

ORGANIZATIONAL CLIMATE AND TEACHER COMMITMENT

by

STEPHEN MICHAEL DOUGLAS

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ABSTRACT

This study examined the relationship of school climate and teacher commitment in elementary schools in Alabama. A total of 67 elementary schools were surveyed and 1353 teachers voluntarily participated in the study. The instruments used in this study were the Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ).

The four subtests of the OCI, collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability, were examined for their collective and independent relationship to teacher commitment. The four variables serve as independent variables with commitment serving as the dependent variable. Commitment was measured using the 9-item version of the OCQ.

The findings indicated a relationship between school climate and teacher commitment. The results concluded that the best predictor of teacher commitment is professional teacher behavior. Furthermore, collegial leadership was also found to be a predictor of teacher commitment. Achievement press, though not directly related to teacher commitment, was found to be a good predictor of both professional teacher behavior and collegial leadership. Institutional vulnerability was found to have no direct or indirect relationship to teacher commitment.

LIST OF ABBREVIATIONS AND SYMBOLS

α	Cronbach's alpha index of internal consistency
β	Beta
df	Degrees of freedom: number of values free to vary after certain restrictions have been placed on data
M	Mean: the sum of a set of measurements divided by the number of measurements in the set
P	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
r	Pearson product-moment correlation
t	Computed value of t test
<	Less than
=	Equal to

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CHAPTER 1

INTRODUCTION

This study is an empirical examination of the relationship between organizational climate and organizational commitment in elementary schools. This chapter will include background for the study, the purpose of the study, and how it is significant. The key terms of our study will be defined and research questions developed. Finally, limitations and assumptions for this study will be discussed.

Background of the Study

The two most common concepts for evaluating the atmosphere of a school are culture and climate. These concepts share common descriptors and are easily confused as being synonymous. Though difficult to define, culture is defined by the shared values and beliefs that employees have toward the organization (Mintzberg, 1989; Ouchi, 1981; Schein, 1992, 1999). Comparatively, Gilmer (1966) defined climate as the attributes that set one organization apart from another and positively influence the behavior of the workers within that organization. Though conceptually similar, the differentiation is noticeable in how these two concepts are studied. Scholars of culture use qualitative techniques to evaluate culture through ethnographies and sociological studies. Scholars of climate, on the other hand, use multivariate statistics and social psychology to conceptualize climate through organizational outcomes (Hoy & Hoy, 2006). The empirical nature of this study aligns more with the concept of climate rather than culture.

Hoy and Hoy (2006) drew the conclusion that school climate is directly related to school outcomes. The study of climate is aimed at understanding its effect on outcomes in order to formulate strategies for change. There are two separate frameworks for the analysis and measurement of school climate. The two frameworks are openness and health.

The study of open and closed school climates are rooted in the work of Halpin and Croft (1962). These early pioneers described schools based on “feel” and “personality” (p. 131). They devised the Organizational Climate Description Questionnaire (OCDQ) to measure school climate. Though revised multiple times, the OCDQ and subsequent revisions, sought to measure how open or closed a school was. The determination of openness was dependent upon teacher’s perceptions of the organization. These perceptions were based on the relationship between teacher interactions with each other and with the principal. Halpin and Croft (1962) noted that the actual actions and behaviors of these relationships were far less important than how teachers perceive these relationships. The OCDQ places the school along a continuum of open to closed. Hoy and Sabo (1998) describe the open climate as supportive, authentic, and most likely to bring about organizational change. Teachers working in an open climate are more apt to go the extra mile and work for organizational success. The closed climate is described as hostile, closed, and most likely to fail in terms of organizational improvement.

The study of climate within the framework of school health is rooted in the works of Miles and Parsons. Miles (1969) categorized a healthy school as one that “not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities” (p. 375). Parsons and colleagues (Parsons, Bales, & Shils, 1953) notions of organizational health were contingent on the fulfillment of four basic needs: adaptation, goal attainment, integration, and latency. Hoy and Feldman (1987) were able

to formulate the Organizational Health Inventory (OHI) to measure the health of schools. Hoy and Tarter (1992) define a healthy school as one that is protected from exterior influences and pressures. The administration is dynamic, supportive, and sets high attainable objectives. In addition to these attributes, the administration has clout with superiors and the ability to gain resources when needed. The teachers in a healthy school are committed, work well together, and set high but attainable goals for students. The students in a healthy school are motivated and respect the achievement of other students. By contrast an unhealthy school is susceptible to outside factors (parents and community). The principal is ineffective and offers little support for teachers. The teachers exhibit very low morale and are mistrustful of the administration.

The description of a healthy school is similar in context to that of an open school. Hoy and Tarter (1997) speak to the strong predictive nature of open and healthy schools to organizational effectiveness. The conceptual overlap of openness and health led to the formation of the Organizational Climate Index (OCI) (Hoy, Hannum, & Tschannen-Moran, 1998; Hoy, Smith, & Sweetland, 2002). The OCI is a combination of the OCDQ and OHI, thus designed to measure the openness and health of schools. The four dimensions of the OCI are: institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. The OCI and its four dimensions serve as a key component to this study of the relationship between climate and commitment.

Organizational commitment is defined by Porter, Steer, Mowday, and Boulian (1974) as “the individual’s identification with and involvement in a particular organization.” This identification and involvement can be characterized by a) “a strong belief in and acceptance of the organization’s goals and values” b) “a willingness to exert considerable effort on behalf of the organization” c) a definite desire to maintain organizational membership” (p. 604). Mowday,

Steer, and Porter (1979) claim that a commitment by an employee happens over a substantial amount of time. During this time, the employee comes to identify themselves with the organization and organizational goals. Obviously, the impact of organizational commitment in a school setting easily correlates. A desirable teacher is one who identifies with the school, adopts school goals as their own, and is willing to put forth extra effort (Hoy and Tarter, 1989).

Mowday, et al., (1979) made the connection between organizational commitment and overall effectiveness. Porter et al., (1974) are responsible for the development of the Organizational Climate Questionnaire (OCQ). The instrument is used as a predictor of employee behavior such as turnover, absenteeism, and performance. Commitment and the OCQ serve as the other key component in this study.

Purpose and Significance of the Study

The purpose of this study was to determine whether there is a relationship between school climate and teacher commitment. Specifically, the four dimensions of the OCI index and their relationship to teacher commitment as measured by the OCQ. Hoy and Tarter (1997) claimed that openness and health are strong predictors for organizational commitment. Since the OCI measures openness and health, a relationship should exist. However, the OCI has four dimensions relating to school climate. The questions for this study were whether all four dimensions correlate with commitment independently and collectively.

There has been relatively little research utilizing the OCI index. The current instrument was used in a high school study (Hoy et al., 2002) where the other variable was faculty trust. Similarly, there has been limited research on teacher commitment and the four dimensions measured by the OCI. There has been research connecting principal behavior and leadership

style to teacher commitment (Tarter, Hoy, & Bliss, 1989; Nguni, Slegers, and Denessen, 2006). There has also been research connecting positive teacher relationships to commitment (Park, Henkin, & Egly, 2005; Dee, Henkin, & Singleton, 2006). Hoy, Tarter, and Bliss (1990) performed a comparative analysis that examined openness, health, and commitment. However, this research was conducted in a secondary school setting and the OCI instrument was not developed at that time. Smith (2009) examined school climate and teacher commitment using the OCI and the OCQ. The Smith (2009) study was a small sample and used the longer version of the OCQ. This study will expand on the sample size and use the short version of the OCQ. The study of the relationship between climate and commitment as variables is important due to their relationship to organizational effectiveness.

Definition of Terms

Organizational climate--The constitutive definition of organizational climate is a description of how organizational influences impact members of the organization. Organizational climate is defined by teacher's perceptions of the school's work environment (Hoy, Tarter, & Kottkamp, 1991). Organizational climate is operationally defined in this study by teacher responses to the Organizational Climate Index (OCI).

Organizational Climate Index (OCI)--The Organizational Climate Index (OCI) is a 27 item (see Appendix A for copy) descriptive questionnaire. The four subtests that measure the elements of the organizational climate index are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability (Hoy, Smith, & Sweetland, 2002). The Organizational Climate Index is operationally defined by teacher responses to the

questionnaire along a 4-point Likert-type scale ranging from *rarely occurs* (RO) to *very frequently occurs* (VFO).

Collegial leadership--principal behavior directed toward meeting both social needs of the faculty and achieving the goals of the school. The principal treats teachers as colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance (Hoy, Smith, & Sweetland, 2002).

Professional teacher behavior--marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues. (Hoy, Smith, & Sweetland, 2002).

Achievement press--describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by both students and teachers for their academic success. Parents, teachers, and the principal all exert pressure for high standards and school improvement. (Hoy, Smith, & Sweetland, 2002).

Institutional vulnerability--the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive (Hoy, Smith, & Sweetland, 2002).

Organizational commitment--Organizational commitment is constitutively defined as the teacher's identification with and involvement in a particular organization. This commitment can be characterized by at least three factors: (a) a strong belief in and acceptance of the organization's goals and values, (b) a willingness to exert considerable effort on behalf of the organization, and (c) a strong desire to maintain membership in the organization (Mowday et al., 1974, 1976). Organizational commitment is operationally defined by teacher responses to the Organizational Commitment Questionnaire (OCQ).

Organizational Commitment Questionnaire (OCQ)--The OCQ is a 15-item questionnaire composed of descriptive statements for the purpose of measuring commitment to an organization. This study will use the 9-item version (see Appendix B) that Mowday et al., (1979) used with four occupational groups.

