service is available when needed.
- 19. Most of the teachers here accept the faults of their colleagues.
- 15. School supplies are readily available for use in classwork.
- 21. There is considerable laughter when teachers gather informally.
- 11. In faculty meetings, there is the feeling of "let's get things done."
- 7. Extra books are available for classroom use.
- 3. Teachers spend time after school with students who have individual problems.

IV. Intimacy

- 1. Teachers' closest friends are other faculty members at this school.
- 5. Teachers invite other faculty members to visit them at home.
- 9. Teachers know the family background of other faculty members.
- 13. Teachers talk about their personal life to other faculty.
- 17. Teachers have fun socializing together during school time.
- 57. Teachers work together preparing administrative reports.
- 25. Teachers prepare administrative reports by themselves.

V. Aloofness

- 58. Faculty meetings are organized according to a tight agenda.
- 59. Faculty meetings are mainly principal-report meetings.
- 55. The principal runs the faculty meeting like a business conference.
- 44. Teachers leave the grounds during the school day.
- 34. Teachers eat lunch by themselves in their own classrooms.
- 52. The rules set by the principal are never questioned.

- 40. Teachers are contacted by the principal each day.
- 54. School secretarial service is available for teachers' use.**
- 64. Teachers are informed of the results of a supervisor's visit.**

VI. Production Emphasis

- 39. The principal makes all class scheduling decisions.
- 43. The principal schedules the work for the teachers.
- 62. The principal checks the subject-matter ability of teachers.
- 47. The principal corrects teachers' mistakes.
- 66. The principal insures that teachers work to their full capacity.
- 51. Extra duty for teachers is posted consequently.
- 48. The principal talks a great deal.

VII. Thrust

- 28. The principal goes out of his way to help teachers.
- 32. The principal sets an example by working hard himself.
- 36. The principal uses constructive criticism.
- 41. The principal is well prepared when he speaks at school functions.
- 49. The principal explains his reasons for criticism to teachers.
- 53. The principal looks out for the personal welfare of teachers.
- 56. The principal is in the building before teachers arrive.
- 60. The principal tells teachers of new ideas he has run across.
- 63. The principal is easy to understand.

VIII. Consideration

- 29. The principal helps teachers solve personal problems.
- 33. The principal does personal favors for teachers.
- 37. The principal stays after school to help teachers finish their work.
- 42. The principal helps staff members settle minor differences.
- 46. Teachers help select which courses will be taught.
- 50. The principal tries to get better salaries for teachers.

** Scored negatively.

APPENDIX G: THE EIGHT DIMENSIONS
OF ORGANIZATIONAL CLIMATE¹

Teachers' Behavior

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim.² In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.
2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.
3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies

¹Andres W. Halpin, Theory and Research in Administration (New York: The Macmillan Publishing Company, 1966), pp. 150-151.

²Emile Durkheim, Le Suicide (Paris: Library Felix Alcan, 1930), p. 277. Anomie describes a planlessness in living, a method of living which defeats itself because achievement has no longer any criterion of values; happiness always lies beyond any present achievement. Defeat takes the form of ultimate disillusion--a disgust with the futility of endless pursuit.

rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, "emotionally"--at a distance from his staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.
7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

APPENDIX H: PERCEPTIONS OF THE TEACHER
EVALUATION PROCESS QUESTIONNAIRE

1
2
3
4
5
6

PERCEPTIONS OF THE TEACHER EVALUATION PROCESS QUESTIONNAIRE

Please read each of the following statements carefully and indicate the extent to which each statement characterizes the school in which you are presently employed by circling the appropriate response. Responses: (N) Never; (R) Rarely; (S) Sometimes; (O) Often; (VF) Very Frequently.

