EDUCATORS' PERCEPTIONS OF SCHOOL CLIMATE IN PRIMARY SCHOOLS IN THE SOUTHERN CAPE

by

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I declare that

EDUCATORS' PERCEPTIONS OF SCHOOL CLIMATE IN PRIMARY SCHOOLS IN THE SOUTHERN CAPE

is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE DATE

SUMMARY

The aim of this research was to determine the perceptions of school climate of 178 educators of six primary schools in the Southern Cape. Two instruments, namely *The Organizational Climate Description Questionnaire Rutgers Elementary (OCDQ-RE)* and *Dimensions of Organizational Health Inventory of Elementary Schools (OHI-E)* were used. The results indicated that primary school educators in the Southern Cape perceived their relations with their principals as more closed, while educator-educator relations were being perceived as more open of nature. The typical climate prototype for the relevant primary schools, was an *engaged* school climate. Regarding the overall organizational health of primary schools, *average* health profiles were found. A significant relationship was found between the perceptions of primary school educators with regard to organizational climate and organizational health. A significant difference between educators of different primary schools was found regarding their perceptions of all the different dimensions of both organizational climate and health.

CONTENT

CHAPTER 1 : OVERVIEW AND RATIONALE

CHAPTER 2 : LITERATURE REVIEW

CHAPTER 3 : RESEARCH DESIGN

CHAPTER 4 : RESEARCH RESULTS

LIST OF FIGURES, TABLES AND GRAPHS

GRAPHS

CHAPTER 1

OVERVIEW AND RATIONALE

"Some schools are cheerful and hum with excitement and purpose. Others seem to lack enthusiasm. Some classrooms are alive with expectancy. Others appear moribund. Some people who work and study in schools see each new day and each new person as opportunities for improving their understanding of the world around them. Others fear that today will be worse than yesterday. These feelings of satisfaction and productivity constitute school climate".
(Kelly 1980:1)

1.1 INTRODUCTION AND RATIONALE

In the current South African context, changes and innovations in knowledge, and the knowledge economy, pose a number of challenges to the people who work in schools. The long-term success of schools will depend to a large extent on the ability to extend human and intellectual capital by sustaining high performance cultures (Moloi 2002:11).

A school is a particular kind of organisation. Beare, Caldwell and Millikan (1989:172-173) describe organisations as "essentially collectivities of people, who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their individual and collective values and needs. In the human service organisation called a school, one of these desired ends is helping people to learn".

In the context of education, a learning organisation is made up of educators who are committed to personal and professional development and growth. Moloi (2002:14) refers to learning organisations as 'the dream' and states that "we can design and create organisations which are capable of adapting, changing, developing and transforming themselves in response to the needs, wishes and aspirations of people, inside and outside". Moloi (2002:13) also states that in collective efforts to become learning organisations, it is necessary for schools to develop the kind of attitudes that make educators receptive to change.

Improving schools as learning organisations, requires changing them. Sergiovanni and Starrat (2002:309) state that change should take place on two levels, namely on the structural level, resulting in altered arrangements; and normative changes, resulting in altered beliefs. School improvement interventions prove to be more successful when the conditions in the school are right. The right conditions are those that support both the psychological and symbolic needs of teachers.

In every organisation there are particular aspects or elements which make up that organisation, and each of these needs to be functioning healthily for the whole to be healthy. Any unhealthy or malfunctioning element will have a negative ripple effect throughout the system (Davidoff & Lazarus 1997:17).

According to Sergiovanni and Starrat (2002:331) the development and nurturing of the right school climate and culture is a critical aspect in change management. School climate can help or hinder teachers as they attempt to satisfy their needs at work.

Litwin and Stringer (1986:5) define *climate* as "the perceived subjective effects of the formal system, the informal 'style' of managers, and other important environmental factors on the attitudes, beliefs, values, and motivation of people who work in a particular organisation".

School climate can also be understood by applying the metaphor of health. Miles (1969:378) describes a 'healthy' school as one that exhibits reasonably clear and reasonably accepted goals (goal focus); communication that is relatively distortion-free vertically, horizontally, and across boundary lines (communication adequacy); equitable distribution of influence to all levels of the organisation (optimal power equalization); and effective and efficient use of inputs, both human and material (resource utilization). The healthy school reflects a sense of togetherness that bonds people together (cohesiveness), a feeling of well-being among staff (morale), self-renewing properties (innovativeness), and an active response to its environment (autonomy and

adaptation). The healthy school also maintains and strengthens its problem-solving capabilities (problem-solving adequacies).

Do educators in South Africa, in general, perceive their schools' climate as positive and healthy? Are educators productive and satisfied in their work milieu? Are schools in South Africa healthy organisations in which the quality of the educator's working life is influenced in a positive manner?

One of the most important tasks of a school is to create an opportunity for educators to grow towards self-realisation and job satisfaction. Each educator has the right to be in a school environment, which is safe, healthy, growth-orientated and stimulating to career development.

According to Freiberg and Stein (1999:11), *school climate* is "the heart and soul" of a school. That essence of a school that leads a child, a teacher, an administrator, a staff member to love the school and look forward to being there each school day.

Freiberg and Stein (1999:11) also state that *school climate* "is about the quality of a school that helps each individual feel personal growth, dignity and importance, while simultaneously helping create a sense of belonging to something beyond the self. The climate of a school can foster resilience or become a risk factor in the lives of people who work and learn in a place called school."

According to Hoy and Tarter (1992:74), healthy schools are "good places, people like each other, and they like their schools. Trust, commitment, cooperation, loyalty, and teamwork are the hallmarks of such schools". Micholas (1990:619) states that virtually all contemporary research on subjective well being, quality of life, happiness and satisfaction with life as a whole, shows that good interpersonal relations contribute more than anything else to these desirable states.

Bellon, Kershaw, Bellon and Brian (1988, in Van der Westhuizen 2002:146) found that, among other things, people in managerial positions in schools in the USA, have a significant influence on how teachers experience the quality of their working life. The assumption was made that there is a relationship between the management task of the teacher-manager (principal) and the organizational climate in a school. Therefore it can be inferred that the quality of the teacher's working life can be improved if the organizational climate is correctly developed.

Educators' perceptions of the organizational climate are thus one of the most important components that determine the quality of the working life of the educator. Effective management of the work environment, as well as staff relationships generate a certain "atmosphere" in the school. It is this "atmosphere", together with the characteristics of the school and the teacher's experience of the working environment that constitutes the most important element of the organizational climate (cf Van der Westhuizen 2002:146; Owens 1981:190; Hoy & Miskel 1987:225; Zaaiman 1990:162).

As a focus area in human resources supervision in schools and school improvement in general, it is of primary importance for the principal and school management team to become deeply involved in human resources development. Welch (2001:6) states that one of the tasks of the principal is to become the custodian of trust and as such enter into a psychological contract with his/her staff, creating the deepest possible commitment and building performance on sound relationships. As a leader the principal should touch the hearts and minds of his/her staff and in so doing, strive to create a corporate soul and transform the school into a learning organisation (Moloi 2002:95). It is of primary importance for the principal, as supervisor, to analyse, recognize and respect the quality of interactional relationships and management style as main determinants of the organizational climate in the school as this may have a positive or negative impact on school improvement (Sergiovanni & Starrat 1993:82).

Since the establishment of Educational Management and Development Centres (EMDC's) in the Western Cape Education Department in 2001, multi-functional teams are involved in school based projects with the aim of whole school development. The multi-functional teams consist of role players from different pillars in the EMDC, namely circuit managers, curriculum advisors, administrative personnel and specialized learner and educator support staff members, which include school psychologists.

During my involvement as school psychologist, with schools in the South Cape / Karoo EMDC, the focus has been on schools that are causing concern, support to schools to improve Grade 12 results, support to schools or educators with regard to behaviorally challenged learners or groups, teambuilding exercises with teachers and/or staff development sessions. It has been evident from interaction with educators on a formal and informal basis, that teachers' perception of their schools, managers, school management teams, colleagues, i.e. work relationships, most of the times, is very poor. It has been evident that educators, when consulted on an individual basis, as well as in smaller, informal groups, experience their work environment as unsatisfactory, they lack support, demonstrate low morale, a high level of frustration and identify unsatisfactorily with their schools. In my experience, this situation in schools, if ignored, often becomes a barrier to change and/or development. Freiberg (1998:22) states that if ignored, the school climate can become a significant barrier to learning.

This phenomena is indicative of an unhealthy school environment and could result in poor work performance, be detrimental to school effectiveness, as well as education in general. Freiberg (1998:22) states that, school climate can be a positive influence on the health of the learning environment or a significant barrier to learning. Furthermore, a school with a healthy climate could implement reform more effectively than a school with a relatively poor climate (Bulach & Malone 1994:1).

It is of the utmost importance for schools and school management teams to have a sound perspective of the school as organization, its climate; to what

extent the expectations of staff members are actually realized in the school in order to ensure job satisfaction and productivity of educators, as well as the delivery of quality education in our country.

By diagnosing the climate of the school, the school management team, with the help and support of external role players, can develop a purposeful and strategic program to realize the expectations of educators. This process of determining the climate of the school as organization, will promote a positive school and organizational climate and lead to improved work satisfaction, productivity and educator wellness, in general. Such a measure of organizational climate represents an important tool for evaluating present conditions, planning new directions, and monitoring progress toward new directions (Sergiovanni & Starrat 1993:84). According to Freiberg (1998:22) "measuring school climate can help us understand *what was* and *what is*, so that we can move forward to *what could be*."

Although a school's climate can be influenced by many factors, the focus of this research will be placed on interpersonal dynamics in primary schools in a rural EMDC – the Southern Cape. The reason for this focus being the importance of the involvement of the whole school staff in order for any intervention or reform to be effective. This involvement can best occur where there is a climate of openness and trust that allows people to work together in a collegial atmosphere (Bulach & Malone 1994:8).

1.2 PROBLEM STATEMENT

From the foregoing background information it is clear that educators' perceptions of school climate and organizational health can be aspects which could impact negatively on school improvement interventions, as well as educators' job satisfaction, productivity, motivation and well-being in general.

Therefore, the following research questions will guide this research:

- What is the essence of school climate and essential related concepts such as organizational climate, quality of working life, organizational health and organizational culture? What research has been conducted in this regard and what are the essential theories and perspectives about school climate?
- What are the perceptions that teachers of primary schools in the Southern Cape have about their schools' climate?
- What are possible recommendations that can be drawn from this research in order to improve teacher perceptions of school climate, as well as general improvement of school climate?

1.3 THE AIMS OF THE STUDY

From the above statement of the problem, the following aims for this research have been identified:

- To make a thorough study of the relevant literature in order to clarify the concept of school climate and essential related concepts, such as organizational climate, quality of working life, organizational health and organizational culture. It is also aimed at studying research projects conducted in this regard and to identify important theories and perspectives in this regard.
- To conduct empirical research concerning the perceptions of school climate of teachers of primary schools in the Southern Cape.
- To make recommendations as to how teachers' perceptions of school climate in general, and in the particular schools, could be improved.

These recommendations will serve to achieve the following secondary aims:

- to create awareness among all role players in education, with regard to the importance of school climate as a real phenomenon in schools;

- to sensitize school management teams with regard to the importance and impact of school climate on principals, school management teams and educators;
- to support schools in the development of strategies to improve aspects of school climate;
- to play a role in the improvement of the workplace for educators; and
- to play a role in the promotion of educator wellness.

1.4 RESEARCH DESIGN AND METHOD (OVERVIEW)

The nature of the research questions of this study justified a quantitative research design and it involved

- a literature study in order to clarify relevant concepts,
- the study of research projects and to identify important theories and perspectives;
- the conducting of empirical research concerning the perceptions of school climate (organizational climate and organizational health) of teachers of primary schools in the Southern Cape; and
- drawing possible recommendations from this research to improve teacher perceptions of school climate.

1.4.1 Literature study

A literature review will be conducted to establish the status of knowledge on 'school climate'. A wide variety of sources will be used to gain insight into the relevant concepts that need to be clarified, the previous investigations into the research topic, as well as important theories and perspectives being used in school climate research.

1.4.2 Empirical research

1.4.2.1 Selection of subjects and identification of research sites

A non-probability sampling, more specifically, a purposeful sampling procedure had been used, whereby six primary schools in the South Cape / Karoo EMDC

had been identified to participate in this study. This specific sampling procedure had been used to ensure representation and information on the topic of 'school climate'. The schools were accessible and the educators in the identified primary schools were representative in terms of teacher and learner numbers, school management teams, staff development, district resources and school improvement plans. The sample consisted of all the educators in the six schools, including principals, members of school management teams and educators.

1.4.2.2 Data collection procedures

For the purpose of this study two methods of gathering quantitative information were used, namely a questionnaire and an inventory. As both climate and health are defined as individuals' perceptions, quantitative survey instruments have become the most widely accepted means of gathering and analyzing organizational climate and organizational health data (Lindahl 2006:5).

Data were collected from subjects by means of

- *The Organizational Climate Description Questionnaire Rutgers Elementary (OCDQ-RE)* and
- *Dimensions of Organizational Health Inventory of Elementary Schools (OHI-E).*

The OCDQ-RE distinguishes between three types of principal behavior (supportive, directive, restrictive) and three types of teacher behavior (collegial, intimate, disengaged). Two general factors, principal openness and teacher openness, can also be distinguished. The two behavioral dimensions (principal and teacher) can be used to develop a typology of school climate. Four contrasting types of school climate are possible, namely open, closed, engaged and disengaged (Hoy, Tarter & Kottkamp 1991:157).

The OHE-E distinguishes between five dimensions of organizational health, namely institutional integrity, collegial leadership, resource influence, teacher affiliation and academic emphasis. Prototypic profiles for healthy and unhealthy schools can be constructed (Hoy et al 1991:202).

These two instruments have been developed to measure organizational climate and organizational health respectively and gained wide acceptance as climate assessment tools (Lindahl 2006:5). According to Anderson (1982:374), the Organizational Climate Description Questionnaire (OCDQ) had promoted a broad-based interest in school climate within secondary and elementary education. Hoy and Forsyth (1986:162) report that the Organizational Health Inventory (OHI) reliably measures seven key dimensions of the organizational health of schools and has a strong and functional conceptual framework.

1.4.3 Recommendations

Finally, recommendations will be drawn from this study in an attempt to plan interventions for the improvement of teacher perceptions of school climate in the six schools, as well as in other schools.

1.5 DIVISION OF CHAPTERS

The study is structured as follows:

1.5.1 Chapter 1 provides an introduction to the study and focuses on the rationale, problem statement, aims and an overview of the research design and method. A preliminary discussion on definitions of concepts is included.

1.5.2 In Chapter 2 focus will be placed on the first aim of the research, namely the literature review. A relevant literature study, establishing a knowledge base for 'school climate', will be presented. It explores relevant concepts like school climate, organizational climate, organizational health and culture in detail. Special focus will be placed on previous research on teacher perceptions of school climate and organizational health, as well as important theories and perspectives about school climate.

1.5.3 In Chapter 3 the focus will be on the second aim of the study, namely the empirical research, which concerns the perceptions of school climate (organizational climate and organizational health) of teachers of primary schools in the Southern Cape. It will also be determined whether there is a correlation between organizational climate and organizational health. The research design will be explained and a description of the research methodology and methods will be given. This chapter will also describe how data were collected and analysed.

1.5.4 In Chapter 4, also part of the empirical research, an analysis and discussion of the data collected, will be presented. It also provides an interpretation of what the data revealed.

1.5.5 In Chapter 5 attention will be given to the final aim of the study, namely to summarize the findings of the study and to suggest recommendations to improve teacher perceptions of school climate in the six schools, as well as general recommendations with regard to the improvement of school climate in other schools.

1.6 DEMARCATION OF THE STUDY

The study was conducted in six primary schools in the Southern Cape. These schools are part of the South Cape / Karoo EMDC and represent schools in the main towns of this rural district. The identified schools are in the same category as far as learner and staff numbers, functioning school management teams, staff development, school improvement plans and availability of district resources are concerned. Respondents, who participated in the study, included the principals, members of the school management teams and educators of the different schools. Both mail and female and Afrikaans en English speaking educators participated in this study. Respondents were orientated towards and motivated for the investigation on educators' perceptions of school climate before participating in this study. Participation was voluntarily.

1.7 DEFINITION OF CONCEPTS

The terms “school climate”, “organizational climate”, “organizational health” and “organizational culture” will be often referred to in this dissertation. The four concepts will be defined briefly:

1.7.1 School climate

School climate refers to the *heart and soul* of a school, psychological and institutional attributes that give a school its *personality*, a relatively enduring quality of the entire school that is experienced by members, which describes their collective perceptions of routine behavior, and affects their attitudes and behavior in the school (Hoy & Miskel 1987:226).

Zepeda (2004:37) defines **school climate** as the social atmosphere in which people interact with others and the school environment. It includes the perceptions that people have of various aspects of the internal environment (safety, high expectations, relationships with teachers, students, parents and administrators), as well as the aspects of the school that influence behavior – the way people interact with one another. The climate metaphor focuses on the interpersonal life in schools.

According to Basson, Niemann and Van der Westhuizen (1986:495) school’s climate consists of the following two facets, namely ***organizational climate***, which refers to the teacher’s experience of the management factors that influence the climate in the school, and ***educational climate***, which refers to the learner’s experience of the climate in the school particularly as a result of their interaction with the teachers.

School climate also refers to the observable effects of all aspects of the school, namely the nature of the work, the people, architecture of its building and environment, its history, the organizational structure, and the management relationships on the attitude, motivation and academic achievement of all the people who work there (Litwin & Stringer, in Sergiovanni & Starratt 2002:310).

Kelly (1980:1) described a **school's climate** as a reflection of its particular nature and personality, the feelings the people in the school have towards it. It forms the basis for the expectations that they cherish concerning the school and for their interpretation of events and activities within the school. It also has a strongly directive influence on the motivation and achievement of teachers and learners.

1.7.2 Organizational climate

The term "organizational climate" originated in a non-educational context and indicates how workers experience the climate in an organization. **Organizational climate,** in the school context, can be referred to as a relatively enduring quality of the internal environment of a school that is experienced by teachers and or learners, influences their behavior, and is based on their collective perceptions. It can be described in terms of the values of a particular set of characteristics (or attributes) of an organization (Hoy & Forsyth 1986:147).

Based on the assumption that the role of the individual (including the principal, teachers and learners individually and collectively) in the school determines the nature of the school's organizational climate, organizational climate deals with

- the spirit or atmosphere in the school
- the teacher's experience of his / her working environment and
- the characteristics of the school (resulting from the contributions of managers, teachers and learners (Hoy & Miskel 1987:225).

In this dissertation focus will be placed on **organizational climate** which results from the manner in which the worker (teacher) experiences his / her working environment. This experience of the working environment is dependent on various factors, such as the quality of interactional relationships and the management style.

1.7.3 Organizational health

A **healthy organization** is described as one that succeeds in:

- Countering disruptive factors from outside the organization
- Directing the organization in the attainment of its goals (Hoy & Miskel 1987: 237; Van der Westhuizen 2002:151).

Organizational health in the school is another framework by means of which the general atmosphere or climate of the school can be described.

Organizational health, as described by Miles (1969:378; Hoy et al 1991:65), refers to an organization 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."

In order to survive, grow and develop, schools have to solve the four basic problems, referred to as the functions of adaptation, objectives attainment, integration and latency. In practice this means that a school should have sufficient aids at its disposal, objectives should be determined and implemented, solidarity should be acquired and retained in the school, and a unique value system attained and extended (Hoy et al 1991:237).

Van der Westhuizen (2002:152; Hoy & Miskel 1987:241) stated that a school with a healthy organizational structure is not subjected to undue pressure from the community, has a principal who gives dynamic guidance, a teaching staff who are dedicated and learners who are motivated, has goals that are attainable and sufficient resources. Thus, organizational health refers to the "manner in which the members of the organization (school) mange to optimally utilize the resources at their disposal within their working environment."

Enthusiasm, loyal personnel and a strong driving force characterize a healthy school. Hoy and Tarter (1992:79) described healthy schools as "good places", where people like each other, and their schools. Trust, commitment, co-operation, loyalty, and teamwork are the hallmarks of such schools.

1.7.4 Organizational culture

Sergiovanni and Starrat (1993:92) define culture as a set of understandings or meanings shared by a group of people. The culture of a school reflects the tacit world of beliefs and norms, the realm of meaning and significance.

Throughout the literature on management, and in the literature on school management and effectiveness, organizational culture is treated as a specific dimension of a given organization which, in interacting with other facets of the organization, contributes the uniqueness, effectiveness and excellence of the organization (Beare et al 1989:174).

Van der Westhuizen (2002:150) argues that organizational culture symbolizes the totality of beliefs, values and norms that are shared by all people who are involved in the school, and provides the motivation for all actions in the school. These beliefs, values and norms are expressed in symbols and customs, and determine the characteristic manner in which everything in a school happens and functions.

After reviewing many descriptions of the concept 'organizational culture', Van der Westhuizen (2002:125), defines it as follows: It is "the manner in which all tasks in the school are embarked upon and executed. The values, norms, assumptions and convictions of those involved serve as a basis for this behaviour. The manner in which tasks are executed later becomes a pattern of traditions supported by artefacts, myths, stories, metaphors, humour and play, heroes and heroines. Organizational culture not only implies the manner in which tasks are executed, but also the product of the manner employed."

Dimmock and Walker (2005:78) conclude that although organizational culture has been seen as an essentially cohesive and unifying force, it has also been pointed out that organizations are highly complex with subcultures at the micro level that have the potential for organizational division and fragmentation.

1.8 SUMMARY

School improvement and school development require change. For effective change management in schools, a positive and healthy school climate is important and should be fostered. The general well being of educators is of great importance for schools to respond effectively to the unique challenges which are consequences of all the changes that are taking place in the external environment. It is the aim of this study to investigate educators' perceptions of school climate in primary schools in the Southern Cape.

In the next chapter focus will be placed on the first aim of the research study, namely the literature review.

CHAPTER 2

LITERATURE REVIEW

"Anyone who visits more than a few schools notes quickly how schools differ from each other in their 'feel'. In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to students … In a second school the brooding discontentment of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority… And the psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teacher a mood of despair. A third school is marked by neither joy nor despair, but by hollow ritual … in a strange way the show doesn't seem to be "for real."

- Andrew W. Halpin (Hoy & Forsyth 1986:148)

2.1 INTRODUCTION

The school is the home of educators and learners. In order to realize one's potential, it is important to feel safe and accepted in one's working and learning environment. The climate in a school therefore should be of such a nature that individuals could prosper in all areas of their lives.

Freiberg and Stein (1999:11) summarize the importance of climate as follows: "School climate is the heart and soul of a school. It is about that essence of a school that leads a child, a teacher, an administrator, a staff member to love the school and to look forward to being there each day. School climate is about that quality of a school that helps each individual feel personal worth, dignity and importance, while simultaneously helping to create a sense of belonging to something beyond ourselves. The climate of a school can foster resilience or become a risk factor in the lives of people who work and learn in a place called school."

A school's climate can define the quality of a school that creates healthy learning places; nurtures children's and parents' dreams and aspirations; stimulates teachers' creativity and enthusiasm, and elevates all of its members (Freiberg & Stein 1999:11).

In this chapter the first research aim of this study will be explored in detail. The literature review will focus on the clarification of the concept 'school climate', as

well as essential related concepts, such as the 'school as organization', 'organizational climate', quality of working life', 'organizational health' and 'organizational culture'. Furthermore, a literature review on school climate research will be presented, as well as different theories and perspectives for school climate descriptions.

As indicated in the introduction, the development and nurturing of a positive and healthy school climate is a critical aspect in change management. The literature review will attempt to establish a knowledge base for this very important aspect.

2.2 THE SCHOOL AS ORGANIZATION

The school is an organization, a system of interweaving parts, linking together in particular ways. A school is a particular kind of organisation. Beare et al (1989:172-173) describe organisations as "essentially collectivities of people, who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their individual and collective values and needs. In the human service organisation called a school, one of these desired ends is helping people to learn".

Newell (1978:117) pointed out the importance of formal and informal groups in an organization by saying "both are important to the success of an enterprise and to the well-being of the individuals who are involved". The formal group is established by the organization through shaping and structuring in order to achieve certain objectives. Work is divided, power is delegated, responsibilities and tasks are allocated and relationships are organized. As formal organization, the school has a fixed shape (post structure) and method (power structure) which are recognized and adhered to by all in the school.

The informal aspect within the organization is based on the relationships between individuals and groups. The power and potential of the informal organization should be utilized by the principal in order to create a positive

organizational climate (cf Newell 1978:117; De Wet 1980:125; Basson et al 1986:491; Van Dyk 1991:55).

De Wet (1980:125) referred to the importance of the informal organization and by implication a positive school climate, by stating that when the objectives and the expectations of the informal groups are in line with the objectives and requirements of the formal organization, it could lead to a stronger staff moral and work satisfaction. Hoy and Miskel (1987:220) state that the informal organization in a school have at least three important functions, namely to serve as effective vehicles of communication, as means of cohesion, and as mechanisms for protecting the integrity of the individual. According to Van Dyk (1991:56) the informal organization, to a great extent, determines the attitude and spirit in which work is done in a school.

In the context of education, a learning organisation is made up of educators who are committed to personal and professional development and growth. Moloi (2002:3) describes a learning organization as a structured group capable of outstanding performance through collaborative practices within its internal and external environment.

Schools face unique challenges, which are consequences of all the changes that are rapidly taking place in the external environment. Moloi (2002:11) therefore argues that schools need to be internally aligned and environmentally attuned to survive in a complex, turbulent environment.

It can be concluded that the people in the organization or school are the single most important asset, determining the general atmosphere in the school, as well as the success with which the school realizes its goals and survives in a changing educational context.

2.3 THE CONCEPT SCHOOL CLIMATE

A school principal in Brooklyn, New York, described the importance of the school's physical environment in 1908. He talks about the need to provide

"something more than mere housing", the need for *esprit de corps,* which is taken from French, it literally means 'spirit of the body'. A modern definition for *esprit de corps* is, "a common spirit of enthusiasm, a liveliness of mind and expression among members of the group" (Freiberg 1999:18).

The following definitions represent different views of *'school climate'*:

School climate refers to the heart and soul of a school, psychological and institutional attributes that give a school its personality, a relatively enduring quality of the entire school that is experienced by members, which describes their collective perceptions of routine behavior, and affects their attitudes and behavior in the school (Hoy & Miskel 1987:226).

Kelly (1980:1) refers to '*school climate'* as a reflection of its particular nature and personality, the feelings the people in the school have towards it. It forms the basis for the expectations that they cherish concerning the school and for their interpretation of events and activities within the school. It has a strong directive influence on the motivation and achievement of teachers and learners.

Litwin and Stringer (1968:5) define *'school climate'* as "the perceived subjective effects of the formal system, the informal style of managers, and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in a particular school". It refers to the observable effects of all aspects of the school: the nature of the work, the people, the architecture of its building and environment, its history, the organizational structure and the management relationships on the attitude, motivation and academic achievement of all the people who work there.

According to Hoy and Forsyth (1986:147; Hoy & Miskel 1987:225) *'climate'* is a broad concept that refers to teachers' perceptions of the school's work environment; it is affected by the formal organization, informal organization, and leadership practices in the school. School climate is defined as a

relatively enduring quality of the school environment that is experienced by teachers, influences their behavior and is based on their collective perceptions.

Schreuder and Landey (2001:67) define *school climate* as “the unique atmosphere of a particular school and the ways in which this atmosphere is experienced by the various stakeholders in the school”. This atmosphere is unique in every school because it is the result of

- the interaction between the principal, teachers, learners, parent community and officials of the education department who liaise with the school
- the attitudes which these people have towards the school
- the values which apply in the school
- the leadership and management approaches followed in the school
- the extent to which positive contributions and achievements are acknowledged.

Zepeda (2004:37) states that *school climate* is the social atmosphere in which people interact with others and the school environment. It includes the perceptions that people have of various aspects of the internal environment such as safety, high expectations, relationships with teachers, students, parents and administrators.

According to Freiberg (1998:22) *school climate* also includes the aspects of the school that influence behavior:

“The elements that make up school climate are complex, ranging from the quality of interactions in the teachers’ lounge to the noise level in hallways and cafeterias, from the physical structure of the building to the physical comfort levels (involving such factors as heating, cooling, and lighting) of the individuals and how safe they feel. Even the size of the school and the opportunities for students and teachers to interact in small groups both formally and informally add to or detract from the health of the learning environment.”

Tagiuri (1968, in Anderson 1982:369) defines '*climate'* and '*atmosphere'* as summary concepts dealing with the total quality within an organization. Dimensions of an environment include its
ecology (the physical and material aspects),
milieu (the social dimension concerned with the presence of persons and groups), its
social system (the social dimension concerned with the patterned relationships of persons and groups), and its
culture (the social dimension concerned with belief systems, values, cognitive structures, and meaning).

Moos (1973:657) defines *school climate* as the social atmosphere of a setting or learning environment in which students and teachers have different experiences. Moos proposed three basic types of dimensions for classifying social environments, namely

- *relationship dimensions*, which includes involvement in the environment and the extent to which they support and help each other.
- *personal development dimensions* or *goal orientation*, which includes the personal development and self-enhancement of all members of the environment.
- *system maintenance* and s*ystem change dimensions*, which involve the extent to which the environment is orderly, clear in expectations, maintains control, and is responsive to change.

Moos advises that there needs to be focus on relationships, personal growth and system maintenance and changed dimensions in describing, comparing, evaluating and changing educational settings (1973:96).

Sackney (in Zepeda 2004:39) distinguishes between two dimensions of a school's climate, namely the academic climate and the social climate. According to Sackney the academic climate is a resultant of how the school uses rewards and praise, the effectiveness of the teachers and the principal, and the collaborative processes that exist within the school. The social

climate, on the other hand, is a resultant of the appearance, comfort, and orderliness of the school facility, the opportunities students have for participation in the school program, the peer norms that are prevalent, and the nature of the administrative staff-student cohesion and support systems.

Freiberg (1999:149) refers to “school climate” as a multidimensional concept composed of interpersonal relations, norms of behavior, levels of autonomy, styles of leadership, sense of belonging, job satisfaction and status.

A positive school climate is important because

- it is essential for the effective functioning of the school,
- it motivates the principal, the teachers, the learners and the parents to become involved in the activities of the school,
- it increases productivity,
- it benefits effective communication,
- it develops pride in the school (Schreuder & Landey 2001:67).

According to Kruger (2002:25) advantages of a positive school climate for the staff are

- motivation,
- a positive self-image,
- a spirit of cooperation and collegiality,
- involvement and dedication,
- commitment to the school’s mission,
- job satisfaction and
- good interpersonal relationships.

Although each school has its own particular climate, schools with a positive climate share certain ***characteristics***. The following usually indicate a positive school climate:

- The school’s vision and mission are expressed in the day-to-day activities.

- Teachers and learners work towards realizing their shared values in all activities, both in the classroom and outside it.
- The atmosphere is one of order and purpose, and the school building and grounds are neat and tidy, even if the building is old.
- The academic and extra-curricular programs are well organized.
- There is a positive culture of teaching and learning. Teachers are well prepared and motivated to meet learners' diverse needs.
- There are real bonds of trust between teachers and learners.
- Teachers and learners have high expectations of one another and help one another to realize these expectations.
- The participative leadership and management approach is followed throughout the school down to classroom level. Teachers lead by example and acknowledge pupils' contributions and achievements. This results in respect developing spontaneously between teachers and learners, and fewer disciplinary problems and conflict situations arise in the classroom.
- Teachers cooperate particularly well with one another. This results in trust and support from the parent community. Everyone in the school will eventually feel ownership of everything happening in the school (Schreuder & Landey 2001:67 – 68).

Various **types** of school climate may be found:

Closed climate: the principal is not successful as a leader, nor as a coordinator of the school's activities. As a result, none of the stakeholders experiences any real job satisfaction and there is no social mingling.

Controlled climate: All activities are under the central control of the principal. There are very few opportunities for other stakeholders to take the initiative.

Paternalistic climate: The principal takes sole responsibility for developing the school climate, and acts as a father figure.

"Club" climate: There is a social spirit between the principal and other stakeholders, to the extent that they may be regarded as one big, happy family, but there is not necessarily any question of attaining management objectives in a productive way.