Research Questions

The four subsets of the Organizational Climate Index (OCI) reference the teacher throughout. Paired with the fact that the teacher's perceptions are at the forefront it stands to reason a link should exist between the OCI and teacher commitment.

1. What is the relationship between collegial leadership and teacher commitment?
2. What is the relationship between professional teacher behavior and teacher commitment?
3. What is the relationship between achievement press and teacher commitment?
4. What is the relationship between institutional vulnerability and teacher commitment?
5. What is the relationship of all OCI measures and teacher commitment?

Hypotheses

H1: Collegial leadership is positively related to the organizational commitment of teachers.

A positive relationship should be expected given the placement of the teacher as a colleague rather than subordinate. A teacher whose opinion is valued will more likely be committed to the school.

H2: Professional teacher behavior is positively related to the organizational commitment of teachers.

Teachers are more likely to be committed to a school where teachers work collaboratively and support one another.

H3: Achievement press is positively related to the organizational commitment of teachers.

A school that stresses rigorous standards of all stakeholders should also expect a high degree of teacher commitment.

H4: Institutional vulnerability is negatively related to the organizational commitment of teachers.

A school that can be influenced by a small group of influential parents or community members can expect a low level of teacher commitment. Teachers have little reason to believe they will be protected or supported from these parties.

H5: The elements of organizational climate will jointly and individually contribute to an explanation of teacher commitment.

There should be an expectation that all of the elements of the OCI will contribute to the level of teacher commitment in a school.

Limitations

This study deals with a convenience sample comprised of 75 public elementary schools located in the state of Alabama. Because the sample was not random, the external validity of the study was a concern. In order to gather a sample indicative of the overall state, a broad area of the state was surveyed. The final sample was compared with state data on size and

location. The generalization of results to any other sample or state should be done with caution. The views of private or charter school teachers are not a part of this study.

The study is also limited by participant bias, which might affect the internal validity of the study. The assumption is made that teacher respondents will understand the survey questions and respond truthfully. In addition to the respondents, the reliability and validity of the instruments could also affect validity. Hoy, Tarter, and Kottkamp (1991) noted the shortcomings of climate instruments which neglect the student aspect. This is certainly more prevalent with the OCDQ than the OCI, which does address achievement press and student behavior. However, one must concede that the respondents to these questionnaires are comprised completely of school faculty.

Similarly, the OCQ has been criticized for its ability to be manipulated by respondents. Mowday, et al. (1979) readily admits that the intent of the OCQ is such that validity can be affected by respondents who might not respond truthfully to questions. In order to alleviate respondent fear, Mowday, et al., (1979) suggest that great care be taken in administering the surveys. The collection of data at a regular scheduled faculty meeting and the guarantee of anonymity for participants are important to internal validity.

The theoretical frame of the investigation will limit the study. Post hoc analyses rest heavily on the predictive power of the theory. Further, how well the sample mirrors the overall population is a limit. Cross-sectional studies as opposed to longitudinal ones, cannot take into account important changes that occur over time.

It is noteworthy, that this study is a large-sample study of the relationship between climate and commitment. Thus, the study is not simply a repeat of an earlier study (Smith, 2009).

It is rather a replication of the general test of climate and commitment that accounts for more factors in the environment but raising the number in the sample.

Summary

There has been very little research on climate and commitment in schools. Both concepts have been linked to organizational achievement and the attainment of school goals, however there is limited research connecting these variables. Given the desirability of both, an evaluation of their relationship seems important. This study will examine the four dimensions of the OCI: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability and their relationship to teacher commitment. The results of this study can be utilized by school administrators to determine which aspects of climate have the greatest impact on teacher commitment. Obviously, the building of a committed staff that is willing to exert extra time and effort is essential to any administrator.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter will present a research history of climate and commitment. A theoretical explanation of the connection between climate and commitment will be constructed. Finally, hypotheses that test the theoretical explanation will be developed.

Conceptual Framework

The examination of climate and commitment includes the findings of various researchers and the measures developed to evaluate them. Climate is a general concept describing organizational influences on members of the organization. Climate is distinguished from culture by its meaning and ability to be measured. Organizational culture refers to the shared beliefs of its workers about what it takes for the organization to succeed (Hoy, Tarter, & Kottkamp, 1991). The study of organizational culture is less measurable than organizational climate. Cultural studies are most often anthropological and sociological in nature, whereas climate studies are less abstract and psychological. This study follows the research findings of researchers who viewed climate from a psychological point of view (Halpin & Croft, 1963; Hoy & Miskel, 2008; Hoy & Tarter, 1992).

The examination of school climate is two-fold. Organizational climate will be reviewed for both openness and health. Organizational climate operates along a continuum of open to closed with the more open climate being most desirable. The initial instrument used to measure

organizational climate was the Organizational Climate Description Questionnaire (OCDQ). The OCDQ was the first measure of school climate and has seen many revisions since its inception. An examination of the OCDQ and subsequent revisions should provide insight into the measurement of school climate.

Another way to measure climate is by examining health. Organizational health refers to an organizations ability to adapt to constant changes in the organization. The instrument to measure organizational health is the Organizational Health Index (OHI). The natural overlap between openness and health led to the development of the Organizational Climate Index (OCI). The OCI is a combination of the OCDQ and the OHI which allows for the evaluation of climate combining the concepts of openness and health.

The research history of organizational commitment transitions from business and industry into the school setting. The concept of teacher commitment highlights the desire to have low teacher turnover, reduced absenteeism, and shared organizational goals. The measurement instrument of organizational commitment for review is the Organizational Commitment Questionnaire (OCQ).

Organizational Climate

Open or Closed

Halpin (1966) described how schools have a certain “feel” to them, and how individual schools have their own “personality” (p. 131). Industrial and social psychologist define organizational climate as the perceptions of teachers about their environment (Hoy et al., 1991, Tagiuri, 1968). The actual environment is less important than how teachers perceive it. The first quantified research on organizational climate in a school setting was a study done in an

elementary school by Halpin and Croft (1963). The initial study was given to 71 elementary schools. The purpose of the study was to identify the key interactions that occur between fellow teachers and also the teacher-principal relationship. The Organizational Climate Description Questionnaire consisted of 64 items that convey the interactions of teachers and principals in the school. The instrument was comprised of brief descriptive statements, and teachers were asked to respond to items along a 4-point Likert-type scale ranging from rarely occurs (RO) to very frequently occurs (VFO). A few examples of the items follow:

1. The principal is in the building before teachers arrive.
2. Most of the teachers here accept the faults of their colleagues.
3. The rules set by the principal are never questioned.
4. Teachers talk about leaving the school. (Hoy et al., 1991, p. 10)

The responses to the questions in these eight dimensions were used to identify how open or closed the climate. Halpin and Croft (1963) came up with six profiles based on a continuum from open to closed. The continuum profiles were: open, autonomous, controlled, familiar paternal, and closed (Hoy et al., 1991).

The OCDQ has been replicated, revised, and subjected to scholarly scrutiny since its inception. The OCDQ has since seen revised into multiple instruments for both elementary, middle, and secondary schools. Due to the parameters of this study, the elementary revision is worth reviewing. The revision of the OCDQ for elementary schools (OCDQ-RE) began with an overhaul of the original instrument. The individual items were reviewed for validity and 24 of the original 64 questions were removed from the questionnaire. In addition to the removal of old questions, new questions were also formulated. Hoy and Clover (1986) described how the addition of questions was based on the following criteria:

- 1) the statement reflected a property of the school
- 2) the statement was clear and concise
- 3) the statement had content validity
- 4) the statement had discriminatory potential. (p. 97)

The revised instrument had 42 items that correlated with six, rather than eight, dimensions. The six dimensions are divided into three behaviors of the principal and three behaviors of the teacher. Hoy and Clover (1986) defined all six dimensions as follows:

Principal's behavior

Supportive behavior reflects a basic concern for teachers. The principal listens and is open to teacher suggestions. Praise is given genuinely and frequently, and criticism is handled constructively. Supportive principals respect the professional competence of their staffs and exhibit both a personal and professional interest in each teacher.

Directive behavior is rigid, close supervision. Principals maintain close and constant control over all teacher and school activities, down to the smallest details.

Restrictive behavior hinders rather than facilitates teacher work. The principal burdens teachers with paper work, committee requirements, routine duties, and other demands that interfere with their teaching responsibilities.

Teachers' behavior

Collegial behavior supports open and professional interactions among teachers. Teachers are proud of their school, enjoy working with their colleagues, and are enthusiastic, accepting, and mutually respectful of the professional competence of their colleagues.

Intimate behavior reflects a cohesive and strong network of social support among the faculty. Teachers know each other well, are close personal friends, socialize regularly, and provide support for each other.

Disengaged behavior refers to a lack of meaning and focus to professional activities. Teachers are simply putting in time and are non-productive in group efforts or team building; they have no common goal orientation. Their behavior is often negative and critical of their colleagues and the organization. (p. 101)

The study consisted of 70 elementary schools in New Jersey. The majority of the questionnaires were given out by an independent researcher, while a small few were

administered by a faculty member. The participant's identities were anonymous. In the end, a total of 1,071 educators responded to the OCDQ-RE (Hoy et al., 1991). The revised instrument produces one of four possible types of school climate based on two factors. The four possible climate types are open climate, closed climate, disengaged climate, and engaged climate. An open climate is one where the behaviors of both the principal and the teacher are open. The closed climate is one where the behaviors of both the principal and the teacher are closed. The disengaged climate is one where the behavior of the principal is open, but the behavior of teachers is closed. The engaged climate is one where the behavior of the principal is closed, but the behavior of the teachers is open (Hoy & Clover, 1986). To further illustrate the four possible climates, Hoy et al. (1991) defined them as follows:

Open climate: “high on supportiveness, low on directiveness, low on restrictiveness, high on collegial, high on intimacy, and low on disengagement.” The principal readily takes suggestions from teachers and gives praise frequently. The teachers have more autonomy and have the freedom to take risk and perform their jobs without the need of close supervision. The relationship between the teachers is professional and open. Teachers will readily work together and view themselves as close friends.

