

PRINCIPALS' AND TEACHERS' PERCEPTIONS OF  
THE ORGANIZATIONAL CLIMATE OF  
BAHRAINI ELEMENTARY SCHOOLS

BY

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DOCTOR OF PHILOSOPHY

AUGUST, 1985

EDUCATIONAL LEADERSHIP

PRINCIPALS' AND TEACHERS' PERCEPTIONS OF THE  
ORGANIZATIONAL CLIMATE OF BAHRAINI  
ELEMENTARY SCHOOLS

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Dissertation under the direction of Professor Harry E. Randles

This study investigated the organizational climate of Bahraini elementary schools as perceived by principals and teachers and the relationships among school climate and principals' and teachers' gender, qualifications, and years of experience, and three types of schools in relation to the gender composition of principals, teachers, and students.

The Organizational Climate Description Questionnaire by Andrew W. Halpin and Don B. Croft was translated into Arabic by the researcher and was the instrument used to assess principals' and teachers' perceptions of their school climates. A demographic data sheet was used to collect information about principals' and teachers' gender, experience, and qualifications.

A random sample of twenty-nine elementary school principals and 290 teachers was selected from twenty-nine elementary schools. All of the principals and 98.9 percent of the teachers completed and returned the study instruments.

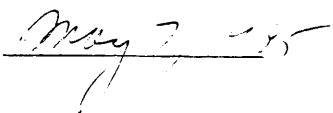
Statistical analyses of the collected data indicated that principals perceived their schools' organizational

climates to be more open than their teachers did. Also, it was found that boys' schools with male principals and teachers had the most open climates, boys' schools with female principals and teachers had the least open climates, and girls' schools with female principals and teachers had climates that fell between the previous two school groups. Male teachers perceived their climates as more open than female teachers, while male and female principals perceived their climates similarly. Finally, the findings of this study revealed that teachers' and principals' years of experience and qualifications had no relation to their perceptions of the organizational climates of their elementary schools.

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1955

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Dissertation

Submitted to the Faculty of the  
Graduate School of Vanderbilt University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

in

General Administration Leadership

August, 1985

Nashville, Tennessee



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## ACKNOWLEDGMENTS

As a result of the cooperation and assistance of many people, this dissertation was completed. I express sincere appreciation to Harry Randles, my major professor and the chairperson of my doctoral committee, who always had time to listen. He provided encouragement and guidance when help was needed, making the completion of this study possible. To my other committee members, Price Michael, Jack White, Otto Bassler, and Michael Berger, I acknowledge a debt of gratitude for their advice and constructive criticism.

Also, I extend my grateful appreciation to the Department of Education in the University College of Bahrain for their validation of the Arabic version of the Organizational Climate Description Questionnaire and reproduction of the instrument. In addition, I gratefully acknowledge Mohammad Al-Eid, Director of Elementary Education of the Ministry of Education in Bahrain, and the principals and teachers who participated in this study for their willingness and cooperation.

I sincerely appreciate and thank my typist Gloria Mason for her patience and well done work and my family and friends who provided encouragement, and most importantly, my wife and my child for their patience and sacrifice throughout my entire graduate studies.

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## CHAPTER I

### INTRODUCTION

During the last ten years, the Bahraini Ministry of Education has been working to develop its public educational system with the major goal of achieving a more effective and efficient school system. Efforts have been made through the Ministry's development plans to effect improvements in the school system by upgrading school buildings, adopting new curricula, instituting teacher and principal inservice training, increasing the availability of school supplies and materials, and raising the salaries of principals and teachers. In spite of these efforts to improve school performance, no analyses have been made of the school as a dynamic organization or of the interaction of various school elements as they relate to performance and effectiveness. In other words, no effort has been made to investigate the organizational climate of the elementary school as a major variable related to the effectiveness of school and faculty. It is important to bring this approach of assessing school effectiveness to the attention of Bahraini educators and, through such an assessment, provide information about the type of climate dominant in the country's schools.

### A Brief Overview of Bahrain

The state of Bahrain is an Arabian independent country which is comprised of approximately twenty-five islands located at 26°00'N, 50°30'E in the Arabian Gulf. Bahrain is situated off the coast of Saudi Arabia to the immediate northwest of the Qatar peninsula. The total area of the country is 678 square kilometers (262 square miles) and, as of the 1981 census, the total population was 350,798 (68 percent Bahrainis, 32 percent non-Bahrainis) with an annual population growth of 3.4 percent.<sup>1</sup> Manama, the capital city, has a population of 121,986 (1981).

Formerly a British colony, Bahrain declared its independence in 1971 and in 1973, under the rule of Shaikh Issa Ben Salman Al Khalifa, became a constitutional emirate. Bahrain's economy in general is oil-based, although diversification is possible. The country exports petroleum, refined oil products, and aluminum while importing most of the population's needed food products as well as industrial products and equipment. Since 1975, Bahrain has become one of the major financial centers in the Middle East region. Islam is the predominant religion of the inhabitants and Arabic is the official language of the country. In regard to education, there were 78,797 people attending schools in

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<sup>1</sup>Bahrain, Ministry of Labour and Social Affairs, Directorate of Social Affairs, Planning and Social Research, Social Indicators for Bahrain (Manama, Bahrain: Government Press, 1982), p. 13.

Bahrain in 1983-84.<sup>1</sup> The increasing literacy rate has accompanied as well as facilitated Bahraini social and economic development. In 1981, 74.8 percent and 51.9 percent, respectively, of the country's males and females were literate.<sup>2</sup>

### Bahrain's Educational System

Until the beginning of the twentieth century, the traditional schools (kuttab) were dominant in the education of Bahraini children. The people of Bahrain have always had a great faith in education and, in 1919, a number of notables in the Bahraini community contributed to the cost of establishing the country's first public boys' school. In 1929 the first girls' school opened on the island. Public school staff came under the purview of each community's committee of education until 1932, when they were placed under the direct control of the government.<sup>3</sup>

In the last fifty years, Bahrain's system of education has developed rapidly. The number of schools has increased to 131 in 1983-84, with a total student population of 78,797. The educational system consists of four stages, beginning

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<sup>1</sup>Bahrain, Ministry of Education, Superintendent of Statistics, "Report of the Education Statistics for the Year 1983-1984," p. 1. (Mimeo.)

<sup>2</sup>Ibid., p. 45.

<sup>3</sup>Abdul Malik Al Hamer, Development of Education in Bahrain, 1940-65 (Manama, Bahrain: Oriental Press, 1964), p. 7.

with preschool education for children from birth to three years of age (nursery school) and from three to six years of age (kindergarten). Education at this stage is supervised by the ministries of education and labour and social affairs, but preschools are actually independent or private organizations established by community members and subsidized by tuition fees.<sup>1</sup> The remaining three stages of education are under the direct control of the Ministry of Education, and education at these levels is provided without cost to all students. The educational ladder in these stages consists of a six-three-three structure for elementary, intermediate, and secondary levels, respectively. That is, children attend elementary schools from six to twelve years of age, intermediate schools from twelve to fifteen years of age, and secondary schools from ages fifteen to eighteen years.

#### Administration of Public Education in Bahrain

Educational administration in Bahrain is centralized in the Ministry of Education, which is responsible for the various stages and types of education (general, technical, and vocational) as well as supervising private education, and which manages the schools in a highly bureaucratic manner.

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<sup>1</sup>Bahrain, Ministry of Education, Directorate of Plans and Programs, "Educational Development in Bahrain, 1980-81 to 1982-83," report presented to the International Conference on Education, Geneva, 16-25 October 1984.

In its supervisory role, the Ministry determines the following: (1) curriculum, textbooks, and examinations; (2) the schools' yearly agenda and duration; (3) teachers' and administrators' assignments, promotions, transfers, evaluation, and training; (4) standards and certification; (5) the schools' materials and supplies; and (6) the quantity and quality of community involvement in the schools. Bahraini schools each have their own internal administration set up and supervised by the Ministry of Education.

#### Elementary Education in Bahrain

It is useful to describe briefly the elementary system of education in Bahrain, since this study deals with the organizational climate of the country's elementary schools. Elementary schools are supervised by the Directorate of Elementary Education under the Ministry of Education. There is a total of seventy-four elementary girls' and boys' schools in the country, with a total population of 47,472 students. Education at this stage is not coeducational (i.e., there are separate schools for boys and girls) and teachers of the same gender teach at these schools. There also is a number of boys' schools (about nine in 1983-84) where the teachers and administrative staff are female; these schools have the first four grades only.<sup>1</sup>

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<sup>1</sup>Bahrain, "Report of Education Statistics," p. 1.