Autonomous climate: Much freedom of decision-making, within a pre-agreed management framework, is evident. The members of the governing body, the principal and the leadership team are, however, actively involved in coordinating the implementation of the management plan to ensure that no one functions outside the management framework.

Open climate: The principal acts as a facilitator and there is a pleasant relationship between principal, teachers, learners and the parent community (cf Hoy & Miskel 1987:232; Van der Westhuizen 1986:493; Schreuder & Landey 2001:68 - 69).

According to Kruger (1992:95), the factors that affect school climate can be grouped under one of the following four areas:

- the management and leadership of the principal
- the behavior of the teachers
- the instructional culture and prevailing school culture
- the physical character of the school.

The characteristics that can be placed within these spheres will be unique for every school, and their interdependent interaction will produce a unique school climate to each school.

For the purpose of this study two of these factors are important, namely the principal and school climate and teachers and school climate.

The principal and school climate:

It is generally accepted that the principal plays a decisive role in initiating and maintaining the school climate. The following are basic components of the principal's task as initiator and caretaker of a particular school climate:

- regulating the organizational structure,
- the management and leadership role of the principal,
- establishing a mission for the school,
- establishing relationships, and

- professionalizing the education profession (Kruger 2002:22).

Teachers and school climate:

The interactions of teachers can have an influence on the school climate. The following behaviors of teachers can influence the school climate:

teachers not committed to the task of teaching,
teachers perceive the principal as hindering them in their professional duties,
teachers with high morals and committed to teaching,
teachers who share feelings and establish friendships, and or
teachers who do not get along with colleagues (Kruger 2002:23).

In summary, the concept *school climate* can be referred to as the unique personality or atmosphere of a school as perceived by the important role players in the school. A school's climate can be affected by a variety of factors, amongst others the management style of the principal, principal-teacher, as well as teacher-teacher relationships. The school climate has a significant influence on the attitudes, behavior, motivation, productivity and job satisfaction of the teachers. Schools with a positive climate demonstrate certain characteristics. Various types of school climate are mentioned, ranging from closed to open climates.

2.4 THE CONCEPT ORGANIZATIONAL CLIMATE

The term '*organizational climate'* originated in a non-educational context and indicates how workers experience the climate in an organization. It is a characteristic of the entire organization. Gilley and Maycunich (2000:112) refer to the 'work climate' of an organization, which is greatly affected by the leadership, structure and culture of the organization and can best be determined by the examination of employees' impressions and expectations concerning the work environment.

In the school context, teachers and learners are viewed as the two most important participants in the teaching-learning situation. Basson et al (1986:495) identified the following two facets of 'school climate':

Organizational climate, which refers to how teachers experience (especially) the management aspects that influence the climate in the school, a spirit which constitutes the job satisfaction and productivity of the people involved in the school; and

educational climate, which refers to how learners experience the climate in the school, particularly as a result if their interaction with the teachers.

Hoy and Miskel (1987:226) refer to *'organizational climate'* as "the set of internal characteristics that distinguishes one school from another and influences the behavior it its members". The climate of a school may roughly be conceived as the personality of the school; that is, personality is to the individual as climate is to the organization.

Based on the assumption that the role of the individual (including the principal, teachers and learners individually and collectively) in the school determines the nature of the school's organizational climate, organizational climate deals with the

- "spirit" or atmosphere in the school
- the teacher's experience of his/her working environment
- the characteristics of the school (resulting from the contributions of managers, teachers and learners) (Hoy & Miskel 1987:225).

'Organizational climate' can thus be defined as the general atmosphere in the school, which results from the manner in which the teacher experiences his/her working environment. This experience of the working environment is dependent on various factors, such as the quality of interactional relationships and the management style. These factors have been pinpointed as determinants of the quality of the teacher's working life.

Hoy and Miskel (1987:225) argue that teachers' perception of their working environment is influenced by the following factors:

- the formal organizational structure in the school;
- the informal organizational structure in the school;
- the personalities of everyone involved; and
- the management style.

According to them, the most important determinant of organizational climate is the nature of the relationship between the principal and the staff members.

Smylie (1992:55) reports on the importance of this relationship by stating that teachers' willingness to participate in school decision-making is primarily influenced by their relationship with their principals. According to him, teachers appear more willing to participate in all areas of decision-making if they perceive their relationship with their principal as more open, collaborative, facilitative and supportive. They are less willing to participate in any decision-making if they characterize their relationship with the principal as closed, exclusionary and controlling.

Gilley and Maycunich (2000:112-113) describe the characteristics of a positive organizational climate:

- loyalty and involvement;
- managers become involved with employees' growth, form positive working relationships, create a climate of continuous change and development;
- dialogue between all people – creating an environment based on respect and reciprocity that encourages collaboration, togetherness and teamwork.

These ingredients promote a sense of belonging among employees and enable them to adopt a shared reality and purpose. Each employee is a valuable, contributing member of the organization, with an enhanced self-esteem and sense of personal worth.

Poole (in McPhee & Thompkins 1985:84) summarizes the features of organizational climate as follows:

- it is based on collective perceptions of members;

- it arises from routine organizational practices that are important to the organization and its members;
- it influences members' behavior and attitudes.

Mentz (2002:156) summarizes the views of many authors, by stating that *'organizational climate'* has to do with the following:
internal efforts in the organization;
types of people in the organization;
working procedures;
physical layout;
forms of communication;
attitudes;
dedication and loyalty towards the organization;
the exercise of authority;
norms, life perspectives and attitudes.

This study will then be in line with the above-mentioned features of organizational climate whereas it will be an effort to assess the collective perceptions of the members, which arise from routine organizational practices and in effect determine the influence it has on their behavior and attitudes in general.

2.5 THE CONCEPT 'QUALITY OF WORKING LIFE'

In the school the educator experiences the environment as positive or negative, depending on a variety of factors, amongst others, the school climate.

Robbins, Odendaal and Roodt (2003:72) defines *job satisfaction* as an individual's general attitude towards his/her job. This attitude may be positive or negative. Factors that influence job satisfaction can include the work itself; Promotional opportunities, supervision; co-workers; and pay. The *quality of working life* relates therefore to factors within the organization that contribute to the worker's experience of a high level of satisfaction. The organization thus

has to meet certain minimum conditions which are necessary for a pleasant working environment. Under such conditions, the worker will perform well and the organization will achieve its objectives.

As organizational climate is a determinant of the quality of working life in education, effectiveness of management and the interpersonal relationships existing between staff members will have an impact on the teacher's experience of the organizational climate in the school and will thus determines the teacher's quality of working life (Mentz 2002:149).

It could then be argued that, should a teacher have a negative experience of organizational climate, he/she will also have a question with regard to the quality of working life and job satisfaction.

Mentz (2002:148) refers to the factors within an organization that are important for the worker's experience of a high level of satisfaction:
Security, a safe and healthy working environment, fair or just remuneration or payment, recognition of achievements, mechanisms for solving disputes, participation in decision-making, delegation of certain responsibilities and authority to all workers, opportunities for in-service and other training, a participative organizational structure, recognition of the social aspects that exist in any working environment, open communication channels, access to important information, recognition of the link between work and other spheres such as family life and regular formal contact between the management team and other members of the organization.

Many of the factors mentioned above, will be investigated in this study in an attempt to determine the quality of educators' working life.

2.6 THE CONCEPT ORGANIZATIONAL HEALTH

'Health' is another metaphor for examining school climate. The health metaphor was initially used by Miles (1969) to examine school properties. Hoy, Tarter, Kottkamp, Miskel and Bliss are, amongst others, researchers who

conducted numerous studies on organizational and school health (1986, 1987, 1990, 1992, 1996). Their conceptualisation of 'organizational health' is therefore mainly reflected below.

Miles (1969:378) defines a healthy organization 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".

Parsons, Bales and Shils (1953, in Freiberg 1999:86) identified four imperative functions of social systems, namely

- The problem of accommodating to their environment
- The problem of setting and implementing goals
- The problem of maintaining cohesiveness within the school
- The problem of creating and preserving a unique culture

According to Parsons (in Hoy & Miskel 1987:237; Hoy, Tarter & Bliss 1990:263; Freiberg 1999:86) all schools, like all organizations, have three distinct levels of control over these needs – the technical, managerial and institutional.

Applied to schools and education, the three organizational levels imply the following:

The technical level

This level is concerned with the teaching-learning action, for which the staff is responsible.

The management level

The persons at these levels are responsible for administrative control of the organization. The principal is the primary administrator of the school and is responsible for the coordination of the work and the distribution of resources; he or she has to find ways in which to satisfy the needs of the staff, motivate

them and gain their trust and loyalty. The administration controls and services the technical subsystem in two important ways: first, it mediates between the teachers and those receiving the services – students and parents; and second, it procures the necessary resources for effective teaching. Thus, teacher needs are a basic concern of the administration (Hoy & Miskel 1987:238; Freiberg 1999:87)

The institutional level

This level connects the organization with its environment. It is important for schools to have legitimacy and backing in the community. The staff and the administrators should be able to do their work without external pressure or meddling. The superintendent and the governing board are responsible for supporting and upholding the sovereignty of the school (Hoy & Miskel 1987:238).

The above-mentioned broad perspective provided the theoretical underpinnings for conceptualizing and measuring school health.

Thus, a ***healthy school*** is one in which the technical, managerial, and institutional levels are in harmony; and the school meets both instrumental and expressive needs as it successfully copes with disruptive external forces and directs its energies toward its mission (Hoy & Miskel 1987:238; Freiberg 1999:87).

Hoy and Forsyth (1986:160) summarize the ***characteristics*** of a healthy school:

- The healthy school is protected from unreasonable community and parental pressures. The board successfully resists all narrow efforts of vested interest groups to influence policy.
- The principal of a healthy school provides dynamic leadership, leadership that is both task-oriented and relations-oriented. Such behavior is supportive of teachers and yet provides direction and maintains high standard of performance. Moreover, the principal has

influence with his or her superiors as well as the ability to exercise independent thought and action.

- Teachers in a healthy school are committed to teaching and learning. They set high but achievable goals for students; they maintain high standards of performance; and the learning environment is orderly and serious.
- Students work hard on academic matters, are highly motivated, and respect other students who achieve academically.
- Classroom supplies and instructional materials are accessible if needed.
- Finally, in a healthy school, teachers like each other, trust each other, are enthusiastic about their work, and identify positively with the school. They are proud of their school.

The ***characteristics*** of an unhealthy school are:

- The unhealthy school is vulnerable to destructive forces. Teachers and administrators are bombarded by unreasonable parental demands, and the school is buffeted by the whims of the public (low institutional integrity).
- The school is without an effective principal. The principal provides little direction or structure (low initiating structure), exhibits little encouragement and support for teachers (low consideration), and has little influence with superiors (low influence).
- Teachers do not feel good about either their colleagues or their jobs. They act aloof, suspicious, and defensive (low morale).
- Instructional materials, supplies, and supplementary materials are not available when needed (low resource support).
- Finally, there is little press for academic excellence. Neither teachers nor students take academic life seriously. In fact, academically orientated students are ridiculed by their peers and viewed by their teachers as threats (low academic emphasis) (Hoy & Miskel 1987:241).

It can be concluded that *organizational health* refers to the manner in which the members of the organization (school) manage to optimally utilize the resources at their disposal within their working environment. Optimal utilization is related to the goals that are set for the school, and functions within a certain value system. The value system is the common and visible ethos of the members of the organization and forms the basis for a healthy working environment (Mentz 2002:152).

2.7 THE CONCEPT ORGANIZATIONAL CULTURE

The concepts 'organizational climate' and 'organizational culture' have much in common, but are also different in many respects.

'Organizational culture' is defined as follows:

Hoy and Miskel (1996:129) define *organizational culture* in terms of "shared orientations that hold the unit together and give it a distinctive identity".

Deal (1985:611) states that "beneath the well-accepted organizational characteristics of effective schools are cultural elements that influences the behavior of administrators, teachers, and students. By influencing behavior, culture affects productivity – how well teachers teach and how much students learn".

According to Hoy and Forsyth (1986:99) *'organizational culture'* means the convictions, values and expectations of group members, which influence their conduct and ultimately also the organization. Climate is to the psychological side of school life what culture is to the symbolic side. Teachers respond to work not only as a result of psychological needs, but also as makers of meaning. Thus, studying school culture means studying how events and interactions come to be meaningful.

Torrington and Weightman (1993:46) states that *'organizational culture'* is the characteristic spirit and belief of an organization, demonstrated, for example, in

the norms and values that are generally held about how people should treat each other, the nature of working relationships that should be developed and attitudes to change. These norms are deep, taken-for-granted assumptions that are not always expressed, are often known without being understood and related to the hidden curriculum, beliefs, traditions, ethos, norms, values and work ethics. The force of organizational culture is so strong that those who try to oppose it will bump their heads against the proverbial wall.

Janson (2002:125), after reviewing many descriptions of the concept *'organizational culture'*, defines it as follows:
It is "the manner in which all tasks in the school are embarked upon and executed. The values, norms, assumptions and convictions of those involved serve as a basis for this behavior. The manner in which tasks are executed later becomes a pattern of traditions supported by artifacts, myths, stories, metaphors, humor and play, heroes and heroines. Organizational culture not only implies the manner in which tasks are executed, but also the product of the manner employed".

According to Schein (1985:21) *'organizational culture'* is visible on three levels:

The first and most visible and audible level of organizational culture is the way in which people behave and what things look like. Verbal artefacts consist of the type of language used, and which stories and examples are verbalized. Behavioral artefacts consist of ceremonies and rituals.

The second level of organizational culture revolves around the views and perspectives of those involved. These perspectives refer to the values of the organization, usually encoded in written language such as in a "mission statement" or a "credo".

The third and most basic level of organizational culture is that of assumptions. Assumptions are more abstract than each of the other levels is because they are typically implicit. These concern the relationships of individuals to the

environment, the nature of reality, time and space, the nature of human activity, the nature of human nature, and the nature of human relationships.

Sergiovanni and Starratt (2002:320) typify *'organizational culture'* as consisting of rules, norms, values, beliefs and discipline, which determine the behavior of those in the school. Organizational culture, embodied in symbols, behavioral patterns and ceremonies, is an important motivating factor.

Purkey and Smith (1983:444) state that a school's culture, or more specifically its climate, seems to be the determining factor in its success or failure as a place of learning. According to them, the sustaining characteristics of a productive school culture seem to be the following:

- collaborative planning and collegial relationships;
- sense of community;
- clear goals and high expectations commonly shared; and
- order and discipline.

Mentz (1990:86) defined the relationship between *'organizational culture'* and *'organizational climate'* as follows:

Organizational culture (The situation)	**Organizational climate (The perception)**
Set of values, convictions, ceremonies and norms	The perceptions of those involved regarding the
which reflect the communication, symbols, management style and behavior of the people involved	quality of school culture and
And which are evident in the management philosophy and goals of the school	which can be evaluated by means of questionnaires and interviews

Figure: 2.1 Organizational culture and organizational climate

Organizational culture and organizational climate influence one another. Aspects of organizational culture such as traditions and ceremonies have an effect on organizational climate, whilst the attitudes of those involved with the school certainly have an influence on organizational culture.

Keefe and Kelly (1990:54) link the terms *'school climate', 'organizational climate', 'organizational culture*' and *'school effectiveness'*:

"Effective schools have effective leaders. Effective leaders in any organization develop and sustain an organizational culture that is focused on the achievement of goals and is perceived by both employees and clientele of the organization. The perceptions of this culture, held by employees and clients, constitute the climate of the organization. To maintain a culture that supports effectiveness, school leaders must carefully monitor the climate of the school, collect measures of goal attainment (e.g. student performance and student satisfaction), and plan school improvement initiatives based on these assessments."

Fiori (2001:12) believes that there are key behaviors of principals in schools that reinforce healthy or unhealthy cultures:

Principals in healthy cultures:

are visible to all stakeholders, communicate regularly and purposefully, never forget that they are role models, are passionate about their work, accept responsibility for the school's culture, are organised, exhibit a positive outlook, take pride in the physical environment of the school, empower others appropriately and demonstrate stewardship – they protect their school and its people.

Principals in unhealthy cultures:

are rarely seen outside their office, find little time for communication, feel that other people are responsible for their school building's physical needs – they take passive roles in decorating and furnishing their schools, see themselves as the lone leader or "boss" of the school – they never empower teachers to lead, are poorly organised and habitually make excuses for their school's shortcomings, blaming inadequacies on outside influences.

Zepeda (2004:42) adapted the views of different authors and indicates the relationship between the leadership of the principal and aspects of culture and climate as follows:

Leadership Type	***Leadership behaviors***	***Aspects of Culture and Climate***
Transactional	• Top-down decisions • Transactional approach: leaders set goals, communicate the goals and reward those who meet the goals • Rules • Positional power	• Closed climate • Toxic cultures: Lack a clear sense of purpose Have norms that reinforce inertia Blame students for lack of progress Discourage collaboration Often have actively hostile relations with staff • Teachers are engaged in trivial busywork
Transformational	• Collaborative decisions • Transformational approach: leaders engage others in collaborative goal setting, decision making, planning and evaluating • Collaboration is the norm	• Open climate • In healthy cultures: Communication flows openly among teachers, students and administrators High levels of commitment to the work of student success from teachers Leadership is not restrictive but rather supportive of teachers, respectful of teacher competence Adaptable • Teachers are engaged in purposeful work marked by creativity

Figure: 2.2 The relationship between school culture / climate and principal leadership

It is evident that there is a link between the different terms being discussed above and that they are being used intermittently in the school climate literature. The growing recognition that school climate and culture hold the key to effective management of change and school improvement should also be noted.

In the following section focus will be placed on research, which was done on *school climate*.

2.8 RESEARCH ON SCHOOL CLIMATE

2.8.1 Introduction

Literature on measuring school climate identifies two distinct categories, namely direct and indirect. Direct measures refer to the fact that someone must go forward and interact with others to collect climate data. The use of climate surveys, classroom observations, interviews, video taping, journal narratives, student drawings, focus groups and the like, require interactions that in some ways insert the data collector into the daily lives of those whose working conditions were seeked to be informed.

Indirect climate measures do not require interactions with individuals and minimize or eliminates the need to insert the data collector into the daily lives of teachers and students. Indirect measures encompass existing data sources, usually records that are kept by the teacher, school or local education authority. Other types of indirect measures include an analysis of the physical presentation of the building, hallways, and classrooms (Freiberg 1999: 23).

Freiberg states the importance of measuring school climate from multiple perspectives, throughout the year, as well as timely feedback in order to change or sustain conditions in the learning environment. "Continuous improvement requires continuous information about the learner and the learning environment" (Freiberg 1999:24).

Carl Rogers (in Freiberg 1999:25), one of the founders of humanistic psychology, supported this type of on-going support in schools:

> *"I work every day in my garden. The roses, flowers, and plants do well in southern California climate if you water, provide natural food and till the soil allow oxygen to reach the roots. I am aware that weeds are always present. It is the constant caring that prevents the weeds from taking over the garden. Person-centered education is much like my rose garden. It needs a caring environment to sustain its beauty."* (Carl Rogers Personal Communication with Jerome Freiberg 1984.)

2.8.2 An overview of research on school climate, organizational climate and culture

Anderson (1982:368) describes school climate research as the stepchild of both organizational climate research and school effects research, as it inherited instruments, theory, and methods from both research paradigms.

According to Freiberg (1999:85) the best-known conceptualization and measurement of school climate in educational administration is the pioneering work of Halpin and Croft. In 1963 they developed an instrument called the *Organizational Climate Descriptive Questionnaire (OCDQ)*. This questionnaire began the process of looking at the school climate and organization with an emphasis on teacher and principal behaviors as seen from the teachers' perspective. Its influence is widely recognized by both researchers and reviewers and over 100 studies on the *OCDQ* were completed between 1963 and 1967 (Anderson 1982:374).

A few findings as reported by Anderson (1982:391-398) with the use of the *OCDQ*:

Maxwell (1967) found that teacher and principal perceptions of climate are relatively independent.

Miller (1968) found that climate type is related to school achievement, with teacher dimensions more important than principal dimensions.

Nwankwo (1979) found an association between school discipline and climate type: good discipline with open climates; poor discipline with closed climates.

Sargeant (1967) found that staff position, teacher satisfaction and perceived school effectiveness are associated with differences in climate type, but school department, size and community are not.

Anderson (1982:374–375) reports on other instruments which were developed to measure school climate or aspects thereof:

- The *High School Characteristics Index (HSCI)* which was developed by Stern in 1961 to measure press in high schools.

- The *Pupil Control Ideology (PCI)* and the *Pupil Control Behavior (PCB)* which was developed in 1963 by Willower and Jones. They established the construct of pupil control orientation as a school climate descriptor with direct implications for pupil and teachers behavior.

- The *Elementary School Environment Survey (ESES)* was developed by Sinclair in 1970. The *ESES* uses student perceptions of teacher and peer values and attitudes to develop profiles of schools.

- The *School Survey (SS)* is technically a satisfaction inventory measuring teacher morale and satisfaction with the working environment. The *SS* was developed by Coughlan in 1970.

- The *School Description Inventory (SDI)* was developed by Anderson in 1970. It is a measure of teacher perception of the bureaucratic characteristics of secondary school environments.

- The *Quality of School Life (QSL)* Scale measures learners' attitude towards the school. This instrument was developed by Epstein and McPartland in 1976.

- Halpin and Croft's *Organizational Climate Description Questionnaire (OCDC)* was revised and the Organizational Climate Description Questionnaire for elementary and secondary schools *(OCDC-RE and OCDC-RS)* respectively, were developed at Rutgers University. These questionnaires were developed to measure changes in the organizational climate as perceived by teachers and establish a school climate profile which followed the continuum from an open to closed organization (Hoy & Forsyth 1986:149).

According to Freiberg (1999:5) there is a renewed interest in creating healthy learning environments. Some of the instruments used in a variety of studies the past twenty years are:

- A *Dutch Checklist for the Assessment of the Quality of Classroom and School Climate* by Brandsma and Bos in 1994;

- The *School-Level Environment Questionnaire (SLEQ)* was developed by Rentoul and Fraser in 1983 to assess teachers' perceptions of psychosocial dimensions of the environment of the school.

- The *Organizational Health Inventory (OHI)* was developed by Hoy and Feldman in 1987 and measures seven important attributes of relationships, which fit together in a way that yields a global index of the state of organizational health.

- The Housten Independent School District (HISD) developed and administered a series of *Student/Parent/Community Surveys* during 1991 – 1994. The purpose of these surveys was to find out from students, parents and other representatives of the community how they perceived the district.

According to Hoy and Forsyth (1986:155), research on school climates consistently supports the conclusion that the school's openness and its emotional tone are related in predictable ways. Openness is associated with less student alienation, a lower student dropout rate, and more student satisfaction with schools. Moreover, open schools have stronger principals who are more confident, self-secure, cheerful, sociable, and resourceful than those found in closed schools. Furthermore, principals of open schools have more loyal, trusting, and satisfied teachers. Similarly, teachers in open schools express greater confidence in their own effectiveness as well as the effectiveness of the school.

Mullins (in Hoy & Forsyth 1986:155), conducted a Survey of Selected Research on the *Organizational Climate Description Questionnaire* and came to the following conclusions:

Open organizational relations have positive consequences in schools because they facilitate the process of supervision. Openness in the school climate does not guarantee effective teaching and learning; it merely sets the stage for the effective development of such processes. Therefore, it should not be surprising that findings about the relationship between school climate and student achievement are mixed. Some studies find that openness of climate is associated with higher student achievement, while other studies conclude that it is not related to achievement. Openness in and of itself cannot make a poor program good or a weak teacher strong, but it can provide the atmosphere for an effective program of supervision that will lead to better programs and better teaching. Achievement proved to be a function of openness in climate and an effective supervisory program.

Zack and Horowitz (in Freiberg 1999:149) consider teacher autonomy to be of utmost importance in the overall expression of school climate. In schools in which teachers felt stressed by the burden of their work, the relationships among teachers were found to be unsatisfactory and their sense of autonomy weak. Teachers' positive feelings toward job satisfaction were more pronounced in schools with more teacher autonomy and better interpersonal relations.

Rosenholtz (1989:80) provides convincing evidence that school climate does make a difference in improving learning opportunities, job satisfaction and improved performance. She found that the quality of work relationships (a degree of openness, trust, communications and support) shared by teachers, had a lot to do with the school's ability to improve. Rosenholtz refers to schools that possess these qualities, as being "learning enriched" to differentiate them form "learning impoverished" schools.

Other research links school climate to job satisfaction, levels of work-efficacy, and teacher autonomy. Bahamonde-Gunnell (2000:3419) found that teachers

who were satisfied with their jobs had more positive views about school climate than those who were not satisfied. Hirase's (2000:439) research found that teachers have a greater sense of self-efficacy in schools where there is a good climate. Erpelding (1999:1405) found a strong relationship between teacher autonomy and school climate. Bulach, Lunenburg and McCallon (1995:345) investigated the impact of leadership style on school climate and found no significant difference in climate because of leadership styles.

Harris (2000:36) surveyed 123 teachers and came to the following conclusions:
Behaviors that help principals build a positive climate for teachers empower teachers by treating them professionally; involve them in decision-making; demonstrate emotional and moral support; respect teachers' discipline decisions, maintain visibility during the school day, articulating clear expectations, and having an open-door policy. Principals who use these behaviors contribute to a positive school climate that supports teaching and learning.

Micholas (1990:619) writes, "Virtually all contemporary research on subjective well being, quality of life, happiness and satisfaction with life as a whole, shows that good interpersonal relations contribute more than anything else to these desirable states. If one were to list plausible necessary conditions for good interpersonal relations, trust would certainly be included in the list" (1990:619). He goes on to say that any measure of school climate should include trust and openness, because they are necessary for organizations and the people within them to operate effectively.

Research done by Bulach and Malone (1994:6) supports the premise that change or reform occurs more effectively when a good school climate is present. The involvement of the whole school staff is important in order for reforms to be effective and it can best occur where there is a climate of openness and trust that allows people to work together in a collegial manner.
According to Sergiovanni and Starratt (2002:316) many studies of highly effective schools confirmed the importance of climate.

In their famous study of 12 inner-London secondary schools Rutter, Maughan, Mortimer and Ouston (1979:178) found that important differences in climate existed between those schools that were more or less effective. Effectiveness in this case was defined as higher scores on national examinations, better behavior and better attendance. In the more effective schools, teachers worked harder and had better attitudes toward learning, spent more time in actual teaching, relied more heavily on praising students, and were better able to involve students as active learners.

Docker, Fraser and Fisher (in Freiberg 1999:66) examined differences in the climates of different types of schools and used the Work Environment Scale (WES) with a sample of 599 teachers. They found that there was fair agreement among teachers in different types of schools about what they would prefer their school environment to be like. In contrast, teachers' perceptions of their actual school environments varied markedly, with the climate in elementary schools emerging as more favorable than the environment of high schools on most of the WES scales. For example, elementary schools were viewed as having greater Involvement, Staff Support, Autonomy, Task Orientation, Clarity, Innovation and Physical Comfort and less Work Pressure.

The *School-Level Environment Questionnaire (SLEQ)* was used in exploring differences between the climates of elementary and high schools among a sample of 109 teachers in 10 schools in Tasmania. The most significant pattern found was that the climate in elementary schools was more favorable than the environment of high schools. In comparison with high school teachers, elementary teachers perceived school climates considerably more favorable in terms of greater Affiliation, Professional Interest, Staff Freedom, Participatory Decision making, Innovation and Resource Adequacy (Freiberg 1999:66).

Hoy and Miskel (1987:230) also found a difference in the climate of primary and secondary school, especially due to the manner in which the principal guides the personnel. It has been found that the principal in the primary school

is more inclined to burden teachers with routine tasks that are unrelated to their teaching functions than the principal in the secondary school.

In a recent study done by Bulach and Williams (2002:1) a significant negative correlation between school size and the school's culture and climate was found. Other findings were that elementary schools had more positive climates than middle and high schools and urban schools had less positive climates than rural and suburban schools.

In a study done by Hoy et al (1990:260), the theory-driven *Organizational Health Inventory (OHI)* was compared to the empirically derived *Organizational Climate Description Questionnaire (OCDQ-RS)* in predicting student achievement and teachers' commitment. They found that health is likely to be a better predictor of goal achievement, innovativeness, loyalty and cohesiveness – variables directly linked to the functional necessities. On the other hand, climate is likely to be a better predictor of openness in communication, authenticity, motivation, and participation – variables associated with openness in interaction patterns.

Böhmer and Mentz (1994:101) found a number of significant correlations between organizational climate and organizational health. The climate factor of supportive behavior by the principal and the health factor of consideration had a very high correlation coefficient (r = 0,93). The same correlation coefficient was found between the climate factor of supportive behavior by the principal and the health factor of motivation. A very high correlation (r = 0,95) existed between the climate factor of teacher-engaged behavior and the health factor of moral. A high correlation coefficient of 0,71 was also found between the general climate of openness factor and the general health factor. The conclusion reached in this survey (which was done with a small sample) was that a school with an open climate is also a healthy school.

Hoy and Forsyth (1986:162) report research findings using the O*rganizational Health Inventory (OHI)*: The healthier the organizational dynamics, the greater the degree of faculty trust in the principal, trust in colleagues, and trust

in the organization itself. A strong correlation was found between the openness and health of schools; healthy schools have high trust, high esprit, and low disengagement. Open schools are healthy schools and healthy schools are open ones.

It was also found that healthy schools have more dedicated and loyal principals, and satisfied teachers who are confident, secure and highly motivated (Hoy & Forsyth 1986:163).

Healthy organizational dynamics also have positive consequences because they facilitate the process of supervision. Although such an environment cannot guarantee high achievement, it does provide an atmosphere conducive to improvement of instruction through cooperative and diagnostic supervision.

Moreover, the characteristics of healthy schools have many attributes stressed in the effective school literature: an orderly and serious environment; high but attainable goals; visible rewards for academic achievement; principals who are dynamic leaders – that is, influential principals who blend their behavior to fit the situation; and a cohesive unit based on mutual trust (Hoy & Forsyth 1986:163).

Hoy et al (1990:265) found that in healthy schools, relationships are more open, teachers are more productive, administrators are more reflective, and students achieve at higher levels. According to them, there is abundant research evidence to demonstrate that the OHI measures important sets of variables that are related to teacher and student performance.

Hoy and Tarter (1992:78) state that in their experience, the health or climate perceptions of the principal are frequently at variance with the perceptions of the teachers. In such a comparison, it would be of importance to find the root for such a discrepancy in perceptions.

With regard to educator perceptions of school culture, Janson (in Van der Westhuizen 2002:137) conducted a study regarding the organizational culture

of ten Afrikaans secondary schools and he made use of qualitative methods and more specifically the ethnographic method. It was founded that each of these schools had a unique organizational culture, but certain aspects were common to all of them. It seems in all these schools there was a commitment to excellence in academic work, sport and cultural activities, by both learners and teachers. Because of their pride in their schools, the learners seemed to take care not to harm the good name of their schools.

It can be concluded that the organizational climate of schools, and more specifically, teacher and principal behaviors, have been investigated in the past quite often by a variety of researchers and by means of different perspectives. Climate and health profiles of schools proved that good interpersonal relations contribute to the general well-being, quality of life, happiness and satisfaction and educators. Open and/or healthy schools house loyal, trusting, motivated, satisfied, confident and effective educators. Research also proved a strong correlation between healthy and open schools on the one hand, and unhealthy and closed schools on the other hand.

The growing interest in creating healthy and effective learning environments, not only for learners, but also for educators, makes it worthwhile to focus on a school's climate and/or health, in an attempt to address certain aspects contributing to closed and/or unhealthy profiles.

Research with regard to school climate, organizational climate and organizational health is rich in both history and findings. By using two instruments, which were used often in research projects, it will be a matter of interest to compare the outcomes with findings of previous studies in the same field.