Closed climate: “low on supportiveness, high on directiveness, high on restrictiveness, low on collegiality, low on intimacy, and high on disengagement.” The principal exhibits controlling behavior. The rules are rigid and there is too much focus on routine and meaningless task. The principal is generally regarded as unsupportive and inflexible. The teachers in a closed environment are divided and uncommitted to the school.

Disengaged climate: “high on supportiveness, low on directiveness, low on restrictiveness, low on collegiality, low on intimacy, and high on disengagement.” The principal is supportive, flexible, and open to teachers. Unfortunately, the teachers are divided, mistrustful and totally uncommitted.

Engaged climate: “low on supportiveness, high on directiveness, high on restrictiveness, high on collegiality, high on intimacy and high on engagement.” The principal is very rigid and restrictive often requiring faculty to do meaningless task. Conversely, the teachers are highly committed as a group and work well together despite having a weak principal. (pp. 33-34)

The climates are graphically depicted by Hoy and Clover (1986) in Figure 1.

		Principal Behavior	
		OPEN	CLOSED
Teacher Behavior	OPEN	OPEN CLIMATE	ENGAGED CLIMATE
	CLOSED	DISENGAGED CLIMATE	CLOSED CLIMATE

Figure 1. Typology of school climates.

Healthy or Unhealthy

Another way to examine organizational climate is to explore organizational health (Hoy & Feldman, 1987; Hoy, Tarter, & Kottkamp, 1991; Hoy & Miskel, 2008). Miles (1965) and Parsons (1967) were some of the pioneers in the discussion of school health and the comparison of the school to a social system. A healthy school is characterized by one that continues to grow and faces challenges through successfully coping with ever changing dynamics (Miles, 1969). Miles (1965) framework was designed for future discovery, but had no basis for quantifying school health. Initially, there were 10 dimensions for evaluating school health. The dimensions were based on the task, maintenance, and growth needs of an open social system. Hoy, Tarter, and Kottkamp (1991) organized the dimensions as follows:

Task Needs

Goal Focus--Goals are reasonably clear to the system members as well as accepted by them. The goals must also be realistic and appropriate-consistent with the demands of the environment.

Communication Adequacy--Communication is relatively distortion free; it produces a good and prompts sensing of internal strains. Members have the information that they need to function efficiently.

Optimal Power and Equalization--The distribution of influence is relatively equitable. Subordinates can exert influence upward, and they perceive their superiors can do likewise.

Maintenance Needs

Resource Utilization--Personnel is used effectively. The organization is neither overloaded nor idling. There is a good fit between individual needs and organizational demands.

Cohesiveness--Members are attracted to the organization and wish to remain. They are influenced by the organization and exert their own influence on the organization in a collaborative fashion.

Morale--The organization displays a general sense of well-being and group satisfaction.

Growth and Development Needs

Innovativeness--The organization invents new procedures, moves toward new goals, and becomes more differentiated over time.

Autonomy--The organization is not passive to the environment. It demonstrates some independence from outside forces.

Adaptation--The organization has the ability to bring about corrective changes in it to grow and develop.

Problem-Solving Adequacy--Problems are solved with minimal energy, and problem-solving mechanisms are not weakened, but maintained or strengthened. (p. 54)

The initial attempt to quantify school health centered on the measurement of Miles's 10 dimensions. The questions were written to quantify the 10 dimensions outlined above. The questions were then subject to item analysis, and a final review was conducted comprised of both professors and doctoral-level students. In the end, the instrument contained 113 items designed to measure Miles's 10 dimensions of school health (Hoy et al., 1991).

The sample for the pilot study spanned 153 secondary school teachers in New Jersey. The participants were teachers who voluntarily decided to participate. Upon completion of the survey, the responses were factor analyzed in an attempt to place items into one of the 10 dimensions. Of the 113 items that were evaluated only 29 of them proved to be beneficial. Unfortunately, the analysis was only able to identify responses linked to six dimensions, five of which were a part of the original 10 dimensions. The dimensions identified were morale, cohesiveness, resource utilization, optimal power utilization, academic emphasis, and institutional integrity. Obviously, the initial attempts to quantify organizational health based on the 10 dimensions of Miles were unsuccessful.

The first attempt to measure health failed because Miles's dimensions of health could not be operationalized. When Hoy and Feldman went back to the drawing board, they decided to use Parsons' (institutional, managerial, technical) levels as a theoretical vehicle to get at the problem (Hoy & Feldman, 1987).

Despite the failure of initial attempts to quantify Miles's dimensions, Hoy and Feldman (1987) continued to look at school health and the notion of the school as a social system. Parsons et al. (1953) stressed the importance of the following imperative functions: adaptation, goal attainment, integration, and latency. Schools must solve the following problems:

- a) the problem of acquiring sufficient resources and accommodating to their environment,
- b) the problem of setting and implementing goals,
- c) the problem of maintaining solidarity within the system,
- d) and the problem of creating and preserving a distinctive value system. (Hoy et al., 1990, p. 263; Parsons et al., 1953).

In order to meet the needs of a social system, Hoy and Feldman (1987) identified eight dimensions that meet the basic needs of a social system. These dimensions were institutional integrity, resource support, principal influence, principal consideration, principal initiating structure, academic emphasis, morale, and cohesiveness. These eight were eventually condensed to seven after the initial pilot study. Morale and cohesiveness were determined to be one dimension. These seven interactions also corresponded with the three levels of authority within the school. Hoy and Feldman (1987) defined the levels as institutional, managerial, and technical.

The institutional level makes the connection between the school and its environment. The school has the support of the community and there is no outside pressure or influence on administrators or teachers. This level is scrutinized in terms of “institutional integrity” or the ability maintain the quality of school function (pp. 203-204)

The managerial level refers to the principal’s ability to coordinate, mediate, and gather resources for teachers, foster loyalty, and support of the school’s staff. This is most readily achieved through open and supportive principal behavior. Finally, the principal must have clearly defined expectations for school personnel. This level is scrutinized in terms of “principal influence, consideration, initiating structure, and resource support” (pp.203-204).

The technical level is concerned with the teaching and learning within the school. The purpose of the school is to produce educated people. This level is scrutinized in terms of “morale and academic emphasis” (pp.203-204). School morale is the comfort level that teachers have amongst one another. They work well together and feel confident in their ability to deliver instruction. Academic emphasis refers to the rigor placed on setting high but attainable goals within the school.

The development of the Organizational Health Inventory was written to address these three levels of school authority. A pilot study was conducted in 72 secondary schools to determine the worth of the 95 initial items. The 95 items consisted of simple descriptive statements. The respondents were asked to respond to a 4-point Likert-type scale by circling *rarely occurs*, *sometimes occurs*, *often occurs*, or *frequently occurs*. Through item analysis and evaluation of the item means the number of items was reduced to 44 and the number of dimensions was reduced from eight to seven. The final version of the OHI contained 44 items.

Once the OHI was revised it was then tested for its validity and reliability. A study was conducted involving 78 schools in New Jersey. At least five teachers were chosen from the 72 pilot schools and then 6 more schools were added. The chosen schools were diverse and varied regarding their socioeconomic status. The data were collected by researchers or a faculty member at a regular scheduled faculty meeting. The respondents' identities were anonymous. Some of the teachers responded to the OHI, and the others responded to separate battery of questions. All total 1,131 educators in 78 secondary schools participated in the study. Each question was analyzed and the reliability scores for the subtest produced the following alpha coefficients were as follows: institutional integrity (.91), principal influence (.87), consideration (.90), initiating structure (.89), resource support (.95), morale (.92), and academic emphasis (.93) (Hoy et al., 1991). The results of the study represent strong support of the OHI as quantification for school health.

As was the case with the OCDQ, the initial instrument has since been studied and revised to examine various levels. The initial study, which was conducted for secondary schools, has been adjusted to fit an elementary setting. Researchers are quick to note that the climate and complex structure of an elementary school differ from secondary schools (Fiedler, 1972; Herriott

& Firestone, 1984; Kottkamp, Mulhern, & Hoy, 1987). Podgurski (1985) took the original OHI and reviewed and modified questions to fit an elementary school. The criteria for the items were consistent with those required for the original OHI. The revised questions were first piloted and the results of the study reduced seven factors of the secondary version to six factors within the elementary version. The second pilot further reduced the factors down to five. They are teacher affiliation, institutional integrity, integrated leadership, resource influence, and academic emphasis. The nature of both instruments whether secondary or elementary is that harmony must exist between the institutional, the managerial, and the technical levels to achieve school health (Hoy et al., 1991).