Through cooperation between administrative staff and teachers, the educational function of the elementary school is accomplished. The elementary school administrative staff consists of the principal as head of the school, the assistant principal, who helps the principal in tasks of managing the school and serves as a replacement in the principal's absence, and the school secretary. Bahraini elementary school principalships are awarded as promotions for an individual's long service as a good teacher (seniority) and his or her activities within and cooperation with the school administration. Ministry of Education statistics show that the vast majority of elementary school principals have educational backgrounds not exceeding the high school level, have more than twenty-five years of experience in education, and have not had appropriate training in school administration.<sup>1</sup>

The school's size determines its faculty size: In some small schools there are ten to fifteen teachers, while in larger schools there are thirty to forty-five teachers. All Bahraini elementary teachers have teaching loads of between twenty-four and twenty-six class hours per week. Recently, some elementary schools started using self-contained classes for the first three grades, but the remainder of the schools still use the subject-matter schedule where the teacher moves

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<sup>1</sup>Ibid.

from one class to another during the day. Statistics show that a majority of Bahrain's elementary school teachers who have more than fifteen years of experience in teaching have no more than a high school level educational background. Those teachers constitute more than 60 percent of all 1,759 elementary school teachers.<sup>1</sup>

The large number of unqualified principals and teachers affects the outcome of elementary education in Bahrain. The Ministry of Education recognizes the importance of inservice training to performance improvement, for the Ministry is active in its effort to conduct several training programs for principals and teachers. Also, the Ministry initiated a plan in 1983 to retrain all unqualified teachers.

Concerning the physical condition of schools, until recently most of Bahrain's elementary school buildings were inappropriate places for educating children. However, the Ministry of Education has made great efforts through its developmental plans during the last decade to refurbish old schools and build new ones in order to provide a more appropriate physical environment for the process of teaching and learning.

Despite all of the efforts which have been made within the past decade to develop Bahrain's educational system, it

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<sup>1</sup>Ibid.

remains a traditional system in its method of pedagogy and in its emphasis. Educational leaders for a long time have felt that more effective education is needed in the country, but the Ministry of Education's development plans move slowly because of the shortage of financial and human resources.

### Background Statement

The organizational climate approach to assessing principal and teacher behavior is an important means of developing the school's operation and providing a more healthful environment for effective education. The organizational climate concept is used for a better understanding of the individual's behavior in an organization. Andrew Halpin pointed out that an individual can feel differences in atmosphere on moving from one school to another. In one school, for example, working relationships are characterized as pleasurable, while in a second school "the brooding discontent of teachers is palpable."<sup>1</sup> Halpin used the analogy of describing the school climate as a personality of the school: As individuals differ in their personalities, schools differ in their climates.<sup>2</sup> Each school has its

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<sup>1</sup>Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan, 1966), p. 131.

<sup>2</sup>Ibid.

individuality, and this individuality is sometimes called the school's atmosphere, tone, climate, or personality.<sup>1</sup>

Andrew Halpin and Don Croft developed the Organizational Climate Description Questionnaire (OCDQ) instrument to assess the "personality" of schools, and tested it in seventy-one elementary schools in different states.<sup>2</sup> Halpin and Croft recognized that a respondent's description of another person's behavior depends not only on the actual behavior of the person but also on elements within the perceiver which operate almost independently of the person who is being described. Each individual (teacher or principal) has his or her own set of personal values and needs which influence his or her perceptions of the organizational climate of the school.<sup>3</sup> But there is a point where the majority of a faculty group shows consensus in its perception of a school's climate, and this consensus of perceptions can be used as an indication of the actual school climate.<sup>4</sup>

The OCDQ items are measures of attitudes or perceptions of teacher and principal behavior in the organizational climate of the school as perceived by teachers and principal

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<sup>1</sup>Robert C. Owens, Organizational Behavior in Education, 2nd ed. (Englewood Cliffs, NJ: Prentice-Hall, 1980), p. 190.

<sup>2</sup>Halpin, pp. 174-78.

<sup>3</sup>Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963), p. 9.

<sup>4</sup>Halpin, p. 147.

over eight factors, four describing teacher behaviors and four dealing with principal behaviors. Halpin and Croft identified six climate profiles, ranging from open to closed, which are generated by factor scores for each of the OCDQ's eight factors.<sup>1</sup> Halpin stated that the open climate profile is the desirable climate of a school. Those schools with an open climate tend to have higher scores in Esprit, Thrust, and Consideration and lower scores in Disengagement, Hindrance, Aloofness, and Production Emphasis. In the open school the behavior of principal and teacher is genuine, organizational goals are accomplished, and group members' social needs are satisfied. The teachers are highly committed to achieving their tasks and they cooperate with one another. Leadership acts emerge easily and appropriately from both the teachers and the principal. The principal's behavior represents an appropriate integration between his or her own personality and role as principal. The open school has the appropriate blend of task achievement and social needs satisfaction.<sup>2</sup> The basic characteristic of the open school climate is the authenticity of behavior that occurs among teachers and between teachers and the principal. One straightforward way to determine the relative openness or closedness of a set of school climates is to make use of the following formula: Openness Index =

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<sup>1</sup>Ibid.      <sup>2</sup>Ibid., p. 175.

Thrust score + Esprit score - Disengagement score. The higher the index, the more open the climate of the school.<sup>1</sup>

Wayne K. Hoy and Cecil G. Miskel indicated that healthy, open organizational dynamics have a contributing impact because they facilitate the processes of the organization, not necessarily its product.<sup>2</sup> A positive organizational climate encourages productive work, academic learning, social development, and curriculum improvement. It makes school satisfying and meaningful for both adults and youth.<sup>3</sup>

Researchers have established that a supportive and trusting organizational climate is likely to stimulate high productivity. The way principals create such an organizational climate in their schools depends, in part, on their professional leadership capabilities and personal traits.<sup>4</sup> Studies relating the principal's leadership behavior or personality to the school's organizational climate have been done by Anderson (1966), Wiggins (1968), Levy (1968), Andrews (1968), and Berands (1969) which provide empirical

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<sup>1</sup>Robert F. Sisson, "An Investigation of Perception and of the Relationship Between Selected Characteristics of Principals, Teachers, and Schools Relative to Organizational Climate" (Ph.D. dissertation, George Peabody College for Teachers, 1979), p. 46.

<sup>2</sup>Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice, 2nd ed. (New York: Random House, 1982), p. 193.

<sup>3</sup>Sisson, p. 4.      <sup>4</sup>Ibid., p. 19.

data on the existence of a relationship between the principal's characteristics and the organizational climate of the school. Whether the characteristics are controllable or changeable, the principal must bear some of the responsibility for the organizational climate in the school.<sup>1</sup> Hoy and Miskel cited a study which examined the relationships between principal characteristics and the open climate of the school, revealing that principals of open schools are stronger and more confident, self-secure, cheerful, sociable, and resourceful than principals of closed schools. Also, the teachers who work under principals of open schools express greater confidence in their own and the school's effectiveness. Finally, the principals of open schools have more loyal and satisfied teachers.<sup>2</sup>

A positive school climate, as shown by research, affects students in terms of increased educational output. W. W. Wayson stated that an effective school creates a climate in which failure is permitted and used as a step toward problem solving. The school must change from a place in which teachers and students must succeed to one in which everyone feels free to try. Such an environment fosters

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<sup>1</sup>See Alan F. Zerla, "Relationship of Organizational Climate, the Change Agent Style of Principal, and the Occurrence of Selected Educational Innovations in Tennessee Public High Schools" (Ph.D. dissertation, George Peabody College for Teachers, 1976), pp. 30-31.

<sup>2</sup>See Hoy and Miskel, p. 193.

risk taking and trust building for the purpose of preparing students to meet the challenges of the future.<sup>1</sup>

If the open school climate seems to be desirable to enhance more healthful school environment and more school effectiveness in advanced countries with highly progressive school systems like the United States, this climate will be at least as desirable and important for the schools in Bahrain; a country which directs an appropriate portion of its annual budget toward investment in education, and a country with approximately 29.9 percent of its population in the schools. Viewing the input effective schools have in achieving Bahrain's development plan goals of modernization and societal problem solving, the need is intensified for a better understanding of the various elements which make for a more effective school.

#### Purpose and Need for the Study

Created by the social interaction among staff members and between staff members and principal,<sup>2</sup> the school's organizational climate affects principal and teacher effectiveness, job satisfaction, productivity, staff morale, and the educational program of the school.<sup>3</sup> Because a major

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<sup>1</sup>W. W. Wayson, "Introduction," National Elementary Principal 53 (1974):8-11.

<sup>2</sup>Halpin and Croft, p. 8.