2.8.3 Perspectives for school climate descriptions

Anderson (1982:376-377) noted that the wide range of research available on school climate, reveals a multiplicity of approaches, methods and descriptions. In the literature, the concept of school climate is mainly discussed and evaluated from the following four perspectives:

- The climate of interaction among teachers and between teachers and principals can be described as open to closed, and it is measured by the *Organizational Climate Description Questionnaire, the OCDQ-RE*.
- Organizational health is another perspective of the school environment – one that calls attention to factors that facilitate growth and development as well as conditions that impede positive organizational dynamics. Organizational dynamics are conceived along a healthy-to-unhealthy continuum, and they are measured by the *Organizational Health Inventory, the OHI*.
- Another framework views the social climate of schools along a continuum of control over students from humanistic to custodial, and it is measured by the *Pupil-Control Ideology form, the PCI*.
- Finally, school atmosphere can be portrayed as lying along a continuum of participative-to-exploitive managerial systems, operationalized by the *Profile of Organizational Characteristics scale, the POC* (Hoy & Forsyth 1986:147; Kruger, 1992:80).

Each of these perspectives and their respective measurement instruments, provide schools with a valuable set of conceptual capital and tools to analyze, understand and improve the school setting. The key aspects of organizational climate are summarized in Figure 2.3.

Organizational Climate

OPEN ---------- CLOSED	OPEN ---------- CLOSED
Principal Behavior	*Teacher behavior*
Supportive	Collegial
Directive	Intimate
Restrictive	Disengaged

Organizational Health

HEALTHY ---------- UNHEALTHY

Managerial Level	*Institutional Level*
Principal Influence	Institutional Integrity
Consideration	*Technical Level*
Initiating Structure	Morale
Resource Allocation	Academic Emphasis

Pupil-Control Orientation

HUMANISTIC---------- CUSTODIAL

Managerial System

PARTICIPATIVE ---------- EXPLOITIVE

Motivation	Goal Setting
Leadership	Decision Making
Communication	Control
Interaction	Performance Goals

Figure 2.3 Key Aspects of Organizational Climate (Hoy & Forsyth 1986:176)

Although this research project will focus on the first (teacher-principal behavior) and second perspective (organizational health), the four perspectives will be discussed briefly.

2.8.3.1 Teacher-principal behaviour

The most well-known dimension used in evaluating and describing school climate, is derived from the research of Halpin and Croft who viewed school climate as a combination of two dimensions of social behavior, namely principal-teacher interactions and teacher-teacher interactions. They argued that the leadership of the principal, the nature of the teacher group, and their mutual interaction constitute the social climate in a school (Hoy & Forsyth 1986:148).

Halpin and Croft (in Hoy et al 1991:11) constructed the *Organizational Climate Description Questionnaire (OCDC)*, a sixty-four item instrument to measure the organizational climate of an elementary school. All items are simple descriptive statements of interactions in schools and teachers are asked to describe the extent to which each item characterizes his or her school. The responses to each item are made on a four-point scale: rarely occurs, sometimes occurs, often occurs and frequently occurs. After implementing the *OCDQ* in 71 schools, the responses to the 64 items were grouped into eight dimensions of organizational life. Four of the dimensions referred to characteristics of the group and four pertained to the characteristics of the principal as leader. The eight dimensions were as follows:

Characteristics of principal behavior

Aloofness refers to formal and impersonal principal behavior; the principal goes by the "book" and maintains social distance from subordinates.

Production emphasis refers to close supervision. The principal is highly directive and not sensitive to teacher feedback.

Thrust refers to dynamic behavior in which the principal attempts to "move the organization" through the example, the principal sets for teachers.

Consideration refers to warm, friendly behavior by the principal. The principal tries to be helpful and do a little something extra for the teachers.

Characteristics of the group

- ***Engagement*** refers to the extent to which teachers work to attain the goals set for the school.
- ***Hindrance*** refers to the teachers' feelings that the principal burdens them with routine duties, committee work, and other unnecessary busy work.
- ***Esprit*** refers to morale growing out of a sense of both task accomplishment and the satisfaction of social needs.
- ***Intimacy*** refers to the teachers' enjoyment of warm and friendly social relations with each other (cf Hoy et al 1991:14; Kruger 1992:81; Van der Westhuizen 2002:157).

On the ground of this research, school climate is presented on a continuum from an open to a closed school climate and six types of school climate can be identified (cf Hoy & Miskel 1987:228; Hoy et al 1991:158; Kruger 1992:81):

Open climate – an attitude of openness exists between the principal and the staff, as well as among staff members.

*A school with an **open** climate has high esprit, low engagement, low interference, average intimacy, average aloofness, high consideration, average driving force and low production.*

Autonomous climate – both the staff and learners have a high degree of autonomy, which is indicative of a more people, than task orientated management style.

Controlled climate – a task orientated management style, but staff's morale is still high.

Familiar climate – the relationship between the principal and the staff is jovial and happy. There is little tasks orientated leadership and motivation and job satisfaction are average.

Paternal climate – is characterised by closeness as a result of passivity of the principal and is indicative of a lack of co-operation, un-involvement and weak morale among the staff.

Closed climate – a high degree of uninvolvement of both staff and learners, weak job satisfaction and a high degree of staff migration is noted. In sum, closed climates have principals who are non-supportive, inflexible, hindering and controlling, and a faculty that is divided, apathetic, intolerant and disingenuous.

*A school with a **closed** climate has low engagement, high interference, average intimacy, low esprit, and low driving force, high aloofness, high production orientation and low consideration orientation.*

A positive organizational climate in the school has been emphasized time and again. Whenever such a climate is lacking, the teacher experiences his/her total working environment negatively. According to Mentz (2002:161) the following important aspects of how a school function are directly dependent on the organizational climate:

quality of working life;

values and norms; and

effective communication.

The fact that organizational climate is viewed as one of the determinants of the quality of the working life of the teacher indicates the important role of organizational climate in the school structure. The quality of the work done by the teacher inevitably depends on the manner in which he/she experiences the climate in the school.

Since organizational climate is affected by values in the school, it is necessary to recognize the role of values. If the underlying value structure is not

respected by new staff members and people in management positions, this will ultimately influence how everyone at the school experiences the organizational climate.

Mentz (2002:162) concluded by stressing the fact that effective communication is only possible in a positive organizational climate. Since communication is necessary for the functioning of any organization (including the school), the existence of a direct relationship between organizational climate and communication is sufficient proof that a positive organizational climate is necessary to enable the school to function.

The relationship between work satisfaction and the type of climate in the school has been indicated in research. It has been found that the more open the climate in the school, the greater the work satisfaction experienced by the personnel. It has been concluded that this relationship is so strong that organizational climate can be seen as a causal factor in work satisfaction (Miskel & Ogawa, in Van der Westhuizen 2002:163).

2.8.3.2 Organizational health of a school

Organizational health in the school is another framework by means of which the general atmosphere or climate of the school can be described.

Organizational health, as described by Miles (in Hoy et al 1991:65), refers to an organization 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."

School health is used to conceptualize the organizational climate of schools, a concept that has been identified as an important variable related to school effectiveness.

Parsons and his colleagues (cf in Hoy & Miskel 1987:237; Hoy et al 1990:263; Freiberg 1999:86) argued that all social systems have to solve four basic problems in order to survive, grow and prosper, namely to cope successfully

with their environments, attain their goals, maintain solidarity of the work force and develop a cohesive value system.

Freiberg (1999:87) describes a healthy school by using the Parsonian perspective: it is “one in which the technical, managerial, and institutional levels are in harmony; the school meets both its instrumental and expressive needs as it successfully copes with disruptive external forces and directs its energies toward its mission.”

Although Miles initially developed ten properties of a healthy organization, Hoy and Miskel (1987:239) identified eight dimensions of organizational health, presented within the three Parsonian organizational levels:

Institutional level

Institutional integrity is the school’s ability to cope with its environment in a way that maintains the educational integrity of its program. Teachers are protected form unreasonable community and parental demands.

Managerial level

Principal influence is the principal’s ability to influence the actions of superiors. Being able to persuade superiors, to get additional consideration, and not to be impeded by the hierarchy are important aspects of school administration.

Consideration is principal behavior that is friendly, supportive, open and collegial. It represents a genuine concern on the part of the principal for the welfare of the teachers.

Initiating structure is principal behavior that is both task- and achievement-orientated. Work expectations, standards of performance, and procedures are clearly articulated by the principal.

Resource allocation refers to a school where adequate classroom supplies and instructional materials are allocated to teachers and extra materials are readily supplied if requested (Hoy & Miskel 1987:239).

Technical level

Morale is a collective sense of friendliness, openness, enthusiasm, and trust among faculty members. Teachers like each other, like their jobs and help each other. They are proud of their school and feel a sense of accomplishment in their jobs.

Cohesiveness is the extent to which the teachers and administrators form a coherent and integrated group. They identify with each other and the school.

Academic emphasis is the extent to which the school is driven by a quest for academic excellence: high but achievable academic goals are set for students; the learning environment is orderly and serious, teachers believe in their students' ability to achieve; and students work hard and respect those who do well academically (Hoy & Miskel 1987:239).

Initially the *Organizational Health Inventory (OHI)* was developed to measure the organizational health of secondary schools according to the eight dimensions.

Schools could be indicated on a continuum with regard to their organizational health in the same manner as the *OCDQ* indicates a school's climate be it open or closed. A school with an open school climate would consist of a positive organizational health.

Miles (in Carver & Sergiovanni 1969:380-381) further pointed out three features of healthy organizations:

Task needs

- Aim-centeredness – the objectives of the organization are clear to all the members, and are also acceptable and attainable.
- Communication sufficiency – in the organization, sufficient opportunity is given for communication.

- Maximum distribution of power – there are signs of mutual influence between the authorities.

Maintenance needs

- Utilization of resources – personnel are not overloaded with work but they never feel redundant.
- Binding power – people are keen to become and remain members of the organization.
- Morale – there is general satisfaction among members of the organization.

Developmental needs

- Renewal disposition – the organization continually designs new procedures and new objectives.
- Autonomy – the organization acts proactively with regard to its environment and is not dependent on it.
- Adaptation – the organization has the ability to enforce corrective action should it be necessary for development.
- Problem-solving ability – problems are solved with the minimum of exertion (Miles, in Carver & Sergiovanni 1969:380-381).

Mentz (2002:175) indicates the following dimensions of organizational health:

- Pressure from the parents in the community
- Guidance by the school principal
- Conscientiousness of the teachers
- Attainable objectives
- Motivation of learners
- Availability of resources.

Hoy and Tarter (1992:76) summarize the characteristics of a 'healthy' school as follows:

- The school is protected from unreasonable community and parental pressures.

- The principal is a dynamic leader, integrating both task- and relations-orientated leader behavior.
- Teachers are committed to teaching and learning.
- Students work hard, are highly motivated and respect other students who achieve academically.
- Classroom supplies and supplementary materials are always available.
- Teachers like each other, trust each other, are enthusiastic about their work, and identify positively with the school.

"Healthy schools are good places. People like each other, and they like their schools. Trust, commitment, cooperation, loyalty, and teamwork are the hallmarks of such schools" (Hoy & Forsyth 1986:160; Hoy & Tarter 1992:74).

2.8.3.3 Learner-control approach

The approach of the school's management team and staff to the control and discipline of learners is another way in which to describe and evaluate the social climate of a school. According to this approach the maintenance of discipline in the school (learner control) is an important, even central, aspect of school life (Sergiovanni & Starratt 1988:99). Willower and Jones (in Hoy & Forsyth 1986:163) described learner control as the "dominant motif" and "integrative theme" in the school social system that gives meaning to patterns of teacher-teacher and teacher-principal relations.

The assumptions that the staff and management make about the aptitude of the learners results in a particular way of maintaining discipline which can vary on a continuum from humane to strictly controlled (custodial).

Schools with a humane approach to the maintenance of discipline are characterized by:

A democratic climate in which teaching and learning take place through interactive cooperation between teachers and learners and where the accent is on self-discipline rather than on strict control by the teacher.

Schools with a custodial approach to discipline, on the other hand, are characterized by:
Strict discipline and order in which learners have little freedom and influence, and experience the school as autocratic (Hoy & Forsyth 1986:164).

2.8.3.4 The managerial-systems approach

This approach, which can be used to describe school climate, is based on Rensis Likert's management-system theory. According to Likert's theory, organizational climate is an important intermediate variable between a manager's management activities and the effectiveness of an organization (Sergiovanni & Starratt 1988:95)

The way in which certain management functions are actualized by the management of an enterprise often produces a particular organizational climate. Likert identifies the following four management systems that each represents a particular organizational climate and which also differentiate between closed (autocratic) and more open (democratic) types of climate:

the exploitive-authoritative system;
the benevolent-authoritative system;
the consultative system; and
the participative management system (Hoy & Forsyth 1986:167; Sergiovanni & Starratt 1988:98).

Likert's framework (Hoy & Forsyth 1986:167) includes eight major organizational characteristics for defining and measuring the four managerial systems along the exploitive-participative continuum:

Leadership processes – it refers to the extent to which superiors and subordinates have mutual trust and confidence in each other, superiors are supportive and open to discussion with subordinates, and superiors make constructive use of subordinates' ideas.

Motivational forces – it refers to the underlying motives that are used to stimulate behavior, and the manner in which they are used for example, threats, rewards, and punishment. Other important elements of this system

include the kinds of attitudes, which are developed toward the organization and colleagues, the extent to which motivational forces conflict with or reinforce each other, responsibility toward the organization and its goals, and general satisfaction with the organization, administration and oneself.

Communication process – it refers to the amount of relevant communication aimed at goal achievement. The direction of communication, and the nature of vertical and horizontal communication for example, its origin, its adequacy, and its accuracy.

Interaction-influence process – it refers to the amount and character of interactions to what extent interactions are friendly, trusting, and cooperative and to what extent subordinates do influence decisions of superiors.

Goal setting – it refers to the manner in which organizational goals are determined (unilaterally or jointly), the extent to which all levels strive for high performance goals, and the forces for accepting, resisting, or rejecting goals.

Control processes – it refers to the degree to which power in the organization is centralized or decentralized as well as the degree to which the informal organization supports or opposes the informal.

Performance goals and training – it refers to the extent to which high achievement goals are sought and the amount and adequacy of training supplied by the organization (Hoy & Forsyth 1986:167-168).

2.9 CONCLUSIONS

The different concepts which were discussed in this chapter (organizational climate, quality of working life, organizational health and organizational culture) represent different frameworks by means of which ‘school climate’ can be described. The foci areas of this study will be on ‘school (organizational) climate’ and ‘school (organizational) health’.

The literature study proved that the organizational climate of schools, more specifically, teacher and principal behaviors, have been investigated in the past quite often. Climate and health profiles of schools proved that good interpersonal relations contribute to the general well-being, quality of life, happiness and satisfaction and educators. Open and/or healthy schools house

loyal, trusting, motivated, satisfied, confident and effective educators. Research also proved a strong correlation between healthy and open schools on the one hand, and unhealthy and closed schools on the other hand.

For the purpose of this study two perspectives will be used, namely organizational climate and organizational health. With regard to organizational climate, principal and teacher behaviors will be analyzed and a climate prototype (open, engaged, disengaged, closed) will be developed. With regard to organizational health, five dimensions will be analysed and a health prototype (healthy, unhealthy) will be developed.

2.10 SUMMARY

In this chapter focus has been placed on terminology in an attempt to clarify the concepts linked to school climate, namely ‘organizational climate’, ‘quality of working life’, ‘organizational health’ and ‘organizational culture’. A review of research in the field of ‘school climate’ was introduced and the four perspectives for school climate descriptions were discussed.

In the next chapter the focus will be on the second aim of the study, namely the empirical research.

CHAPTER 3

RESEARCH DESIGN

"Schools have their own tone, their own vibrations and soul that set them apart and make them unique. This tone or culture or ethos or climate, as it has been variously called, is a result of the way in which the individuals in the school interact, how they behave towards each other and their expectations of one another. A school's culture has a very powerful influence on the life of those within it and on the success, in academic, social and personal terms, that the individuals within the school achieve."
- Reid, Hopkins and Holly (1988:3)

3.1 INTRODUCTION

The focus in this chapter will be on the second aim of the study, namely the empirical research. The purpose of this study is to examine educators' perceptions of school climate in primary schools in the Southern Cape. As previously mentioned, two perspectives will be used to determine educators' perceptions of school climate, namely 'organizational climate' and 'organizational health'.

With regard to organizational climate, principal and teacher behaviors (principal-teacher and teacher-teacher relationships) will be analyzed and a climate prototype (open, engaged, disengaged, closed) will be developed. As for organizational health, five dimensions (institutional integrity, collegial leadership, resource influence, teacher affiliation and academic emphasis) will be analyzed and a health prototype (healthy, unhealthy) will be developed.

In addition, it will be determined whether there is a positive relationship between educators' perceptions on school (organizational) climate and their perceptions of organizational health.

The research problems and the two instruments, selected for the purpose of this study, will be discussed in detail. The specific research questions, as well as research hypotheses will be stated. Thereafter the research design will be explained and a description of the research methodology and methods will be given. This chapter will also describe how data were collected and analysed.

3.2 SPECIFIC RESEARCH PROBLEMS

The following research problems will be addressed in this study:

- What are the perceptions of primary school educators in the Southern Cape on organizational climate?
- What are the perceptions of primary school educators in the Southern Cape on organizational health?
- Is there a relationship between organizational climate and organizational health perceptions of primary school educators in the Southern Cape climate?

The predictor variable *'organizational climate'* is measured by a questionnaire completed by 178 educators of six primary schools to determine a typology of school climate (open, closed, engaged, disengaged) of each individual school, characteristics of principal behavior, as well as characteristics of teacher behavior. Three types of principal behavior (supportive, directive, restrictive) and three types of teacher behavior (collegial, intimate, disengaged) will be analyzed.

The criterion variable *'organizational health'* is measured by a questionnaire completed by the same educators to determine the quality of their workplace. Five dimensions (institutional integrity, collegial leadership, resource influence, teacher affiliation, academic emphasis) will be analyzed and a typology of school health (healthy, unhealthy) will be determined.

The correlation between the two variables will also be measured by the researcher in order to determine the strength and direction of the relationship between the variables. For this reason the antecedent variable is called the predictor variable and the predicted variable is the criterion variable (McMillan & Schumacher 1997:89).

3.2.1 Instruments

A discussion of the two instruments, which will be used for the purpose of this study, will follow.

3.2.1.1 The Organizational Climate Description Questionnaire – Rutgers Elementary (OCDQ-RE)

Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) was revised and the Organizational Climate Description Questionnaire for elementary and secondary schools (OCDQ-RE and OCDQ-RS) respectively, were developed at Rutgers University (Hoy & Forsyth 1986:149; Hoy & Miskel 1987:230). The teachers' perceptions of their general work environment, as influenced by the formal and informal structures of the school, as well as by the personalities of the teachers and the leadership behavior of the principal, are indicated by means of two general and six specific dimensions.

Lindahl (2006:5) reports that the OCDQ-RE has been developed to measure organizational climate and gained wide acceptance as climate assessment tool. Hoy and Miskel (1996:150) conclude that the three climate measures (OCDQ-RE, OCDQ-RS and OCDQ-RM) are useful devices for general charting of school climate in terms of teacher-teacher and teacher-principal relationships. They further indicated that the subtests are valid and reliable measures of important aspects of school climate, climate profiles can be provided and the openness indices provide means of examining schools along an open-closed continuum.

The OCDQ-RE is a 42-item questionnaire and a four-point Likert-scale is used. The following six types (three types with reference to principal behavior and three types with reference to teacher behavior) can be distinguished (cf Broodryk 1988:132; Hoy & Miskel 1982:190; Hoy & Forsyth 1986:150; Hoy et al 1991:30):

Characteristics of principal behavior

Supportive principal 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 professional and personal interest in each teacher.

Directive principal behavior is rigid monitoring of teacher behavior. Principals maintain close and constant control over all teacher and school activities, sown to the smallest details.

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

Characteristics of teacher behavior

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

Disengaged teacher 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 goals. Their behavior is often negative and critical of their colleagues and the organization (Hoy & Forsyth 1986:150).

The instrument has two general factors – one, a measure of openness of teacher interactions and the other, a measure of openness (or closedness) of teachers-principal relations. The researchers from Rutgers constructed a general index of openness by using the first four factors only: (supportive behavior + involved behavior) (directive behavior + frustrated behavior) = measure of openness.

According to Hoy et al (1991:155) openness in principal behavior is marked by an openness and concern for the ideas of teachers (high supportiveness); freedom and encouragement for teachers to experiment and act independently

(low directiveness); and structuring the routine aspects of the job so that they do not interfere with teaching (low restrictiveness).

Similarly, three dimensions of teacher behavior define openness in teacher behavior, which refers to teachers' interactions that are meaningful and tolerant (low disengagement); that are friendly, close, and supportive (high intimacy); and that are enthusiastic, accepting, and mutually respectful (high collegial relations).

The two behavioral dimensions (principal and teacher) can be used to develop a typology of school climate. Four contrasting types of school climate are possible (Hoy et al 1991:157). First both factors can be open, producing congruence between the principal's and teachers' behavior. Second, both factors can be closed, producing a congruence of closeness. Moreover, there are two incongruent patterns. The principal's behavior can be open with the faculty, but teachers may be closed with each other; or the principal may be closed with teachers, while the teachers are open with each other.

PRINCIPAL BEHAVIOUR

(+) OPEN

ENGAGED CLIMATE (-,+) Closed principal behavior Open teacher behavior	*OPEN CLIMATE (+, +)* *Open principal behavior* *Open teacher behavior*
CLOSED CLIMATE (-,-) *Closed principal behavior* *Closed teacher behavior*	DISENGAGED CLIMATE (+,-) Open principal behavior Closed teacher behavior

(-)CLOSED

Figure 3.1 Typology of School Climates (Hoy & Forsyth 1986:154)

Hoy and Miskel (1987:232-233) describe the four climate prototypes as follows:

Open climate: the distinctive behavior of the open climate is the co-operation, and respect that exist within the faculty and between faculty and principal. This combination suggests a climate in which the principal listens and is open to teacher suggestions, gives genuine and frequent praise, and respects the professional competence of the faculty *(high supportiveness).* Principals also give their teachers freedom to perform without close scrutiny *(low directiveness)* and provide facilitating leadership behavior devoid of bureaucratic trivia *(low restrictiveness).* Similarly, teacher behavior supports open and professional interactions *(high collegial relations)* among the faculty. Teachers know each other well and are close personal friends *(high intimacy).* They cooperate and are committed to their work *(low disengagement).* In, brief, the behavior of both the principal and the faculty is open and authentic.

Engaged climate: the engaged climate is marked, on one hand, by ineffective attempts of the principal to control, and on the other, by high professional performance of the teachers. The principal is rigid and autocratic (high directiveness) and respects neither the professional competence nor the personal needs of the faculty (low supportiveness). Moreover, the principal hinders the teachers with burdensome activities and busywork (high restrictiveness). The teachers, however, ignore the principal's behavior and conduct themselves as professionals. They respect and support each other, are proud of their colleagues, and enjoy their work (highly collegial). Moreover, the teachers not only respect each other's competence, but they like each other as people (high intimacy), and they cooperate with each other as they engage in the task at hand (high engagement). In short, the teachers are productive professionals in spite of weak principal leadership; the faculty is cohesive, committed, supportive and open.

Disengaged climate: the disengaged climate stands in stark contrast to the engaged climate. The principal's behavior is open, concerned and supportive. The principal listens and is open to teachers (high supportiveness), gives the faculty freedom to act on their professional knowledge (low directiveness), and relieves teachers of most of the burdens of paper work and committee assignments (low restrictiveness). Nonetheless, the faculty is unwilling to

accept the principal. At worst, the faculty actively works to immobilize and sabotage the principal's leadership attempts; at best, the faculty simply ignores the principal. Teachers not only do not like the principal, but they neither like nor respect each other as friends (low intimacy) or as professionals (low collegial relations). The faculty is simply disengaged from the task. In sum, although the principal is supportive, concerned, flexible, facilitating and non-controlling (i.e. open), the faculty is divisive, intolerant and uncommitted (i.e. closed).

Closed climate: the closed climate is virtually the antithesis of the open climate. The principal and teachers simply appear to go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness), and the teachers responding minimally and exhibiting little commitment (high disengagement). The principal's ineffective leadership is further seen as controlling and rigid (high directiveness) as well as unsympathetic, unconcerned, and unresponsive (low supportiveness). These misguided tactics are accompanied not only by frustration and apathy but also by a general suspicion and lack of respect of teachers for each other as either friends or professionals (low intimacy and non-collegial relations). Closed climates have principals who are non-supportive, inflexible, hindering and controlling, and a faculty that is divisive, intolerant, apathetic and uncommitted.

It can be concluded that the OCDQ-RE proves to be a useful device for general charting of school climate in terms of teacher-teacher and teacher-principal relationships. Important aspects of school climate will be analysed and climate profiles will be compiled. The openness indices will provide means of examining schools along an open-closed continuum.

3.2.1.2 The Organizational Health Inventory For Elementary Schools (OHI-E)

The *Organizational Health Inventory (OHI)* provides administrators and teachers of an important tool to analyse systematically the quality of their workplace.

Initially the *OHI* was developed to measure the organizational health of secondary schools according to eight dimensions. Schools could be indicated on a continuum with regard to their organizational health in the same manner as the *OCDQ* indicates a school's climate be it open or closed. A school with an open school climate would consist of a positive organizational health.

The OHI-E has been developed to measure organizational health and gained wide acceptance as climate assessment tool (Lindahl 2006:5). Hoy and Miskel (1996:156) report that the Organizational Health Inventory (OHI) reliably measures key dimensions of the organizational health of schools and has a strong, consistent and functional conceptual framework. They also report a correlation between the openness and the health of schools, in brief, open schools tend to be healthy and healthy schools tend to be open.

Hoy et al (1991:194) developed the Dimensions of Organizational Health of Elementary Schools (OHI-E). It is a 37-item questionnaire on which educators are asked to describe their behavior. The responses vary along a four-point scale defined by categories "rarely occurs", "sometimes occurs", "often occurs" and "very frequently occurs". Only five dimensions of organizational health are captured in this questionnaire, namely institutional integrity, collegial leadership, resource influence, teacher affiliation and academic emphasis. Dimensions were selected to represent each of the basic needs of all social systems as well as the three levels of organizational control.

Hoy et al (1991:195) describe the five dimensions as follows:

Institutional Level

Institutional Integrity describes a school that has integrity in its educational program. The school is not vulnerable to narrow, vested interests of community groups; indeed, teachers are protected from unreasonable community and parental demands.

Managerial Level

Collegial Leadership refers to behavior by the principal that is friendly, supportive, open and guided by norms of equality. At the same time, however, the principals set the tone for high performance by letting people know what is expected of them.

Resource Influence describes principal's ability to affect the action of superiors to the benefit of the teachers. Teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.

Technical Level

Teacher Affiliation refers to the sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs. They are committed to both their students and their colleagues. They find ways to accommodate to the routine, accomplishing their jobs with enthusiasm.

Academic Emphasis refers to the school's press for achievement. The expectation of high achievement is met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades.

Thus, a healthy school is one in which the technical, managerial and institutional levels are in harmony; and the school is meeting its needs as it successfully copes with disruptive external forces and directs its energies toward its mission (Hoy et al 1991:192).

Hoy and Tarter (1992:76) summarize the characteristics of a 'healthy' school as follows:

A *healthy* elementary school is a pleasant place. It is protected from unwarranted intrusion (high institutional integrity). Teachers like the school, the students, and each other (high teacher affiliation). They see the students as diligent in their learning (high academic emphasis). They see the principal as their ally in the improvement of instruction; the principal is approachable, supportive and considerate, yet establishes high standards of teacher

performance (high collegial leadership.) Teachers rely upon the principal to foster a structure in which learning can take place and, at the same time, to be a leader sensitive to the social and emotional needs of the group. The principal has influence with organizational superiors and is seen by the teachers someone who deliver the teaching resources they need (high resource influence). The healthy school has no need to coerce cooperation; it is given freely by professionals who are in basic agreement about the task at hand.

According to Hoy et al (1987:193) an unhealthy school, by way of contrast, is a sad place. The school is an arena for various pressure groups to work out their own agendas (low institutional integrity). The principal is inactive and ineffective in moving the school towards its goals or in building a sense of community among the teachers (low collegial leadership). The principal has no influence with superiors, and teachers see themselves on the short end of supplies (low resource influence). They feel they do not have what they need to teach. The teachers do not like one another, the school, or the youngsters (low teacher affiliation). They see the students as academically unworthy; in the view of the teachers, these children do not work hard, do not do their homework, are difficult to work with in the class, and are not serious about learning (low academic emphasis).

The *unhealthy school* is not capable of adapting to the environment because there is no central leadership. The school is turned into a political arena as it loses institutional integrity. The principal abdicates, in effect, and goals are compromised. The teachers lose a sense of integration with the school and its mission and see the students as unwilling learners.

It can be concluded that the OHI-E can be a valuable instrument to determine different dimensions or needs of an organization. Health profiles can also be compiled.

3.2.2 Specific research questions

In an attempt to solve the research problems, three types of questions will be used, namely descriptive, relationship and difference questions.

3.2.2.1 Descriptive research questions:

By analyzing the responses of the 178 respondents on both the Organizational Climate Description Questionnaire Rutgers Elementary (OCDQ-RE) and the Dimensions of Organizational Health of Elementary Schools (OHI-E), the following descriptive questions can be asked:

What are the perceptions of primary school educators in the Southern Cape on organizational climate?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *supportive behavior of principals*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *directive behavior of principals*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *restrictive behavior of principals*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *collegial behavior of educators*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *intimate behavior of educators*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *disengaged behavior of educators*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *principal openness*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *teacher openness*?

What is the typical school climate dimension of primary schools in the Southern Cape?

By analyzing each individual school's organizational climate, the following research questions can be asked with regard to each of the six schools (A, B, C, D, E and F):

What are the perceptions of primary school educators of School A on organizational climate?

What are the perceptions of primary school educators of school A on *supportive behavior of principals*?

What are the perceptions of primary school educators of school A on *directive behavior of principals*?

What are the perceptions of primary school educators of school A on *restrictive behavior of principals*?

What are the perceptions of primary school educators of school A on *collegial behavior of educators*?

What are the perceptions of primary school educators of school A on *intimate behavior of educators*?

What are the perceptions of primary school educators of school A on *disengaged behavior of educators*?

What are the perceptions of primary school educators of school A on *principal openness*?

What are the perceptions of primary school educators of school A on *teacher openness*?

What is the typical school climate dimension of school A?

What are the perceptions of primary school educators in the Southern Cape on organizational health?

What are the perceptions of primary school educators in the Southern Cape on *institutional integrity?*

What are the perceptions of primary school educators in the Southern Cape on *collegial leadership?*

What are the perceptions of primary school educators in the Southern Cape on *resource influence?*

What are the perceptions of primary school educators in the Southern Cape on *teacher affiliation?*
What are the perceptions of primary school educators in the Southern Cape on *academic emphasis?*

What is the prototypic profile for health in primary schools in the Southern Cape?

By analyzing each individual school's organizational health, the following research questions can be asked with regard to each of the six schools (A, B, C, D, E and F):

What are the perceptions of primary school educators of school A on organizational health?
What are the perceptions of primary school educators of school A on *institutional integrity?*
What are the perceptions of primary school educators of school A on *collegial leadership?*
What are the perceptions of primary school educators of school A on *resource influence?*
What are the perceptions of primary school educators of school A on *teacher affiliation?*
What are the perceptions of primary school educators of school A on *academic emphasis?*

What is the prototypic profile for health in school A?

3.2.2.2 Relationship research questions:
By analyzing the perceptions of primary school educators on both organizational climate and organizational health, the following questions can be asked:

Is there a relationship between organizational climate and organizational health perceptions of primary school educators in the Southern Cape?

3.2.2.3 Difference research questions:

To determine whether there is a difference in how educators in different primary schools perceive school climate, the following questions can be asked:

Organizational climate:

Is there a difference between primary schools in the Southern Cape on how educators perceive *supportive behavior*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *directive behavior?*

Is there a difference between primary schools in the Southern Cape on how educators perceive *restrictive behavior*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *intimate behavior*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior?*

Is there a difference between primary schools in the Southern Cape on how educators perceive *principal openness*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *teacher openness*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *total openness?*

Organizational health

Is there a difference between primary schools in the Southern Cape on how educators perceive *institutional integrity*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *collegial leadership*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *resource influence*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *academic emphasis*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *overall health?*

3.2.3 Research hypotheses

A *'research hypothesis'* is "a conjectural statement of the relationship between two or more variables" (Kerlinger 1986:17). Hypotheses are used to achieve dependable knowledge and to explain phenomena. The following hypotheses contain two variables that are measurable and specify how the variables are related.