The earlier studies of organizational climate focused on openness and health. Although openness and health are different things, they do overlap. The evaluation of a school deemed open is most likely healthy and in turn a healthy school is most often an open one (Hoy et al., 2002). In an attempt to evaluate climate by combining openness and health, Hoy, Smith, and Sweetland (2002) expanded on the work of Hoy, Hannum, and Tschannen-Moran (1998) to build the Organizational Climate Index (OCI). The OCI is a combination of the OCDQ and the OHI. Hoy, et al., (1998) looked at six dimensions from the OCDQ and six dimensions from the OHI and identified four dimensions that would measure both openness and health. The four dimensions were environmental press, collegial leadership, teacher professionalism, and academic press. A 95 question instrument was used to measure these four dimensions. The initial study consisted of 97 high schools in Ohio. The high schools were either Grades 9-12 or 10-12. The schools ranged in terms of socioeconomic status and urban and rural settings. Hoy, et. al., (2002) later reduced the number of questions to 30, with each of the four dimensions having 7 questions. The data from the sample was factor analyzed, a few of the questions were eliminated

and the environmental press dimension was renamed “institutional vulnerability” (Hoy et al., 2002, p. 41). The final version of the OCI consisted of 27 questions that measured four dimensions of climate and the relationship of a school to its community. Hoy, Smith, and Sweetland (2002) defined these four dimensions as follows:

Collegial Leadership is principal behavior directed toward meeting both social needs of the faculty and achieving the goals of the school. The principal treats teachers as colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance.

Professional Teacher Behavior is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues.

Achievement Press describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by both students and teachers for their academic success. Parents, teachers, and the principal all exert pressure for high standards and school improvement.

Institutional Vulnerability is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive. (p. 42)

The alpha coefficients for each dimension were: institutional vulnerability (.87), collegial leadership (.94), professional teacher behavior (.88), and achievement press (.92). The alphas definitely supported a good instrument for measuring school climate for both openness and health.

Commitment

Porter, Steers, and Mowday (1974) defined organizational commitment as the individuals’ strength of identification and involvement with the organization. This commitment can be characterized by at least three factors:

1. a strong belief in and acceptance of the organization's goals and values
2. a willingness to exert considerable effort on behalf of the organization
3. a strong desire to maintain membership in the organization. (p. 604)

The early studies of organizations and their effectiveness were centered on businesses trying to evaluate productivity and profit (Steers, 1975). In an attempt to improve performance, employers sought studies aimed at decreasing turnover through improving job satisfaction (Steers, 1975, 1977). Although certainly an important endeavor, Porter, Steers, Mowday, and Boulian (1974) mention the failure of studies to account for commitment. It has since been noted that that organizational commitment was a better indicator of turnover than was job satisfaction (Koch & Steers, 1976; Porter et al., 1974). Commitment is more encompassing of the total organization, whereas job satisfaction is limited to the employee's job or one aspect of the job.

The move away from simply looking at job satisfaction as the sole cause of turnover developed out of looking at attitude changes (Mowday et al., 1979). An attitudinal change is apparent when the employee feels a sense of attachment towards the organization. This linkage of employee to the organization is developed and fostered over a period of time (Mowday et al., 1979). Porter et al. (1974) tested the attitude construct of organizational commitment along with job satisfaction among trainees to become psychiatric technicians. The study took place over a 10.5 month period of time. The parameters of the study are discussed in the following paragraphs.

The subjects for this study were psychiatric technician trainees at a hospital for the mentally retarded. The trainees were paid a modest income and were required to complete 1,000 hours of supervised clinical work and another 400 hours of classroom training. The trainees were

required to perform a plethora of tasks. Feeding and dressing patients, physical therapy activities, and operant conditioning are some of the tasks they were asked to perform. There were 84 trainees who started the training, but the number was reduced to 60 by the initial phases of the study. Another 27 were terminated by the end of the study. The participants of the study were evaluated using two instruments. The instruments were the Organizational Commitment Questionnaire (OCQ) and the Job Description Index (JDI). The OCQ was composed of 15 questions designed to measure how committed the subjects were to the organization. The questions were comprised of descriptive statements where trainees responded along a 7-point Likert-type scale with answers ranging from *Strongly Agree* to *Strongly Disagree*. Six of the 15 items were reversed to limit the amount of response bias. The questionnaire was given four separate times over the course of the training to gauge change in commitment. The 27 trainees who did not finish the training were dropped from the study. The turnover data was not collected until 8 months after completion of the training program (Porter et al., 1974). Porter et al. (1974) found that an employee's attitude about the organization might influence a decision to continue employment more than their attitude about a specific job. Furthermore, Mowday, Porter, and Dubin (1974) suggested that highly committed workers would perform better than less committed workers. They also note that the results of this study could be attributed to the specific situation of psychiatric technicians.

Expanding upon this initial study, Mowday et al. (1979) administered the OCQ to 2,563 employees working in a multitude of jobs in nine different organizations. The sampling was intentionally diverse in order to be representative of working individuals. The sampling consisted of the following groups:

Public employees--There were 569 public employees who participated in the study. The majority of which were female in clerical and health related jobs. A small portion of this group was comprised from supervisory and administrative personnel.

Classified university employees--There were 243 classified university employees who participated in the study. This group was comprised from maintenance, clerical, and administrative positions.

Hospital employees--There were 382 hospital employees who participated in the study. Nurses, service workers, clerical positions, and administration comprise the make-up of this group.

Bank employees--There were 411 bank employees who participated in the study. The respondents were female tellers, secretaries, and bookkeepers.

Telephone company employees--There were 605 telephone workers who participated in the study. This predominantly male group consisted of repairmen, station installers, report clerks, etc.

Scientist and engineers--There were 119 scientist and engineers who participated in the study. This group primarily consisted of engineers who were in research projects or administrative positions.

Auto company managers--There were 115 auto company managers who participated in the study. This group was comprised of managers in major automotive firms with the majority holding advanced degrees.

Psychiatric technicians--This group is comprised from the Porter et al., (1974) study.

Retail management trainees--There were 212 retail management trainees who participated in the study. This group consisted of recent college graduates who were entering a 9- to 12-month training program. (Mowday et al., pp. 229-230)

The results of the study were that the OCQ was as good a battery of job satisfaction and absenteeism as any other instrument. The OCQ showed to be a strong predictor for employee turnover and job satisfaction.

Glisson and Durick (1988) also conducted a study examining certain characteristics of the job, the organization, and the worker that affect job satisfaction and organizational commitment. The study polled 319 workers spanning 29 service organizations. The best predictors of organizational commitment were leadership, organizational age, and education. Leadership and

organizational age are characteristics of the organization, while education relates to the individual worker.

Given the predictability of the OCQ across such a wide span of careers, naturally led educational researchers to incorporate the OCQ into their studies as well (Hoy, Tarter, & Bliss, 1990; Tarter, Hoy, & Bliss, 1989; Nguni, Slegers, & Denessen, 2006; Shaw & Reyes, 2002).

Hoy, Tarter, and Bliss (1990) used the OCQ to measure commitment as one outcome of school effectiveness. The study examined whether school climate and school health could predict school effectiveness measured in terms of student achievement and teacher commitment. The study consisted of 58 secondary schools sampling 872 teachers. The OCDQ-RS was the instrument used to measure school climate and the OHI was used to measure school health. Hoy, Tarter, and Bliss (1990) concluded that all of the health variables of the OHI were predictors of teacher commitment and four of the five climate variables were predictors of teacher commitment. The study confirmed that schools that are healthy and have a good climate will have committed teachers.

Theoretical Framework

The theoretical framework for this study includes the four subtests of the OCI and teacher commitment as measured by the OCQ. The hypotheses and variables which frame this study originate from the four variables that comprise the OCI. The four subtests described previously are: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Each of these four conceptually provides a link to teacher commitment. The inter-linking of the variables is as follows:

Collegial Leadership. A principal that treats faculty members as colleagues, is open to their input, establishes high yet attainable standards of performance, and is friendly and courteous should expect some level of teacher commitment. Prior research, (Hoy, et. al., 1990) using the OCDQ and OHI supports a link between supportive principal behavior and principal influence to teacher commitment. Since, the OCI combines elements of the OCDQ and the OHI a relationship should be expected.

Professional Teacher Behavior. A school climate where teachers support one another, respect each other, are committed to student achievement, and believe in each others' abilities should expect some level of teacher commitment. Prior research (Hoy, et. al., 1990; Smith, 2009) supports a strong link between professional teacher behavior and teacher commitment. The Smith (2009) study is especially significant because the OCI was used in the study.

Achievement Press. A school climate where high but achievable academic standards are set, all stakeholders press for high achievement, and students work hard to achieve and gain teachers respect might expect some level of teacher commitment. Prior research, (Hoy, et. al., 1990) supports a strong link between achievement press and student achievement with some affect on teacher commitment.

Institutional Vulnerability. A school climate that is susceptible to outside forces and their input might expect a low level of teacher commitment. A highly vulnerable school will leave the teachers and principal unprotected from influential parents and citizen groups. Despite a suspected relationship, prior research, (Hoy, et. al., 1990; Smith, 2009) fails to support this conceptual link. The research (Hoy, et. al., 1990) does support a link to student achievement, and the collection of all the subtests collectively frames this study.

There is a limited body of research relating organizational climate to organizational commitment in a school setting, particularly when organizational climate is measured in terms of the OCI. This is surprising given the desirable outcomes which are supported in the research for both school climate and commitment. Student achievement, a desirable outcome, has been linked to school climate. There have been several studies that link a healthy school climate to student achievement (Edmonds, 1979; Hoy & Ferguson, 1985; Hoy, Tarter, Bliss, 1990; Tarter, Sabo, & Hoy, 1995; Smith, 2009). Further research by MacNeil (2009) suggests that a healthy learning environment can increase student achievement as evidenced by higher standardized test scores.

Similarly, researchers have linked organizational commitment to desirable organizational outcomes (Schein, 1970; Steers, 1975). Firestone and Pennell (1993) suggests that the greater the level of teacher commitment the higher the level of student achievement. In addition to student achievement, improved job performance, absenteeism, tardiness, and reduced turnover have all been identified as desirable outcomes related to commitment (Angle & Perry, 1981; Bredeson, Kasten, & Fruth, 1983; Porter et al., 1974).