<sup>3</sup>Bill B. Kinzer, "The Relationship of Role Conflict Regarding the Principal's Role as Instructional Leader and the

concern of the Bahraini educational system in the last ten years has focused on increasing school effectiveness and the quality of school output, it was the purpose of this study to investigate Bahraini teachers' and principals' perceptions of their elementary schools' organizational climates as an important variable related to the schools' effectiveness and quality of output. This study also focused on the relationship of school organizational climate to demographic and descriptive factors of teachers and principals which, it was thought, might contribute to the organizational climate of Bahraini elementary schools. Those factors were determined as (1) gender, (2) years of experience, (3) qualifications, and (4) three types of schools in relation to the gender composition of principals, teachers, and students.

Bahraini principals and teachers are not aware of the organizational climate concept and how it operates in increasing or decreasing school effectiveness. The results of this study, the first of its kind in Bahrain, may draw the attention of teachers and principals to the importance of this concept in determining their performance while they are concerned with accomplishing the process of teaching and learning in their schools. Recognizing this, it is beneficial to involve the organizational climate in the component

of inservice training programs to enhance the teachers' and principals' ability to dedicate themselves to creating more open and healthy climates in their schools which will be reflected in the improvement of teachers' performance and school effectiveness. This study contributes to research in education by providing data on organizational climate in a system where males and females are educated in separate schools.

#### Definition of Terms

The following definitions are provided for terms used in this study.

Male principal: an individual male whose primary responsibility is administration and management of the educational facility and program in a boys' elementary school.

Female principal: an individual female whose primary responsibility is administration and management of the educational facility and program in a girls' elementary school or in a boys' elementary school.

Male teacher: an individual male whose primary responsibility is instruction of male students in the classroom.

Female teacher: an individual female whose primary responsibility is instruction of female and male students in the classroom.

Organizational climate: the interpersonal atmosphere of the school. "Analogously, climate is to the organization

as personality is to the individual."<sup>1</sup>

Organizational Climate Description Questionnaire: an instrument designed for teachers and principals to describe their perceptions of the climate of their schools.<sup>2</sup>

Organizational climate perceptions: the perceptions of principals and teachers when they describe their school climate, as measured by the OCDQ.

Openness of climate: a score computed by summing the raw or standardized scores for the OCDQ subtests Esprit and Thrust, and subtracting the OCDQ subtest Disengagement score from this total. These three subtests are the ones which carry high loadings on the openness factor.<sup>3</sup>

#### Limitations of the Study

This study was limited to the following issues which affect the possibility of generalizing the findings.

1. The study was delimited to data collected from 287 teachers and 29 principals in a stratified random sample of twenty-nine Bahraini elementary schools, from a total number of seventy-four elementary schools in the country, supervised by the Ministry of Education during the 1984-85 academic year. Because of this delimitation, it

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<sup>1</sup>Halpin and Croft, p. 1.      <sup>2</sup>Ibid.

<sup>3</sup>Gerald P. LaMantia, "Innovational Adoption and Organizational Climate: Their Relationship to the Job Satisfaction of High School Teachers," cited in Zerla, pp. 9-10.

may not be possible to use the findings of this study in generalizing conclusions

2. Elementary schools in Bahrain are limited to three different gender-related staffing patterns. The stratified sample was delimited to represent the patterns; i.e., boys' schools with male principals and male teachers, boys' schools with female principals and female teachers, and girls' schools with female principals and female teachers

3. The conservative culture of Bahraini society views women as having less potential and position than men. The religious values also reinforce the separation of men and women. This separation affects the schools' functioning by allowing males' schools wide interaction with their surrounding communities while narrowing the females' interaction with the society. This limitation may create a tendency for males' schools to have more open climates than females' schools

4. In spite of reports on the validity of the Arabic version of the OCDQ instrument, the translation of the instrument may limit the effects of the study's findings. This is because of the cultural differences between the United States, where the instrument was developed, and Bahrain

#### Organization of the Study

This study is presented in five chapters. Chapter I has provided the introduction to the study. Chapter II

presents a review of selected literature and research. The method and procedures are presented in chapter III. In chapter IV, the analysis of data and the findings are presented, and chapter V presents a summary of the study, observations and discussion, implications, and recommendations for further study and research. In the next chapter, the review of selected literature is presented.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

#### Introduction

This chapter reviews selected literature and attempts to build a theoretical framework for the study. The reader should realize that the researcher reviewed a selection from a voluminous literature. The selection only presented those studies which the researcher believed might support the theoretical framework for this study. The review includes sections on the definitions of organizational climate, the measurement of organizational climate, and the Organizational Climate Description Questionnaire. The section on the OCDQ instrument includes its theoretical background and validity studies conducted on the instrument in various countries of the world, which provide justification for using the Arabic version of the instrument for this study in Bahrain. The literature review continues with a discussion of the school as a social system, perceptions and organizational climate of schools, and the organizational climate and demographic variables. These sections provide a theoretical framework for this study and its relationship to previous research which used the same approach.

### Definitions of Organizational Climate

Organizational climate refers to the interpersonal atmosphere of a school. As Halpin said, climate is to the organization as personality is to the individual.<sup>1</sup> Organizational climate is a general term used to refer to the prevailing characteristics of an organization's environment. The term was used in various studies on administration before Halpin and Croft developed their theory of organizational climate in 1963. Ruth Cunningham and her colleagues in 1948 indicated that a good group climate is a product of conscious effort on the part of students and teachers. The evidence available supported their belief that the character of the group climate is due to immediate factors which are largely under the control of the group and its leaders. The way one thinks about oneself depends on interpersonal interactions with others. One's feeling of status depends on what the group has given one.<sup>2</sup> The climate in which a group lives determines how it lives and what it learns, and also the group determines the type of climate in which it lives.<sup>3</sup>

Francis Cornell has been credited by many as being the first to use the term organizational climate. In an

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<sup>1</sup>Halpin, p. 131.

<sup>2</sup>Ruth Cunningham et al., "A Group Creates Its Climate," Educational Leadership 5, No. 6 (1948):358-62.

<sup>3</sup>Ibid., p. 362.

article presented in 1955 Cornell defined climate as "a delicate blending of interpretations (or perceptions) by persons in the organization of their jobs or roles in relationship to others and their interpretations of others in the organization." Cornell stated that no two schools had the same climate, and that organizational climate had important effects on the performance of the school.<sup>1</sup> Chris Argyris, in 1958, conducted a study of organizational relationships in a bank. He reported that the "organizational climate" or "homeostatic state" of an organization is composed of three elements, representing many different levels of analysis: (1) the formal policies, procedures, and positions of the organization; (2) personality factors including individual needs, values, and abilities; and (3) the complicated pattern of variables associated with individuals' efforts to accommodate their own ends with those of the organization.<sup>2</sup>

Halpin and Croft are credited with the first attempt to establish a conceptual model of organizational climate as it exists within a school setting. These authors set out to map the domain of an organizational environment as it relates to social interactions between teachers and a

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<sup>1</sup>Francis Cornell, "Socially Perceptive Administration," Phi Delta Kappan 36, No. 6 (1955):219-23.

<sup>2</sup>Chris Argyris, "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly 2, No. 4 (1958):501-20.

principal of a school. They believed that individuals are the most influential component of an organization; therefore, measurement of an organization's climate would have to be based on the "social component." Their study resulted in the development of the Organizational Climate Description Questionnaire as a measurement instrument for organizational climate.<sup>1</sup>

The term "climate" is difficult to define, and no agreement exists among researchers about a single acceptable definition.<sup>2</sup> As previously mentioned, a number of researchers made efforts to define the term organizational climate before Halpin and Croft's study. Lawrence R. James and Allen P. Jones reviewed the major theoretical concerns and relevant research related to organizational climate. They presented three approaches to defining and measuring organizational climate: (1) multiple measurement-organizational attribute, (2) perceptual measurement-organizational attribute, and (3) perceptual measurement-individual attribute.<sup>3</sup>

The multiple measurement-organizational attribute approach regards organizational climate as "a set of organizational or main effects measurable by a variety of methods."<sup>4</sup>

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<sup>1</sup>Halpin, p. 164.      <sup>2</sup>Sisson, p. 11.

<sup>2</sup>Lawrence R. James and Allen P. Jones, "Organizational Climate: A Review of Theory and Research," Psychological Bulletin 81 (December 1974):1096-97.

<sup>3</sup>Ibid., p. 1096.