Research hypothesis 1:

Is there a significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape?

H_o : There is no significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape

H_1 : There is a significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape

Research hypothesis 2:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *supportive behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *supportive behavior*

Research hypothesis 3:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *directive behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *directive behavior*

Research hypothesis 4:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *restrictive behavior*

H_1 : There is a difference between primary schools in the Southern

Cape on how educators perceive *restrictive behavior*

Research hypothesis 5:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *collegial behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *collegial behavior*

Research hypothesis 6:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *intimate behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *intimate behavior*

Research hypothesis 7:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior*

Research hypothesis 8:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *principal openness*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *principal openness*

Research hypothesis 9:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *teacher openness*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *teacher openness*

Research hypothesis 10:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *total openness*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *total openness*

Research hypothesis 11:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *institutional integrity*?

H_1 : There is a difference between primary schools in the Southern

Cape on how educators perceive *institutional integrity*?

Research hypothesis 12:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *collegial leadership*?

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *collegial leadership*?

Research hypothesis 13:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *resource influence*?

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *resource influence*?

Research hypothesis 14:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation*?

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation*?

Research hypothesis 15:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *academic emphasis*?

H_1 : There is no difference between primary schools in the Southern Cape on how educators perceive *academic emphasis*?

Research hypothesis 16:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *overall health*

H_1 : There is no difference between primary schools in the Southern Cape on how educators perceive *overall health*

It can be concluded that in this study the research hypotheses are formulated to explain both the relationship and difference research questions.

3.3 RESEARCH DESIGN

Huysamen (1993:10) defines *research design* as “the plan, or blueprint, which offers the framework according to which data are to be collected to investigate the research hypothesis or question in the most economical way”.

For the purpose of this study, a *non-experimental design* has been chosen, because it can offer a description of a certain phenomenon, as well as examine a possible relationship between variables without suggesting direct cause-and-effect relationship. McMillan and Schumacher (1997:37) define a non-experimental design as “a description of something that has occurred or examine relationships between things without suggesting direct cause-and-effect relationships”.

Three types of non-experimental designs will be used for this study, namely survey, correlational and comparative designs.

A *descriptive design* describes an existing phenomenon by “using numbers to characterize individuals or a group”. The nature of existing conditions will be assessed.

A *correlational design* is concerned with assessing relationships between two or more phenomena. The statistical measure, correlation, will be used to measure the degree of relationship between organizational climate and organizational health (McMillan & Schumacher 1997:37).

A *survey design* entails the selection of a sample of subjects with whom the investigator administers a questionnaire or conducts interviews to collect data (McMillan & Schumacher 1997:38).

By using a variety of specific research questions (descriptive, relationship and difference), as indicated previously, the responses obtained from the sample (178 educators in six primary schools) used in this study, will be used to infer information about a large number of people (educators and primary schools in

the Southern Cape). Thus, in addition to being descriptive, surveys can also be used to explore relationships between variables, or in an explanatory way.

The procedures, which were followed for the conducting of this study, will now be explored.

3.4 RESEARCH METHODS

3.4.1 Measures to ensure validity and reliability

According to the American Psychological Association (1985:9) *'validity'* refers "to the appropriateness, meaningfulness, and usefulness of the specific inferences made form the test scores".

Messick (1989:13) defines *'validity'* as "an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment".

'*Internal validity'* is "the degree to which conclusions about cause and effect relationships arising from an experiment are accurate" (Vochell & Asher 1995:449).

'External validity' refers to " the extent to which the results of a study can be generalized to other people."

As previously indicated, both the OCDQ-RE and OHI-E have been developed to measure organizational climate and organizational health respectively and gained wide acceptance as climate assessment tools (Lindahl 2006:5).

Anderson (1982:374) refers to the Organizational Climate Description Questionnaire (OCDQ) as one of the major school climate instruments, with its influence being widely recognized by climate researchers and reviewers. He noted the 'tremendous heuristic value' of the instrument and that it had

promoted a broad-based interest in school climate within secondary and elementary education.

Hoy and Forsyth (1986:155) reported that, although there has not been much research done on the Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE), the research on the original OCDQ provides a good view of the relationship of openness of climate with a number of other important variables.

Hoy and Forsyth (1986:162) indicate that although the Organizational Health Index (OHI) is a new instrument and limited research has been done, it proves to be a useful tool for several reasons. According to them it reliably measures seven key dimensions of the organizational health of schools and has a strong and functional conceptual framework.

'Reliability' refers to " the consistency, stability or repeatability of measurement – the extent to which the results are similar over different forms of the same instrument or occasions of data collecting" (McMillan & Schumacher 1997:239).

It can be concluded that the two instruments, OCDQ-RE and OHI-E, have been widely used in research and offer researchers valid and reliable instruments to study schools and provide practitioners with the tools to diagnose problems and analyze the climate of schools. Both instruments prove to be highly appropriate for use in the South African context.

3.4.2 Data collection

3.4.2.1 Data collection technique

The data in the six schools was collected by means of two existing questionnaires, namely

The Organizational Climate Description Questionnaire Rutgers Elementary (OCDQ-RE) and
Dimensions of Organizational Health of Elementary Schools (OHI-E).

The *OCDQ-RE* is a 42-item, closed form questionnaire, with a four-point Likert-scale. A true Likert-scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement with the statement. Subjects check the place on the scale that best reflects their beliefs or opinions about a statement. The response scales are defined by categories "rarely occurs", "sometimes occurs", "often occurs" and "very frequently occurs".

QUESTION	*Rarely occurs*	*Sometimes occurs*	*Often occurs*	*Very frequently occurs*
Routine duties interfere with the job of teaching	*RO*	*SO*	*O*	*VFO*
Teachers are proud of their school	*RO*	*SO*	*O*	*VFO*

Table 3.1 Examples of questions (OCDQ-RE)

The *OHI-E* is a 37-item, closed form questionnaire on which educators are asked to describe their behavior. The responses also vary along a four-point Likert-scale defined by categories "rarely occurs", "sometimes occurs", "often occurs" and "very frequently occurs".

QUESTION	*Rarely occurs*	*Sometimes occurs*	*Often occurs*	*Very frequently occurs*
Extra materials are available if requested	*RO*	*SO*	*O*	*VFO*
Students neglect to do homework	*RO*	*SO*	*O*	*VFO*

Table 3.2 Examples of questions (OHI-E)

3.4.2.2 Sample

Non-probability sampling, specifically *purposeful sampling* was used for this study, because the researcher selected particular subjects from the population who would be representative or informative about the topic of school climate. Singleton, Straits, Straits and McAllister (1988:153) state that this type of sample is based entirely on the judgment of the

researcher, in that a sample is composed of elements which contain the most characteristic, representative or typical attributes.

In a quantitative study the emphasis would be on selecting a sample, which would be representative of the population.

Data for this study were collected in six primary schools in the Southern Cape. The six schools were chosen purposefully to guarantee representativeness in terms of teacher and learner numbers, school management teams, staff development, district resources and school improvement plans. The sample consisted of all the educators in the six schools, including principals, members of school management teams and educators. The sample size of this study was 178 in total.

SCHOOL	**NUMBER OF EDUCATORS**
SCHOOL A	21
SCHOOL B	29
SCHOOL C	22
SCHOOL D	37
SCHOOL E	40
SCHOOL F	29
TOTAL NUMBER OF EDUCATORS	***178***

Table 3.3 Number of subjects per school

3.4.2.3 Method

Application was made to conduct the study in schools in the Southern Cape and permission was granted by the Western Cape Department of Education. An invitation to participate in the research project was send to each of the identified schools, details of the project were included and they were requested to indicate their willingness to participate on a separate form which was send back to the researcher.

Appointments were made with each of the schools, at a time, which best suit, all the educators of the school. Although participation was voluntarily, educators were motivated by their principals to give their co-operation.

The assessment session consisted of an introductory Power Point presentation on the topic "Educators' Perceptions of School Climate", discussion of the instructions for completion of the two questionnaires, confidentiality and the actual assessment.

The presentation entailed basic definitions of "school climate", "organizational climate" and "organizational health"; a brief motivation for the study; the purpose of the study; the data collection techniques; and an overview of the characteristics of a "healthy school".

The questionnaires were completed by each individual educator.

The researcher scored each individual questionnaire, completed by educators, manually. Raw data were recorded on Excel and submitted for statistical analysis.

3.4.3 Data processing

Raw data obtained from the 178 educators who participated in this study, will be used to report on educator perceptions on organizational climate and health, as well as to create climate profiles of the six schools.

3.4.3.1 Statistical processing

3.4.3.1.1 OCDQ-RE

Hoy et al (1991:164) explained the scoring of the OCDQ-RE as follows:

STEP 1 **:** Score each item for each teacher with the appropriate number 1, 2, 3, or 4. Reverse score items 6, 31, 37.

STEP 2 : Calculate an average school score for each item. Add all scores on each item (per school / number of teacher per school) and then divide by the number of educators per school.) Round the scores to the nearest hundredth. This score represents the average school item score. There should be 42 average school item scores before proceeding.

STEP 3 : Sum the average school item scores as follows:

Supportive Behavior (S) = 4 + 9 + 15 + 16 + 22 + 23 + 28 + 29 + 42
Directive Behavior (D) = 5 + 10 + 17 + 24 + 30 + 34 + 35 + 39 + 41
Restrictive Behavior ® = 11 + 18 + 25 + 31 + 36
Collegial Behavior © = 1 + 6 + 12 + 19 + 26 + 32 + 37 + 40
Intimate Behavior (Int) = 2 + 7 + 13 + 20 + 27 + 33 + 38
Disengaged Behavior (Dis) = 3 + 8 + 14 + 21

Six scores represent the climate profile of the school.

In order to compare schools, Hoy et al (1991:166) supplied information on a large and diverse sample of New Jersey elementary schools, which gives a rough basis for comparing one school with another. The average scores and standard deviations for each climate dimension are summarized below. Standard deviations give and indication of how close most schools are to the average; the smaller the standard deviation, the closer most schools are to the typical school.

	Mean (M)	*Standard Deviation (SD)*
Supportive Behavior (S)	*23.34*	*4.85*
Directive Behavior (D)	*19.34*	*3.20*
Restrictive Behavior ®	*12.98*	*1.55*
Collegial Behavior ©	*23.11*	*2.69*
Intimate Behavior (Int)	*17.23*	*2.14*
Disengaged Behavior (Dis)	*6.98*	*1.26*

Hoy et al (1991:166) recommended that subtest scores should be standardized to allow direct comparison among schools:

Step 1: Convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100, which will be called SdS scores. The following formula will be used:

SdS for S = 100 x (S – 23.34)/4,85 + 500

First compute the difference between your school score on S and the mean of 23.84 for the normative sample (S – 23.84). Then multiply the difference by 100[100 x (S – 23.84)]. Next divide the product by standard deviation of the normative sample (4.85).

Then add 500 to the result. A standardized score (SdS) for the supportive behavior subscale (S) has been computed.

The process should be repeated for each dimension:

SdS for D = 100 x (D – 19.34)/3.20 + 500
SdS for R = 100 x (R – 12.98)/1.55 + 500
SdS for C = 100 x (C – 23.11)/2.69 + 500
SdS for Int = 100 x (Int – 1723)/2.14 + 500
SdS for Dis = 100 x (Dis – 6.98)/1.26 + 500

The range of these scores is presented below:

If the score is 200, it is lower than 99% of the schools.
If the score is 300, it is lower than 97% of the schools.
If the score is 400, it is lower than 84% of the schools.
If the score is 500, it is average.
If the score is 600, it is higher than 84% of the schools.
If the score is 700, it is higher than 97% of the schools.
If the score is 800, it is higher than 99% of the schools.

Hoy et al (1991:167) also made provision for the computation of two openness dimensions. They can be computed as follows:

$$\text{Principal Openness} = \frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (1000 - \text{SdS for R})}{3}$$

$$\text{Teacher Openness} = \frac{(\text{SdS for C}) + (\text{SdS for Int}) + (1000 - \text{SdS for Dis})}{3}$$

These openness indices are interpreted the same way as the subtest scores, that is, the mean of the 'average' school is 500. Thus a score of 650 on teacher openness represents a highly open faculty.

Prototypic profiles of climates have been constructed using the normative data from the New Jersey sample elementary schools. A specific school can be compared to the four prototypes. Compare the standardized scores of a specific school with each of the prototypes in the table below to determine which of the four climate types the school most closely resembles. Note that a given school can be described by one or two indices. A total score of 1,150 or more is almost certain to be the mark of a school with an open climate. By the

same token, a school with a score below 850 will have a closed climate. Most school scores, however, fall between these extremes and can be diagnosed only by carefully comparing all elements of the climate with the four prototypes.

Climate Dimension	***Open Climate***	***Engaged Climate***	***Disengaged Climate***	***Closed Climate***
Supportive	574(H)	423(L)	553(H)	381(L)
Directive	436(L)	555(H)	445(L)	610(H)
Restrictive	433(L)	551(H)	448(L)	555(H)
Collegial	615(H)	584(H)	423(L)	395(L)
Intimate	602(H)	561(H)	446(L)	447(L)
Disengaged	446(L)	430(L)	610(H)	590(H)
Principal Openness	*571(H)*	*439(L)*	*553(H)*	*439(L)*
Teacher Openness	*590(H)*	*572(H)*	*420(L)*	*417(L)*
TOTAL	1,161	1,011	973	856

Table 3.4 Prototypic Profiles of Elementary School Climate Types

The numbers were changed into categories ranging from high to low by using the following conversion table:

Above 600	*Very high*
551 – 600	*High*
525 – 550	*Above average*
511 – 524	*Slightly above average*
490 – 510	*Average*
476 - 489	*Slightly below average*
450 – 475	*Below average*
400 – 449	*Low*
Below 400	*Very low*

Hoy et al (1991:168) recommended the use of all six dimensions of the OCDQ-RE to gain a finely tuned picture of school climate. Therefore all six dimensions were used in the case of every school involved in this study.

3.4.3.1.2 OHI-E

Hoy et al (1991:196) explained the scoring of the OHI-E as follows:

Step 1: Score each item for each teacher with the appropriate number (1, 2, 3 or 4). Be sure to reverse score items 6, 8, 14, 19, 25, 29, 30, 37.

Step 2: Calculate an average school score for each item. For example, if the school has 20 teachers, add all 20 teacher scores on each item and then divide the sum by 20. Round the scores to the nearest hundredth. This score represents the average school item score. There should be 37 school item scores.

Step 3: Sum the average school item scores as follows:

Institutional Integrity (II) = 8 + 14 + 19 + 25 + 29 + 30
Collegial Leadership (CL) = 1 + 3 + 4 + 10 + 11 + 15 + 17 + 21 + 26 + 34
Resource Influence (RI) = 2 + 5 + 9 + 12 + 16 + 20 + 22
Teacher Affiliation (TA) = 13 + 23 + 27 + 28 + 32 + 33 + 35 + 36 + 37
Academic Emphasis (AE) = 6 + 7 + 18 + 24 + 31

These five scores represent the health profile of the school.

Hoy et al (1991:197) recommended the use of the New Jersey sample in order to compare schools. The average scores and standard deviation for each health dimension are summarized below:

	Mean (M)	*Standard Deviation (SD)*
Institutional Integrity (II)	*16.06*	*2.77*
Collegial Leadership (CL)	*24.43*	*3.81*
Resource Influence (RI)	*20.18*	*2.48*
Teacher Affiliation (TA)	*26.32*	*2.98*
Academic Emphasis (AE)	*14.66*	*1.59*

To make the comparison more meaningful, it is recommended that each school score should be standardized so the different scales can be compared easily. The researcher therefore followed this procedure to facilitate comparison between schools.

To compute the standardized scores for the OHI-E:

STEP 1 : Convert the school subtest scores to standardized scores with a mean of 500 and a standardized deviation of 100, which we call the SdS score. Use the following formula:

SdS for II = 100 x (II – 16.06)/2.77 + 500
SdS for CL = 100 x (CL – 24.43)/3.81 + 500
SdS for RI = 100 x (RI – 20.18)/2.48 + 500
SdS for TA = 100 x (TA – 26.32)/2.98 + 500
SdS for AE = 100 x (AE – 14.66)/1.59 + 500

School scores have now been standardized against the normative data provided in the New Jersey sample. For example, if the school score is 400 on Institutional Integrity, the school has less Institutional Integrity than about 84% of the other schools.

Hoy et al (1991:202) indicated that an overall index of school health could also be computed:

$$\text{Health} = \frac{(\text{SdS for II}) + (\text{SdS for CL}) + (\text{SdS for RI}) + (\text{SdS for TA}) + (\text{SdS for AE})}{5}$$

This health index is interpreted in the same way as the subtest scores, that is, the mean of the "average" school is 500. Thus a score of 700 on the health index represents a very healthy school, one that is healthier than 97% of all the schools.

Health Dimension	**Healthy School**	**Unhealthy School**
Institutional Integrity	583(H)	438(L)
Collegial Leadership	614(H)	363(L)
Resource Influence	595(H)	389(L)
Teacher Affiliation	609(H)	342(L)
Academic Emphasis	578(H)	359(L)
Overall health	596(H)	378(L)

Table 3.5 Prototypic Profiles of Contrasting Health Types for Elementary Schools

It is recommended that all five dimensions of OHI-E should be used to gain a finely tuned picture of school health. The researcher again used all five dimensions of the OHI-E to determine the health of the school.

3.5 SUMMARY

In order to answer the research questions, the following procedures will be followed:

Data of all respondents will be analyzed to determine educators' perceptions on school climate, organizational climate and organizational health.

For each of the six schools a climate profile will be constructed as indicated above. Schools will be compared with one another with specific reference to the different six climate dimensions (supportive, directive, restrictive, collegial, intimate and disengaged behavior), as well as the two openness dimensions, principal and teacher openness.

A health profile will also be constructed for each of the six schools. Schools will be compared with one another with specific reference to the different health dimensions (institutional integrity, collegial leadership, resource influence, teacher affiliation and academic emphasis).

Finally, the statistical measure of correlation will be used to determine a significant correlation (relationship) between organizational climate and organizational health.

In Chapter 4 the research results will be discussed in detail.

CHAPTER 4

RESEARCH RESULTS

"To administer a social organization according to purely technical criteria of rationality is irrational, because it ignores the non-rational aspects of social conduct."
- Blau (in Hoy & Miskel 1987:216)

4.1 INTRODUCTION

In the previous chapter the focus was on the second aim of the study, namely the empirical research, which concerned the perceptions of school climate of teachers of primary schools in the Southern Cape. The research design, description of the research methodology and methods were discussed in detail, as well as how data were collected and analysed.

In this chapter an analysis and discussion of the data collected – also part of the empirical research - will be presented. It also provides an interpretation of what the data revealed.

The raw data of the 178 respondents on the Organizational Climate Description Questionnaire – Rutgers Elementary (OCDQ-RE) and the Organizational Health Inventory for Elementary Schools (OHI-E) was analysed to answer the research questions of this study. Raw data, compiled for the purpose of this study, can be found in Appendix A.

Descriptive, relationship and difference questions were used to determine educators' perceptions on organizational / school climate and organizational health.

4.2 RESEARCH PROBLEMS AND HYPOTHESES

A predictor variable, namely 'organizational climate' and a criterion variable, 'organizational health', were measured by means of the OCDQ-RE and OHI-E.

The following descriptive research questions were used in the analysis of the data with regard to the predictor variable *'organizational climate'*:

What are the perceptions of primary school educators in the Southern Cape on *organizational climate*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *supportive behavior of principals*?
What are the perceptions of primary school educators in primary schools in the Southern Cape on *directive behavior of principals*?
What are the perceptions of primary school educators in primary schools in the Southern Cape on *restrictive behavior of principals*?
What are the perceptions of primary school educators in primary schools in the Southern Cape on *collegial behavior of educators*?
What are the perceptions of primary school educators in primary schools in the Southern Cape on *intimate behavior of educators*?
What are the perceptions of primary school educators in primary schools in the Southern Cape on *disengaged behavior of educators*?

What are the perceptions of primary school educators in primary schools in the Southern Cape on *principal openness*?
What are the perceptions of primary school educators in primary schools in the Southern Cape on *teacher openness*?

What is the typical school climate dimension of primary schools in the Southern Cape?
By analyzing each individual school's organizational climate, the following research questions can be asked with regard to each of the six schools (A, B, C, D, E and F):

What are the perceptions of primary school educators of School A on *organizational climate*?

What are the perceptions of primary school educators of school A on *supportive behavior of the principal*?
What are the perceptions of primary school educators of school A on *directive behavior of the principal*?
What are the perceptions of primary school educators of school A on *restrictive behavior of the principal*?
What are the perceptions of primary school educators of school A on *collegial behavior of educators*?
What are the perceptions of primary school educators of school A on *intimate behavior of educators*?
What are the perceptions of primary school educators of school A on *disengaged behavior of educators*?

What are the perceptions of primary school educators of school A on *principal openness*?
What are the perceptions of primary school educators of school A on *teacher openness*?

What is the typical school climate dimension of school A?

The following descriptive research questions were used in the analysis of the data with regard to the predictor variable *' organizational health'*:

What are the perceptions of primary school educators in the Southern Cape on *organizational health*?

What are the perceptions of primary school educators in the Southern Cape on *institutional integrity*?
What are the perceptions of primary school educators in the Southern Cape on *collegial leadership*?
What are the perceptions of primary school educators in the Southern Cape on *resource influence*?
What are the perceptions of primary school educators in the Southern Cape on *teacher affiliation*?

What are the perceptions of primary school educators in the Southern Cape on *academic emphasis*?

What is the prototypic profile for health in primary schools in the Southern Cape?

By analyzing each individual school's organizational health, the following research questions can be asked with regard to each of the six schools (A, B, C, D, E and F):

What are the perceptions of primary school educators of school A on organizational health?

What are the perceptions of primary school educators of school A on *institutional integrity?*
What are the perceptions of primary school educators of school A on *collegial leadership?*
What are the perceptions of primary school educators of school A on *resource influence?*
What are the perceptions of primary school educators of school A on *teacher affiliation?*
What are the perceptions of primary school educators of school A on *academic emphasis?*

What is the prototypic profile for health in school A?

The following relationship research question was asked in the analysis of the data:

Is there a relationship between organizational climate and organizational health perceptions of primary school educators in the Southern Cape?

The following difference research questions were asked in the analysis of the data:

Organizational climate

Is there a difference between primary schools in the Southern Cape on how educators perceive *supportive behavior of principals*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *directive behavior of principals?*

Is there a difference between primary schools in the Southern Cape on how educators perceive *restrictive behavior of principals*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *collegial behavior of teachers*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *intimate behavior of teachers*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior of teachers?*

Is there a difference between primary schools in the Southern Cape on how educators perceive *principal openness*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *teacher openness*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *total openness?*

Organizational health

Is there a difference between primary schools in the Southern Cape on how educators perceive *institutional integrity*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *collegial leadership*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *resource influence*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *academic emphasis*?

Is there a difference between primary schools in the Southern Cape on how educators perceive *overall health?*

Research hypotheses

The following research hypotheses were stated:

Research hypothesis 1:

Is there a significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape?

H_o : There is no significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape

H_1 : There is a significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape

Research hypothesis 2:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *supportive behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *supportive behavior*

Research hypothesis 3:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *directive behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *directive behavior*

Research hypothesis 4:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *restrictive behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *restrictive behavior*

Research hypothesis 5:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *collegial behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *collegial behavior*

Research hypothesis 6:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *intimate behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *intimate behavior*

Research hypothesis 7:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior*

Research hypothesis 8:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *principal openness*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *principal openness*

Research hypothesis 9:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *teacher openness*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *teacher openness*

Research hypothesis 10:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *total openness*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *total openness*

Research hypothesis 11:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *institutional integrity*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *institutional integrity*

Research hypothesis 12:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *collegial leadership*

H_1 : There is a difference between primary schools in the Southern

Cape on how educators perceive *collegial leadership*

Research hypothesis 13:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *resource influence*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *resource influence*

Research hypothesis 14:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation*

Research hypothesis 15:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *academic emphasis*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *academic emphasis*

Research hypothesis 16:

H_o : There is no difference between primary schools in the Southern Cape on how educators perceive *overall health*

H_1 : There is a difference between primary schools in the Southern Cape on how educators perceive *overall health*

4.3 STATISTICAL TECHNIQUES

All the data was processed by the Department of Statistics (UNISA).

The following statistical procedures were used:

Descriptive statistics, specifically means and standard deviations, were used to summarize the central tendency of educators' perceptions with regard to organizational climate and organizational health (McMillan & Schumacher 1997:211). Raw scores on both questionnaires (OCDQ-RE and OHI-E) were standardized as indicated by Hoy et al (1991:168) and the New Jersey norm was used to compare all results of this study. Means and standard deviations

were first calculated on the raw scores, and thereafter on the standardized scores. This was done firstly for all 178 respondents to obtain an overall profile of educator perceptions on organizational climate, as well as organizational health; and secondly for respondents per school to obtain a profile per school on organizational climate and organizational health.

Secondly, the Pearson product-moment coefficient technique was used to determine the correlation between the two variables, organizational climate and organizational health. This was firstly done for the four summarising organizational climate and health indicators (Principal Openness, Teacher Openness, Total Openness and Health Index) and thereafter for all the organizational climate and health dimensions.

In addition to this procedure, a scatter plot, which represents the relationship of each respondent's scores on each of the variables, was created. In this manner a graphical representation of a joint distribution is provided (Shavelson 1988:134).

The correlation between organizational climate (Total Openness) and organizational health (Health Index) was also determined by means of a linear regression. The regression line is "the best predictor measure of one variable based on another with which it correlates" (Du Toit 1981:217).

Thirdly, a one-way analysis of variance (abbreviated ANOVA) was used to investigate the probable effect of the biographical variables 'school' and 'tutoring phase' on the various components of organizational school climate and organizational school health. ANOVA allows the researcher to test the differences between all groups and make more accurate probability statements (McMillan & Schumacher 1997:368).

According to McMillan and Schumacher (1997:369) further statistical tests are necessary to indicate those means that are different from each other. Bonferroni's multiple comparison of means test, was employed to determine

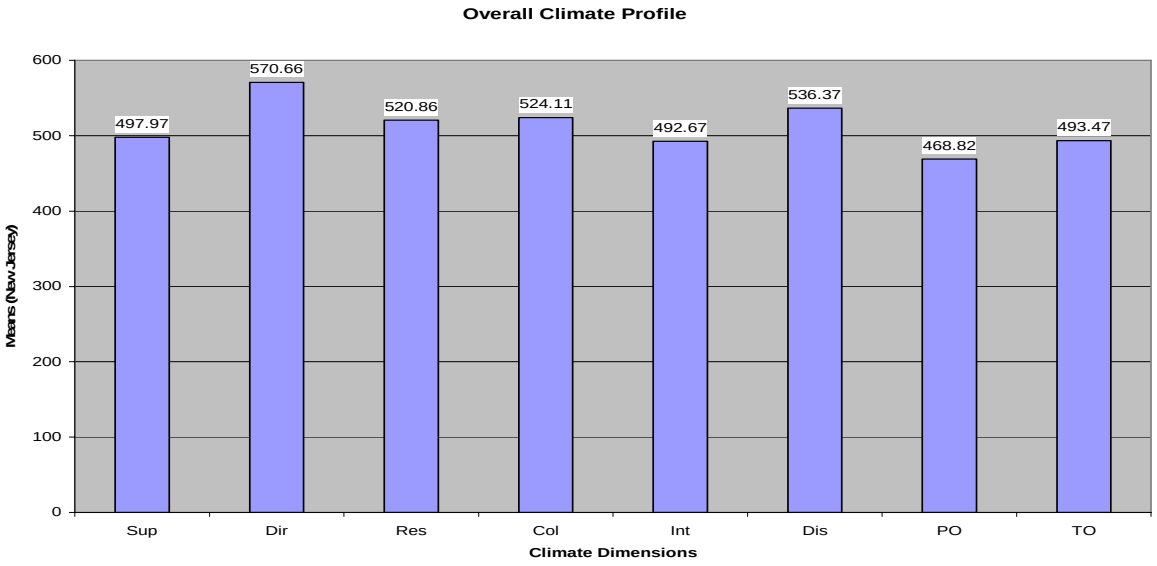
how and where the perceptions of educators differed significantly with regard to the biographical variables ‘school’ and ‘ tutoring phase’.

4.4 RESULTS AND DISCUSSION OF RESULTS

The results of the study will be discussed according to the different research questions which were asked:

4.4.1 The perceptions of primary school educators in the Southern Cape on *organizational climate*

The means for all 178 respondents on the six components of the OCDQ-RE were computed in order to determine the general perceptions of primary school educators in the Southern Cape. All scores were standardized against the New Jersey norm as suggested by Hoy et al (1991:168). The standardized scores were used for interpretation of results.



Graph 4.1 Overall Climate Profile Openness Dimensions: means

The general perceptions of primary school educators in the Southern Cape on the different components of organizational climate, namely principal behavior

(supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.1. (Also see Appendix D: Table 4.1)

The general perceptions of primary school educators in the Southern Cape on *principal supportive behavior* were *average* and thus indicating that educators in general perceived their principal as average on giving genuine and frequent praise, respect for professional competence and personal needs, listening to them and openness to their suggestions. *Principal directive behavior* was indicated as *high* and therefore indicative of autocratic, rigid, close and constant control over educators and school activities. Educators perceived their principal *slightly above average* with regard to *restrictive behavior*, which could be indicative of the assignment of some meaningless routines and burdensome duties to educators, which could result in interference with their teaching responsibilities.

With regard to the general perceptions of primary school educators in the Southern Cape on *collegial behavior*, it was indicated by this study that educators perceived the collegial behavior of their colleagues as *average*, indicating that they were average on pride in their school and working with their colleagues. Their interactions with them were average on enthusiasm, acceptance and mutual respect of their professional competence. The same tendency was found with regard to *intimate behavior* of educators, where educators in general perceived their colleagues as *average* on friendliness, closeness and supportiveness. This could be interpreted as if educators did not know each other that well, are not that close personal friends, did not socialize together that regularly and did not provide such strong support to each other. The general perception of primary school educators on *disengaged behavior* of their colleagues was *above average*, therefore it could be postulated that primary school educators in the Southern Cape, to some degree, experienced a lack of meaning and focus to professional activities. They were simply putting in time and were not positively engaged in productive group efforts or team building; they might not always share common goals. Their behavior was possibly often negative and critical of their colleagues and the school.

The two openness measures, namely Openness of Teacher Interactions and Openness of Principal-Teacher Relations were also computed by the means procedure and an openness indicator was determined. The perceptions of primary school educators in the Southern Cape with regard to principal behavior (openness or closeness) and educator behavior (openness or closeness) could be derived from these openness indicators as represented in Graph 4.1. (Also see Appendix D: Table 4.2.)

The perceptions of educators in primary schools in the Southern Cape on *openness in principal behavior were below average.* These perceptions are then indicative of principals being average on openness and concern about educators (supportiveness), little to no freedom given to and encouragement for educators to experiment and act independently (high directiveness); and a rather close monitoring of and constant control over educators and school activities (slightly above average restrictiveness).

The perceptions of primary school educators in primary schools in the Southern Cape on *openness in educator behavior,* as indicated by this study, were *average*. This indicates that educators perceived their interactions with their colleagues and work as above average with regard to tolerance and meaningfulness (disengagement); average on friendliness, closeness and supportiveness (intimacy); and relations which were average with regard to enthusiasm, acceptance and mutual respect (collegial relations).

From this study it can be derived that primary school educators in the Southern Cape perceived their relations with their principals as more closed, while educator-educator relations were being perceived as more open of nature. Educators' level of disengagement is an area of concern and has amongst others implications with regard to educators' job satisfaction, motivation and experience of quality of work life.

The two behavioral dimensions (principal and teacher) were used to develop a typology of school climate (Hoy & Forsyth 1986:154). From the four climate prototypes, as suggested by Hoy and Forsyth (1986:154), it can be derived

from this study that primary school educators in the Southern Cape, in general, perceived their school climate as *engaged.* (High levels of disengagement in primary schools in the Southern Cape, was the only climate dimension which did not fit the climate type '*engaged*'.)