- | | |
|--|------------|
| 1. Teachers have or had input into the evaluation instrument. | N R S O VF |
| 2. Teachers have or had input into the criteria for evaluation. | N R S O VF |
| 3. Teachers are made aware of the criteria on which they are evaluated. | N R S O VF |
| 4. The standards of performance are clearly articulated to the teachers. | N R S O VF |
| 5. Evaluation is a positive experience for the teacher. | N R S O VF |
| 6. Evaluation is an effective method for improving instruction. | N R S O VF |
| 7. The principal's assessment of your performance as a teacher tends to be similar to your own assessment. | N R S O VF |
| 8. The principal (supervisor) is a competent evaluator. | N R S O VF |
| 9. Evaluation is a reasonable means for staff reduction or termination. | N R S O VF |
| 10. The evaluation process sorts out the more effective teachers from the less effective teachers. | N R S O VF |
| 11. The principal addresses teacher weaknesses and strengths in the evaluation conference. | N R S O VF |
| 12. The evaluator provides follow up assistance pertaining to identified weaknesses. | N R S O VF |

- | | | |
|-----|--|------------|
| 13. | Improving the performance of individual teachers is a desirable outcome of the evaluation process. | N R S O VF |
| 14. | The principal's evaluation is fair. | N R S O VF |
| 15. | The evaluation criteria are realistic. | N R S O VF |
| 16. | The evaluation criteria are attainable. | N R S O VF |
| 17. | The evaluation criteria are challenging. | N R S O VF |
| 18. | The principal has high expectations for teacher performance. | N R S O VF |
| 19. | The principal is seen as an instructional leader. | N R S O VF |
| 20. | The principal assumes the responsibility for evaluating the achievement of basic educational objectives by the teaching staff. | N R S O VF |
| 21. | The principal knows what instructional methods are used in the classroom. | N R S O VF |
| 22. | A regular (at least annual) review and discussion of teaching performance is conducted by the principal. | N R S O VF |
| 23. | The principal emphasizes high academic standards for students when discussing teacher performance. | N R S O VF |
| 24. | Formal (in the classroom) observation is a part of the evaluation process. | N R S O VF |
| 25. | Pre-observation conferences are held between principal and teacher. | N R S O VF |
| 26. | Post-observation conferences are held between principal and teacher. | N R S O VF |
| 27. | The evaluation process promotes a motivation for self-improvement. | N R S O VF |
| 28. | There is a definite need for teacher evaluation. | N R S O VF |

APPENDIX I: PROCEDURAL SUBTEST OF
EVALUATION PROCESS QUESTIONNAIRE

1. Teachers have or had input into the evaluation instrument.
2. Teachers have or had input into the criteria for evaluation.
3. Teachers are made aware of the criteria on which they are evaluated.
4. The standards of performance are clearly articulated to the teachers.
5. The principal addresses teacher weaknesses and strengths in the evaluation conference.
6. The evaluator provides follow up assistance pertaining to identified weaknesses.
7. The principal assumes the responsibility for evaluating the achievement of basic educational objectives by the teaching staff.
8. A regular (at least annual) review and discussion of teaching performance is conducted by the principal.
9. Formal (in the classroom) observation is a part of the evaluation process.
10. Pre-observation conferences are held between principal and teacher.
11. Post-observation conferences are held between principal and teacher.

APPENDIX J: VALUES SUBTEST OF EVALUATION

PROCESS QUESTIONNAIRE

1. Evaluation is a positive experience for the teacher.
2. Evaluation is an effective method for improving instruction.
3. The principals' assessment of your performance as a teacher tends to be similar to your own assessment.
4. The principal (supervisor) is a competent evaluator.
5. Evaluation is a reasonable means for staff reduction or termination.
6. The evaluation process sorts out the more effective teachers from the less effective teachers.
7. Improving the performance of individual teachers is a desirable outcome of the evaluation process.
8. The principal's evaluation is fair.
9. The evaluation criteria are realistic.
10. The evaluation criteria are attainable.
11. The evaluation criteria are challenging.
12. The principal has high expectations for teacher performance.
13. The principal is seen as an instructional leader.
14. The principal knows what instructional methods are used in the classroom.
15. The principal emphasizes high academic standards for students when discussing teacher performance.
16. The evaluation process promotes a motivation for self-improvement.
17. There is a definite need for teacher evaluation.