When looking at the desirable outcomes that a good school climate and teacher commitment produces, a study of the relationship that exists between the two seems noteworthy. There is a limited body of research (Hoy, Tarter, & Bliss, 1990; Nguni, Slegers, & Denessen, 2006; Park, Henkin, & Egle, 2004; Smith, 2009; Tarter, Hoy, & Bliss, 1989) relating organizational climate to organizational commitment in a school setting, particularly when organizational climate is measured using the OCI and commitment is measured using the OCQ. However limited, there are a few bodies of research pertinent to this study.

Tarter, Hoy, and Bliss (1989) explored principal leadership and its effect on teachers organizational commitment. The researchers pulled leadership portions of the OCDQ-RS and the

OHI to identify their effect on organizational commitment. Commitment was measured using the 9-question version of the OCQ that Mowday et al. (1979) used in their research of four occupational groups. The results of their research supported the notion that teachers will commit themselves to a school when the principal exhibits certain behaviors (Miskel & Ogawa, 1988; Reyes, 1992). A principal who provides support, resources, consideration, and useful influence will most often have a committed faculty (Tarter et al., 1989). A committed faculty in turn is more willing to exert more effort to accomplish the aims of the school. Conversely, a principal who is more directive and controlling will most often have an uncommitted faculty.

A closer model of research to this study comes from Hoy, Tarter, and Bliss (1990). The study examined many aspects of school climate including health. The combination of openness and health was central to the study. The study combines the items from the OCDQ and OHI to determine their affects on organizational effectiveness. Furthermore, organizational effectiveness was measured in terms of student achievement and organizational commitment. Organizational commitment was measured using the 9-item OCQ that Mowday (1979) and colleagues used with four occupational groups (Hoy et al., 1990). The variables identified from the OHI were: institutional integrity, resource allocation, principal influence, initiating structure, consideration, academic emphasis, and morale. The variables from the OCDQ were as follows: directive behavior, supportive behavior, engagement, frustration, and intimacy. The conclusions of the study were that all of the variables for health were correlated to teacher commitment. Furthermore, all but one of the climate variables was correlated to teacher commitment. Teacher intimacy was the lone climate variable deemed insignificant to teacher commitment (Hoy et al., 1990). The similarities of the Hoy et al. (1990) study and the current study are important. The crux of both studies view climate in terms of openness and health. The OCI is a combination of

the OHI and the OCDQ. Given that 11 of the 12 variables (institutional integrity, resource allocation, principal influence, initiating structure, consideration, academic emphasis, morale, directive behavior, supportive behavior, engagement, and frustration) from the OHI and OCDQ were positively correlated with teacher commitment, a positive correlation between the most of the dimensions of the OCI might be expected.

Smith (2009) just recently completed a study examining the relationship between climate and commitment using the OCI and the OCQ. The study concluded that professional teacher behavior was the best predictor of teacher commitment. However, the Smith (2009) study was a relatively small sample of thirty-four schools. This study is not meant to replicate, (Smith, 2009) but to expand the sample size, schools sampled, and number of teachers surveyed.

Summary

The research reviewed on school climate combines the aspects of openness and health. Both concepts of climate have proven to be positive indicators for desirable outcomes. The two primary instruments devised to measure openness and health is the OCDQ and OHI. These instruments have recently been combined into the OCI which measures both openness and health simultaneously.

The research reviewed on commitment showed preliminary studies from business and industry which link desirable outcomes to commitment. Job performance, absenteeism, and turnover were a few of the desirable outcomes listed for organizational commitment. The OCQ is the primary instrument used to measure organizational commitment.

The desirability of both climate and commitment in a school setting lends itself to a study of their relationship. There is very little literature on the relationship between climate and commitment, especially when the measurement of climate is done using the OCI.

CHAPTER 3

METHODOLOGY

Introduction

The primary goal of this study was to test the research questions that relate the four dimensions of the Organizational Climate Index (OCI) to teacher commitment as outlined by the hypotheses in Chapter 1. The four dimensions were as follows: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. The methodology used to test the research questions are outlined in this chapter. This chapter contains four sections: (a) selection of participants, (b) instrumentation, (c) data collection, and (d) data analysis. The development of the methodology in my research was modeled after Tarter and colleagues' work with commitment and Hoy and colleague's work with climate (1989; Hoy et. al., 2002; Tarter et al.).

Selection of Participants

The target populations for this study were teachers working in 80 elementary schools (Grades 3-6) in the state of Alabama. The school sample was a convenience sample chosen from proximity to researchers and willingness to participate. Though not a random sampling, the sample spanned a diverse collection of schools in a multitude of districts that vary in socioeconomic status as evidenced by the free and reduced lunch percentages acquired through the Alabama State Department of Education. Of the 67 schools that agreed to participate 41 were Title I schools. A school is deemed to be a Title I school when 50% or more of the school's

population receives free or reduced lunch. The selection of schools was limited to those with at least 15 or more faculty members. The participation from teachers was completely voluntary and anonymous.

Instrumentation

The Organizational Climate Index (OCI) is a 27-item descriptive questionnaire that measures four elements of school climate in terms of openness and health. The four subtests measure institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. Collegial leadership examines the relationship between the principal and teacher. Professional teacher behavior examines the relationship between teachers. Achievement press examines the press for achievement by parents, teachers, and principal. Institutional vulnerability examines the relationship between the school and the community. The teachers responded to the items along a 4-point Likert-type scale ranging from *rarely occurs* (RO) to *very frequently occurs* (VFO). The alpha coefficients of reliability for all four dimensions are relatively high: institutional vulnerability (.87), collegial leadership (.94), professional teacher behavior (.88), and achievement press (.92).

The Organizational Commitment Questionnaire (OCQ) is a 15-item questionnaire that measures the degree of involvement respondents have in their organization. Mowday et al., (1979) analyzed 2,563 individuals in nine different occupations. The research showed internal consistency, test-retest, and factorial reliability of the instrument and its predictive, convergent, and discriminate validity. This study will use the 9-item version that Mowday (1979) and colleagues used with four occupational groups. The alpha coefficients for the four groups ranged

from .84 to .90. The teachers responded to the items along a 5-point Likert-type scale ranging from *strongly agree* to *strongly disagree*.

Data Collection

The data were collected by a researcher at a regularly scheduled faculty meeting. In a few schools, a faculty member was asked to collect the questionnaires. Faculty members from each individual school were systematically selected to respond to one of several questionnaires. The questionnaires were divided into three packets. The packets were distributed where teachers sitting together would respond to different questionnaires. One set of teachers responded to the OCI questionnaire, a second set of teachers responded to the OCQ, and other sets of teachers responded to other instruments not pertinent to this study.

Data Analysis

The focus of this study was to gauge the group's collective perceptions of climate and commitment within an individual school. The unit of analysis for this study was the school. The responses to the questionnaire were entered into Statistical Package for the Social Science (SPSS) where school level descriptive statistics were calculated. By separating the respondents to various measures our variables both independent and dependent were methodologically independent. The data for each school was used to perform a statistical analysis and tested the hypotheses for pertinent correlations. Then, a multiple regression analysis of commitment on the climate variables was performed to gain a greater understanding of individual variable impact.

Summary

The methods for this study on the relationship between climate and commitment were similar to other research studies (Hoy et al., 2002; Tarter et al., 1989). The data for this study were collected from 75 elementary schools in the state of Alabama. All teachers were guaranteed anonymity and their participation was voluntary. Teachers were randomly selected to give responses to one of several questionnaires. The questionnaires pertinent to this study were the Organizational Climate Index (OCI) and the Organizational Commitment Questionnaire (OCQ). The data were collected and entered into SPSS for analysis. The results and research findings are presented in Chapter 4.

CHAPTER 4

RESULTS

This chapter reports the findings of the relationship between a schools overall climate and the commitment of teachers. The chapter includes: descriptive, reliabilities, correlations, tested hypotheses, and un-hypothesized findings.

Descriptives

The study was comprised of elementary schools in Northeast Alabama. Of the 80 schools contacted, 67 schools agreed to participate. From these 67 schools, 1,353 teacher respondents completed surveys. The two surveys were the OCI (Hoy et al., 1991) climate instrument and the OCQ (Mowday et al., 1979) commitment instrument. The instruments were completed during a regularly scheduled faculty meeting. All teacher respondents were guaranteed anonymity and participation in the study was strictly voluntary. The school was the unit of analysis and each school was given a six digit identifier for comparative analysis. The OCQ was the dependent variable and the OCI and four subtests served as independent variables. The four subtests of the OCI are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Correlations and multiple regressions were utilized for testing hypotheses and Cronbach's alphas were run on the two measures as a test of reliability. Table 1 shows descriptive statistics of means, standard deviations, and range of the tested variables.

Table 1

Descriptive Statistics of the Measures

Variable	<i>N</i>	Minimum	Maximum	<i>M</i>	<i>SD</i>
Achievement press	67	2.15	3.73	2.88	.30
Collegial leadership	67	2.19	3.91	3.33	.41
Institutional vulnerability	67	1.40	2.76	2.13	.30
Professional teacher behavior	67	1.93	3.91	3.39	.34
Commitment	67	4.53	6.93	6.20	.50

Reliability

The two surveys in this study are the OCI and the OCQ. The OCI is a 27-item response questionnaire where teachers respond along a 4-point Likert-type scale. The responses range from rarely occurs (RO) to very frequently occurs (VFO). The questions for the OCI measure four distinct dimensions of school climate. The dimensions are: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. The OCQ is a 9-item response questionnaire where teachers respond along a 7-point Likert-type scale ranging from *strongly disagree* to *strongly agree*. To test for internal reliability, a Cronbach alpha (α) was done on the four subtests of the OCI and the OCQ. Table 2 shows Cronbach's alpha for each variable and the number of items measured in each instrument (OCI and OCQ).