Should the perceptions of school climate of primary school educators in the Southern Cape (in general) be indicative of an 'engaged climate', such a climate can be marked on the one hand, by ineffective attempts by the principal to control, and on the other hand, by high professional performance of the teachers. According to Hoy and Miskel (1987:233) the principal, in an engaged climate, is rigid and autocratic (high directiveness) and respects neither the professional competence nor the personal needs of faculty (low supportiveness). Moreover, the principal hinders the teachers with burdensome activities and busywork (high restrictiveness). The teachers, however, ignore the principal's behavior and conduct themselves as professionals. They respect and support each other, are proud of their colleagues, and enjoy their work (high collegial). Moreover, the teachers not only respect each other's competence, but they like each other as people (high intimacy), and they cooperate with ach other as they engage in the task at hand (high engagement). In short, the teachers are productive professionals in spite of weak principal leadership; the faculty is cohesive, committed, supportive and open.

It should be stressed that the climate types, as described by Hoy and Miskel (1987:233), are an attempt to categories principal and teacher behavior. It should be noted that each school or group of schools, can vary from dimension to dimension, as well as climate type to climate type.

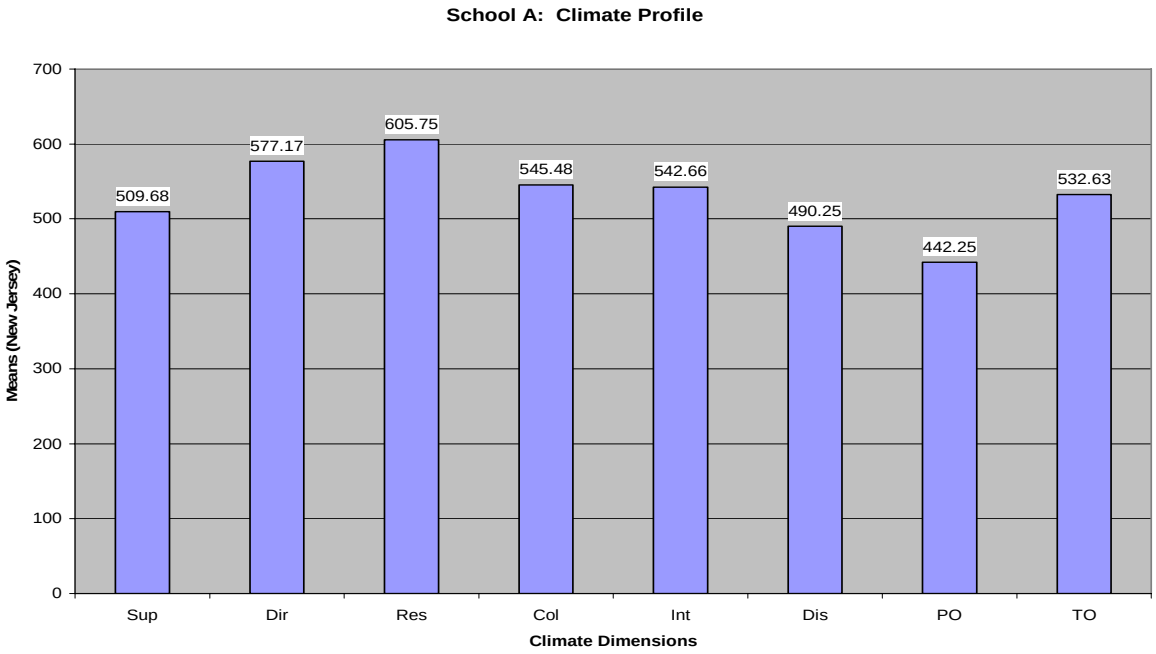
It should also be stated that in some of the schools, although low levels of engagement were found, educators mostly perceived their colleagues as average and above average with regard to supportiveness and collegial relations.

4.4.2 The perceptions of primary school educators in school A, B, C, D, E and F in the Southern Cape on *organizational climate*

4.4.2.1 School A

The means and standard deviations for the 21 respondents of School A on the six components of the OCDQ-RE were computed to determine their perceptions of school climate. All scores were standardized against the New Jersey norm (Hoy et al 1991:167). These standardized scores were used for interpretation of results.

The perceptions of educators of School A on the different components of organizational climate, namely principal behavior (supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.2. (Also see Appendix D: Table 4.3.)



Graph 4.2 School A: Climate Profile Openness Dimensions: means

The perceptions of the educators of School A on *principal supportive behaviour* were *average* and thus indicating that the principal was perceived as average on professional and personal concern for the educators, as well as openness to their suggestions. *Principal directive behaviour* was indicated as *high* and thus indicative of rigid, close and constant control over the educators

and school activities. The educators of School A perceived their principal as *very high* on *restrictive behaviour*, which was indicative of the assignment of meaningless routines and burdensome duties to them, which resulted in interference with their teaching responsibilities.

With regard to the perceptions of the educators of School A on *collegial behaviour*, it was indicated that they perceived the collegial behaviour of their colleagues as *above average*, indicating that they were reasonably proud of their school and fairly positive on working together. Their interactions were based on a fair amount of enthusiasm, acceptance of each other and mutual respect with regard to the professional competence of their colleagues. The same tendency was indicated with regard to *intimate behaviour* of the educators of this school. They perceived each other as friendly and experienced closeness and supportiveness amongst each other. This might be an indication that the educators of this school knew each other well, were close personal friends, did socialize with each other on a regular basis and provided support to each other. The perceptions of the educators of School A on *disengaged behaviour* of colleagues was *average*. This could be indicative of an average experience of meaning and focus to professional activities. They were putting in time and were positively engaged in productive group efforts or team building. They were tolerant and shared common goals. They had a fairly positive view of their colleagues and the school.

The two openness measures, Openness of Teacher Interactions and Openness of Principal-Teacher Relations, were also computed by the means procedure for each individual school. The perceptions of the educators of School A with regard to principal behaviour (openness of closeness) and educator behaviour (openness or closeness) are represented in Graph 4.2. (Also see Appendix D: Table 4.4.)

The perceptions of educators of School A on *openness in principal behaviour* were *low*. The principal's behaviour was thus perceived as average with regard to concern for and openness for teachers and their ideas (average supportiveness); rigid, close and constant control over educators (high

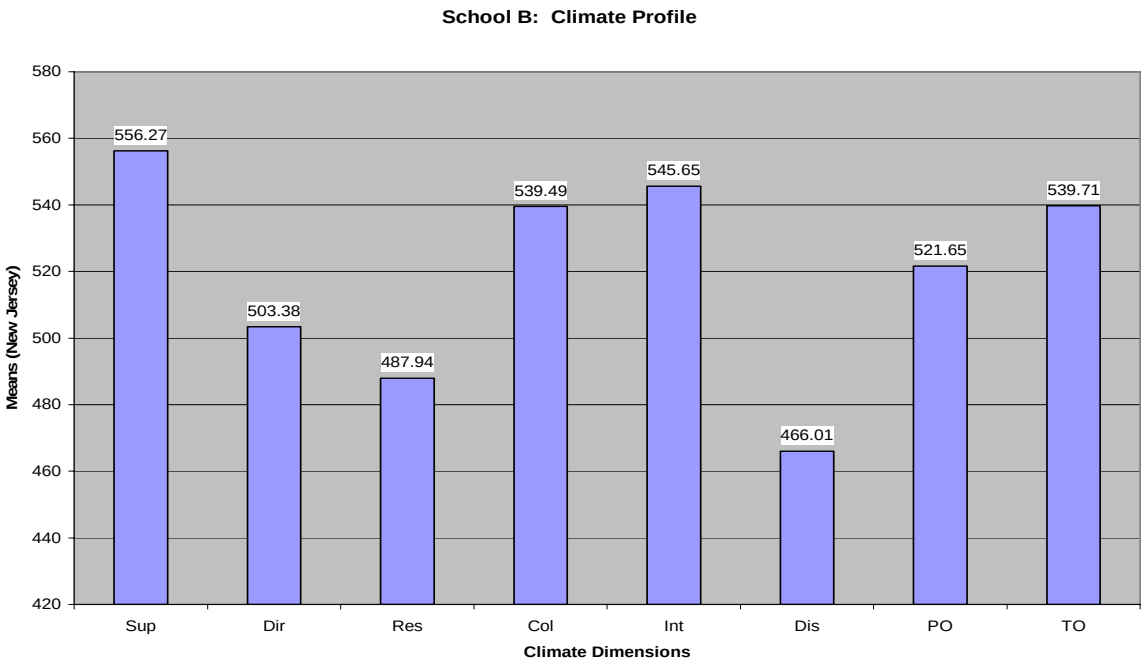
directiveness); and the assignment of meaningless routines and burdensome duties to teachers (high restrictiveness).

The perceptions of educators of School A on *openness in educator behaviour* were *above average*. Educators of this school thus perceived their interactions with their colleagues as relatively enthusiastic, accepting and mutually respectful (above average collegial relations); relatively friendly, close and supportive towards each other (above average intimacy); and they were typically tolerant and engaged in meaningful professional activities (average disengagement).

From the climate prototypes, as suggested by Hoy and Forsyth (1986:154), it could be derived from this study that School A reflected an *engaged climate*. An *engaged climate* is marked, on the one hand, by ineffective attempts of the principal to lead, and on the other, by high professional performance of the teachers. The principal is rigid and authoritarian (high directiveness) and respects neither the professional expertise nor personal needs of the faculty (low supportiveness). In addition, the principal is seen as burdening faculty with unnecessary busywork (high restrictiveness). The educators ignore the principal/s unsuccessful attempts to control, and conduct themselves as productive professionals. They respect and support each other, are proud of their school, and enjoy their work (high collegiality). They not only respect each others' professional competence, but also like each other as friends (high intimacy). The teachers come together as a cooperative unit engaged and committed to the teaching-learning task (high engagement). In brief, the teachers are productive in spite of weak principal leadership; the faculty is cohesive, committed, supportive and open (Hoy et al 1991:158).

4.4.2.2 School B

The perceptions of educators of School B on the different components of organizational climate, namely principal behavior (supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.3. (Also see Appendix D: Table 4.5.)



Graph 4.3 School B: Climate Profile Openness Dimensions: means

The perceptions of the educators of School B on *principal supportive behaviour* were *high* and thus indicating that the principal was perceived as someone who listened to and was open to educator suggestions, gave genuine and frequent praise, and respected the professional competence of the faculty. *Principal directive behaviour* was indicated as *average* and thus indicative of less rigid, close and constant control over the educators and school activities. Educators were given some freedom to perform without close scrutiny. The educators of School B perceived their principal as *slightly below average* on *restrictive behaviour*, which was indicative of the minimum assignment of some meaningless routines and burdensome duties to them which could result in interference with their teaching responsibilities.

With regard to the perceptions of the educators of School B on *collegial behaviour*, it was indicated that they perceived the collegial behaviour of their colleagues as *above average*, indicating that they were reasonably proud of their school and fairly positive on working together. Their interactions were based on a fair amount of enthusiasm, acceptance of each other and mutual respect with regard to the professional competence of their colleagues. The same tendency was indicated with regard to *intimate behaviour* of the

educators of this school. They perceived each other as friendly and experienced closeness and supportiveness amongst each other. This might be an indication that the educators of this school knew each other well, were close personal friends, did socialize with each other on a regular basis and provided support to each other. The perception of the educators of School B on *disengaged behaviour* of colleagues was *below average*. This could be indicative of the experience of meaning and focus to professional activities. They were putting in time and were engaged in positive group efforts or team building. They were tolerant and shared common goals. They had a positive view of their colleagues and the school.

The perceptions of the educators of School B with regard to principal behaviour (openness of closeness) and educator behaviour (openness or closeness) are represented in Graph 4.3. (Also see Appendix D: Table 4.6.)

The perceptions of educators of School B on *openness in principal behaviour* were *slightly above average*. The principal's behaviour was thus perceived as high with regard to concern for and openness for teachers and their ideas (high supportiveness); less rigid, close and constant control over educators (average directiveness); and the minimum assignment of meaningless routines and burdensome duties to teachers (slightly below average restrictiveness).

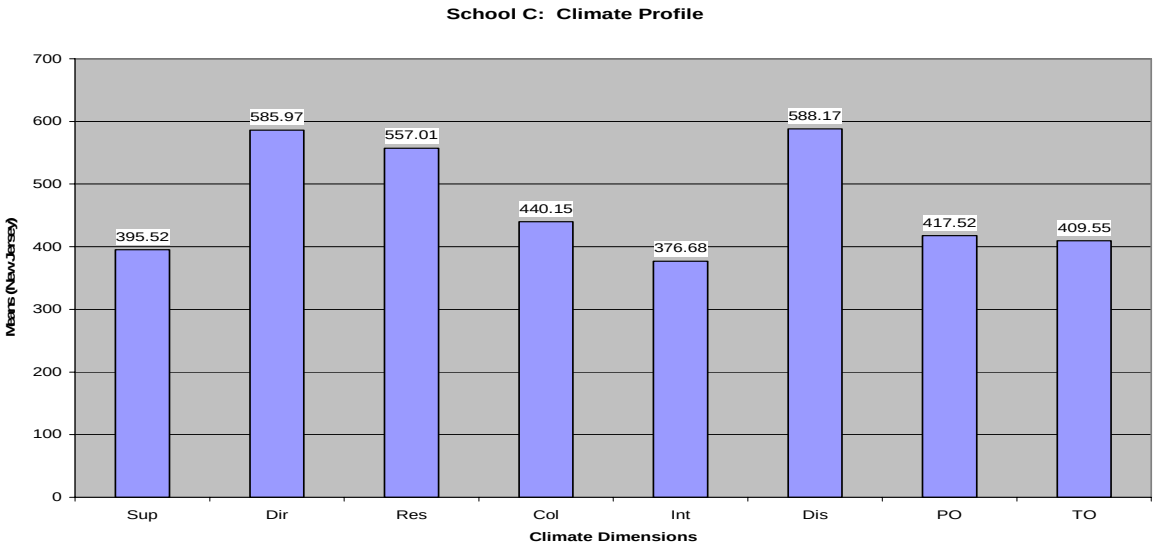
The perceptions of educators of School B on *openness in educator behaviour* were *above average*. Educators of this school thus perceived their interactions with their colleagues as enthusiastic, accepting and mutually respectful (above average collegial relations); friendly, close and supportive towards each other (above average intimacy); and they were tolerant and engaged in meaningful professional activities (below average disengagement).

From the climate prototypes, as suggested by Hoy and Forsyth (1986:154), it can be derived from this study that School B reflected an *open climate*. The distinctive features of the *open climate* are the cooperation and respect that

exist within the faculty and between the faculty and principal. This combination suggests a climate in which the principal listens and is open to educator suggestions, gives genuine and frequent praise, and respects the professional competence of the faculty (high supportiveness). Principals also give their educators freedom to perform without close scrutiny (low directiveness) and provide facilitating leadership behaviour devoid of bureaucratic trivia (low restrictiveness). Similarly educator behaviour supports open and professional interactions (high collegial relations) among faculty. Educators know each other well and are close personal friends (high intimacy). They cooperate and are committed to their work (low disengagement). In brief, the behaviour of both the principal and the faculty is open and authentic (Hoy & Miskel 1987:233).

4.4.2.3 School C

The perceptions of educators of School C on the different components of organizational climate, namely principal behavior (supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.4. (Also see Appendix D: Table 4.7.)



Graph 4.4 School C: Climate Profile Openness Dimensions: means

The perceptions of the educators of School C on *principal supportive behaviour* were *very low* and thus indicating that the principal was perceived

as someone who was unsympathetic and unresponsive to educator suggestions. He did not give genuine and frequent praise, and did not respect the professional competence of the faculty. *Principal directive behaviour* was indicated as *high* and thus indicative of rigid, authoritarian, close and constant control over the educators and school activities. Educators were not given freedom to perform without close scrutiny. The educators of School C perceived their principal as *high* on *restrictive behaviour*, which was indicative of the assignment of meaningless routines and burdensome duties to them which resulted in interference with their teaching responsibilities.

With regard to the perceptions of the educators of School C on *collegial behaviour*, it was indicated that they perceived the collegial behaviour of their colleagues as *low*, indicating that they were not proud of their school and negative on working together. Their interactions were based on a lack of enthusiasm, acceptance of each other and mutual respect with regard to the professional competence of their colleagues. *Intimate behaviour* of the educators of this school, was indicated as *very low*. They perceived each other as unfriendly and did not experience closeness and supportiveness amongst each other. This might be an indication that the educators of this school did not know each other well, were not close personal friends, did not socialize with each other on a regular basis and did not provide support to each other. The perceptions of the educators of School C on *disengaged behaviour* of colleagues were *high*. This could be indicative of the experience of a lack of meaning and focus to professional activities. They were intolerant and did not share common goals. They were disengaged from their work and uncommitted to team building. They had a negative view of their colleagues and the school.

The perceptions of the educators of School C with regard to principal behaviour (openness of closeness) and educator behaviour (openness or closeness) are represented in Graph 4.4 (Also see Appendix D: Table 4.8.)

The perceptions of educators of School C on *openness in principal behaviour* were *low*. The principal's behaviour and leadership was seen as

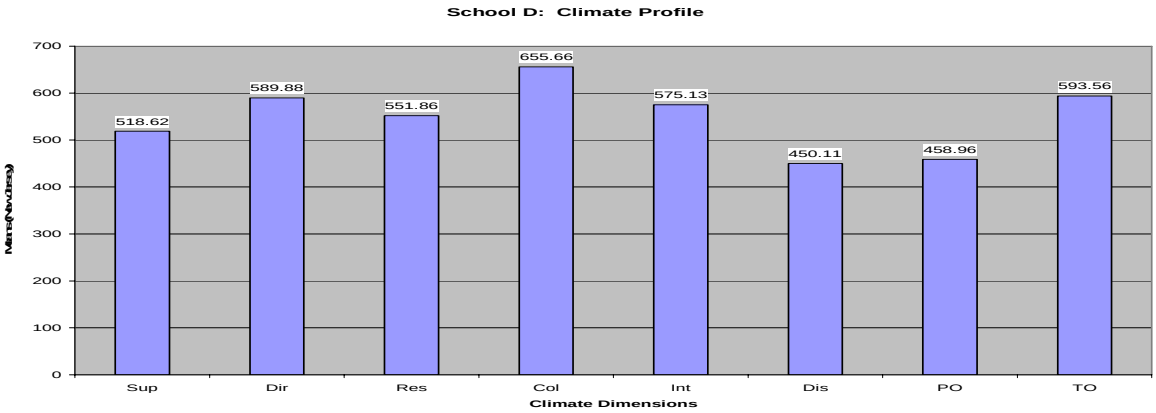
unsympathetic and unresponsive and thus perceived as very low with regard to concern for and openness to teachers and their ideas (very low supportiveness); rigid, close and constant control over educators (high directiveness); and the assignment of meaningless routines and burdensome duties to teachers (high restrictiveness).

The perceptions of educators of School C on *openness in educator behaviour* were *low*. Educators of this school thus perceived their interactions with their colleagues as lacking enthusiasm and acceptance, suspicion and disrespect (low collegial relations); they did not like, trust or support each other as friends (very low intimacy); and they were intolerant and disengaged from their work (high disengagement).

From the climate prototypes, as suggested by Hoy and Forsyth (1986:154), it could be derived from this study that School C reflected a *closed climate*. The *closed climate* is the antithesis of the open. The principal and educators simply go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and educators responding minimally and exhibiting little commitment to the tasks at hand (high disengagement). The principal's leadership is seen as controlling and rigid (high directiveness) as well as unsympathetic and unresponsive (low supportiveness). These misguided tactics are accompanied not only by teacher frustration and apathy, but also by suspicion and a lack of faculty respect for colleagues as well as for administrators (low intimacy and non-collegiality). In sum, closed climates have principals who are non-supportive, inflexible, hindering and controlling, and a faculty that is divided, apathetic, intolerant and uncommitted (Hoy & Miskel 1987:234).

4.4.2.4 School D

The perceptions of educators of School D on the different components of organizational climate, namely principal behavior (supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.5. (Also see Appendix D: Table 4.9.)



Graph 4.5 School D: Climate Profile Openness Dimensions: means

The perceptions of the educators of School D on *principal supportive behaviour* were *slightly above average* thus indicating that the principal was perceived as someone who was to some degree sympathetic and responsive to educator suggestions. He gave some genuine praise, and respected the professional competence of the faculty to some degree. *Principal directive behaviour* was indicated as *high* and thus indicative of rigid, authoritarian, close and constant control over the educators and school activities. Educators were not given freedom to perform without close scrutiny. The educators of School D perceived their principal as *high* on *restrictive behaviour*, which was indicative of the assignment of meaningless routines and burdensome duties to them which resulted in interference with their teaching responsibilities.

With regard to the perceptions of the educators of School D on *collegial behaviour*, it was indicated that they perceived the collegial behaviour of their colleagues as *very high*, indicating that they were proud of their school and positive on working together. Their interactions were based on enthusiasm, acceptance of each other and mutual respect with regard to the professional competence of their colleagues. *Intimate behaviour* of the educators of this school, was indicated as *high*. They perceived each other as friendly and experienced closeness and supportiveness amongst each other. This might be an indication that the educators of this school knew each other well, were close personal friends, socialized with each other on a regular basis and provided support to each other. The perceptions of the educators of School D

on *disengaged behaviour* of colleagues were *below average*. This was indicative of the experience of meaning and focus to professional activities. They were tolerant and shared common goals. They were engaged to their work and committed to team building. They had a positive view of their colleagues and the school.

The perceptions of the educators of School D with regard to principal behaviour (openness of closedness) and educator behaviour (openness or closedness) are represented in Graph 4.5. (Also see Appendix D: Table 4.10.)

The perceptions of educators of School D on *openness in principal behaviour* were *below average*. The principal's behaviour and leadership were seen as to some degree sympathetic and responsive and thus perceived as slightly above average with regard to concern for and openness for teachers and their ideas (slightly above average supportiveness); rigid, close and constant control over educators (high directiveness); and the assignment of meaningless routines and burdensome duties to teachers (high restrictiveness).

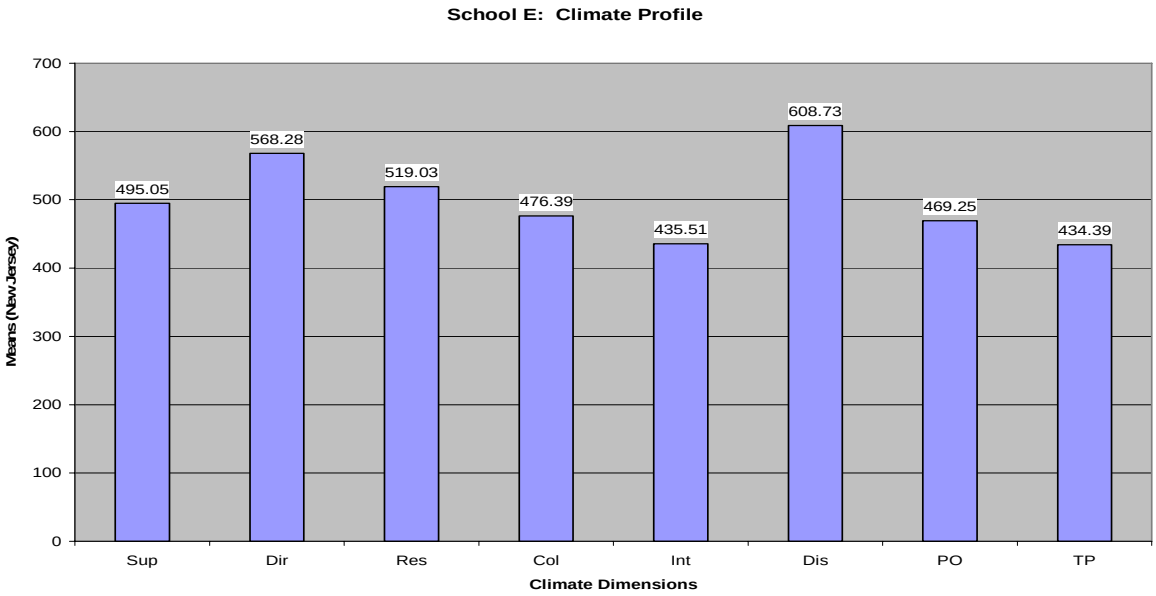
The perceptions of educators of School D on *openness in educator behaviour* were *high*. Educators of this school thus perceived their interactions with their colleagues as indicative of enthusiasm, acceptance and respect (very high collegial relations); they liked, trusted and supported each other as friends (high intimacy); and they were tolerant and engaged in professional activities (below average disengagement).

From the climate prototypes, as suggested by Hoy and Forsyth (1986:154), it could be derived from this study that School D reflected an *engaged climate*. An *engaged climate* is marked, on the one hand, by ineffective attempts of the principal to lead, and on the other, by high professional performance of the teachers. The principal is rigid and authoritarian (high directiveness) and respects neither the professional expertise nor personal needs of the faculty (low supportiveness). In addition, the principal is seen as burdening faculty

with unnecessary busywork (high restrictiveness). The educators ignore the principal's unsuccessful attempts to control, and conduct themselves as productive professionals. They respect and support each other, are proud of their school, and enjoy their work (high collegiality). They not only respect each other's professional competence, but also like each other as friends (high intimacy). The teachers come together as a cooperative unit engaged and committed to the teaching-learning task (high engagement). In brief, the teachers are productive in spite of weak principal leadership; the faculty is cohesive, committed, supportive and open (Hoy et al 1991:158).

4.4.2.5 School E

The perceptions of educators of School E on the different components of organizational climate, namely principal behavior (supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.6. (Also see Appendix D: Table 4.11.)



Graph 4.6 School E: Climate Profile Openness Dimensions: means

The perceptions of the educators of School E on *principal supportive behavior* were *average* and thus indicating that the principal was perceived as someone who, to some degree, was sympathetic and responsive to educator suggestions. He gave genuine and frequent praise, and respected the professional competence of the faculty. *Principal directive behaviour* was

indicated as *high* and thus indicative of rigid, authoritarian, close and constant control over the educators and school activities. Educators were not given freedom to perform without close scrutiny. The educators of School E perceived their principal as *slightly above average* on *restrictive behaviour*, which was indicative of the assignment of some meaningless routines and burdensome duties to them which resulted in interference with their teaching responsibilities.

With regard to the perceptions of the educators of School E on *collegial behaviour*, it was indicated that they perceived the collegial behaviour of their colleagues as *slightly below average*, indicating that they were not that proud of their school and not that positive on working together. Their interactions were based on a slight lack of enthusiasm, acceptance of each other and mutual respect with regard to the professional competence of their colleagues. *Intimate behaviour* of the educators of this school, was indicated as *low*. They perceived each other as unfriendly and did not experience closeness and supportiveness amongst each other. This might be an indication that the educators of this school did not know each other well, were not close personal friends, did not socialize with each other on a regular basis and did not provide support to each other. The perceptions of the educators of School E on *disengaged behaviour* of colleagues were *high*. This could be indicative of the experience of a lack meaning and focus to professional activities. They were intolerant and did not share common goals. They were disengaged from their work and uncommitted to team building. They had a negative view of their colleagues and the school.

The perceptions of the educators of School E with regard to principal behaviour (openness of closedness) and educator behaviour (openness or closedness) are represented in Graph 4.6. (Also see Appendix D: Table 4.12.)

The perceptions of educators of School E on *openness in principal behavior* were *below average.* The principal's behaviour and leadership were seen as sympathetic and responsive to some degree and thus perceived as average

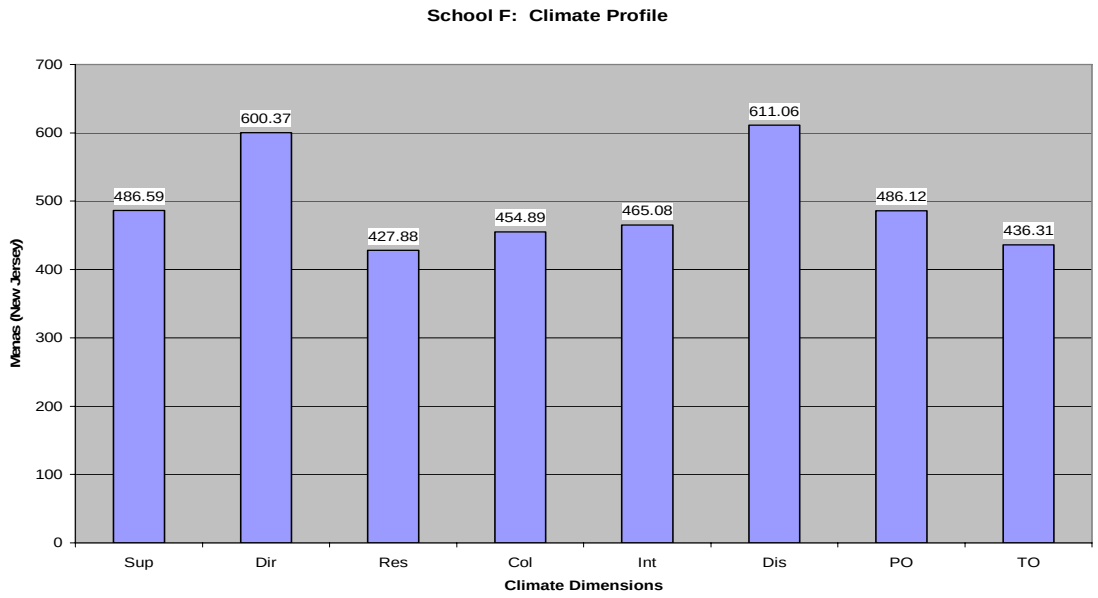
with regard to concern for and openness for teachers and their ideas (average supportiveness); rigid, close and constant control over educators (high directiveness); and the assignment of some meaningless routines and burdensome duties to teachers (slightly above average restrictiveness).

The perceptions of educators of School E on *openness in educator behaviour* were *low*. Educators of this school perceived their interactions with their colleagues as lacking enthusiasm, respect and acceptance to some extend (slightly below average collegial relations); they did not like, trust or support each other as friends (low intimacy); and they were intolerant and disengaged from their work (high disengagement).

From the climate prototypes, as suggested by Hoy and Forsyth (1986:154), it could be derived from this study that School E reflected a *closed climate*. In a closed climate the principal and educators simply go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and educators responding minimally and exhibiting little commitment to the tasks at hand (high disengagement). The principal's leadership is seen as controlling and rigid (high directiveness as well as unsympathetic and unresponsive (low supportiveness). These misguided tactics are accompanied not only by teacher frustration and apathy, but also by suspicion and a lack of faculty respect for colleagues as well as for administrators (low intimacy and non-collegiality). In sum, closed climates have principals who are non-supportive, inflexible, hindering and controlling, and a faculty that is divided, apathetic, intolerant and uncommitted (Hoy & Miskel 1987:234).

4.4.2.6 School F

The perceptions of educators of School F on the different components of organizational climate, namely principal behavior (supportive, directive, restrictive) and educator behavior (collegial, intimate, disengaged) are indicated in Graph 4.7. (Also see Appendix D: Table 4.13.)



Graph 4.7 School F: Climate Profile Openness Dimensions: means

The perceptions of the educators of School F on *principal supportive behavior* were *slightly below average* and thus indicating that the principal was perceived as someone who, to some degree, was unsympathetic and unresponsive to educator suggestions. He did not give genuine and frequent praise, and did not respect the professional competence of the faculty that much. *Principal directive behaviour* was indicated as *high* and thus indicative of rigid, authoritarian, close and constant control over the educators and school activities. Educators were not given freedom to perform without close scrutiny. The educators of School E perceived their principal as *low* on *restrictive behaviour*, which indicated that the principal did not assign meaningless routines and burdensome duties to them which could have resulted in interference with their teaching responsibilities.

With regard to the perceptions of the educators of School F on *collegial behavior*, it was indicated that they perceived the collegial behaviour of their colleagues as *below average*, indicating that they were not proud of their school and not positive on working together. Their interactions were based on a lack of enthusiasm, acceptance of each other and mutual respect with regard to the professional competence of their colleagues. *Intimate behaviour* of the educators of this school, was indicated as *below average*. They perceived each other as to some degree unfriendly and did not experience a

high level of closeness and supportiveness amongst each other. This might be an indication that the educators of this school did not know each other well, were not close personal friends, did not socialize with each other on a regular basis and did not provide support to each other. The perceptions of the educators of School F on *disengaged behaviour* of colleagues was *very high*. This indicated that the educators of this school were experiencing a lack of meaning and focus to professional activities. They were intolerant and did not share common goals. They were disengaged from their work and uncommitted to team building. They had a very negative view of their colleagues and the school.