APPENDIX K: MEAN OPENNESS SCORE AND CORRESPONDING
MEAN PERCEPTION OF EVALUATION PROCESS
SCORE FOR 66 SCHOOLS

| <u>School No.</u> | <u>Mean Openness Score</u> | <u>Mean Perception of Evaluation Score</u> |
|-------------------|--------------------------------|--|
| 1 | 5.583 | 120.330 |
| 2 | 4.373 | 112.540 |
| 3 | 4.265 | 109.660 |
| 4 | 2.202 | 73.640 |
| 5 | 4.340 | 108.580 |
| 6 | 4.659 | 104.860 |
| 7 | 5.567 | 116.800 |
| 8 | 4.886 | 122.840 |
| 9 | 4.047 | 108.600 |
| 10 | 5.097 | 107.930 |
| 11 | 4.698 | 95.200 |
| 12 | 6.004 | 119.100 |
| 13 | 2.951 | 97.860 |
| 14 | 4.379 | 105.180 |
| 15 | 4.699 | 106.440 |
| 16 | 4.546 | 104.000 |
| 17 | 4.932 | 111.110 |
| 18 | 2.493 | 89.330 |
| 19 | 2.998 | 89.360 |
| 20 | 3.407 | 49.130 |
| 21 | 4.458 | 102.070 |
| 22 | 4.813 | 101.710 |
| 23 | 5.062 | 114.940 |
| 24 | 4.156 | 124.000 |
| 25 | 5.030 | 116.000 |
| 26 | 4.760 | 102.430 |
| 27 | 4.543 | 107.240 |
| 28 | 4.156 | 100.290 |
| 29 | 5.397 | 121.500 |
| 30 | 4.156 | 98.250 |
| 31 | 4.478 | 104.000 |
| 32 | 4.631 | 96.500 |
| 33 | 5.563 | 112.290 |
| 34 | 5.247 | 106.250 |
| 35 | 2.725 | 70.750 |
| 36 | 4.751 | 114.680 |
| 37 | 4.576 | 97.500 |
| 38 | 4.267 | 94.480 |
| 39 | 3.383 | 91.040 |
| 40 | 3.485 | 113.190 |

| <u>School No.</u> | <u>Mean Openness Score</u> | <u>Mean Perception of Evaluation Score</u> |
|-------------------|--------------------------------|--|
| 41 | 4.491 | 90.900 |
| 42 | 3.901 | 94.360 |
| 43 | 4.838 | 114.600 |
| 44 | 4.871 | 113.920 |
| 45 | 3.540 | 95.480 |
| 46 | 3.518 | 95.400 |
| 47 | 5.339 | 112.940 |
| 48 | 4.944 | 121.400 |
| 49 | 2.739 | 81.750 |
| 50 | 2.899 | 96.500 |
| 51 | 3.951 | 97.090 |
| 52 | 4.242 | 99.670 |
| 53 | 4.834 | 113.500 |
| 54 | 3.357 | 92.000 |
| 55 | 4.454 | 107.920 |
| 56 | 3.151 | 90.540 |
| 57 | 4.723 | 103.780 |
| 58 | 4.111 | 92.380 |
| 59 | 5.314 | 117.880 |
| 60 | 5.635 | 117.000 |
| 61 | 3.921 | 104.640 |
| 62 | 3.210 | 90.920 |
| 63 | 2.943 | 78.140 |
| 64 | 3.530 | 98.960 |
| 65 | 4.059 | 104.100 |
| 66 | 3.677 | 88.800 |

APPENDIX L: PERMISSION TO USE ORGANIZATIONAL
CLIMATE DESCRIPTION QUESTIONNAIRE

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January 30, 1980

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