The following definition by Garlie A. Forehand and B. von Haller Gilmer represents this approach: ". . . the set of characteristics that describe an organization and that a) distinguish the organization from other organizations, b) are relatively enduring over time, and c) influence the behavior of people in organization."<sup>1</sup> Dimensions of organizational variation which are included in organizational climate are composed of size, structure, leadership style, and goal directions.<sup>2</sup> Procedures for measuring organizational climate include individual perceptions of organizational properties and objective properties of the organization.<sup>3</sup>

The second approach, perceptual measurement-organizational attribute, views the organizational climate as "a set of perceptual variables which are still seen as organizational main effects."<sup>4</sup> John P. Campbell and his associates' definition represents this approach:

We might define climate as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment. For the individual member within the organization, climate takes the form of a set of attributes and expectancies which describe the organization in terms

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<sup>1</sup>Garlie A. Forehand and B. von Haller Gilmer, "Environmental Variation in Studies of Organizational Behavior," Psychological Bulletin 62 (December 1964):362.

<sup>2</sup>Ibid., pp. 373-76.      <sup>3</sup>Ibid., pp. 364-65.

<sup>4</sup>James and Jones, pp. 1096-97.

of both static characteristics (such as degree of autonomy) and behavior-outcome and outcome-outcome contingencies.<sup>1</sup>

In a review and synthesis of four studies of organizational climate, Campbell and his associates identified the following dimensions of organizational climate and the factors on which they were based: (1) individual autonomy, (2) degree of structure imposed upon the position, (3) reward orientation, and (4) consideration, warmth, and support.<sup>2</sup>

The third approach is the perceptual measurement-individual attribute. This approach views organizational climate as "perceptual and as an individual attribute."<sup>3</sup>

Benjamin Schneider and Douglas T. Hall stated:

Organizational climate exists in the perceptions by the individuals of their organizational environment. In forming climate perceptions, the individual acts as an information processor, using inputs from (a) the objective events in and characteristics of the organization and (b) characteristics (e.g., values, needs) of the perceiver. Global perceptions of the organization emerge as a result of numerous activities, interactions, reactions, and other daily experiences the person has with the organization.<sup>4</sup>

Daniel Katz and Robert L. Kahn viewed organizational climate as the result of a number of factors which are

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<sup>1</sup>John P. Campbell et al., Managerial Behavior, Performance, and Effectiveness (New York: McGraw-Hill Book Co., 1970), p. 390.

<sup>2</sup>Ibid., p. 393.      <sup>3</sup>James and Jones, p. 1097.

<sup>4</sup>Benjamin Schneider and Douglas T. Hall, "Toward Specifying the Concept of Work Climate: A Study of Roman Catholic Diocesan Priests," Journal of Applied Psychology 56 (December 1972):447.

reflected in the "total culture" of an organization:

The climate or culture of the system reflects both the norms and the values of the formal system and the reinterpretation of the informal system. Organizational climate reflects also the history of the internal and external struggles, the types of people the organization attracts, its work processes and physical layout, the modes of communication, and the exercise of authority within the systems. Just as a society has a cultural heritage, so social organizations possess distinctive patterns of collective feeling and beliefs passed along to new group members.<sup>1</sup>

Hoy and Miskel pointed out that:

The climate of the school is an end product of the school groups--students, teachers, administrators--as they work to balance the organizational and individual aspects of a social system. The end product includes shared values, social beliefs, and social standards.<sup>2</sup>

They added that the concept of organizational climate, like that of personality, has been used in a rather vague way.

Alexander M. Feldvebel defined organizational climate as "patterns of social interaction that characterize an organization. The main units of interaction in this concept of climate are individuals, the group as a group, and the leader."<sup>3</sup> Renato Tagiuri and George H. Litwin defined climate as the quality of the internal environment of the organization. This environment is experienced by its members, influences their behavior, and can be described in terms of

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<sup>1</sup>Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: Wiley, 1966), pp. 65-66.

<sup>2</sup>Hoy and Miskel, pp. 185-86.

<sup>3</sup>Alexander M. Feldvebel, "Organizational Climate, Social Class, and Educational Output," Administrators Notebook 12 (April 1964):3.

the particular characteristics or attitudes of the organization.<sup>1</sup> Richard C. Lonsdale defined organizational climate as "the global assessment of the interaction between the task-achievement dimension and the needs-satisfaction dimension within the organization."<sup>2</sup> The task-achievement and needs-satisfaction dimensions refer, respectively, to the normative and idiographic dimensions of the Getzel-Guba model. Therefore, social systems theory, and especially the social systems model, provide the greatest contribution for the concept of organizational climate.<sup>3</sup>

Richard W. Woodman and Donald C. King pointed out that "organizational climate is usually considered to be a molar concept in the same sense that personality is a molar concept." They further stated: "Phenomenologically, climate is external to the individual, yet cognitively the climate is internal to the extent that it is affected by individual perceptions."<sup>4</sup> Finally, Halpin and Croft defined the

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<sup>1</sup>Renato Tagiuri and George H. Litwin, eds., Organizational Climate: Explorations of a Concept (Boston: Harvard University Press, 1968), p. 27.

<sup>2</sup>Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in Behavioral Science and Educational Administration: Sixty-Third Yearbook of the National Society for the Study of Education, Part II, ed. D. Griffiths (Chicago: University of Chicago Press, 1964), p. 166.

<sup>3</sup>Thomas W. Wiggins, "Principal Behavior in the School Climate: A System Analysis," Educational Technology 2 (September 1971):57.

<sup>4</sup>Richard W. Woodman and Donald C. King, "Organizational Climate: Science or Folklore?" Academy of Management Review 3 (October 1978):817-18.

organizational climate by analogy as "organizational personality."<sup>1</sup> The organizational climate refers primarily to the social interaction between the principal and the teachers--to the "social component" of organizational climate.<sup>2</sup>

#### The Measurement of Organizational Climate

Organizational behavior literature cites many widely used instruments to measure organizational climate in a variety of organizational settings. Rensis Likert and his colleagues developed a well-known instrument of organizational measurement, the Profile of Organizational Characteristics. First used to measure the organizational climate in business organizations, later this instrument was improved to measure the climate of the school and was called Profile of a School.<sup>3</sup>

Willower and Jones developed the Pupil-Control Ideology instrument to measure the school's organizational climate through the concept of pupil-control orientation along a custodial-humanistic continuum.<sup>4</sup> George H. Litwin and Robert H. Stringer, Jr.'s Organizational Climate Questionnaire was developed to test the hypothesis that different environments arouse different types of motivation. This questionnaire is typically used to measure climate in

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<sup>1</sup>Halpin and Croft, p. 1.      <sup>2</sup>Ibid., p. 9.

<sup>3</sup>See Hoy and Miskel, p. 198.      <sup>4</sup>Ibid., p. 200.

business organizations.<sup>1</sup> The Organizational Climate Index (OCI) was developed by Stern and Steinhoff on the basis of Murray and Lewin's need press theory. The OCI was designed for use in business organizations, but many studies have used this instrument to measure the organizational climate of the school.<sup>2</sup> Willis J. Furtwengler and William Kennert developed the Discipline Organizational Effectiveness Inventories (I and II) to measure the organizational components of school discipline. This instrument also includes three major components to measure organizational climate.<sup>3</sup> Finally, in their review of the organizational climate studies, Don Hellriegel and John W. Slocum, Jr. found that the most commonly used instruments to measure organizational climate have been developed and used by the perceptual climate researchers. These authors thought that it is desirable to employ perceptual measures to understand and anticipate the human component within organizations.<sup>4</sup>

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<sup>1</sup>George H. Litwin and Robert H. Stringer, Jr., Motivation and Organization (Boston: Harvard University Press, 1968), p. 5.

<sup>2</sup>Hoy and Miskel, p. 209.

<sup>3</sup>Willis J. Furtwengler and William Kennert, Improving School Discipline: An Administrator's Guide (Boston: Allyn & Bacon, 1982), pp. 18-43.

<sup>4</sup>Don Hellriegel and John W. Slocum, Jr., "Organizational Climate: Measure, Research, and Contingencies," Academy of Management Journal 17 (June 1974):260.

The Organizational Climate Description  
Questionnaire

The OCDQ is a well-known and commonly used instrument to measure organizational climate in schools. Developed by Halpin and Croft in 1962, it went through an exhaustive process of development.<sup>1</sup> Halpin and Croft began by establishing a bank of nearly one thousand items designed to answer the basic question: To what extent do the items of the questionnaire truly describe the aspects of teacher-teacher and teacher-principal interaction in the school? These items were screened four times, being reduced to 600, 160, 80, and finally to the 64-item Form IV of the OCDQ (see appendix A).<sup>2</sup>

Halpin and Croft used this final version of the instrument to assess and analyze seventy-one elementary schools from six different regions of the United States, with a subject population of 1,151 teachers and principals. The sixty-four items of the OCDQ were assigned to eight subtests which were delineated by factor analysis. The first four subtests pertain to group characteristics. From the scores of these eight subtests, Halpin and Croft constructed a profile (or psychograph) for each school which depicted the school's organizational climate.<sup>3</sup> The eight subtests were then divided into two measurements: the first to measure the

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<sup>1</sup>See Hoy and Miskel, p. 186.      <sup>2</sup>Halpin, pp. 145-48.