The perceptions of the educators of School F with regard to principal behavior (openness of closedness) and educator behavior (openness or closedness) are represented in Graph 4.7. (Also see Appendix D: Table 4.14.)

The perceptions of educators of School F on *openness in principal behavior* were *slightly below average.* The principal's behavior and leadership were seen as to some degree unsympathetic and unresponsive and thus perceived as slightly below average with regard to concern for and openness for teachers and their ideas (below average supportiveness); rigid, close and constant control over educators (high directiveness); and relieved the educators of most burdens of paperwork and bureaucratic trivia (low restrictiveness).

The perceptions of educators of School F on *openness in educator behavior* were *low*. Educators of this school perceived their interactions with their colleagues as, to some degree, lacking enthusiasm and acceptance (below average collegial relations); they did not like, trust or support each other as friends that much (below average intimacy); and they, to a large extent, were intolerant and disengaged from their work (very high disengagement).

From the climate prototypes, as suggested by Hoy and Forsyth (1986:154), it could be derived from this study that School F reflected a *closed climate*. In a closed climate the principal and educators simply go through the motions, with

the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and educators responding minimally and exhibiting little commitment to the tasks at hand (high disengagement). The principal's leadership is seen as controlling and rigid (high directiveness) as well as unsympathetic and unresponsive (low supportiveness). These misguided tactics are accompanied not only by teacher frustration and apathy, but also by suspicion and a lack of faculty respect for colleagues as well as for administrators (low intimacy and non-collegiality). To summarize, closed climates have principals who are non-supportive, inflexible, hindering and controlling, and a faculty that is divided, apathetic, intolerant and uncommitted (Hoy & Miskel 1987:234).

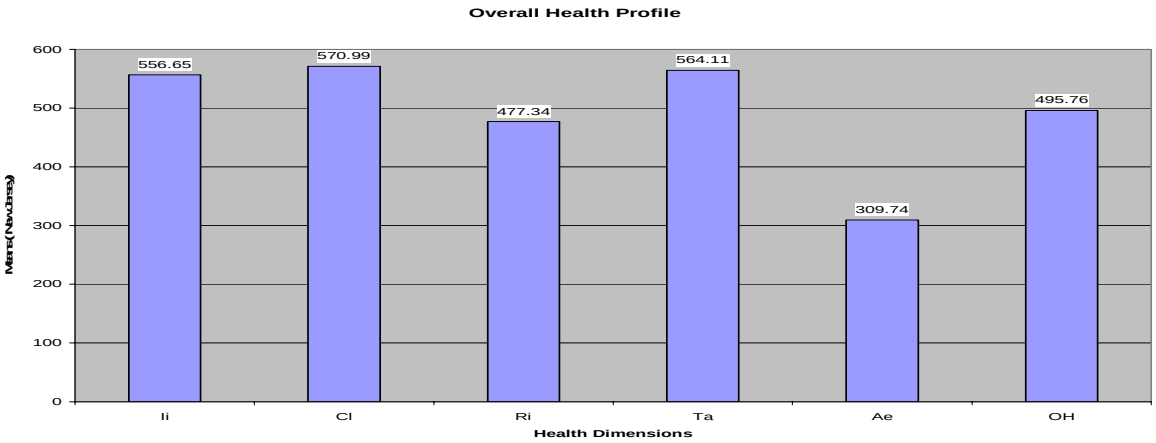
It should be noted that no school in this study reflected a *disengaged climate prototype.* A *disengaged climate* stands in stark contrast to the engaged. The principal's leadership behaviour is strong, supportive, and concerned. The principal listens to and is open to teachers' views (high supportiveness); gives educators the freedom to act on the basis of their professional knowledge (low directiveness); and relieves educators of most of the burdens of paperwork and bureaucratic trivia (low restrictiveness). Nonetheless, the faculty is unwilling to accept the principal. At worst, the faculty actively works to immobilize and sabotage the principal's leadership attempts; at best, the faculty ignores the principal. Educators not only do not like the principal, but they neither like nor respect each other as friends (low intimacy) or as professionals (low collegial relations). The faculty is simply disengaged from the task. To summarize, although the principal is supportive, concerned, flexible, facilitating and non-controlling (i.e. open), the faculty is divisive, intolerant and uncommitted (i.e. closed) (Hoy & Miskel 1991:234)

4.4.3 The perceptions of primary school educators in the Southern Cape on *organizational health*

The means for all 178 respondents on the five components of the OHI-E were computed in order to determine the general perceptions of primary school educators in the Southern Cape. All scores were standardized against the

New Jersey norm as suggested by Hoy et al (1991:168). The standardized scores were used for interpretation of results.

The general perceptions of primary school educators in the Southern Cape on the different components of organizational health, namely institutional integrity, collegial leadership, resource influence, teacher affiliation and academic emphasis are indicated in Graph 4.8. (Also see Appendix D: Table 4.15.)



Graph 4.8 Overall School Health Profile: means

The general perceptions of primary school educators in the Southern Cape on *institutional integrity* were *high* and thus indicating that educators were protected from unreasonable community and parental demands. Schools were able to cope successfully with destructive outside forces. *Collegial leadership* was indicated as *high*, thus principals were perceived as supportive and open, leaders who set the tone for high performance and communicate expectations. *Resource influence* was indicated as *slightly below average* and thus reflected principals' inability, to some extent, to affect the action of superiors to the benefit of educators, as well as some difficulty to be supplied with adequate classroom supplies and instructional material. *Teacher affiliation* was being regarded as *high*, and thus indicating a sense of friendliness and strong affiliation to the school. Educators were committed to both their students and their colleagues. **With regard to *academic emphasis (very low)*, educators in general, perceived the learners as**

academically unworthy – they do not work hard, do not do their homework, are difficult to work with in class, and are not serious about learning.

The Overall Health Index for primary schools in the Southern Cape is indicated in Graph 4.8. (Also see Appendix D: Table 4.16.)

The Overall Health Index of primary schools in the Southern Cape reflected that the schools participating in this study, were *average* on their health profiles.

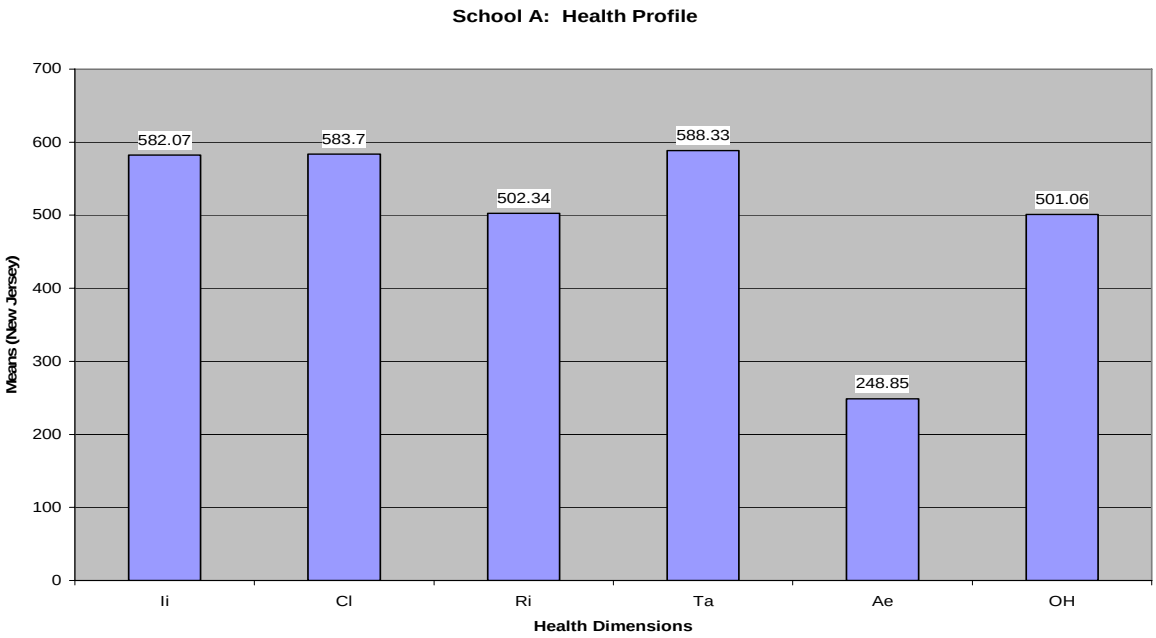
Measured against the prototypic profiles for healthy and unhealthy schools, as constructed by using the normative data from the New Jersey sample of elementary schools (Hoy et al 1991:202), it could be postulated that, while some health dimensions of the schools participating in this study were indicated as 'healthy', others were 'unhealthy'. More specifically, institutional integrity, collegial leadership, as well as teacher affiliation were indicated as 'healthy' dimensions, while resource influence and academic emphasis were indicated as 'unhealthy' dimensions.

4.4.4 The perceptions of primary school educators in school A, B, C, D, E and F in the Southern Cape on *organizational health*

4.4.4.1 School A

The means and standard deviations for the 21 respondents of School A on the five components of the OHI-E were computed to determine their perceptions of organizational health. All scores were standardized against the New Jersey norm (Hoy et al 1991:168). These standardized scores were used for interpretation of results.

The perceptions of educators of School A on the different components of organizational health, namely institutional integrity, collegial leadership, resource influence, teacher affiliation and academic emphasis are indicated in Graph 4.9. (Also see Appendix D: Table 4.17.)



Graph 4.9 School A: Health Profile: means

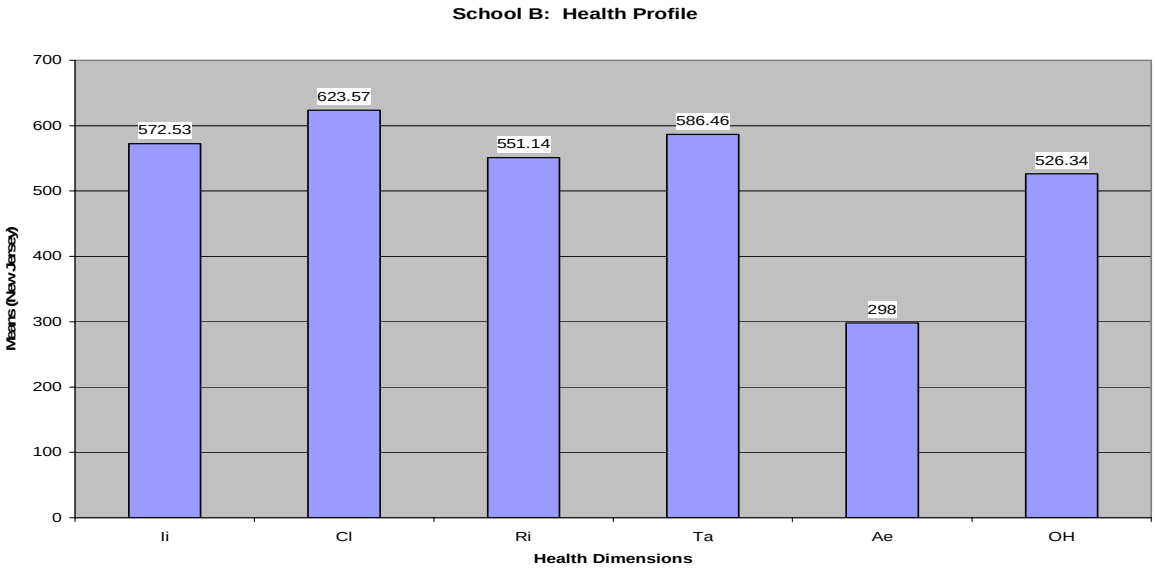
Educator perceptions regarding *institutional integrity*, as well as *collegial leadership* and *teacher affiliation* of school A were *high*. They were protected from unwarranted intrusion, their principal was approachable, supportive and yet established high standards of teacher performance and teachers liked the school, their students and each other. With regard to *resource influence*, educators perceived the principal as *average*. The principal might be, to some extent, lacking influence with organizational superiors and limited in the delivery of teaching resources which were needed. Educators of school A perceived their learners as academically unworthy (*very low academic emphasis*). They felt that the learners were not working hard, not doing homework, were difficult to work with in class and were not serious about learning.

Measured against the prototypic profiles for healthy and unhealthy schools as constructed by Hoy et al (1991:203), school A could be regarded as *average* on its health type. The Overall School Health Index for school A is indicated in Graph 4.9. (Also see Appendix D: Table 4.18.)

In the case of school A, institutional integrity, collegial leadership, as well as teacher affiliation were indicated as 'healthy' dimensions, while resource influence was indicated as average and academic emphasis was indicated as an 'unhealthy' dimension.

4.4.4.2 School B

The perceptions of educators of School B on the different components of organizational health are indicated in Graph 4.10. (Also see Appendix D: Table 4.19.)



Graph 4.10 School B: Health Profile: means

Educator perceptions regarding *collegial leadership* were indicated as *very high*, indicating that they perceived their principal as their ally in the improvement of instruction, he/she was approachable, supportive and considerate, yet established high standards of teacher performance. *Institutional integrity*, *resource influence* and *teacher affiliation* of school B were *high*. They were protected from unwarranted intrusion, they liked the school, their learners and each other. The principal had influence with organizational superiors and was perceived by the educators as someone who could deliver the teaching resources they needed. Educators of school B perceived their learners as academically unworthy (*very low academic emphasis*). They felt that the learners were not working hard, not doing

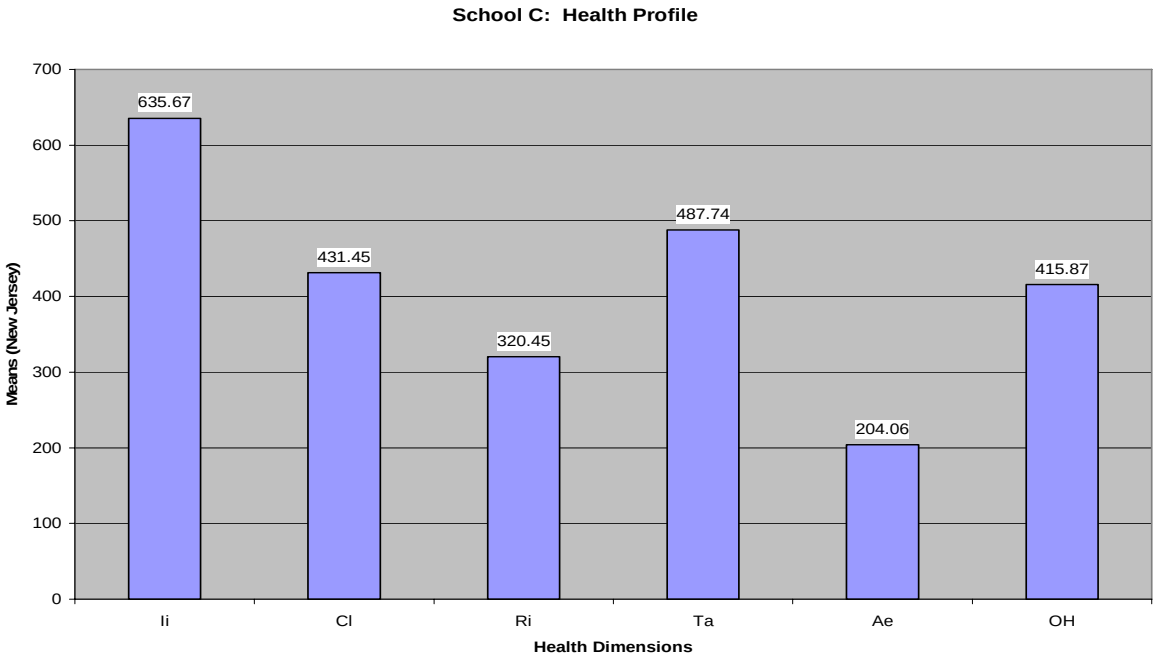
homework, were difficult to work with in class and were not serious about learning.

Measured against the prototypic profiles for healthy and unhealthy schools as constructed by Hoy et al (1991:203), school B could be regarded as *above average* on its health type. The Overall School Health Index for school B is indicated in Graph 4.10. (Also see Appendix D: Table 4.20.)

In the case of school B, institutional integrity, collegial leadership, resource influence, as well as teacher affiliation were indicated as 'healthy' dimensions, while academic emphasis was indicated as an 'unhealthy' dimension.

4.4.4.3 School C

The perceptions of educators of School C on the different components of organizational health are indicated in Graph 4.11. (Also see Appendix D: Table 4.21.)



Graph 4.11 School C: Health Profile: means

Educator perceptions regarding *institutional integrity* were indicated as *very high*, indicating that they were being protected from unwarranted intrusion.

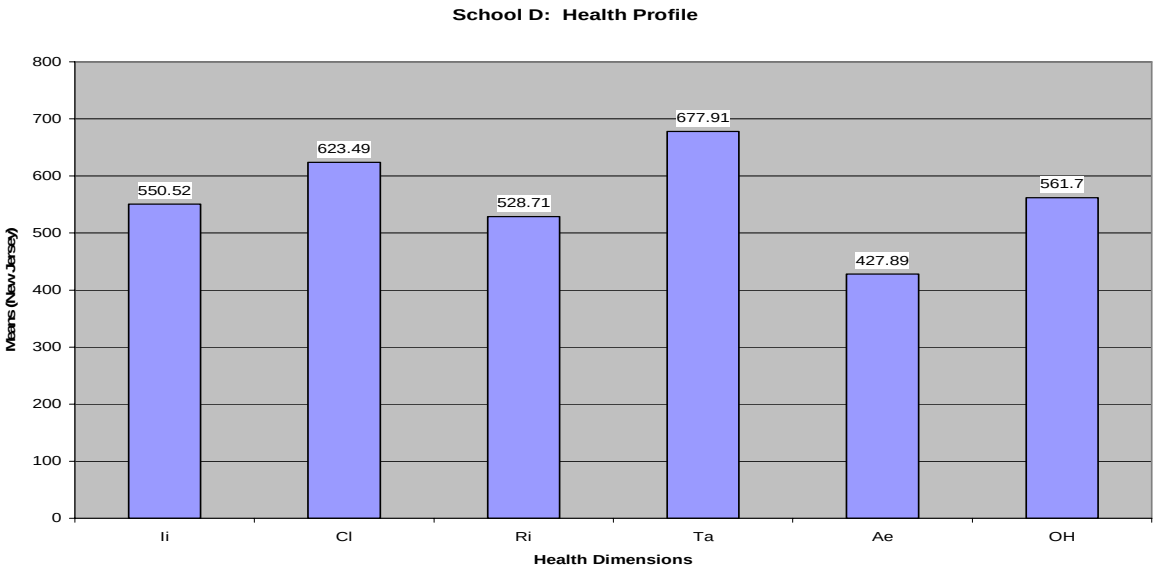
Collegial leadership was perceived as *low* by the educators of school C, therefore the principal could be seen as inactive and ineffective in moving the school towards its goal or in building a sense of community among the educators. *Resource influence* and *academic emphasis* were both indicated as *very low.* The principal lacked influence with organizational superiors and was perceived by the educators as someone who could not deliver the teaching resources they needed. Learners were perceived as academically unworthy. *Teacher affiliation* was indicated as *slightly below average*. This could be indicative of educators not liking one another that much, nor the school, or the learners.

Measured against the prototypic profiles for healthy and unhealthy schools as constructed by Hoy et al (1991:203), school C could be regarded as *low* on its health type. The Overall School Health Index for school C is indicated in Graph 4.11. (Also see Appendix D: Table 4.22.)

In the case of school C, institutional integrity was the only dimension being indicated as 'healthy'. Collegial leadership, resource influence, teacher affiliation, as well as academic emphasis were indicated as 'unhealthy' dimensions.

4.4.4.4 School D

The perceptions of educators of School D on the different components of organizational health are indicated in Graph 4.12. (Also see Appendix D: Table 4.23.)



Graph 4.12 School D: Health Profile: means

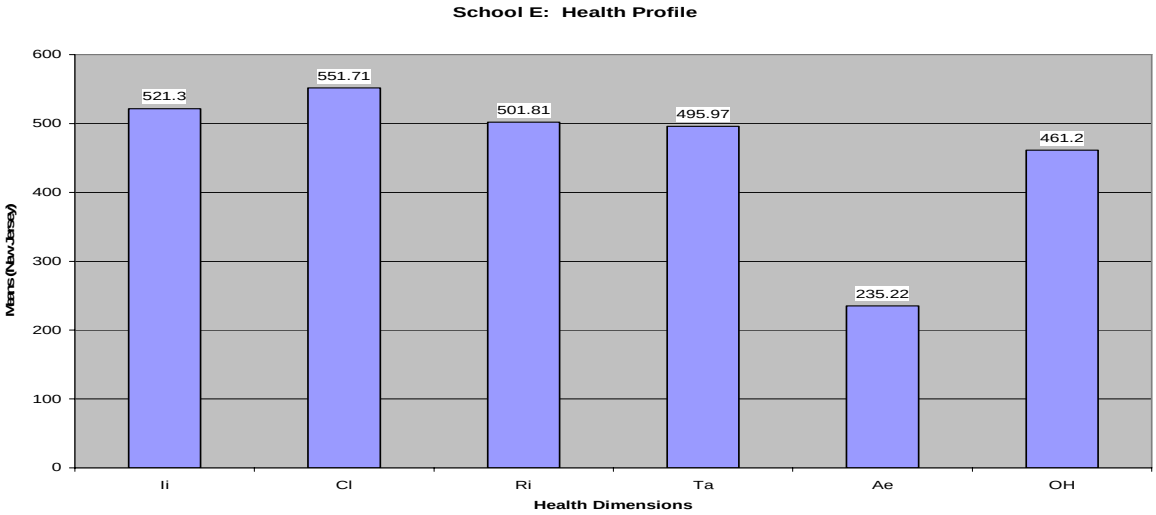
Educator perceptions regarding *collegial leadership* and *teacher affiliation* were indicated as *very high*, indicating that they perceived their principal as their ally in the improvement of instruction, he/she was approachable, supportive and considerate, yet established high standards of teacher performance. Educators of school D also experienced a sense of friendliness and strong affiliation with the school. Both *institutional integrity* and *resource influence* were indicated as *above average.* They were to some extent protected from unwarranted intrusion, the principal had some influence with organizational superiors and was perceived by the educators as someone who could, to some degree, deliver the teaching resources they needed. Educators of school D also perceived their learners as academically unworthy (*low academic emphasis*). They felt that the learners were not working hard, not doing homework, were difficult to work with in class and were not serious about learning.

Measured against the prototypic profiles for healthy and unhealthy schools as constructed by Hoy et al (1991:203), school D could be regarded as *high* on its health type. The Overall School Health Index for school D is indicated in Graph 4.12. (Also see Appendix D: Table 4.24.)

In the case of school D, academic emphasis was the only dimension being indicated as 'unhealthy'. Institutional integrity, collegial leadership, resource influence, as well as teacher affiliation, were indicated as 'healthy' dimensions.

4.4.4.5 School E

The perceptions of educators of School E on the different components of organizational health are indicated in Graph 4.13. (Also see Appendix D: Table 4.25).



Graph 4.13 School E: Health Profile: means

Educator perceptions regarding *collegial leadership* were indicated as *high*, indicating that they perceived their principal as their ally in the improvement of instruction, he/she was approachable, supportive and considerate, yet established high standards of teacher performance. *Institutional integrity was* indicated as *slightly above average.* They were, to some extent, protected from unwarranted intrusion. Both *resource influence* and *teacher affiliation* were indicated as *average*. The principal had some influence with organizational superiors and was perceived by the educators as someone who could, to some degree, deliver the teaching resources they needed. Educators liked the school, the students and each other to some degree. Learners of school E were perceived by their educators as academically unworthy (*very low academic emphasis*). Educators felt that the learners

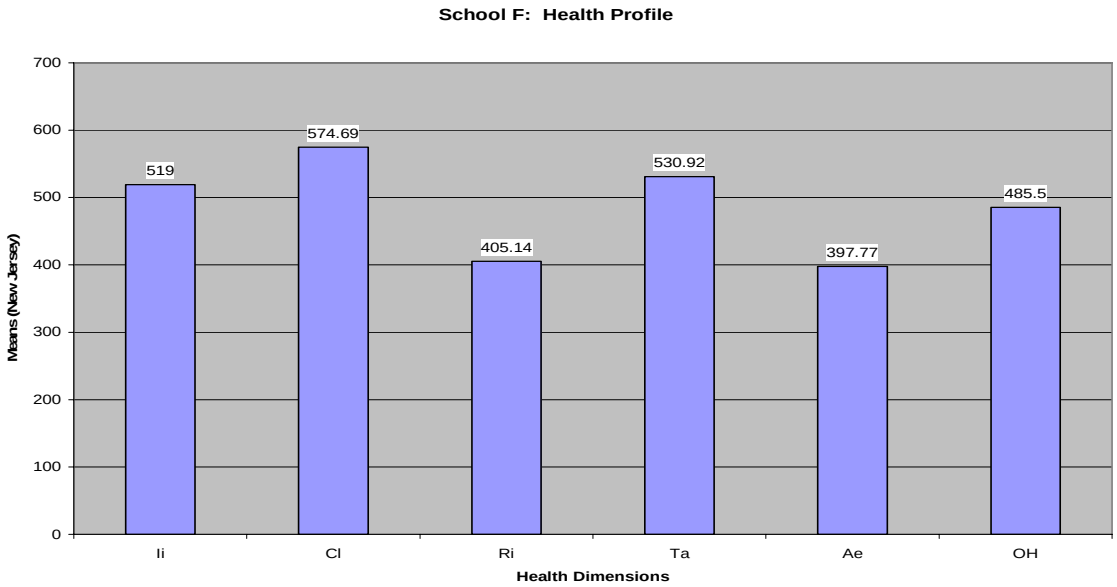
were not working hard, not doing homework, were difficult to work with in class and were not serious about learning.

Measured against the prototypic profiles for healthy and unhealthy schools as constructed by Hoy et al (1991:203), school E could be regarded as *below average* on its health type. The Overall School Health Index for school E is indicated in Graph 4.13. (Also see Appendix D: Table 4.26.)

In the case of school E, academic emphasis was the only dimension being indicated as 'unhealthy'. Institutional integrity and collegial leadership were indicated as 'healthy, while resource influences, as well as teacher affiliation, were indicated as 'average' dimensions.

4.4.4.6 School F

The perceptions of educators of School F on the different components of organizational health are indicated in Graph 4.14. (Also see Appendix D: Table 4.27.)



Graph 4.14 School F: Health Profile: means

Educator perceptions regarding *collegial leadership* were indicated as h*igh*, indicating that they perceived their principal as their ally in the improvement of

instruction, he/she was approachable, supportive and considerate, yet established high standards of teacher performance. *Institutional integrity was* indicated as *slightly above average.* They were, to some extend, protected from unwarranted intrusion. *Teacher affiliation* was indicated as *above average*, meaning that educators of school F liked their school, the learners and each other. *Resource influence* was *low*, indicating that the principal was lacking influence with organizational superiors and was seen by the educators as someone who could not deliver the teaching resources they needed. Learners of school F were perceived by their educators as academically unworthy (*very low academic emphasis*).

Measured against the prototypic profiles for healthy and unhealthy schools as constructed by Hoy et al (1991:203), school F could be regarded as *slightly below average* on its health type. The Overall School Health Index for school F is indicated in Graph 4.14. (Also see Appendix D: Table 4.28).

In the case of school F, the health dimensions resource influence and academic influence were indicated as 'unhealthy'. Institutional integrity, collegial leadership and teacher affiliation were indicated as 'healthy'.

It can be concluded that 50% of the schools who participated in this study, could be identified as schools with a healthy profile, while the other 50% of the schools reflected an unhealthy profile. All the schools reflected low levels of academic emphasis. This is, for a variety of reasons, an area of serious concern.

4.4.5 The relationship between educators' perceptions of organizational climate (school climate) and organizational health (school health) in primary schools in the Southern Cape

It was also the aim of this study to determine the relationship between educators' perceptions of school climate and school health. For this purpose, the Pearson correlation coefficients were calculated, firstly for the four summarizing indicators for both climate and health, namely Climate: Principal Openness, Teacher Openness, Total Climate Openness and Health: the

Overall Health Index; and secondly for all climate and health components. (See Table 4.29, 4.30A and 4.30).

Pearson Correlation Coefficients, N = 178 Prob > |r| under H0: Rho=0				
	OpenPrin	**OpenTeac**	**TotClimate**	**HEALTHindx**
OpenPrin School climate: principal openness	1.00000	0.31231 <.0001	0.75484 <.0001	0.45493 <.0001
OpenTeac School climate: teacher openness	0.31231 <.0001	1.00000	0.85885 <.0001	0.69973 <.0001
TotClimate Total climate-openness-dimension	0.75484 <.0001	0.85885 <.0001	1.00000	0.72843 <.0001
HEALTHindx overall health index	0.45493 <.0001	0.69973 <.0001	0.72843 <.0001	1.00000

Table 4.29 Correlation between school climate and school health (Four variables: Principal Openness, Teacher Openness, Total Climate Openness and Overall Health Index)

A significant and strong relationship ($p < 0.05$) was indicated between all climate variables and the health index, with those of teacher openness and total climate openness, as particularly high.

As far as hypothesis 1 is concerned, the null hypothesis should thus be rejected and the alternative hypothesis should be accepted. *This study therefore indicated that there was a significant relationship between educators' perceptions of organizational climate and organizational health in primary schools in the Southern Cape*.

This finding was supported by the calculation of relationship between all the different climate and health components as reflected in the next tables (Table 4.30A and B).