Table 2

Cronbach's Alpha for Study Variables

Variable	Cronbach's alpha	Number of questions in measure
Achievement press	.75	8
Collegial leadership	.88	7
Institutional vulnerability	.69	5
Professional teacher behavior	.88	7
Commitment	.92	9

Correlations

The five test variables were correlated, and most of the hypotheses were supported. Of the four subtest of the OCI, only institutional vulnerability was found to have no relationship to teacher commitment. Collegial leadership, professional teacher behavior, and achievement press were all shown to positively influence commitment. The correlation coefficients for each support this finding. Collegial leadership had a correlation ($r = .45^{**}, p < .01$) indicating a moderate relationship. Similarly, professional teacher behavior, had a correlation ($r = .46^{**}, p < .01$). Achievement press had a correlation ($r = .37^{**}, p < .01$) that was significant, although the relationship is less than collegial leadership and professional teacher behavior. Table 3 shows the correlations of the variables.

Table 3

Correlations (Pearson) between the Five Variables

Variable	1	2	3	4	5
Commitment					
Collegial leadership	.45**	--			
Professional teacher behavior	.46**	.57**	--		
Achievement press	.37**	.55**	.64**	--	
Institutional vulnerability	-.17	-.18	-.21	.05	--

** $p < .01$

A multiple regression of teacher commitment on collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability was done to examine their individual impact. The four subtests were entered as independent variables. The combined influence was 22% of the variance in teacher commitment ($\text{Adj. } r^2 = .22^{**}, p < .01$). It is also

noteworthy, that professional teacher behavior was found to be the strongest predictor of teacher commitment ($\beta = .46^{**}$, $p < .01$). Table 4 illustrates these findings.

Table 4

Multiple Regression of Teacher Commitment on Predictor Variables

Independent variables	<i>r</i>	Standardized β
Collegial leadership	.45**	.26**
Professional teacher behavior	.46**	.46**
Achievement press	.37**	.07
Institutional vulnerability	-.17	-.07
		$R = .52$
		Adj. R square.22**
		** = $p < .01$

Test of Hypotheses

In order to test the hypotheses of this study, a simple correlation coefficient was computed between school climate (OCI) and organizational commitment (OCQ). Next, a correlation coefficient was calculated between each of the four subtests of the OCI and organizational commitment. Finally, a multiple regression of organizational commitment was done on the four subtests of the OCI to test the linear composite of the climate variables with organizational commitment.

Hypothesis 1, which predicted a positive correlation between collegial leadership and the organizational commitment of teachers, was supported. A correlation of .45 ($p < .01$) indicates a moderate relationship between the variables.

Hypothesis 2, which predicted a positive correlation between professional teacher behavior and the organizational commitment of teachers, also was supported. A correlation of .46 ($p < .01$) indicates a moderate relationship between the variables.

Hypothesis 3, which predicted a positive correlation between achievement press and the organizational commitment of teachers, also was supported. A correlation of .37 ($p < .01$) indicated a small relationship between the two variables.

Hypothesis 4, which predicted a correlation between institutional vulnerability and the organizational commitment of teachers, was not supported. A correlation of (-.17, ns) indicated there is no relationship to institutional vulnerability and teacher commitment.

Hypothesis 5, which predicted a relationship between all of the dimensions of the OCI and organizational commitment collectively and independently, was partially supported. A multiple regression performed on collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability were all entered as independent variables and the OCQ was the dependent variable. Collectively, all of the subtests of the OCI do indicate a relationship to commitment (Adj. $r^2 = .22^{**}$, $p < .01$). However, only collegial leadership ($\beta = .26^{**}$, $p < .01$) and professional teacher behavior ($\beta = .46^{**}$, $p < .01$) made a significant linear contribution to organizational commitment with professional teacher behavior being the best predictor for teacher commitment.

Un-hypothesized Findings

A multiple regression of professional teacher behavior on collegial leadership, achievement press, and institutional vulnerability was performed to determine predictors of professional teacher behavior. Professional teacher behavior was the dependent variable and collegial leadership, achievement press, and institutional vulnerability were the independent variables. The three independent variables were entered together. Significance was found between the variables with 48% of the variance in professional teacher behavior, (Adj. $r^2 =$

.48**, $p < .01$). Achievement press proved to be the only predictor of professional teacher behavior ($\beta = .50$ **, $p < .01$). Table 5 illustrates the findings.

Table 5

Correlation and Multiple Regression Analysis for Professional Teacher Behavior on Predictor Variables

Independent variables	<i>r</i>	Standardized β
Collegial leadership	.57**	.26
Achievement press	.64**	.50**
Institutional vulnerability	-.20	-.18
		R=.71
		Adj. R square.48**
		**= $p < .01$

A second multiple regression of collegial leadership on professional teacher behavior, achievement press, and institutional vulnerability was performed to determine predictors of collegial leadership. Collegial leadership was the dependent variable and professional teacher behavior, achievement press, and institutional vulnerability were the independent variables. The three independent variables were entered together. Significance was found again between the variables with 37% of the variance in collegial leadership, (Adj. $r^2 = .37$ **, $p < .01$). Once again, achievement press proved to be the only predictor ($\beta = .35$ **, $p < .01$). Table 6 illustrates the findings.

Table 6

Correlation and Multiple Regression Analysis for Collegial Leadership on Predictor Variables

Independent variables	r	Standardized β
Professional teacher behavior	.57**	.31
Achievement press	.55**	.35 **
Institutional vulnerability	-.17	-.13
		$R = .63$
		Adj. R square .37**
		**= $p < .01$

A multiple regression of teacher commitment on collegial leadership, professional teacher behavior, achievement press, institutional vulnerability, and SES was done to examine the impact of SES on previous findings. The four subtests and SES were entered as independent variables. The combined influence was 22% of the variance in teacher commitment (Adj. $r^2 = .22^{**}$, $p < .01$). It is noteworthy, that SES made no significant or unique contribution to teacher commitment. Collegial leadership ($\beta = .26^{**}$, $p < .01$) and professional teacher behavior ($\beta = .45^{**}$, $p < .01$) were still found to be predictors of teacher commitment, and professional teacher behavior was the still the better predictor of teacher commitment. Table 7 illustrates these findings.

Table 7

Multiple Regression of Commitment on Teacher Predictor Variables and SES

Independent variables	r	Standardized β
Collegial leadership	.45**	.26**
Professional teacher behavior	.46**	.45**
Achievement press	.37**	.05
Institutional vulnerability	-.17	-.07
SES	.25	.13
		$R = .52$
		Adj. R square .22**
		** = $p < .01$

The study shows that there is a definite link between collegial leadership, professional teacher behavior, and teacher commitment. Collegial Leadership and professional teacher behavior are both predictors of teacher commitment with professional teacher behavior being the better predictor. Moreover, achievement press is a predictor of both collegial leadership and professional teacher behavior. Institutional vulnerability was the only subtest of the OCI which had no bearing on teacher commitment.

CHAPTER 5

DISCUSSION

Introduction

This chapter will discuss the findings of this research, examine the implications both theoretical and practical, and finally make recommendations for further research. The survey results show significance between school climate and teacher commitment. When examining the Pearson's correlations between the four subtests of the OCI and teacher commitment, the following information was ascertained. Institutional vulnerability was the only variable that showed no significance to teacher commitment. Collegial leadership ($r = .45, p < .01$), professional teacher behavior ($r = .46, p < .01$), and achievement press ($r = .37, p < .01$) were all shown to be significant to teacher commitment. Professional teacher behavior was the most significant predictor of teacher commitment.

To account for multi-collinearity, it was necessary to perform a multiple regression of teacher commitment on the individual subtests to determine the linear relationship. The findings showed that only collegial leadership ($\beta = .26^{**}; p < .01$) and professional teacher behavior ($\beta = .46^{**}; p < .01$) were predictors of teacher commitment. Once again, professional teacher behavior was the more significant predictor of teacher commitment.

Summary of Findings

1. Collegial leadership is a good predictor of teacher commitment.
2. Professional teacher behavior was the best predictor of teacher commitment.

3. Achievement press does not independently predict teacher commitment. However, achievement press was found to be a predictor of both collegial leadership and professional teacher behavior.

4. Institutional vulnerability has no relationship to teacher commitment.

5. Collectively, the OCI is a good predictor of teacher commitment. Collegial leadership, professional teacher behavior, and achievement press all showed significance to teacher commitment. Institutional vulnerability showed no significance to teacher commitment. When regressed on independently only, collegial leadership and professional teacher behavior were shown to predict teacher commitment.

6. SES has no relationship to teacher commitment. Controlling for SES did not change the findings that collegial leadership and professional teacher behavior are predictors of teacher commitment. Professional teacher behavior is the strongest predictor of teacher commitment.

Theoretical Implications

Collegial Leadership and Teacher Commitment

The literature outlined in Chapter 2 supported a relationship between principal behavior and teacher commitment. Hoy and colleagues (1991) found a link between *supportive principal behavior*, *directive principal behavior* (measured by the OCDQ), and *principal influence* (measured by the OHI) to teacher commitment. Because the OCI is a combination of both the OCDQ and the OHI, the relationship between principal behavior and teacher commitment should remain.