<sup>3</sup>Ibid., p. 174.

open climate school and the second to measure the closed climate school. Open climate was measured by Esprit and Intimacy for teachers' behavior and Thrust and Consideration for principals' behavior. Closed climate was measured by Disengagement and Hindrance for teachers' behavior and Aloofness and Production for principals' behavior.<sup>1</sup>

By utilizing a factor analysis technique, Halpin and Croft were able to identify six distinct profiles of organizational climate arrayed along a continuum, defined at one end as open climate and at the other as closed climate.<sup>2</sup> The six climates, in descending order, are described as follows:

1. The open climate depicts a situation in which the group members enjoy extremely high esprit

2. The autonomous climate is characterized by the almost complete freedom given to the teachers by the principal

3. The controlled climate is characterized by stress on achievement above all else; esprit is moderately high

4. The familiar climate is conspicuously friendly; social control is extremely low while social needs satisfaction is extremely high

5. The paternal climate is depicted by a situation in which the principal ineffectively tries to control the staff

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<sup>1</sup>Ibid., pp. 174, 180.

<sup>2</sup>Ibid., pp. 170-80.

6. The closed climate involves a situation in which there is little satisfaction in social needs or task achievement<sup>1</sup>

### Theoretical Background

Halpin and Croft relied heavily on the leader behavior studies in developing the theoretical framework for their research on organizational climate and in the construction of the OCDQ. Halpin had been associated at Ohio State University in the 1950s with the study which produced the Leader Behavior Description Questionnaire (LBDQ), and with the leadership styles study. Halpin and Croft also utilized Hemphill's studies of group dimension in constructing the OCDQ items.<sup>2</sup>

Halpin and Croft differentiated between the concept of the organizational climate as investigated in their study and the concept of morale as had been used in previous research on organizations and schools. They viewed their approach to mapping and conceptualizing organizational climate as an alternative to the morale concept, because they felt the latter failed to tell them enough about the school's organizational climate.<sup>3</sup> Halpin and Croft dealt only with the social interaction between principal and teachers as

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<sup>1</sup>Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," Midwest Administration Center 11 (March 1983).

<sup>2</sup>Halpin, p. 132.    <sup>3</sup>Ibid., p. 144.

the component of organizational climate in their research, but they did not deny the importance of other components. They thought that a portion of the social interaction between the teacher and the principal was determined by external factors.<sup>1</sup>

The authors wrote that the impetus for their study was to identify and describe organizational climate and its dimensions within the school, and pointed out that the interaction between teachers and principals differs from one school to another. This social interaction is what they called the "personality" of the school, or the organizational climate of the school.<sup>2</sup> Halpin and Croft's efforts to measure organizational climate relied on some subjective judgment in utilizing the terms open and closed: Referring to Rokeach's book, The Open and Closed Mind, the organizational climate, as the mind, can be open or closed.<sup>3</sup>

#### Validity Studies

In reporting on the validity of the OCDQ, Halpin mentioned that the quantitative estimate of the OCDQ's validity in relation to criterion measures was not available. The reason for this was the absence of a reliable criterion measure of organizational or administrative effectiveness

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<sup>1</sup>Halpin and Croft, p. 9.      <sup>2</sup>Halpin, p. 132.

<sup>3</sup>Ibid., pp. 141, 144, 170.

with which to compare and test the OCDQ.<sup>1</sup> Since the publication of Halpin and Croft's study, however, hundreds of studies using the OCDQ have been completed, some of which were conducted to validate the OCDQ instrument in the United States as well as in other countries.<sup>2</sup> This section discusses a representative sample of such OCDQ research.

W. G. Schmidt, in questioning whether there was a relationship between the description of principal's behavior (LBDQ) and the organizational climate, found that a relationship did exist between an organization's climate and its leader's behavior. Schmidt declared the OCDQ to be a useful and valid instrument for assessing school climate.<sup>3</sup> Robert J. Brown replicated the work of Halpin and Croft and tested the reliability of the OCDQ in his study of the organizational climate in eighty-one elementary schools in the Twin Cities metropolitan area. Brown found that the pattern of intercorrelations among the subtest scores was generally similar to that found in the original study. Instead of six organizational climates, however, Brown identified eight on the basis of a four-factor solution that seemed more appropriate for his data. Brown concluded that

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<sup>1</sup>Ibid., pp. 194-95.

<sup>2</sup>John W. Hall, "A Comparison of Halpin and Croft's Organizational Climate and Likert's Organizational Systems," Administrative Science Quarterly 17 (December 1972):586.

<sup>3</sup>W. G. Schmidt, "Organizational Climate and Leader Behavior," Council for School Administration 4, No. 5 (1965):61.

the OCDQ is a well-constructed instrument which can and should be used in future research on the organizational climate of schools.<sup>1</sup> James Leon Pritchard's research found that the eight subtest dimensions of the OCDQ were viable concepts which could be used to assess the favorability of the work atmosphere surrounding an elementary school. However, like Brown, he also questioned the validity of the six prototype climates.<sup>2</sup>

The most extensive investigation of the construct validity of the OCDQ was undertaken by John H. M. Andrews. Through the use of multiple regression techniques he compared the OCDQ with the global perceptions of teachers concerning the general quality of teaching in the school, the effectiveness of the principal, and satisfaction with the situation. The OCDQ was proved valid in that much of the variance found could be accounted for by the subtests; Esprit and Thrust seemed most significant. Andrews concluded that the OCDQ is valid for both the elementary and secondary school levels.<sup>3</sup>

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<sup>1</sup>Robert J. Brown, "Identifying and Classifying Organizational Climate in Twin Cities Area Schools," Dissertation Abstracts International 26 (1965):162-63.

<sup>2</sup>James Leon Pritchard, "Validation of Organizational Climate Description Questionnaire Against Perceptions of Non-Faculty School Personnel," Dissertation Abstracts International 27 (1967):2038A.

<sup>3</sup>John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest 5 (December 1965):317-34.

Carl George Roseveare employed the OCDQ to study the organizational climate of ten schools with faculties ranging from twelve to fourteen teachers. He concluded that the Thrust subtest was a valid measure and that the Esprit subtest seemed to have validity.<sup>1</sup> In a study by David Coles Smith, the concept of organizational climate as identified by the OCDQ was found to be empirically sound and viable. This finding led him to conclude that the OCDQ was externally consistent as well as internally so. In addition, the empirical findings appeared to be consistent with the internal definition of organizational climate devised by Halpin and Croft.<sup>2</sup>

Robert D. Stansbury attempted to cross-validate the OCDQ with a different sample of 139 Iowa elementary schools. The data were analyzed in a manner similar to that done by Halpin and Croft. Stansbury found that the questionnaire items grouped themselves at least as well as they did for Halpin and Croft except for the subtests Thrust and Consideration, which were shown to measure the same thing. Analysis of individual subtest scores demonstrated similar groupings as those secured by Halpin and Croft. The only

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<sup>1</sup>Carl George Roseveare, "The Validity of Selected Subtests of the Organizational Climate Description Questionnaire," Dissertation Abstracts International 25 (1965):7051A.

<sup>2</sup>David Coles Smith, "Relationships Between External Variables and the Organizational Climate Description Questionnaire," Dissertation Abstracts International 27 (1967): 204A.

variation was due to a reflection of the results of the subtests Thrust and Consideration. Stansbury concluded that the OCDQ is a viable instrument and that it is applicable to a variety of empirical research studies.<sup>1</sup>

In her study to validate Factor II, Esprit, of the OCDQ, Aldona S. Vanderlain's cross-validation showed that the pattern of intercorrelation among Disengagement, Hindrance, Esprit, and Thrust was essentially the same as in the original study. When the climate similarities were collapsed into type divisions of "openness" and "closedness," mean differences were found to exist in morale between "open schools" and "closed schools." Turnover results were almost totally nonsignificant with school openness and closedness. Vanderlain concluded that the subtest Esprit seemed viable and work with it should continue.<sup>2</sup>

Phyllis U. Coker investigated the reliability and validity of the OCDQ. She computed the instrument's reliability by a special intraclass correlation. Item validities were estimated by utilizing fixed numbers of high and low criterion groups. Also, the instrument's validity was estimated by the correlation between rankings obtained from the

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<sup>1</sup>Robert D. Stansbury, "A Validation Study of the Organizational Climate Description Questionnaire for Iowa Elementary Schools," Dissertation Abstracts International 29 (1968):3817-18.