Pearson Correlation Coefficients, N = 178 Prob > |r| under H0: Rho=0								
	S_std	**D_std**	**R_std**	**C_std**	**Int_std**	**Dis_std**	**OpenPrin**	**OpenTeac**
S_std stdzd. climate, support	1.00000	0.02418 0.7487	-0.30590 <.0001	0.38592 <.0001	0.24042 0.0012	-0.35338 <.0001	0.64379 <.0001	0.42944 <.0001
D_std stdzd. climate, directive	0.02418 0.7487	1.00000	-0.00806 0.9150	0.13006 0.0836	0.11274 0.1341	0.03246 0.6671	-0.43236 <.0001	0.08754 0.2453
R_std stdzd.climate, restrictive	-0.30590 <.0001	-0.00806 0.9150	1.00000	-0.16662 0.0262	-0.05034 0.5046	0.31848 <.0001	-0.78721 <.0001	-0.23950 0.0013
C_std stdzd.climate, collegial	0.38592 <.0001	0.13006 0.0836	-0.16662 0.0262	1.00000	0.39655 <.0001	-0.41140 <.0001	0.22593 0.0024	0.77175 <.0001
Int_std stdzd.climate, intimate	0.24042 0.0012	0.11274 0.1341	-0.05034 0.5046	0.39655 <.0001	1.00000	-0.26876 0.0003	0.09169 0.2235	0.73857 <.0001
Dis_std stdzd.climate, disengaged	-0.35338 <.0001	0.03246 0.6671	0.31848 <.0001	-0.41140 <.0001	-0.26876 0.0003	1.00000	-0.38297 <.0001	-0.75787 <.0001
OpenPrin School climate: principal openness	0.64379 <.0001	-0.43236 <.0001	-0.78721 <.0001	0.22593 0.0024	0.09169 0.2235	-0.38297 <.0001	1.00000	0.31231 <.0001
OpenTeac School climate: teacher openness	0.42944 <.0001	0.08754 0.2453	-0.23950 0.0013	0.77175 <.0001	0.73857 <.0001	-0.75787 <.0001	0.31231 <.0001	1.00000
TotClimate Total climate-openness-dimension	0.64364 <.0001	-0.17269 0.0212	-0.58983 <.0001	0.65468 <.0001	0.55938 <.0001	-0.72976 <.0001	0.75484 <.0001	0.85885 <.0001
II_std stdzd.health: inst. integrity	0.15175 0.0432	-0.19678 0.0085	-0.28298 0.0001	0.13964 0.0630	0.02700 0.7206	-0.40859 <.0001	0.34175 <.0001	0.26075 0.0004
CL_std stdzd.health: collegial leadership	0.84217 <.0001	0.12448 0.0978	-0.32706 <.0001	0.46326 <.0001	0.30030 <.0001	-0.32656 <.0001	0.54071 <.0001	0.47469 <.0001
RI_std stdzd.health: resource influence	0.39157 <.0001	0.08930 0.2359	-0.17253 0.0213	0.39192 <.0001	0.39800 <.0001	-0.25762 0.0005	0.25065 0.0007	0.45813 <.0001
TA_std stdzd.health: teacher affiliation	0.44752 <.0001	0.21779 0.0035	-0.25394 0.0006	0.73789 <.0001	0.49187 <.0001	-0.45942 <.0001	0.27151 0.0002	0.73356 <.0001
AE_std stdzd.health: academic emphasis	0.27392 0.0002	0.20083 0.0072	-0.22584 0.0024	0.41708 <.0001	0.37925 <.0001	-0.18956 0.0113	0.18177 0.0152	0.42747 <.0001
HEALTHindx overall health index	0.62992 <.0001	0.15427 0.0398	-0.36423 <.0001	0.64806 <.0001	0.48970 <.0001	-0.46547 <.0001	0.45493 <.0001	0.69973 <.0001

Table 4.30A Correlation between school climate and school health (15 climate and health variables)

Pearson Correlation Coefficients, N = 178 Prob > |r| under H0: Rho=0							
	TotClimate	**II_std**	**CL_std**	**RI_std**	**TA_std**	**AE_std**	**HEALTHindx**
S_std stdzd. climate, support	0.64364 <.0001	0.15175 0.0432	0.84217 <.0001	0.39157 <.0001	0.44752 <.0001	0.27392 0.0002	0.62992 <.0001
D_std stdzd. climate, directive	-0.17269 0.0212	-0.19678 0.0085	0.12448 0.0978	0.08930 0.2359	0.21779 0.0035	0.20083 0.0072	0.15427 0.0398
R_std stdzd.climate, restrictive	-0.58983 <.0001	-0.28298 0.0001	-0.32706 <.0001	-0.17253 0.0213	-0.25394 0.0006	-0.22584 0.0024	-0.36423 <.0001
C_std stdzd.climate, collegial	0.65468 <.0001	0.13964 0.0630	0.46326 <.0001	0.39192 <.0001	0.73789 <.0001	0.41708 <.0001	0.64806 <.0001
Int_std stdzd.climate, intimate	0.55938 <.0001	0.02700 0.7206	0.30030 <.0001	0.39800 <.0001	0.49187 <.0001	0.37925 <.0001	0.48970 <.0001
Dis_std stdzd.climate, disengaged	-0.72976 <.0001	-0.40859 <.0001	-0.32656 <.0001	-0.25762 0.0005	-0.45942 <.0001	-0.18956 0.0113	-0.46547 <.0001
OpenPrin School climate: principal openness	0.75484 <.0001	0.34175 <.0001	0.54071 <.0001	0.25065 0.0007	0.27151 0.0002	0.18177 0.0152	0.45493 <.0001
OpenTeac School climate: teacher openness	0.85885 <.0001	0.26075 0.0004	0.47469 <.0001	0.45813 <.0001	0.73356 <.0001	0.42747 <.0001	0.69973 <.0001
TotClimate Total climate-openness-dimension	1.00000	0.36431 <.0001	0.61930 <.0001	0.45146 <.0001	0.65288 <.0001	0.39315 <.0001	0.72843 <.0001
II_std stdzd.health: inst. integrity	0.36431 <.0001	1.00000	0.10138 0.1781	-0.03506 0.6422	0.19786 0.0081	0.00888 0.9064	0.30100 <.0001
CL_std stdzd.health: collegial leadership	0.61930 <.0001	0.10138 0.1781	1.00000	0.51461 <.0001	0.61153 <.0001	0.37064 <.0001	0.78470 <.0001
RI_std stdzd.health: resource influence	0.45146 <.0001	-0.03506 0.6422	0.51461 <.0001	1.00000	0.51325 <.0001	0.27414 0.0002	0.68864 <.0001
TA_std stdzd.health: teacher affiliation	0.65288 <.0001	0.19786 0.0081	0.61153 <.0001	0.51325 <.0001	1.00000	0.54047 <.0001	0.86152 <.0001
AE_std stdzd.health: academic emphasis	0.39315 <.0001	0.00888 0.9064	0.37064 <.0001	0.27414 0.0002	0.54047 <.0001	1.00000	0.69661 <.0001
HEALTHindx overall health index	0.72843 <.0001	0.30100 <.0001	0.78470 <.0001	0.68864 <.0001	0.86152 <.0001	0.69661 <.0001	1.00000

Table 4.30B Correlation between school climate and school health (15 climate and health variables

Most of the correlations between climate and health components were significant ($p < 0,05$). It can therefore be concluded that there was a positive relationship between school climate and school health. Again, as far as hypothesis 1 is concerned, *it can be stated that there was a strong relationship between primary school educators in the Southern Cape with regard to their perceptions of organizational climate and organizational health.*

The strong, positive relationship between school climate and school health, with reference to the two variables Total Climate Openness and Health Index, is clearly indicated in the plot (see Appendix E: Graph 1). The more open the climate of the organization, the more healthy the organization. The more closed the climate of the organization, the more unhealthy the organization.

It can therefore be concluded that the more open the climate of primary schools in the Southern Cape, the more healthy the school as organization. The more closed the climate of the schools, the more unhealthy the organization.

A linear regression was also calculated between the openness dimensions and the health index. (See Table 4.31).

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	1085231.556	1085231.556	198.95	<.0001
Error	176	960044.187	5454.797		
Corrected Total	177	2045275.743			

R-Square	Coeff Var	Root MSE	HEALTHindx Mean
0.530604	14.89751	73.85659	495.7648

Source	DF	Type III SS	Mean Square	F Value	Pr > F
TotClimate	1	1085231.556	1085231.556	198.95	<.0001

Parameter	Estimate	Standard Error	t Value	Pr > |t|
Intercept	87.83878744	29.44578961	2.98	0.0033
TotClimate	0.42391428	0.03005427	14.10	<.0001

Table 4.31 Linear regression of Health Index and Total Climate Dimension (Dependent variable: Overall Health Index)

The regression was indicated as highly significant (prob(F) < 0,0001). 54% of the variance in the health index can be explained by the total openness dimension (R-square = 0,5306) and the relationship can be presented by the regression comparison: Health-Index = 87.83 + 0.424 (Total Openness Dimension).

4.4.6 The probable effect of the biographical variables, school and tutoring phase, on educators' perceptions of organizational climate (school climate) and organizational health (school health)

The analysis of variance technique was used to determine the probable effect of the biographical variables, school and tutoring phase, on the perceptions of educators on the various components of organizational school climate and school health in primary schools in the Southern Cape. (It should be noted that in preliminary analyses of variance, the effect of other biographical variables (gender, member of management team / educator, years teaching experience and years teaching at specific schools) on educators' perceptions, were investigated and found to be non-significant. The results of the analysis of variance are indicated in Table 4.32. Each row represents a separate analysis. The component/construct analyzed, error degrees of freedom and general F-probability associated with the analysis, as well as the F-probabilities associated with each biographical variable, are presented in the table.

Construct variable	df (error)	General F-prob.	Sources of variation and associated F-probabilities.	
			school	tutoring level/phase
1. Climate, supportive	169	0.0048***	0.0008**	0.4828
2. Climate, directive	169	0.1323ns	0.0992	0.4618
3. Climate, restrictive	169	0.0106***	0.0054**	0.0871
4. Climate, collegial	169	<0.0001***	<0.0001***	0.0006**
5. Climate, intimate	169	<0.0001***	<0.0001***	0.0337*
6. Climate, disengaged	169	<0.0001***	<0.0001***	0.3261
7. Climate, principal openness	169	0.0107**	0.0017**	0.4251
8. Climate, Teacher openness	169	<0.0001***	<0.0001***	0.0015**
9. Climate, total openness dimension	169	<0.0001***	<0.0001***	0.0075**
10. Health, inst. integrity	169	0.0103**	0.0048**	0.7106
11. Health, collegial leadership	169	<0.0001***	<0.0001***	0.0739
12. Health, resource influence	169	<0.0001***	<0.0001***	0.0006**
13. Health, teacher affiliation	169	<0.0001***	<0.0001***	0.0001***
14. Health, academic emphasis	169	<0.0001***	<0.0001***	0.0864
15. Health, health-index	169	<0.0001***	<0.0001***	0.0003**

Indicator of significance:
***: Prob(F) < 0.001
**: Prob(F) < 0.01
*: Prob(F) < 0.05.
Results reported in bracket are analyses of variance performed on construct variable-scores where the control items have been removed.

Table 4.32 Summary analyses of variance results on the perceptions of educators on the various components of organizational school climate and school health in primary schools in the Southern Cape.

In general, it can be derived from Table 4.32 that the biographical variable, school, had a significant influence on most components of both organizational climate and organizational health indexes ($p < 0{,}001$ of $p < 0{,}01$), with the exception of *directive behaviour.*

The biographical variable, tutoring phase, had a significant influence on some of the components of the organizational climate, as well as organizational health indexes ($p < 0,01$ of $p < 0,05$).

Each of the components will be discussed briefly:

Organizational climate: supportive behaviour

From the analyses it is evident that the type of school had a significant influence on educators' perceptions of supportive behaviour [$p < 0,001$, prob(F) = 0.0008], while tutoring phase did not have a significant influence on educators' perceptions of supportive behaviour [Prob(F) = 0.4828].

Organizational climate; directive behaviour

In this case, neither the specific school, nor the specific tutoring phase had an impact on educators' perceptions of directive behaviour [Prob(F) = 0.0992] and [Prob(F) = 0.4618].

Organizational climate; restrictive behaviour

The type of school had a significant influence on educators' perceptions of restrictive behaviour [$p < 0,01$, prob(F) = 0.0054], but no significant influence of the different tutoring phases was detected [Prob(F) = 0.0871].

Organizational climate; collegial behaviour

From Table 4.32 it can be derived that educators' perceptions of collegial behaviour were significantly influenced by both biographical variables, namely school and tutoring phases [$p < 0,001$, prob(F) < 0.0001] for school and [$p < 0,01$, prob(F) = 0.0006] for tutoring phase.

Organizational climate; intimate behaviour

From the analyses it was indicated that the type of school had a significant impact on educators' perceptions of intimate behaviour [$p < 0,001$, prob(F) < 0.0001] and the tutoring phase impacted significantly on educators' perceptions [$p < 0,05$, prob(F) = 0.0337].

Organizational climate; disengaged behaviour

From Table 4.32 it can be derived that the biographical variable, school, had a significant influence on educators' perceptions of disengaged behaviour [$p < 0,001$, prob(F) < 0.0001], while the tutoring phase did not have a significant influence on educators' perceptions [Prob(F) = 0.3261].

Organizational climate; principal openness

The biographical variable, school, had a significant impact on educators' perceptions of principal openness [$p < 0,01$, prob(F) = 0.0107], but tutoring phase, as biographical variable, did not have a significant influence on perceptions [Prob(F) = 0.4251].

Organizational climate; teacher openness

From Table 4.32 it can be derived that both the biographical variables had a significant influence on educators' perceptions, namely school [$p < 0,001$, prob(F) < 0.0001] and tutoring phase [$p < 0,01$, prob(F) = 0.0015].

Organizational climate; total openness

Both 'school' and 'tutoring phase', as biographical variables, had a significant influence on educators' perceptions with regard to total openness [$p < 0,001$, prob(F) < 0.0001] and [$p < 0,01$, prob(F) = 0.0075].

Organizational health; institutional integrity

From Table 4.32 it can be derived that only school, as biographical variable, had a significant influence on educators' perceptions of institutional integrity [$p < 0,01$, prob(F) = 0.0048], but tutoring phase had no significant influence on educator perceptions with regard to this component of organizational health [Prob(F) = 0.7106].

Organizational health; collegial leadership

Analyses indicated that educators' perceptions with regard to collegial leadership were significantly influenced by the school in which they were teaching [$p < 0,001$, prob(F) < 0.0001], but tutoring phases did not influence educators' perceptions significantly [Prob(F) = 0.0739].

Organizational health; resource influence

Both biographical variables, school and tutoring phase, had a significant influence on educator perceptions [$p < 0,001$, prob(F) < 0.0001; $p < 0,01$, prob(F) = 0.0006].

Organizational health; teacher affiliation

Again both biographical variables, school and tutoring phase, had a significant influence on educator perceptions [$p < 0,001$, prob(F) < 0.0001; $p < 0,001$, prob(F) = 0.0001].

Organizational health; academic emphasis

From Table 33 it can be derived that only the biographical variable, school, had a significant influence on educators' perceptions with regard to academic emphasis [$p < 0,001$, prob(F) < 0.0001] while tutoring phase had no significant influence on their perceptions [Prob(F) = 0.0864].

Organizational health; overall health index

Finally, both biographical variables, school and tutoring phase, had a significant influence on educator perceptions [$p < 0,001$, prob(F) < 0.0001; $p < 0,01$, prob(F) = 0.0003].

To summarize:

The two variables, school and tutoring phase, had a significant influence on the following components: organizational climate – collegial behavior, intimate behavior, teacher openness, total openness; organizational health – resource influence, teacher affiliation and overall health.

The biographical variable, school, had a significant influence on educators' perceptions with regard to the following components: organizational climate – supportive, restrictive, disengaged behavior and principal openness; organizational health – institutional integrity, collegial leadership and academic emphasis.

Only with regard to the organizational climate component – directive behavior, neither school nor tutoring phase had a significant impact on educator perceptions.

4.4.7 The differences in perceptions between primary schools in the Southern Cape on organizational climate (school climate) and organizational health (school health)

By means of Bonferroni's multiple comparison of means test, it was determined which levels of the significant biographical variables identified in the analyses of variance, described in Table 4.32, differed significantly from one another. Organizational school climate and health component means according to the biographical variables, school and tutoring level/phase, are presented in Table 4.33. (Level means for a specific biographical variable in the same cell with different small letters next to them, differ significantly from one another.)

Construct variable	School		Phase	
1. Climate, supportive	B: D: A: E: F: C:	556.3 [a] 518.6 [ab] 509.7 [ab] 495.1 [ab] 486.6 [b] 395.5 [c]	foundation: intermediate: senior: n.a.:	505.7 [a] 498.1 [a] 487.4 [a] 464.6 [a]
2. Climate, directive	F: D: C: A: E: B:	600.4 [a] 589.9 [a] 586.0 [a] 577.2 [a] 568.3 [ab] 503.4 [b]	senior: foundation: intermediate: n.a.:	602.4 [a] 578.1 [a] 557.6 [a] 528.4 [a]
3. Climate, restrictive	A: C: D: E: B: F:	605.75 [a] 557.01 [ab] 551.86 [ab] 519.03 [abc] 487.94 [bc] 427.88 [c]	n.a.: intermediate: foundation: senior:	557.7 [a] 547.1 [a] 557.7 [a] 483.9 [a]

4. Climate, collegial	D: A: B: E: F: C:	655.7 [a] 545.5 [b] 539.5 [bc] 476.4 [cd] 454.9 [d] 440.2 [d]	foundation: intermediate senior n.a.	570.3 [a] 514.5 [ab] 473.0 [b] 389.0 [c]
5. Climate, intimate	D: B: A: F: E: C:	575.1 [a] 545.7 [ab] 542.7 [ab] 465.1 [bc] 435.5 [cd] 376.7 [d]	foundation: senior: n.a.: intermediate:	527.1 [a] 496.4 [a] 471.7 [a] 462.8 [a]
6. Climate, disengaged	F: E: C: A: B: D:	611.1 [a] 608.7 [a] 588.2 [a] 490.3 [b] 466.0 [b] 450.1 [b]	n.a.: senior: intermediate: foundation:	600.8 [a] 571.8 [a] 541.3 [a] 509.8 [a]
7. Climate, principal openness	B: F: E: D: A: C:	521.7 [a] 486.1 [a b] 469.3 [b] 459.0 [bc] 442.3 [bc] 417.5 [c]	foundation: senior: intermediate: n.a.:	475.5 [a] 467.1 [a] 464.5 [a] 459.5 [a]
8. Climate, Teacher openness	D: B: A: F: E: C:	593.6 [a] 539.7 [ab] 532.6 [b] 436.3 [c] 434.4 [c] 409.6 [c]	foundation: intermediate: senior: n.a.:	529.2 [a] 478.7 [a b] 465.9 [a b] 420.0 [b]
9. Climate, total openness dimension	B: D: A: F: E: C:	1061.4 [a] 1052.5 [ab] 974.9 [bc] 922.4 [c] 903.6 [dc] 827.1 [d]	foundation: intermediate: senior: n.a.:	1004.6 [a] 943.1 [a b] 933.0 [a b] 879.5 [b]
10. Health, inst. integrity	C: A: B: D: E: F:	635.7 [a] 582.1 [ab] 572.5 [bc] 550.5 [bc] 521.3 [c] 519.0 [c]	foundation: senior: n.a.: intermediate:	575.9 [a] 552.0 [a] 547.5 [a] 542.0 [a]
11. Health, collegial leadership	B: D: A: F: E: C:	623.6 [a] 623.5 [a] 583.7 [a] 574.7 [a] 551.7 [a] 431.5 [b]	foundation: senior: intermediate: n.a.:	582.1 [a] 579.6 [a] 567.8 [a b] 478.9 [b]
12. Health, resource influence	B: D: A: E: F: C:	551.1 [a] 528.7 [a] 502.3 [a] 501.8 [a] 405.1 [b] 320.5 [c]	foundation: intermediate: senior: n.a.:	518.8 [a] 458.8 [a] 458.6 [a] 361.7 [b]

13. Health, teacher affiliation	D: A: B: F: E: C:	677.9 [a] 588.3 [b] 586.5 [b] 530.9 [bc] 496.0 [c] 487.7 [c]	 foundation: senior: intermediate: n.a.:	 615.1 [a] 560.3 [a] 532.1 [a b] 447.3 [b]
14. Health, academic emphasis	D: F: B: A: E: C:	427.9 [a] 397.8 [a] 298.0 [b] 248.9 [bc] 235.2 [bc] 204.1 [c]	 foundation: n.a.: senior: intermediate:	 334.6 [a] 317.0 [a] 303.7 [a] 288.8 [a]
15. Health, health-index	D: B: A: F: E: C:	561.7 [a] 526.3 [ab] 501.1 [bc] 485.5 [bc] 461.2 [dc] 415.9 [d]	 foundation: senior: intermediate: n.a.:	 525.3 [a] 490.8 [a] 477.9 [a b] 430.5 [b]
Bonferroni multiple comparison of means: means in the same cell with different letters next to them, differ significantly from one another.				

Table 4.33 Bonferroni Multiple Comparison of Means Test

Each organizational school climate and health component will be briefly discussed with reference to significant differences between the six schools (A, B, C, D, E and F), as well as tutoring phases (foundation, intermediate, senior and not applicable - principal and or non-teaching positions).

Organizational climate: supportive behaviour

Perceptions of educators in the different schools varied significantly. School A, D and E differed significantly from one other school (school C) with regard to educators' perceptions on supportive behaviour. School B, however, differed significantly from school C and F, while school C differed significantly from school F. The average perceptions of schools A, B, D, E and F also differed significantly from school C and were therefore indicative of a more open (positive) climate. With regard to principal supportive behaviour, no significant difference between educators' perceptions in the different tutoring phases was indicated.

With regard to research hypothesis 2, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *supportive behavior.*

Organizational climate; directive behaviour

Only school B differed significantly from school A, C, D and F with regard to directive behaviour. From Table 4.33 it can be derived that the average perceptions of school A, C, D and F on principal directive behaviour, were high and therefore indicative of a more closed climate. With regard to principal directive behaviour, no significant difference between educators' perceptions in the different tutoring phases was indicated.

With regard to research hypothesis 3, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *directive behavior.*

Organizational climate; restrictive behaviour

School C and D differed significantly from school F, while school B differed significantly from school A, with regard to principal restrictive behaviour. School B, C, D and E differed from each other, but not significantly. The average perceptions of school A, C and D also differ significantly from school F and are therefore indicative of a more closed (negative) climate. School F then reflected the least restrictive principal behaviour, while school A reflected the most restrictive principal behaviour. With regard to principal restrictive behaviour, no significant difference between educators' perceptions in the different tutoring phases was indicated.

With regard to research hypothesis 4, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *restrictive behavior.*

Organizational climate; collegial behaviour

School D differed significantly from school A, B, C, E and F. School A differed significantly from school C, D, E and F. School B differed significantly from school C, D and F with regard to collegial behavior. The average perceptions of school A differed significantly from school C, E and F and are indicative of a

more open (positive) climate. School D thus reflected the most open collegial behavior, while school C reflected the least open collegial behavior amongst educators.

The perceptions of intermediate phase educators differed significantly from those of principals and/or people in non-teaching positions, while the perceptions of foundation phase educators differed significantly from both senior phase educators and principals and/or people in non-teaching positions. The average perceptions of foundation phase educators were indicative of more positive perceptions, than those of the senior phase educators and/or people in non-teaching positions.

With regard to research hypothesis 5, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *collegial behavior.*

Organizational climate; intimate behaviour

With regard to intimate behaviour, school D differed significantly from school C, E and F; school A and B differed significantly from school C and E; school F differed significantly from school C and D, and school E differed significantly from school A, B and D. The average perceptions of the educators of school D differed significantly from school C and E and were therefore indicative of a more open (positive) climate, while the latter schools reflected more closed climates. No significant difference between educators' perceptions in the different tutoring phases was indicated.

With regard to research hypothesis 6, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *intimate behavior.*

Organizational climate; disengaged behaviour

School C, E and F differed significantly from school A, B and D with regard to disengaged behaviour, with the first three schools (C, E and F) reflecting higher levels of disengagement, while the latter three schools (A, B and D), reflecting lower levels of disengagement. With regard to disengaged behaviour, no significant difference between educators' perceptions in the different tutoring phases was indicated.

With regard to research hypothesis 7, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *disengaged behavior.*

Organizational climate; principal openness

School B differed significantly from school A, C, D and E; school F differed significantly from school C; school A and D differed significantly from school B; and school E differed significantly from school B and C. The average perceptions of school B on principal openness were significantly higher than school C, and therefore indicative of a more open climate. No significant difference with regard to principal openness was indicated between educators' perceptions in the different tutoring phases.

With regard to research hypothesis 8, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *principal openness.*

Organizational climate; teacher openness

School D differed significantly from school A, C, E and F; school B differed significantly from school C, E and F with regard to teacher openness. The average perceptions of school A, B and D on teacher openness were significantly higher than those of school C, E and F and therefore indicative of a more open climate with reference to teacher-teacher relations.

From Table 4.33 it can be derived that educators in the foundation phase differed significantly from the principal and/or people in non-teaching positions with regard to their perceptions of teacher openness.

With regard to research hypothesis 9, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *teacher openness.*

Organizational climate; total openness

School B differed significantly from school A, C, E and F; school D differed significantly from school C, E and F; school C differed significantly from school A, B, D and F; and school E differed significantly from school D and B. The average perceptions of school B and D were significantly higher than those of school C and E, therefore school B and D could be viewed as reflective of a more open climate, while the latter were reflective of a more closed climate.
Again, educators in the foundation phase differed significantly from the principal and/or people in non-teaching positions with regard to their perceptions of total openness.

With regard to research hypothesis 10, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *total openness.*

Organizational health; institutional integrity

It is indicated in Table 4.33 that school C differed significantly from school B, D, E and F; school A differed significantly from school E and F; while school E and F differed significantly from school A and C. The educators of school C perceived institutional integrity as significantly higher than school E and F, and their schools were therefore more reflective of a healthy profile with reference to institutional integrity. No significant difference between educators' perceptions in the different tutoring phases was indicated.

With regard to research hypothesis 11, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *institutional integrity.*

Organizational health; collegial leadership

From Table 4.33 it can be derived that school C differed significantly from school A, B, D, E and F with regard to educators' perceptions of collegial leadership. School A, B, D, E and F did not differ significantly from one another with regard to collegial leadership. School C' s average perceptions were significantly lower than the other schools, and therefore indicative of a less healthy organizational dimension.

It was also indicated that both foundation and senior phase educators differed significantly from the principals and/or people in non-teaching positions with regard to collegial leadership.

With regard to research hypothesis 12, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *collegial leadership.*

Organizational health; resource influence

With reference to resource influence, school C differed significantly from school A, B, D E and F. School F differed significantly from school A, B, C, D and E. School A, B, D and E did not differ significantly from each other with reference to resource influence. The average perceptions of both school C and F differed significantly from the other schools and therefore educators' perceptions of 'resource influence' were indicated as a less healthy dimension for these two schools.

It was also indicated that foundation, intermediate and senior phase educators differed significantly from the principals and/or people in non-teaching positions in their perceptions of resource influence.

With regard to research hypothesis 13, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *resource influence.*

Organizational health; teacher affiliation

School D differed significantly from school A, B, C, E and F, while school A and B differed significantly from school C, D and E. School F differed significantly from school D with regard to educators' perceptions on teacher affiliation, while school C and E differed significantly from school A, B and D.

Both foundation and senior phase educators differed significantly from principals and/or people in non-teaching positions with regard to their perceptions of teacher affiliation.

With regard to research hypothesis 14, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *teacher affiliation.*

Organizational health; academic emphasis

School D and F differed significantly from school A, B, C and E; school B differed significantly from school C, D and F; school C differed significantly from school B, D and F; and school A and E differed significantly from schools D and F with regard to educators' perceptions of academic emphasis. The average perceptions of schools D and F were significantly higher than other schools and therefore indicative of a more healthy or positive view with regard to academic emphasis, whereas schools A, B, C and E held a more unhealthy view on academic emphasis.

No significant difference with regard to educators' perceptions in the different tutoring phases was detected.

With regard to research hypothesis 15, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive *academic emphasis.*

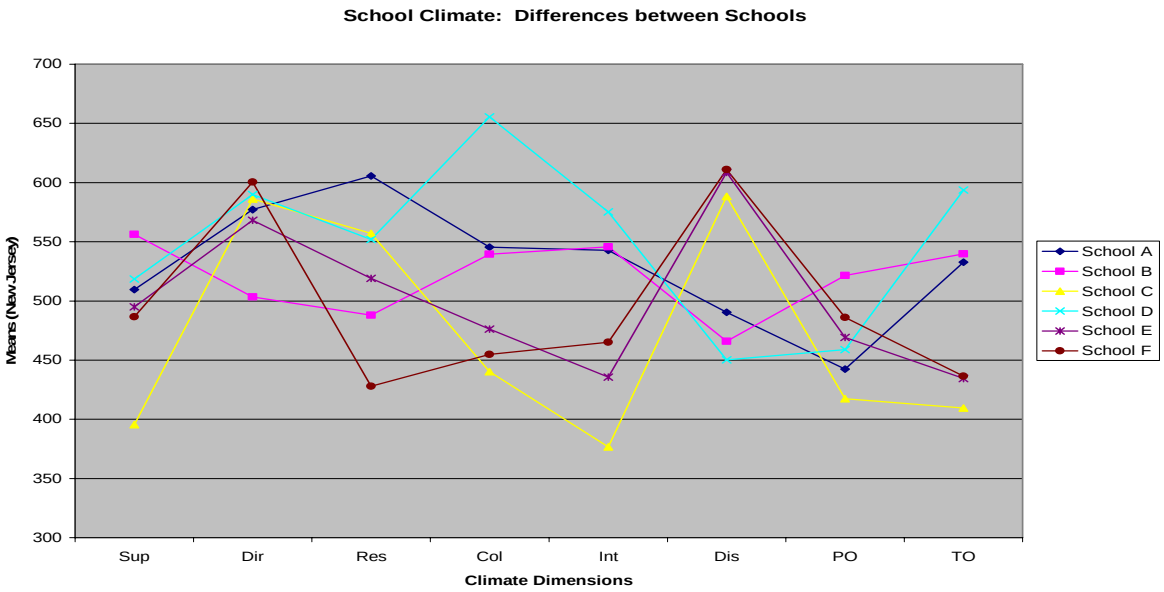
Organizational health; overall health index

From Table 4.33 it can be derived that school D differed significantly from school A, C, E and F; school B differed significantly form school C and E with regard to educators' perceptions on overall health in their schools, while school A and F differed significantly from school C and D. School D's average perceptions were significantly higher than other schools and therefore indicative of a more positive overall health profile.

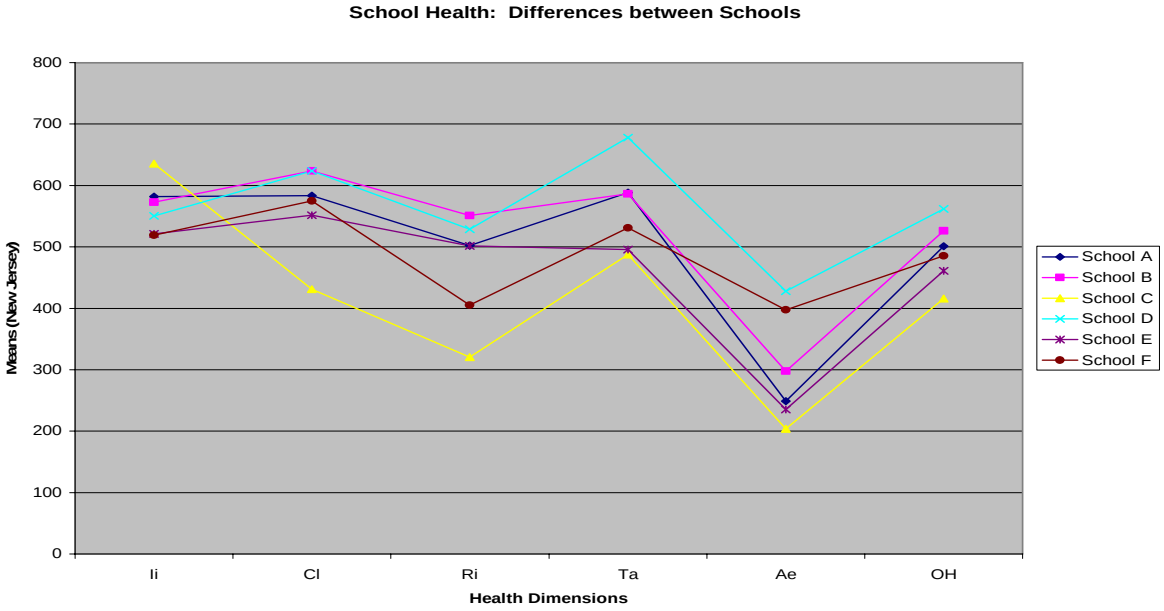
Both foundation and senior phase educators' perceptions differed significantly from principals and/or people in non-teaching positions with regard to this health dimension.

With regard to research hypothesis 16, the null hypothesis should thus be rejected and the alternative one be accepted, which states that there is a difference between primary schools in the Southern Cape on how educators perceive overall health index.

The differences between the schools, with regard to educators' perceptions of both school climate and organizational health, are illustrated in Graph 4.15 and 4.16:



Graph 4.15 School Climate: Differences between Schools



Graph 4.16 School Health: Differences between Schools

To summarize:

A significant difference was found between primary schools in the Southern Cape on how educators perceived the different organizational climate and health components. Differences between educators of the different tutoring phases were found only with regard to certain climate components (collegial, teacher openness and total openness) and certain health components (collegial leadership, resource influence, teacher affiliation and overall health).

4.5 SUMMARY

In this chapter the results of the study were discussed in detail. The focus of the discussion was on the perceptions of primary school educators in the Southern Cape on organizational climate, as well as in specific schools; organizational health, also in specific schools; the relationship between school climate and school health; and the differences in educator perceptions between primary schools in the Southern Cape on school climate and school health.

In the final chapter the findings will be summarized and recommendations will be made to improve teacher perceptions of school climate.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

"Moving forward requires some sign posts along the way and measuring climate must be one of the beacons of educational reform." (Freiberg 1999:1)

5.1 INTRODUCTION

In the previous chapter an analysis, discussion and interpretation of the data collected, were presented.

In the last chapter, attention will be given to the final aim of the study, namely to summarize the findings of the study and to suggest recommendations to improve teacher perceptions of school climate in the six schools, as well as in other schools.