This study confirmed a relationship does exist between collegial leadership ($r = .45, p < .01$) and teacher commitment. The low beta score ($\beta = .26^{**}, p < .01$) indicates only a slight

relationship. This might be attributed to the impact of principal influence, which did not make it into the OCI. Tarter and colleagues (1990) identified principal influence as a critical element in developing teacher commitment. Though un-hypothesized, the influence a principal has in gaining resources, and the perceived clout in working well with the superintendent has merit. Yukl (1981) identified the development of good relations with superiors to increase the level of support and trust as an important strategy in becoming an effective leader. The social exchange that exists between the behaviors of the principal and its effect on the teacher goes beyond commitment.

Professional Teacher Behavior and Teacher Commitment

The literature in Chapter 2 supports a strong relationship between teacher/colleague behavior with one another and teacher commitment (Smith, 2009). The Smith (2009) study found only professional teacher behavior to be predictive of teacher commitment. Though results vary regarding collegial leadership, this study confirms Smith (2009) in identifying Professional Teacher Behavior ($r = .46, p < .01$) as the better predictor of teacher commitment. The beta score ($\beta = .46^{**}, p < .01$) represents a moderately good relationship and is certainly the best predictor for teacher commitment within the OCI. The results support the notion that the relationship that teachers have with one another is more vital to teacher commitment than the relationship a teacher has with their principal. So, how does a principal develop the relationship between teachers?

Tarter and colleagues (1990) examined the dynamics that exists in a school that fosters teacher commitment. Great importance should be placed on getting teachers to identify with organizational goals. A teacher who shares the goals of the school as their own will be more

committed than a teacher who accepts school goals out of compliance. The principal should provide opportunities for the growth of teacher relationships and identification with the school itself.

Achievement Press and Teacher Commitment

Earlier research (Hoy et al., 1990) points to achievement press as a critical element for predicting student achievement. The push or rigor that is placed for academic success, although important to achievement, has yet to provide a direct link toward teacher commitment. The results of this study align with previous research (Tarter et al., 1990; Hoy et al., 1991; Smith, 2009) where achievement press ($r = .37$) fails to influence teacher commitment. Though not significant to teacher commitment, un-hypothesized findings found a significant relationship did exist between achievement press, collegial leadership, and professional teacher behavior.

Achievement press was found to be a predictor of both collegial leadership and professional teacher behavior. Thus, schools that stress academic rigor are more likely to have a collegial leader and teachers that support one another.

Institutional Vulnerability and Teacher Commitment

The literature examined in Chapter 2 showed no significant relationship between institutional vulnerability and teacher commitment (Hoy et al., 1991; Smith, 2009). The degree of how susceptible a school is to outside influence from parent groups and local community members will not adversely affect teacher commitment. This study confirms previous findings where institutional vulnerability ($r = -.17$) fails to predict teacher commitment.

OCI and Teacher Commitment

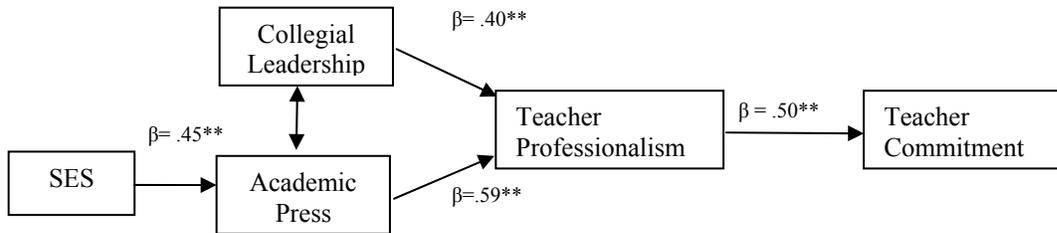
Earlier research (Smith, 2009) using identical instruments found a correlation between collegial leadership, professional teacher behavior, and achievement press to teacher commitment. Furthermore, Smith (2009) reported that professional teacher behavior was the only predictor for teacher commitment. This study confirms some of the Smith (2009) findings, while diverging with others. This study confirms that a relationship does exist between the OCI and teacher commitment. Similarly, a correlation was found between collegial leadership ($r = .45^{**}, p < .01$), professional teacher behavior ($r = .46^{**}, p < .01$), and achievement press ($r = .37^{**}, p < .01$).

The correlations performed in both studies found a relationship between collegial leadership, professional teacher behavior, and achievement press to teacher commitment. Both studies found that there was no relationship between institutional vulnerability and teacher commitment. Furthermore, both studies agree that professional teacher behavior is the best predictor of teacher commitment. However, the results start to vary when teacher commitment is regressed on the individual subtests of the OCI. The Smith (2009) study only found professional teacher behavior to be a predictor of teacher commitment, while the regression in this study found both professional teacher behavior and collegial leadership to be predictors of teacher commitment. Additionally, the un-hypothesized findings within this study reveal that achievement press is a predictor of both collegial leadership and professional teacher behavior whereas the Smith (2009) study points to achievement press as the only predictor of professional teacher behavior.

The Smith (2009) study included SES as part of the hypotheses. In order to align the results of this study, SES was added to the un-hypothesized findings. The findings remained

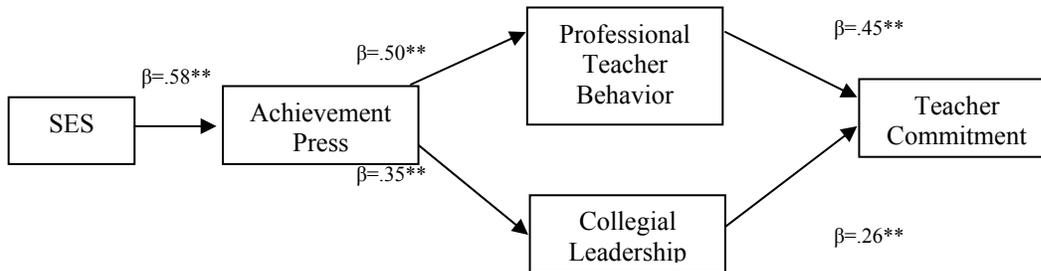
unchanged, and SES was found to have no direct link to teacher commitment. SES does have an indirect impact on teacher commitment, but only through its direct affect on achievement press.

The comparative path analysis diagram for both studies is illustrated below in Figures 2 and 3:



(N=31; R = .84; Adj. R² = .67 **)
 ** = p < .01

Figure 2. Path analysis diagram (Smith, 2009).



(N= 67; R = .52; Adj. R² = .22**)
 ** = p < .01

Figure 3. Path analysis current study.

The varying results might be attributed to the relatively small sample size used in the Smith (2009) study. This study surveyed 67 schools, while Smith (2009) only surveyed 31 schools. Regardless of small differences between the studies, the overall message for school leaders is the same. Professional teacher behavior is the best predictor of teacher commitment.

Practical Implications

The results of this study have implications for building-level administrators attempting to foster teacher commitment within their school. The conclusions drawn from this study should place a major emphasis on professional teacher behavior and collegial leadership. So, how does a principal affect professional teacher behavior? After all, the term professional teacher behavior clearly relates to the behavior of teachers and not the principal. Although short sighted, this view is adopted by some administrators who do not realize the subtle impact on teachers. The principal can positively influence the school climate by providing opportunities for collaboration for both teachers and the principal. Singh and Billingsley (1998) point to a principal's influence on the collegial environment by promoting shared goals and professional growth. A targeted professional development plan, shared decision making, and achievement press are all ways for building-level administrators to foster relationships of fellow teachers and the principal.

Professional Development

Targeted professional development is a great way to foster collaboration between teachers. A meaningful professional development experience allows teachers to collaborate and share ideas with colleagues. A true professional learning environment allows teachers to seek out assistance and hear the successes of other teachers. This is particularly important with young or novice teachers in the building of teacher efficacy.

The novice teacher will often leave the profession when not given support in the first few years. A good mentoring program is vital to the development and retention of novice teachers. Great care should be given in the assignment of a mentor to a new teacher. The practice of assigning a mentor based on years of experience, subject taught, or proximity of classroom is

common practice. This approach, although easier for administration, can often hinder the development of a young teacher. The mentor/mentee relationship is the first opportunity to build collegial relationships. This is also an opportunity to align new personnel with positive role models. These role models may shield the novices from the negative influences that exist in most schools. A good mentor may also start the process of aligning the mentee's goals with the shared goals of the school. A teacher who shares the goals of the school will work harder than one whose goals diverge from the group (Hall et al., 1970).

Shared Decision Making

In addition to colleague support, this study also indicates a need for collegial leadership. Though less important than the support of colleagues, the collegial leadership variable was shown to be another necessary element in the commitment of teachers. The treatment of teachers as colleagues, rather than subordinates, encourages teachers to share ideas. Teachers bring a lot of knowledge and expertise to a school, and the principal should involve teachers in some school-wide decisions. This is especially effective when the decision to be made is important to the teacher and aligns with the teacher's skill set. Barnard (1938) introduced the *concept of zone of indifference*, and how good leaders use formal and informal authority to gain support from subordinates. The informal authority given to a leader can arise from the involvement of group members in shared decision making. The caveat in a shared decision-making model is whether the teachers may be trusted to make a decision that serves the best interest of the school. The degree of involvement by teachers in any decision-making endeavor should be clearly thought out, and with the school and students' best interests at the fore front. Regardless of whether actual decisions are made by teachers is less important than the involvement and input.