<sup>2</sup>Aldona S. Vanderlain, "A Validation of the Factor II Esprit of the Organizational Climate Description Questionnaire," Dissertation Abstracts International 29 (1968):2081A.

mean scores on the OCDQ and criterion rankings of the same schools by a jury of supervisors of instruction. Coker concluded that the reliability of the OCDQ is extremely high and that the instrument is valid.<sup>1</sup>

James B. Kenney and R. Robert Rentz attempted to identify the factor structure of the OCDQ in an urban elementary school. They found that the factor structure of the OCDQ was not the same as identified in Halpin and Croft's study. They considered a four-factor solution: (1) principal as authority figure, (2) teacher and teacher group perceptions, (3) nonclassroom teacher satisfaction, and (4) work conditions.<sup>2</sup> Andrew Eugene Hayes conducted research to determine the extent to which the OCDQ is useful for supporting a conceptualization of the school's organizational climate. The analysis of data revealed nine dimensions as opposed to the eight determined by Halpin and Croft. Hayes reported that the OCDQ will measure all the dimensions which were identified by Halpin and Croft except Aloofness.<sup>3</sup>

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<sup>1</sup>Phyllis U. Coker, "Correlates of Administrative Behavior and Organizational Climate," Dissertation Abstracts International 24 (1962):1459-60A.

<sup>2</sup>James B. Kenney and R. Robert Rentz, "The Organizational Climate of Schools in Five Urban Areas," Elementary School Journal, November 1970, pp. 61-69.

<sup>3</sup>Andrew Eugene Hayes, "A Reappraisal of Organizational Climate Description Questionnaire," Dissertation Abstracts International 33 (1973):4730A.

OCDQ studies in countries other than the United States.

As mentioned previously, since its publication the OCDQ has been used not only in the United States and Canada, but also in many other developed and developing nations which differ greatly in culture and educational systems. A. Ross Thomas and R. C. Slater, for example, reported an extensive study of the organizational climate of Australian schools conducted by the University of New England. Using a modified version of the OCDQ in seventy-two elementary schools, it was shown that the instrument served to discriminate between the organizational climate of Australian primary schools on the bases of the following four factors: supportiveness, operations, intimacy, and disaffiliation.<sup>1</sup>

Taralf Tverten translated the OCDQ into Norwegian and administered it in seventy-one elementary schools with 1,282 potential respondents. Factor analysis was used to develop the OCDQ subtests and the classification models. Seven dimensions emerged from this study, namely: (1) principal support, (2) principal task orientation, (3) principal dominance, (4) teacher disengagement, (5) teacher intimacy, (6) teacher esprit, and (7) hindrance. The reliability of the Norwegian version of the OCDQ was considered to be satisfactory.<sup>2</sup>

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<sup>1</sup>A. Ross Thomas and R. C. Slater, "The OCDQ: A Four Factor Solution for Australian Schools?" Journal of Educational Administration 10 (October 1972):197-208.

<sup>2</sup>Taralf Tverten, "An Investigation of Organizational Climate in Primary Schools in Norway," Dissertation Abstracts

Dale Warren Good conducted a study of organizational climate in Bolivian urban elementary schools. He translated the OCDQ into Spanish, with sixty-three items, and administered it to 507 teachers in thirty-eight public schools. Eight climate dimensions were identified by means of factor analysis, and the scores were used to describe differences between climates in three groups of schools. The results of this study indicated that the Bolivian OCDQ climate scores were valid constructs for describing the differences between the groupings of the schools.<sup>1</sup>

Gonzalez Geovalis Enrique Marciano conducted a study of the organizational climate in Venezuelan elementary schools. Twenty-nine elementary school principals and teachers responded to the OCDQ in the Spanish language. The author concluded that the principal's age did not have any relationship to organizational climate, longer tenured principals had higher openness scores in school climate than did those with shorter tenures, the number of years the principal had been in the same school did not relate to the organizational climate, and principals described their school's climate as more open than did the teachers.<sup>2</sup>

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<sup>1</sup>Dale Warren Good, "A Study of Organizational Climate in Bolivian Urban Elementary Schools," Dissertation Abstracts International 32 (1971):1222.

<sup>2</sup>Gonzalez Geovalis Enrique Marciano, "The Organizational Climate in Venezuelan Elementary Schools," Dissertation Abstracts International 41 (1980):4559.

Mirmal Mehra investigated the organizational climate in a sample of sixty-five secondary schools of the Delhi state in India. The principal and ten teachers of each school responded to the OCDQ. One of the objectives of Mehra's study was to explore the applicability of the OCDQ to schools in a country with different cultural and administrative conditions from the United States. He found eight dimensions and six types of organizational climate, as had Halpin and Croft. The eight dimensions were labeled disengagement, aviscidity, esprit, intimacy, controls, hindrance, thrust, and task orientation. The internal consistency estimates of these subtests were sufficiently high to support their reliability. Mehra concluded that the OCDQ needed some modification and strengthening to more accurately measure organizational climate in Indian secondary schools.<sup>1</sup>

In her study of the organizational climate in elementary schools in Manila, Josefina R. Resurreccion replicated the Halpin and Croft study and found the two-factor solution produced a factor loading essentially the same as found by Halpin and Croft. Based on the same analytic procedures as the original study, Resurreccion identified four organizational climates: autonomous, familiar, controlled, and

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<sup>1</sup>Mirmal Mehra, "Organizational Climate of Secondary Schools, State of Delhi, India," Dissertation Abstracts International 29 (1967):100A.

paternal. She concluded that the type of organizational climate in the Philippines can be identified by the OCDQ, and that the sample of Manila schools was a good norm for the OCDQ in comparable areas of the Philippines. The instrument appeared to have low reliability in this study but the need for further research was indicated.<sup>1</sup>

In Thailand, the OCDQ has been used in two studies: Sumala Dachanulukukul investigated elementary schools in the province of Sukhothai; Deoisres Sumeth investigated organizational climate and the leader behavior of principals as perceived by secondary school teachers in Bangkok. Dachanulukukul concluded from his study that the climate of the elementary schools tended to be more closed than open, and that principals perceived their schools' climates more open than did the teachers. Teachers in schools with enrollments of less than three hundred students perceived their climate to be more open than that perceived by teachers in schools with enrollments greater than three hundred students. Hence, the climate is more likely to be closed when school size increases.<sup>2</sup> Sumeth used both the OCDQ and the LBDQ in his study of Bangkok secondary schools.

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<sup>1</sup>Josefina R. Resurreccion, "Identifying and Classifying Organizational Climate of Elementary Schools in Manila," Dissertation Abstracts International 30 (1968):111.

<sup>2</sup>Sumala Dachanulukukul, "A Study of Organizational Climate of Elementary Schools in the Province of Sukhothai," Dissertation Abstracts International 37 (1977):7430.

He concluded that teachers perceived their organizational school climate to fall into the closed end of the open-closed continuum. More experienced teachers perceived their climate as being more open. All teachers perceived their principals as effective leaders. A relationship was found between organizational climate and leader behavior.<sup>1</sup>

Jong-Hee Ro replicated Halpin and Croft's study in Korean elementary schools to validate his translation of the OCDQ. This sixty-item version of the OCDQ was administered in sixty elementary schools, and five factors (subtests) were identified as appropriate: principal support, teacher disengagement, teacher esprit, hindrance, and principal task emphasis. The overall reliability of the Korean version of the instrument seemed to be very satisfactory. Four types of organizational climate were considered appropriate: open, dedicated, separated, and closed.<sup>2</sup>

OCDQ studies in the Arab world. A computer search of OCDQ literature through the ERIC Document and University Microfilm systems revealed that three studies of organizational climate using the OCDQ have been conducted in two Arabian countries: Saudi Arabia and Libya. The first study

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<sup>1</sup>Deoisres Sumeth, "A Study of the School Organizational Climate and the Principal's Leadership Behavior as Perceived by Secondary School Teachers in Bangkok, Thailand," Dissertation Abstracts International 40 (1979):1171.