From the background information, it is clear that the people in a school are the single most important asset which determines the general atmosphere in the school, as well as the success with which the school realizes its goals and survives in a changing environment. The climate of a school can foster resilience or become a risk factor in the lives of people who work and learn in a place called school (Freiberg & Stein 1999:11).

It is also clear that educators' perceptions of school climate and organizational health can be aspects which could impact negatively on school improvement interventions, as well as educators' job satisfaction, productivity, motivation and well being in general.

The growing interest in creating healthy and effective learning environments, not only for learners, but more specifically for educators, makes it worthwhile to focus on schools' climate and health, in an attempt to identify certain aspects contributing to closed and/or unhealthy profiles.

It was then the aim of this study to make a study of the relevant literature to clarify the concept of school climate and other related concepts, to study

research projects in this regard and to identify important theories and perspectives. It was also the aim of this study to conduct empirical research concerning the perceptions of school climate of teachers of primary schools in the Southern Cape and to make recommendations on improvement of teachers' perceptions of school climate.

Organizational climate and organizational health were used as frameworks by means of which the perceptions of educators, with regard to school climate of primary schools in the Southern Cape, were described.

The aims of the study have definitely been achieved by the presentation of a thorough literature study, the empirical research which has been conducted and the analysis of the results of the study.

On the basis of all the above, the following conclusions are drawn and recommendations are made.

5.2 CONCLUSIONS

5.2.1 Conclusions from the literature review

To achieve success in a school organization and to ensure the well being of the individuals involved, both formal and informal groups are important (Newell 1978:117). The informal organization and by implication, a positive school climate, could lead to a stronger staff moral and work satisfaction should the objectives and the expectations of the informal groups, be in line with the objectives and requirements of the formal organization (De Wet 1980:125).

Organizational (school) climate and organizational health are different frameworks for examining school climate.

The concept 'school climate' is referred to as the unique personality or atmosphere of a school as perceived by the important role players in the school. A school's climate can be affected by a variety of factors, amongst others the management style of the principal, principal-teacher, as well as teacher-teacher relationships. The school climate has a significant influence

on the attitudes, behavior, motivation, productivity and job satisfaction of the teachers. Various types of school climate are mentioned, ranging from closed to open climates.

'Organizational health' refers to the manner in which the members of the organization (school) manage to optimally utilize the resources at their disposal within their working environment.

The organizational climate of schools, and more specifically, teacher and principal behaviors, had been investigated in the past quite often by a variety of researchers and by means of different perspectives. Climate and health profiles of schools proved that good interpersonal relations contribute to the general well being, quality of life, happiness and satisfaction and educators. Open and/or healthy schools house loyal, trusting, motivated, satisfied, confident and effective educators.

A strong correlation between healthy and open schools on the one hand, and unhealthy and closed schools on the other hand was found by many researchers.

Research with regard to school climate, organizational climate and organizational health is rich in both history and findings.

5.2.2 Conclusions from the empirical investigation

5.2.2.1 The perceptions of primary school educators in the Southern Cape on organizational climate

The general perceptions of primary school educators in the Southern Cape on: *principal supportive behavior* were *average,* indicating that educators in general perceived their principals as average on giving genuine and frequent praise, respect for professional competence and personal needs, listening to them and openness to their suggestions;

principal directive behavior were indicated as *high* and therefore indicative of autocratic, rigid, close and constant control over educators and school activities;

principal restrictive behavior were *slightly above average*, which could be indicative of the assignment of some meaningless routines and burdensome duties to educators, which could result in interference with their teaching responsibilities.

The general perceptions of primary school educators in the Southern Cape on:

teacher collegial behavior were *average*, indicating that they were average on pride of their school and working with their colleagues. Interactions with colleagues were average on enthusiasm, acceptance and mutual respect of their professional competence;

teacher intimate behavior were indicated as *average*, where educators in general perceived their colleagues as *average* on friendliness, closeness and supportiveness. This could be interpreted as if educators did not know each other that well, are not that close personal friends, did not socialize together that regularly and did not provide such strong support to each other; and

teacher disengaged behavior were *above average*, therefore it could be postulated that primary school educators in the Southern Cape, to some degree, experienced a lack of meaning and focus to professional activities. They were simply putting in time and were not positively engaged in productive group efforts or team building; they might not always share common goals. Their behavior was possibly often negative and critical of their colleagues and the school.

The perceptions of educators in primary schools in the Southern Cape on:

openness in principal behavior were below average. These perceptions are then indicative of principals being average on openness and concern about

educators (supportiveness), little to no freedom given to and encouragement for educators to experiment and act independently (high directiveness); and a rather close monitoring of and constant control over educators and school activities (slightly above average restrictiveness); and

openness in educator behavior were *average*. This indicates that educators perceived their interactions with their colleagues and work as above average with regard to tolerance and meaningfulness (disengagement); average on friendliness, closeness and supportiveness (intimacy); and relations which were average with regard to enthusiasm, acceptance and mutual respect (collegial relations).

It can be derived form this study that primary school educators in the Southern Cape perceived their relations with their principals as more closed, while educator-educator relations were being perceived as more open of nature. Educators' level of disengagement is an area of concern and has amongst others implications with regard to educators' job satisfaction, motivation and experience of quality of work life.

The typical climate prototype for schools, which participated in this study, is an *engaged school climate.*

An *engaged climate* can be marked on the one hand, by ineffective attempts by the principal to control, and on the other hand, by high professional performance of the teachers.

5.2.2.2 The perceptions of primary school educators in school A, B, C, D, E and F in the Southern Cape on organizational climate

School A

The perceptions of the educators of School A on:

principal supportive behaviour were *average;*
p*rincipal directive behaviour* were *high;*
restrictive behaviour were very high;.

collegial behaviour were above average;
intimate behaviour were above average; and
disengaged behaviour were *average*.

The perceptions of educators of School A on:
openness in principal behaviour were *low; and*
openness in educator behaviour were *above average*.

School A reflected an *engaged climate*.

School B
The perceptions of the educators of School B on:

principal supportive behaviour were *high;*
p*rincipal directive behaviour* were *average;*
restrictive behaviour were slightly below average;.
collegial behaviour were above average;
intimate behaviour were *above average*; and
disengaged behaviour were below *average*.

The perceptions of educators of School B on:

openness in principal behaviour were *slightly above average*; *and*
openness in educator behaviour were *above average*.

School B reflected an *open climate*.

School C
The perceptions of the educators of School C on:

principal supportive behaviour were *very low;*
p*rincipal directive behaviour* were *high;*
restrictive behaviour were high;.
collegial behaviour were low;
intimate behaviour were *very low*; and

disengaged behaviour were *high*.

The perceptions of educators of School C on:

openness in principal behaviour were *low; and*
openness in educator behaviour were *low*.
School C reflected a *closed climate*.

School D
The perceptions of the educators of School D on:

principal supportive behaviour were *slightly above average;*
p*rincipal directive behaviour* were *high;*
restrictive behaviour were high;.
collegial behaviour were very high;
intimate behaviour were *high*; and
disengaged behaviour were *below average*.

The perceptions of educators of School D on:

openness in principal behaviour were *below average*; *and*
openness in educator behaviour were *high*.

School D reflected an *engaged climate*.

School E
The perceptions of the educators of School E on:

principal supportive behaviour were *average;*
p*rincipal directive behaviour* were *high;*
restrictive behaviour were slightly above average;.
collegial behaviour were slightly below average;
intimate behaviour were *low*; and
disengaged behaviour were *high*.

The perceptions of educators of School E on:

openness in principal behaviour were *below average;* and
openness in educator behaviour were *low*.

School E reflected a *closed climate*.

School F
The perceptions of the educators of School F on:

principal supportive behaviour were *slightly below average;*
p*rincipal directive behaviour* were *high;*
restrictive behaviour were low;.
collegial behaviour were below average;
intimate behaviour were *below* average; and
disengaged behaviour were *very high*.

The perceptions of educators of School F on:

openness in principal behaviour were *slightly below average;* and
openness in educator behaviour were *low.*

School F reflected a *closed climate*.

To summarize: three schools reflected a *closed climate*, two an *engaged climate* and one an *open climate*.

5.2.2.3 The perceptions of primary school educators in the Southern Cape on organizational health

The general perceptions of primary school educators in the Southern Cape on:

institutional integrity were *high,* indicating that educators were protected from unreasonable community, parental demands and schools were able to cope successfully with destructive outside forces;

c*ollegial leadership* were indicated as *high*, thus principals were perceived as supportive and open, leaders who set the tone for high performance and communicate expectations;

r*esource influence* were indicated as *slightly below average,* thus reflecting principals' inability, to some extend, to affect the action of superiors to the benefit of educators, as well as some difficulty to be supplied with adequate classroom supplies and instructional material;

teacher affiliation were regarded as *high*, and thus indicating a sense of friendliness and strong affiliation to the school. Educators were committed to both their students and their colleagues; and

academic emphasis were indicated as *very low.* Educators in general, perceived the learners as academically unworthy – they do not work hard, do not do their homework, are difficult to work with in class, and are not serious about learning.

The *Overall Health Index* of primary schools in the Southern Cape reflected that the schools participating in this study, were *average* on their health profiles. Institutional integrity, collegial leadership, as well as teacher affiliation were indicated as 'healthy' dimensions, while resource influence and academic emphasis were indicated as 'unhealthy' dimensions.

5.2.2.4 The perceptions of primary school educators in school A, B, C, D, E and F in the Southern Cape on organizational health

School A

The perceptions of the educators of School A on:

institutional integrity were *high;*
collegial leadership were *high;*
teacher affiliation were high;.
resource influence were average; and
academic emphasis were *very low*.

The *overall health profile* of school A was *average*.

School B
The perceptions of the educators of School B on:

institutional integrity were *high;*
collegial leadership were *very high;*
teacher affiliation were *high;.*
resource influence were *high; and*
academic emphasis were *very low*.

The *overall health profile* of school B was *above average*.

School C
The perceptions of the educators of School C on:

institutional integrity were *very high;*
collegial leadership were *low;*
teacher affiliation were slightly below average;.
resource influence were very low; and
academic emphasis were *very low*.

The *overall health profile* of school C was *low*.

School D
The perceptions of the educators of School D on:

institutional integrity were *above average;*
collegial leadership were *very high;*
teacher affiliation were very high;.
resource influence were above average; and
academic emphasis were *low*.

The *overall health profile* of school D was *high*.

School E
The perceptions of the educators of School E on:

institutional integrity were *slightly above average;*
collegial leadership were *high;*
teacher affiliation were average;.
resource influence were average; and
academic emphasis were *very low*.

The *overall health profile* of school E was *below average*.

School F
The perceptions of the educators of School F on:

institutional integrity were *slightly above average;*
collegial leadership were *high;*
teacher affiliation were above average;.
resource influence were low; and
academic emphasis were *very low*.

The *overall health profile* of school F was *slightly below average*.

To summarize: The overall health profiles of the six schools varied on the continuum from high on health to low on health. More schools reflected an average to low profile than an average to high health profile.

5.2.2.5 The relationship between educators' perceptions of organizational climate (school climate) and organizational health (school health) in primary schools in the Southern Cape

A strong relationship was found between primary school educators in the Southern Cape with regard to their perceptions of organizational climate and organizational health was found.

5.2.2.6 The probable effect of the biographical variables, school and tutoring phase, on educators' perceptions of organizational climate (school climate) and organizational health (school health)

The biographical variable, school, had a significant influence on most components of both organizational climate and organizational health indexes, with the exception of *directive behaviour.*

The biographical variable, tutoring phase, had a significant influence on some of the components of the organizational climate, as well as organizational health indexes.

5.2.2.7 The differences in perceptions between primary schools in the Southern Cape on organizational climate (school climate) and organizational health (school health)

A difference between primary schools In the Southern Cape was found on educators' perceptions of all the different dimensions of both organizational climate and health.

Organizational climate:

There was a difference between primary schools in the Southern Cape on how educators perceived *supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, disengaged behavior, principal openness, teacher openness, as well as total openness.*

Organizational health:

There was a difference between primary schools in the Southern Cape on how educators perceived *institutional integrity, collegial leadership, resource influence, teacher affiliation, academic emphasis,* as well as the *overall health index.*

5.2.3 Conclusions from literature study and empirical investigation

A wide range of research with regard to school climate, organizational climate and organizational health was found. From the multiplicity of approaches, organizational (school) climate and organizational health were identified by the researcher to examine school climate in primary schools in the Southern Cape.

Climate and health profiles of schools proved that good interpersonal relations contribute to the general well being, quality of life, happiness and satisfaction and educators. Open and/or healthy schools house loyal, trusting, motivated, satisfied, confident and effective educators. A strong correlation between healthy and open schools on the one hand, and unhealthy and closed schools on the other hand was found by many researchers.

It was found by this study that primary school educators in the Southern Cape perceived their relations with their principals as more closed, while educator-educator relations were being perceived as more open of nature.

Educators' level of disengagement is an area of concern and has amongst others implications with regard to educators' job satisfaction, motivation and experience of quality of work life.

It can be derived from this study that the typical climate prototype for primary schools in the Southern Cape, is an *engaged school climate,* which can be marked by ineffective attempts by the principal to control, and high professional performance of the teachers.

With regard to the overall organizational health of primary schools in the Southern Cape, *average* health profiles were found. Institutional integrity, collegial leadership, as well as teacher affiliation were indicated as 'healthy' dimensions, while resource influence and academic emphasis were indicated as 'unhealthy' dimensions.

As proved by many studies, a strong relationship was found between the perceptions of primary school educators in the Southern Cape with regard to organizational climate and organizational health.

With regard to the research questions on differences between schools, a difference between primary schools in the Southern Cape was found on educators' perceptions of all the different dimensions of both organizational climate and health.

5.3 RECOMMENDATIONS

Recommendations for the development of open school climates, with specific focus on principal openness and teacher disengagement:

- To create an awareness among principals and school management teams of educator perceptions of principal supportive, directive and restrictive behaviour.
- To create an awareness among principals and school management teams of the effect of principal closeness on educator well being, quality of life and motivation.
- To share the results of this research study with individual schools and to develop intervention strategies.
- Leadership training for principals and school management teams.
- Staff development programs in which educators receive the opportunity to develop his/her knowledge, attitudes and skills.
- Creation of opportunities for educators to implement their acquired knowledge, attitudes and skills.
- School development programs in which staff development / team building is a priority. (Attention to the ability of the staff to solve problems, the role of the individual in the organization, the way in which the organization is influenced by the role of the individual, and the actions of the group in relation to their environment.)

The following recommendations for the development of healthy schools, with specific focus on resource influence:

- Improved communication / open relationship and trust between principals (schools) and Educational Management and Development Centre (EMDC).
- The implementation of a Human Resource Development strategy for the South Cape / Karoo EMDC to oversee educator wellness.
- The provision of adequate classroom supplies and access to instructional material and supplies.

The following recommendations for the development of healthy schools, with

specific focus on academic emphasis:

- Lack of motivation among learners should be investigated.
- School projects on the improvement of learner achievement (mastery) and motivation should be developed.
- Educator training on the impact of educator expectations on learner achievement.

5.4 LIMITATIONS OF THE STUDY

The two instruments which were used for this study, namely the OCDQ-RE and OHI-E, lend themselves more to the identification of the organizational climate and organizational health of individual schools, rather than to be used for a number of schools. Profiles, created for individual schools, therefore can be regarded as more specific than a profile being created from the responses of a number of educators from a number of different schools. Conclusions with regard to the general perceptions of educators from a number of schools, on the different dimensions (organizational climate and health) should be interpreted with care.

It should also be taken into account that the climate and health types, as described by Hoy and Miskel (1987:233), are an attempt to categorize principal and teacher behavior and health dimensions. It should be noted that each school or group of schools, can vary from dimension to dimension, as well as climate/health type to climate/health type.

5.5 SUMMARY

Open school climates and healthy school environments are important for the well being, quality of life and motivation of educators. Instruments like the OCDQ-RE and OHI-E can be used as tools for measuring, improving and sustaining healthy learning environments.

Any one factor will not in itself determine a school's climate and its influence on the teaching and learning of educators and learners, however it is the

interaction of school and classroom climate factors that create a fabric of support that enable members of the school community to teach and learn at their optimum levels. While climate is mostly an affective of feeling element of learning, it has clear implications for achievement and academic well being (Freiberg 1999:209).

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R	S	V1	V2	V3	V4	V5	V6	Q1-1	Q1-2	Q1-3	Q1-4	Q1-5	Q1-6	Q1-7	Q1-8	Q1-9	Q1-10
1	A	1	1	1	2	2	2	2	2	1	2	2	3	2	1	3	4
2	A	1	2	2	1	4	3	4	3	1	4	3	3	3	1	3	4
3	A	1	2	2	3	4	4	3	2	1	2	2	4	2	2	3	4
4	A	1	1	1	3	4	4	2	4	1	4	1	4	4	1	4	4
5	A	1	1	2	2	4	4	4	3	1	2	1	1	1	3	1	3
6	A	1	2	2	1	4	1	3	4	2	2	2	1	1	2	4	4
7	A	1	2	2	1	4	4	4	3	4	3	1	2	2	1	4	4
8	A	1	2	2	1	4	2	3	3	1	4	1	2	2	1	3	3
9	A	1	1	1	3	4	4	3	3	1	4	2	4	1	2	2	4
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12	A	2	2	1	1	4	3	4	3	3	3	2	2	1	1	2	4
13	A	1	2	2	2	4	2	2	2	1	2	2	3	1	1	2	4
14	A	1	2	2	1	4	4	3	4	1	2	1	4	1	2	2	3
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16	A	1	2	2	3	4	4	4	3	1	3	2	3	1	1	2	4
17	A	1	2	2	1	4	4	4	3	4	3	1	3	1	1	4	4
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61	C	1	1	2	2	4	4	3	2	1	2	2	2	2	2	2	1

R	S	V1	V2	V3	V4	V5	V6	Q1-1	Q1-2	Q1-3	Q1-4	Q1-5	Q1-6	Q1-7	Q1-8	Q1-9	Q1-10
62	C	1	2	2	1	4	4	3	2	4	4	2	2	2	2	3	2
63	C	1	2	2	1	4	4	4	2	1	4	3	1	1	2	2	2
64	C	1	2	1	1	4	4	1	2	2	3	2	1	1	1	2	2
65	C	1	1	1	2	4	4	2	1	2	3	4	1	2	4	1	1
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R	S	V1	V2	V3	V4	V5	V6	Q1-1	Q1-2	Q1-3	Q1-4	Q1-5	Q1-6	Q1-7	Q1-8	Q1-9	Q1-10
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Q2-18	Q2-19	Q2-20	Q2-21	Q2-22	Q2-23	Q2-24	Q2-25	Q2-26	Q2-27	Q2-28	Q2-29	Q2-30	Q2-31	Q2-32	Q2-33	Q2-34
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OCDQ-RE
THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE FOR ELEMENTARY SCHOOLS

Directions: the following are statements about your school.
Please indicate the extent to which each statement characterize your school by circling the appropriate response.

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

No.		***RO***	***SO***	***O***	***VFO***
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 accept 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) acitivities	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

OHI-E
THE ORGANIZATIONAL HEALTH INVENTORY FOR ELEMENTARY SCHOOLS

Directions: the following are statements about your school.
Please indicate the extent to which each statement characterize your school by circling the appropriate response.

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

No.		***RO***	***SO***	***O***	***VFO***
1	The principal explores all sides of topics and admits that other opinions exist	RO	SO	O	VFO
2	The principal gets what he / 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/her superiors	RO	SO	O	VFO
10	The principal treats all faculty members as his/her equal	RO	SO	O	VFO
11	The principal goes out of his/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	VFO
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 whim of the public	RO	SO	O	VFO
30	A few 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

APPENDIX C

The Items that Compose the Six Subtests of the OCDQ-RE

Principal's Behavior

Supportive behavior items	*Questionnaire #*
1. The principal goes out of his/her way to help teachers.	(4)
2. The principal uses constructive criticism.	(9)
3. The principal explains his/her reasons for criticism to teachers.	(15)
4. The principal looks out for the personal welfare of teachers.	(22)
5. The principal compliments teachers.	(28)
6. The principal listens to and accepts teachers' suggestions.	(16)
7. The principal treats teachers as equals.	(23)
8. The principal is easy to understand.	(29)
9. The principal goes out of his/her way to show appreciation to teachers.	(42)

Directive Behavior Items

1. The principal rules with an iron fist.	(5)
2. The principal checks the sign-in sheet every morning.	(10)
3. The principal schedules the work for the teachers.	(17)
4. The principal corrects teachers' mistakes.	(24)
5. The principal closely checks classroom (teacher) activities.	(30)
6. The principal checks lesson plans.	(35)
7. The principal is autocratic.	(39)
8. The principal monitors everything teachers do.	(41)
9. The principal supervises teachers closely.	(34)

Restrictive Behavior items

1.	Routine duties interfere with the job of teaching.	(11)
2.	Teachers have too many committee requirements.	(18)
3.	Administrative paperwork is burdensome at this school.	(25)
4.	Clerical work reduces teachers' paperwork.	(31) *
5.	Teachers are burdened with busywork.	(36)

Teachers' Behavior

Collegial Behavior Items

1.	The teachers accomplish their work with vim, vigor and pleasure.	(1)
2.	Teachers leave school immediately after school is over.	(6) *
3.	Most of the teachers here accept the faults of their colleagues.	(12)
4.	Teachers help and support each other.	(19)
5.	Teachers are proud of their school.	(26)
6.	New teachers are readily accepted by their colleagues.	(32)
7.	Teachers socialize together in small, select groups.	(37)*
8.	Teachers respect the professional competence of their colleagues.	(40)

Intimate Behavior items

1.	Teachers' closest friends are other faculty members at this school.	(2)
2.	Teachers invite faculty members to visit them at home.	(7)
3.	Teachers know the family background of other faculty members.	(13)
4.	Teachers have fun socializing together during school time.	(20)
5.	Teachers have parties for each other.	(27)
6.	Teachers socialize with each other on a regular basis.	(33)
7.	Teachers provide strong social support for colleagues.	(38)

Disengaged Behavior items

1. Faculty meetings are useless. (3)
2. There is a minority group of teachers who always oppose the majority. (8)
3. Teachers exert group pressure on non-conforming members. (14)
4. Teachers ramble when they talk at faculty meetings. (21)

- Score is reversed

The Items that Compose the Five Subtests of the OHI-E

Institutional Level

Institutional Integrity items	*Questionnaire #*
1. The school is vulnerable to outside pressures. *	(8)
2. Teachers feel pressure form the community. *	(19)
3. A few vocal parents can change school policy. *	(30)
4. The school is open to the whims of the public. *	(29)
5. Community demands are accepted even when they are not consistent with the educational program. *	(14)
6. Select citizens groups are influential with the board. *	(25)

Managerial Level

Collegial Leadership

1. The principal treats faculty as his or her equal.	(10)
2. The principal explores all sides of topics and admits that other opinions exist.	(1)
3. The principal goes out of his/her way to show appreciation to teachers.	(11)
4. The principal is friendly and approachable.	(34)
5. The principal accepts questions without appearing to snub or quash the teacher.	(4)
6. The principal looks out for the personal welfare of faculty members.	(26)
7. The principal discusses classroom issues with teachers.	(3)
8. The principal conducts meaningful evaluations.	(17)
9. The principal lets faculty know what is expected of them.	(15)
10. The principal maintains definite standards of performance.	(21)

Resource Influence

1.	Extra materials are available if requested.	(5)
2.	Supplementary materials are available for classroom use.	(22)
3.	Teachers receive necessary classroom supplies.	(16)
4.	The principal gets what he or she asks for from superiors.	(2)
5.	Teachers are provided with adequate materials for their classrooms.	(12)
6.	The principal is able to influence the actions of his/her superiors.	(9)
7.	The principal's recommendations are given serious consideration by his or her superiors.	(20)

Technical Level

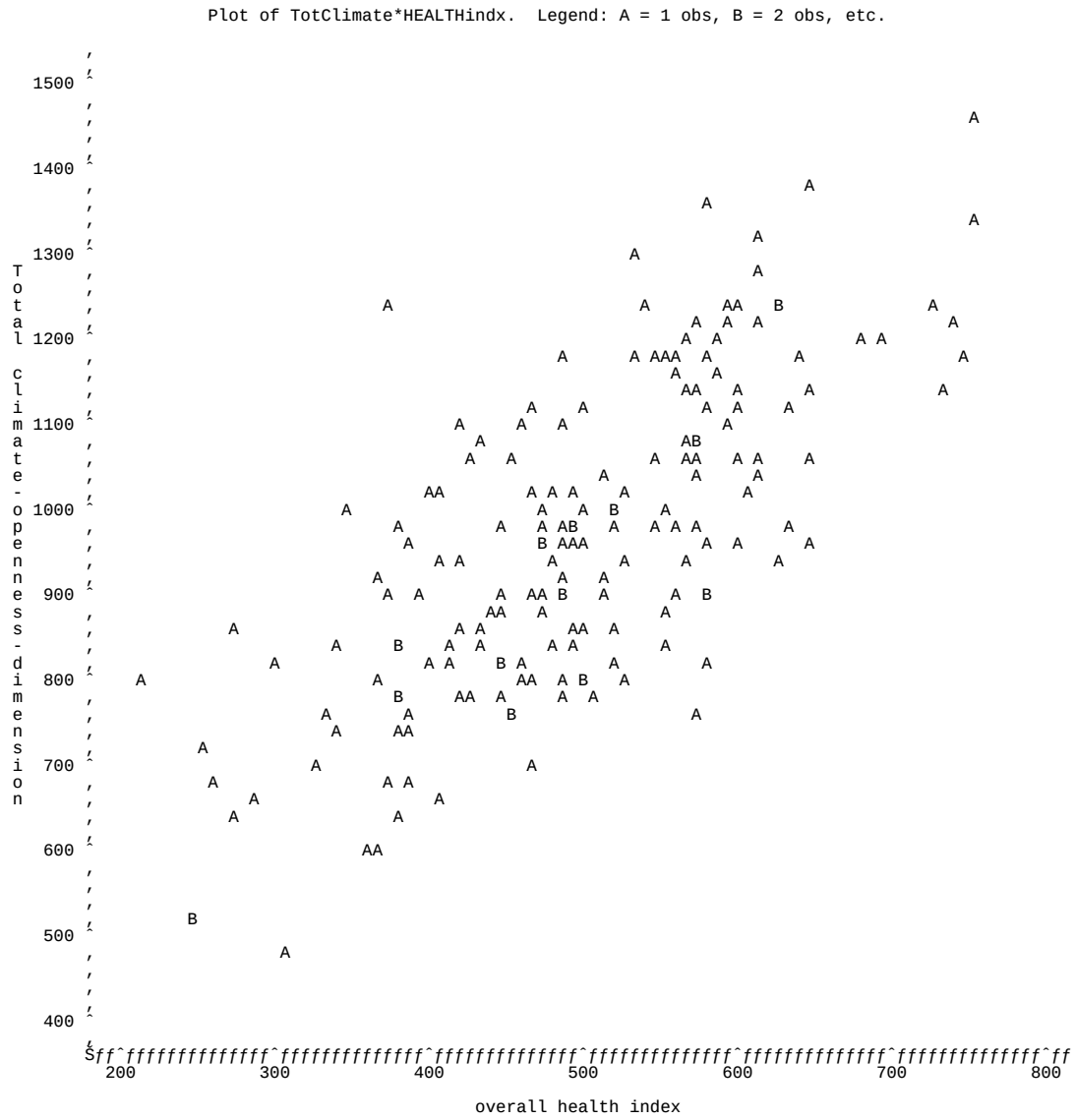
Teacher Affiliation items

1.	Teachers exhibit friendliness to each other.	(23)
2.	Teachers express pride in this school.	(27)
3.	Teachers in this school like each other.	(13)
4.	Teachers are indifferent to each other. *	(37)
5.	Teachers accomplish their jobs with enthusiasm.	(32)
6.	Teachers identify with the school.	(28)
7.	Teachers show commitment to their students.	(36)
8.	There is a feeling of trust and confidence among the staff.	(35)
9.	The learning environment is orderly and serious.	(33)

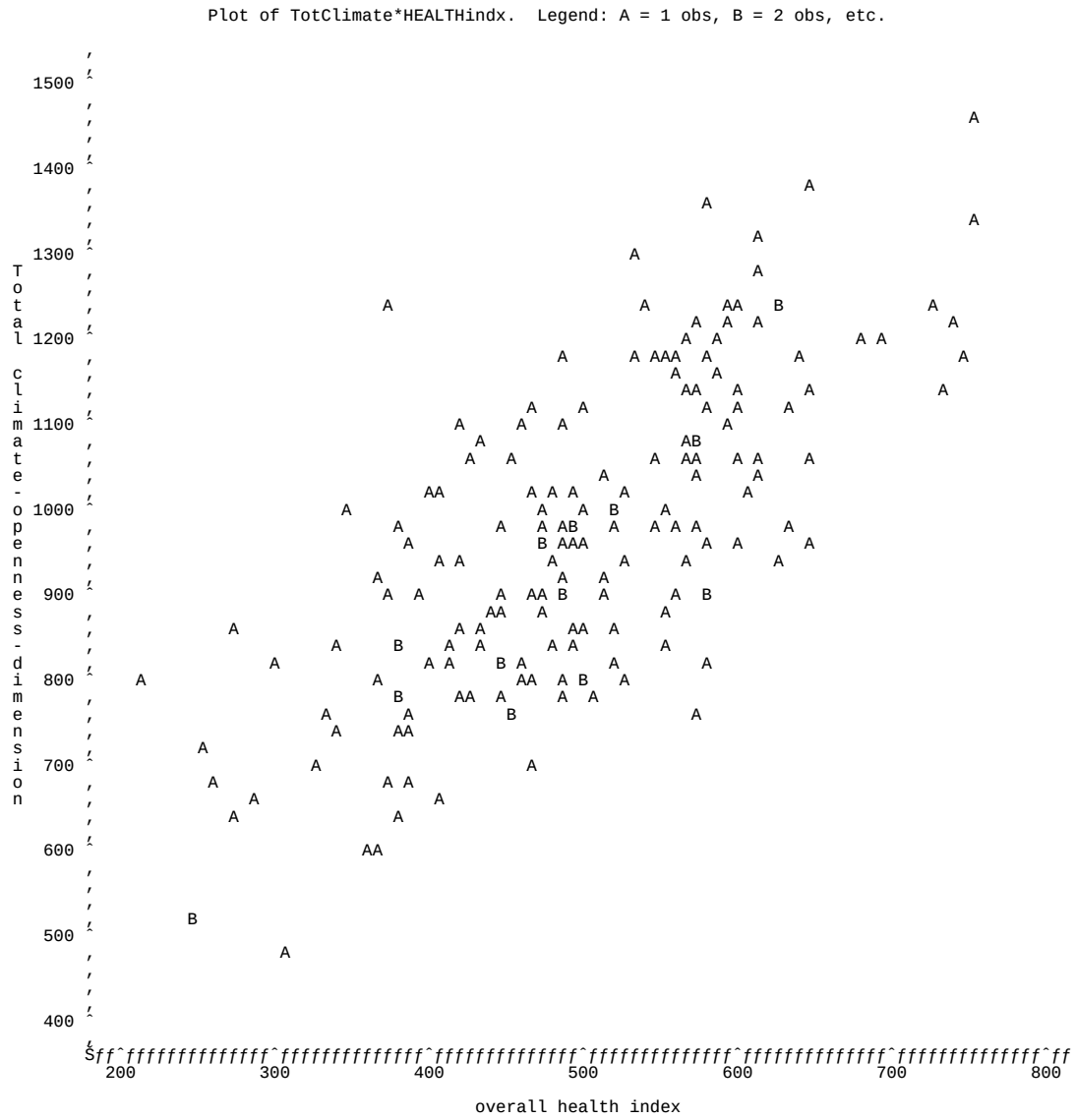
Academic emphasis items

1.	Students respect others who get good grades.	(18)
2.	Students try hard to improve on previous work.	(31)
3.	Students seek extra work so they can get good grades.	(24)
4.	Students neglect to complete homework. *	(6)
5.	Students are cooperative during classroom instruction.	(7)

* Score is reversed



Graph 1: Relationship between School Climate and School Health: Plot of Total Climate Openness and Overall Health Index



Graph 1: Relationship between School Climate and School Health: Plot of Total Climate Openness and Overall Health Index