Several schools in Alabama use leadership teams or committees to involve teachers in the decision-making process. A school leadership team is comprised of lead teachers who meet regularly with the building-level principal. Each lead teacher oversees a certain area of school operations such as: curriculum and instruction, professional development, parent and community involvement, organization and finance, standards and assessment, and technology. All teachers are assigned to one of these teams, and the lead teacher represents the group in the school leadership team meeting. Therefore, if a teacher thought the school needed more professional development in the area of classroom management, the concerned teacher would approach the lead teacher of professional development and voice the opinion. The lead teacher would then take the suggestion to the professional development taskforce, and then to the school-wide leadership team. This is obviously a shared decision-making model where the principal relies heavily on the feedback of teachers to aid in the decision-making process. In order for any shared decision-making model to be successful, the principal must be willing to accept group decisions even when individual dissent is present. This type of leadership involves a great deal of trust between the principal and teacher.

Achievement Press

The establishment of high academic standards or achievement press should not be ignored when trying to build a committed faculty. Achievement press indirectly affects teacher commitment by directly influencing professional teacher behavior and collegial leadership. This study illustrates how the principal and faculty can exert pressure for high standards and student achievement, which, in turn, will improve collaboration between fellow teachers and the building level principal.

In conclusion, a collegial principal will support teachers' goals professionally and personally. Teacher autonomy, collaboration, constant feedback, and the opportunity to grow as a teacher are all key components to building a committed faculty (Firestone & Pernell, 1993). The good administrator will provide specific feedback and praise specific behavior, rather than blanket praise that does not apply to every member of the group. Constructive criticism should be utilized when necessary but done in a manner to encourage growth. The principal communicates clear expectations and establishes the highest attainable standards for achievement.

Recommendations for Future Research

This study has highlighted the importance of school climate and teacher commitment. Both of these variables have been studied for their connection to positive organizational outcomes, the most notable of which is student achievement. It was not surprising to find a connection between a good school climate and a more committed faculty. The use of the Organizational Climate Index (OCI) is relatively new and could benefit from more studies across a wide range of school levels. The committed elementary school teacher might rely more heavily on colleagues than their high school counterparts.

The results of this study suggest the need for further research on these and other related variables. Some logical extensions from this study, given the importance placed on professional teacher behavior, are trust, enabling structure, and teacher efficacy.

A study could examine the role that trust plays in school climate and teacher commitment. Though not quantified in this study, one might predict that a healthy school climate with committed teachers must have some degree of trust. Does trust in fellow teachers raise the

level of professional teacher behavior? Does collegial leadership raise the level of teacher trust in the principal? These are a few of the research questions that should be asked in such a study.

Another possible study might look into the structure of various schools. A study could examine enabling or mindful school structures to see if they have higher levels of teacher commitment. Possible research questions might include the following: Does an enabling school structure lead to a higher level of teacher commitment? Does an enabling school structure improve school climate?

Another study might examine teacher efficacy and its effects on professional teacher behavior or commitment. Possible research questions might include the following: Does teacher efficacy play a role in the commitment level of faculties? Does collegial leadership raise the level of teacher efficacy?

The possibilities for future studies are endless and meaningful, given the importance of the variables to organizational outcomes. The study of these variables can help guide administration toward wise decisions. This study examined the relationship of two important school variables. School climate and teacher commitment are vital to school success. The importance of these two variables and others should be constantly tested and evaluated to help guide practice.

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APPENDIX A
ORGANIZATIONAL CLIMATE INDEX

OCI

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

R O = Rarely Occurs **S O** = Sometimes Occurs **O** = Often Occurs **V F O** = Very Frequently Occurs

- | | |
|---|-------------|
| 1. The principal explores all sides of topics and admits that other opinions exist. | RO SO O VFO |
| 2. A few vocal parents can change school policy. | RO SO O VFO |
| 3. The principal treats all faculty members as his or her equal. | RO SO O VFO |
| 4. The learning environment is orderly and serious..... | RO SO O VFO |
| 5. The principal is friendly and approachable..... | RO SO O VFO |
| 6. Select citizens groups are influential with the board..... | RO SO O VFO |
| 7. The school sets high standards for academic performance. | RO SO O VFO |
| 8. Teachers help and support each other..... | RO SO O VFO |
| 9. The principal responds to pressure from parents..... | RO SO O VFO |
| 10. The principal lets faculty know what is expected of them... | RO SO O VFO |
| 11. Students respect others who get good grades..... | RO SO O VFO |
| 12. Teachers feel pressure from the community..... | RO SO O VFO |
| 13. The principal maintains definite standards of performance. | RO SO O VFO |
| 14. Teachers in this school believe that their students have the ability to achieve academically. | RO SO O VFO |
| 15. Students seek extra work so they can get good grade... | RO SO O VFO |
| 16. Parents exert pressure to maintain high standards..... | RO SO O VFO |
| 17. Students try hard to improve on previous work..... | RO SO O VFO |
| 18. Teachers accomplish their jobs with enthusiasm..... | RO SO O VFO |
| 19. Academic achievement is recognized and acknowledged by the school. | RO SO O VFO |
| 20. The principal puts suggestions made by the faculty into operation. | RO SO O VFO |
| 21. Teachers respect the professional competence of their colleagues. | RO SO O VFO |
| 22. Parents press for school improvement..... | RO SO O VFO |
| 23. The interactions between faculty members are cooperative. | RO SO O VFO |
| 24. Students in this school can achieve the goals that have been set for them. | RO SO O VFO |
| 25. Teachers in this school exercise professional judgment... | RO SO O VFO |
| 26. The school is vulnerable to outside pressures..... | RO SO O VFO |
| 27. The principal is willing to make changes..... | RO SO O VFO |
| 28. Teachers "go the extra mile" with their students..... | RO SO O VFO |
| 29. Teachers provide strong social support for colleagues..... | RO SO O VFO |
| 30. Teachers are committed to their students..... | RO SO O VFO |

APPENDIX B
ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (OCQ)

Instructions

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working please indicate the degree of your agreement or disagreement with each statement by circling one of the seven alternatives about each statement.

1= Strongly disagree

2= Moderately disagree

3= Slightly disagree

4= Neither disagree nor agree

5= Slightly agree

6= Moderately agree

7= Strongly agree

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful. 1 2 3 4 5 6 7
2. I talk up this organization to my friends as a great organization to work for. 1 2 3 4 5 6 7
3. I would accept almost any type of job assignment in order to keep working for this organization. 1 2 3 4 5 6 7
4. I find that my values and the organizations values are similar. 1 2 3 4 5 6 7
5. I am proud to tell others that I am part of this organization. 1 2 3 4 5 6 7
6. This organization really inspires the very best in me in the way of job performance. 1 2 3 4 5 6 7
7. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined. 1 2 3 4 5 6 7
8. I really care about the fate of this organization. 1 2 3 4 5 6 7
9. For me this is the best of all possible organizations for which to work. 1 2 3 4 5 6 7

APPENDIX C

OCDQ-RE

OCDQ-RE

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

R0=RARELY OCCURS SO=SOMETIMES OCCURS O=OFTEN OCCURS VFO=VERY FREQUENTLY OCCURS

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

APPENDIX D

OHI-E

OHI-E

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

R0=RARELY OCCURS SO=SOMETIMES OCCURS O=OFTEN OCCURS V=VERY FREQUENTLY OCCURS

- 1. The principal explores all sides of topics and admits that other opinions exist... RO SO O VFO
2. The principal gets what he or she asks for from superiors..... RO SO O VFO
3. The principal discusses classroom issues with teachers..... RO SO O VFO
4. The principal accepts questions without appearing to snub or quash the teacher.. RO SO O VFO
5. Extra materials are available if requested..... RO SO O VFO
6. Students neglect to complete homework..... RO SO O VFO
7. Students are cooperative during classroom instruction..... RO SO O VFO
8. The school is vulnerable to outside pressures..... RO SO O VFO
9. The principal is able to influence the actions of his or her superiors..... RO SO O VFO
10. The principal treats all faculty members as his or her equal..... RO SO O VFO
11. The principal goes out of his or her way to show appreciation to teachers..... RO SO O VFO
12. Teachers are provided with adequate materials for their classrooms..... RO SO O VFO
13. Teachers in this school like each other..... RO SO O VFO
14. Community demands are accepted even when they are not consistent with the educational program..... RO SO O VFO
15. The principal lets faculty know what is expected of them..... RO SO O VFO
16. Teachers receive necessary classroom supplies..... RO SO O VFO
17. The principal conducts meaningful evaluations..... RO SO O VFO
18. Students respect others who get good grades..... RO SO O VFO
19. Teachers feel pressure from the community..... RO SO O VFO
20. The principal's recommendations are given serious consideration by his or her superiors..... RO SO O FVO
21. The principal maintains definite standards of performance..... RO SO O VFO
22. Supplementary materials are available for classroom use..... RO SO O VFO
23. Teachers exhibit friendliness to each other..... RO SO O VFO
24. Students seek extra work so they can get good grades..... RO SO O VFO
25. Select citizen groups are influential with the board..... RO SO O VFO
26. The principal looks out for the personal welfare of faculty members..... RO SO O VFO
27. Teachers express pride in their school..... RO SO O VFO
28. Teachers identify with the school..... RO SO O VFO
29. The school is open to the whims of the public..... RO SO O VFO
30. A few vocal parents can change school policy..... RO SO O VFO
31. Students try hard to improve on previous work..... RO SO O VFO
32. Teachers accomplish their jobs with enthusiasm..... RO SO O VFO
33. The learning environment is orderly and serious..... RO SO O VFO
34. The principal is friendly and approachable..... RO SO O VFO
35. There is a feeling of trust and confidence among the staff..... RO SO O VFO
36. Teachers show commitment to their students..... RO SO O VFO
37. Teachers are indifferent to each other..... RO SO O VFO