<sup>2</sup>Jong-Hee Ro, "An Investigation of Organizational Climate in Elementary Schools in the Province of Challabukko, Korea," Dissertation Abstracts International 42 (1981):3375.

employing an Arabic version of the OCDQ was conducted by Mohammed Manuie to investigate teacher-principal perceptions of the organizational climate in selected schools in Riyadh, Saudi Arabia. The OCDQ was used in this study to collect data from fifty-five elementary and intermediate boys' and girls' schools. Manuie concluded that the organizational climate was perceived similarly by teachers and principals, but principals tended to perceive the climate as being more open than teachers did. Teachers in boys' schools tended to perceive their climate as being more open than those in girls' schools. Also, the type of education offered, the nature of school buildings, and the locations of the schools were found to be factors that contributed to the openness in climate of schools in Riyadh; that is, the nonrented schools were more open than the rented schools, the schools that were located in high socioeconomic areas were more open than schools located in low socioeconomic areas, and the boys' schools were relatively more open than the girls' schools.<sup>1</sup>

Hassan Abu-Baker Fareed conducted a study to investigate the organizational climate and the alienation of students in twelve high schools from two educational districts (Jeddah and Al-Taief) in the western province of Saudi Arabia.

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<sup>1</sup>Mohammed Abdulla Manuie, "A Study of Teacher-Principal Perceptions of the Organizational Climate in Selected Schools in Riyadh, Saudi Arabia" (Ph.D. dissertation, University of Oklahoma at Norman, 1976), p. 177.

The sample consisted of 717 students and 290 teachers and administrators. Teachers and principals responded to an Arabic version of the OCDQ and students responded to the Pupil Attitude Questionnaire. Fareed's findings showed no significant relationship between high school open climate and student alienation. No significant relationship was found to exist between the total alienation and its five dimensions (normlessness, powerlessness, isolation, self-estrangement, and meaninglessness) and the openness of the school climate. The three dimensions (powerlessness, isolation, and meaninglessness) tended to be related to the openness of the school climate. The hypothesis of this study was rejected.<sup>1</sup> This finding contradicts those of other studies where there was a relationship between alienation and openness or closedness of school climate.<sup>2</sup>

Abdullah Belgassem Alarafi investigated perceptions of organizational climate in eighty-one elementary and intermediate schools in the district of Benghazi, Libya. The OCDQ was translated into the Arabic language, and 243 teachers and 81 principals responded to the instrument. The relationship between principals and teachers was described as reasonably satisfactory but informal in character.

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<sup>1</sup>Hassan Abu-Baker Fareed, "The Relationship Between High School Open Climate and Student Alienation in Western Province of Saudi Arabia" (Ph.D. dissertation, University of Kansas, 1983), pp. 146-50.

<sup>2</sup>Hoy and Miskel, p. 205.

In the low socioeconomic areas the teachers' interaction in elementary and intermediate boys' and girls' schools was greater than the interaction among teachers in schools in the high socioeconomic areas. Schools in high socioeconomic areas were found more open in climate than the schools in low socioeconomic areas. Boys' schools were more rigid in atmosphere than girls' schools. Girls' school teachers perceived their school climate to be more open than those in boys' schools. Lastly, the principals in girls' schools perceived their schools' climates to be more open than did principals in boys' schools.<sup>1</sup>

#### School as a Social System

The theoretical framework of the present study was based on Getzels and Guba's theory which views the school as a social system and administration as a social process.

A social system is a model of organization that possesses a distinctive total unity (creativity) beyond its component parts; it is distinguished from its environment by a clearly defined boundary; it is composed of sub-units, elements and subsystems that are almost interrelated within relatively stable patterns of social order.<sup>2</sup>

A social system can be a unit of any size; it can be as large as a school district or as small as a school classroom.

"The school as a system has a boundary which differentiates

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<sup>1</sup>Abdullah Belgassem Alarafi, "Perceptions of Organizational Climate in Elementary and Intermediate Schools in Libya," Dissertation Abstracts International 41 (1980):470.

<sup>2</sup>Marvin E. Olsen, The Process of Social Organization (New York: Holt, Rinehart & Winston, 1968), pp. 227-32.

it from the external environment, but the external environment affects the attributes of the internal component of the schools."<sup>1</sup>

Social systems are generally open systems. A school may be described as an open system when there is an exchange between the school and the external environment, and it may be viewed as a closed system when there is a tendency to separate the school from its broader environment. Schools are affected by the values of the community, by politics, and by history. In brief, the school is affected by outside forces.<sup>2</sup>

Getzels and Guba developed the social system model which consists of two basic elements: (1) the institutional, defined in terms of certain roles and expectations which are organized to fulfill the goals of the system--called the normative dimension (nomothetic); and (2) the individual, defined in terms of the personalities and needs of the system's actors who provide the energy to achieve the goals--called the psychological dimension (idiographic).<sup>3</sup> Behavior in a social system is a function of the interaction of the two major elements--the normative and the psychological.<sup>4</sup>

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<sup>1</sup>Hoy and Miskel, p. 54.      <sup>2</sup>Ibid., p. 57.

<sup>3</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review 65 (Winter 1957):242-27.

<sup>4</sup>Jacob W. Getzels, James M. Lipham, and Roald F. Kendall, Educational Administration as a Social Process: Theory, Research, Practice (New York: Harper & Row, 1968), pp. 79-80.

This interaction forms a third dimension which is called the transactional dimension (see figure 1).

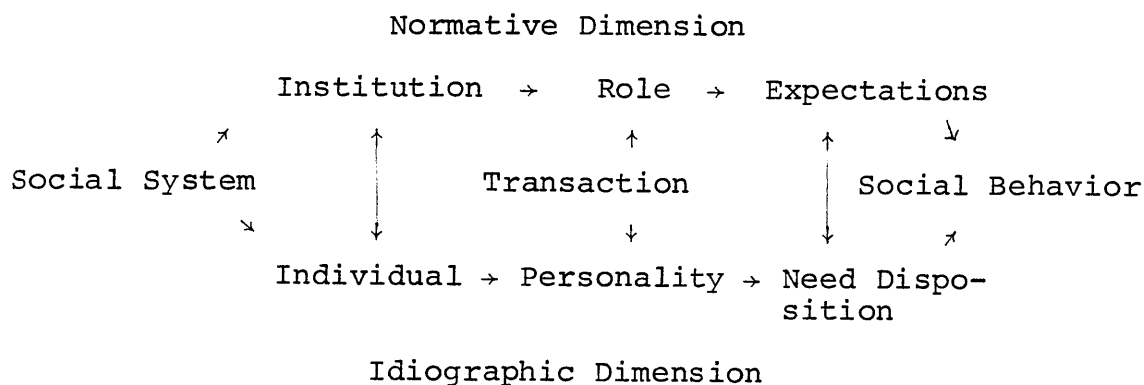


Figure 1. Social system model.

The normative dimension consists of three major terms. The first term is the institution. All social systems have certain imperative functions that come, in time, to be carried out in certain routinized patterns. The functions of governing, educating, and policing may be said to have become "institutionalized," and the agencies established to carry out these institutionalized functions for the social system are called institutions. The other terms are role and expectation; they are necessary to the functioning of the institution. Roles are the most important, and are defined, in part, by expectations. The institutional element of a social system, then, explains the behavior of individuals in terms of dominant roles and expectations aimed at meeting the goals of the system.<sup>1</sup>

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<sup>1</sup>Getzels and Guba, pp. 424-27.

The idiographic dimension in the Getzels-Guba model also consists of three elements. The individual is the first element in this dimension, in that two individuals may differ in behavior in the same situation. Individuals stamp the particular roles they fill with their own style and characteristic pattern of expressive behavior. It is not enough to know the nature of the roles and expectations for more understanding of behavior in social systems; it is necessary to know the nature of the individual inhabiting the roles and reacting to the expectations. The second element of the idiographic dimension is personality. Getzels and Guba define personality as "the dynamic organization within an individual containing need dispositions that govern idiosyncratic reactions to the environment."<sup>1</sup> This definition is in terms of an internal motivational system, personalities are unique and variety in behavior is the rule rather than the exception. The third element of the idiographic dimension is need disposition. This term refers to the internal forces that determine the direction and goals of behavior. Individuals have complex sets of needs and desires that cause them to behave differently within similar situations. The needs also affect the way an individual perceives the environment.<sup>2</sup>

The social system model represents the theoretical framework from which one can derive a conceptualization of

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<sup>1</sup>Ibid., p. 427.      <sup>2</sup>Ibid., pp. 427-28.

climate of the school and behavior characteristics of principals.<sup>1</sup> Lonsdale stated that organizational climate might be defined as the global assessment of interaction between the task-achievement dimension and the needs-satisfaction dimension within an organization. The task-need integration is synonymous to Getzels and Guba's nomothetic-idiographic terms.<sup>2</sup>

Wiggins related that the organizational climate is that state of the organization which results from the interaction that takes place between principal and teachers as they fulfill their prescribed roles while satisfying their individual needs.<sup>3</sup> The different expectations of principals and teachers regarding school climate arise from their differing degrees of involvement in the role relationship. Hence, certain expectations are not maintained by everyone in the role set with equal intensity. The conflict between role expectations and need dispositions causes misunderstandings in a social system.<sup>4</sup>

#### Perceptions and Organizational Climate of Schools

Individuals have individual perceptions, which are influenced to some degree by the individual's judgment and

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<sup>1</sup>Wiggins, p. 57.      <sup>2</sup>Lonsdale, p. 166.

<sup>3</sup>Wiggins, p. 57.

<sup>4</sup>Getzels, Lipham, and Kendall, p. 84.

evaluation. In his definition of perception, David Russell stated that perception is a process of organizing and interpreting the sensations the organism receives from external and internal stimuli.<sup>1</sup> Robert V. Presthus defined perception as the process of becoming acquainted with environment; it defines the behavioral limits of a situation in the sense that its accuracy determines the effectiveness of our responses.<sup>2</sup> People use themselves as the standard by which they perceive or judge other people's behavior or action.<sup>3</sup>

Halpin and Croft, in discussing the influence of an individual's perceptions of his or her behavior, said that when we ask members of a group to describe their leader it is difficult to determine how much of the description of the leader that is given by subordinates is determined by the actual stimulus object of the leader and how much is determined by elements within the perceiver which operate almost independently of the person who presumably is being described.<sup>4</sup> As Werrett W. Charters, Jr. showed, the variance in teachers' descriptions of principals is sometimes associated more closely with variance in elements within the perceiver than with variance in the behavior of the

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<sup>1</sup>David Russell, Children's Thinking (Waltham, MA: Blaisdell Pub. Co., 1956), p. 70.

<sup>2</sup>Robert V. Presthus, The Organizational Society: An Analysis and a Theory (New York: Alfred A. Knopf, 1962), p. 98.

<sup>3</sup>Sisson, p. 16.

<sup>4</sup>Halpin and Croft, p. 12.

principals.<sup>1</sup> For these reasons it is important to obtain a consensus of the group's perceptions of their school's climate before the determined organizational climate can be considered valid.<sup>2</sup>

In a study investigating the congruence between perceptions and expectations of organizational climate held by teachers and principals, a positive significant relationship was found between principals' expectations and perceptions of the climate. Principals tended to perceive the climate more favorably than teachers did, and there was both divergence and congruence between teachers' and principals' perceptions of organizational climate.<sup>3</sup>

A study by James Harry Hinson, Jr. investigated the organizational climate of elementary schools in a large urban school system and found significant differences in perceptions held by teachers in Negro schools as compared to teachers in white schools and in principals' perceptions as compared to teachers' perceptions. Principals differed significantly from teachers in their perceptions regarding the organizational climate of schools. These differences

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<sup>1</sup>Werrett W. Charters, Jr., "Teacher Perceptions of Administrator Behavior," cited in Halpin and Croft, p. 12.

<sup>2</sup>Halpin and Croft, p. 9.

<sup>3</sup>Angeline G. Boisen, "Relationships Among the Perceptions and Expectations Held by Principals and Teachers for the Organizational Climate of Elementary Schools" (Ed.D. dissertation, University of Maryland), Dissertation Abstracts International 27 (1967):2763-4-A.

were greater in the Negro schools, and occurred more often in schools with a closed climate than in schools with an open climate.<sup>1</sup>

In an investigation of teacher perceptions of school climate and reinforcement behavior of principals, Robert Nelson found that teachers tended to perceive a relatively open climate in schools led by principals whom teachers perceived as having high levels of reinforcement behavior. In direct contrast, a relatively closed climate tended to be perceived by teachers in schools led by principals perceived as having low levels of reinforcement behavior.<sup>2</sup>

Other studies investigating the relationship of principal and teacher perceptions of the school organizational climate have revealed that principals and teachers lack congruency in their perceptions of school climate. Principals tend to perceive the organizational climate of their schools as more open than teachers perceive them.<sup>3</sup> In an investigation of the organizational climate of schools, Halpin stated

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<sup>1</sup>James Harry Hinson, Jr., "An Investigation of Organizational Climate of the Elementary School in a Large Urban School System," Dissertation Abstracts International 25 (1965):6471.

<sup>2</sup>Robert Nelson, "Relationship Between Teacher Perception of Reinforcing Behavior of Principal Organizational Climate of Elementary Schools," Dissertation Abstracts International 33 (1972):563A.

<sup>3</sup>See, e.g., J. F. Walkins, "An Inquiry into the Principal Staff Relationship," Journal of Educational Research 63 (1969):11-15; Marcano, p. 4559; Dachamulukukul, p. 7430; Manuie, p. 177; and Sisson, p. 78.

that the most important issue in the perception of the organizational climate is how the members of the group perceived their leader's behavior, because it is their perception of the leader's behavior that determines the behavior of the group members; the leader's actual behavior is less important.<sup>1</sup>

G. D. Thayer investigated the relationship between teachers' perceptions of school climate and students' perceptions of classroom climate. The author found a relationship between the teachers' positive perceptions of their group and leadership qualities, and the students' positive views of their teachers and classrooms.<sup>2</sup> Finally, Jerrold Bennett Schwartz examined the relationship of teacher-principal social interaction and student perceptions of the schools' educational environment. A relationship was found between teacher-principal interaction and student perceptions of the educational environment.<sup>3</sup>

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<sup>1</sup>Halpin and Croft, p. 12.

<sup>2</sup>G. D. Thayer, "Some Relationships Between Schools and Classroom Climate," Dissertation Abstracts International 32 (1971):2926.

<sup>3</sup>Jerrold Bennett Schwartz, "The Relationship of Teacher-Principal Social Interaction and Students' Perceptions of the Educational Environment of Elementary Schools," Dissertation Abstracts International 44/07A (1983):2003.

Organizational Climate and  
Demographic Variables

A number of studies in the literature investigated the relationships of principal, teacher, and school demographic data as variables affecting the openness or closedness of school climate. Edward Vance Cook found that smaller elementary schools tend to have more open climates than larger schools. In addition he found that older teachers perceive their schools as open while younger teachers perceive their schools as closed.<sup>1</sup> Manuie revealed that teachers in boys' schools perceive their school climate as being more open than teachers in girls' schools; nonrented schools were more open than rented schools; and schools located in higher socioeconomic areas were more open in climate than schools located in lower socioeconomic areas.<sup>2</sup>

Another study showed a steady increase in teachers' negative feelings and perceptions of school climate with increasing teacher experience.<sup>3</sup> Maryann Castelli Kalis found that untenured as opposed to tenured teachers hold a more positive attitude toward school climate. Kalis reported that a school's openness in climate has been significantly

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<sup>1</sup>Edward Vance Cook, "Leadership Behavior of Elementary School Principals and the Organizational Climate of the Schools Which They Administer," Dissertation Abstracts International 27 (1965):345-46.

<sup>2</sup>Manuie, p. 177.

<sup>3</sup>John C. Walden, Thomas N. Taylor, and J. Foster Watkins, "Organizational Climate Change Over Time," Educational Forum 40 (November 1975):91.

related to teacher attrition, high socioeconomic settings, and the amount of education received by the community. Additionally, school size seems to affect climate with larger schools tending to have a more closed climate.<sup>1</sup>

In her study, Patricia Turner Mitchell found that both experienced and inexperienced teachers perceived female and male principals to have closed school climates, and that the more experienced the female principal the more likely the school climate is to be closed.<sup>2</sup>

Sisson examined the relationship between selected characteristics of principals and teachers and the degree of school openness. He concluded that school climate was perceived by principals as more open than as perceived by teachers. Principals in schools with more open climates had longer tenure than principals in less open climate schools. Teachers in more open climate schools were older than teachers in schools with less open climates.<sup>3</sup>

In her study of elementary school organizational climate in a large urban school system over a period of time, Blanche Roney Dobbs concluded that there is no difference

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<sup>1</sup>Maryann Castelli Kalis, "Teaching Experience: Its Effect on School Climate, Teacher Morale," National Association of Secondary School Principals Bulletin 64 (1980):90, 95-96.

<sup>2</sup>Patricia Turner Mitchell, "Organizational Climates of Elementary Schools and Teachers' Perceptions of Principals' Effectiveness," Dissertation Abstracts International 39A (1978):5241

<sup>3</sup>Sisson, pp. 78-80.

between teachers' and principals' sex, age, race, number of years of experience in the system, or number of years in the present school; the principals' number of years in the principalship; the students' racial composition, socioeconomic status, or gain in reading achievement; the size of the instructional staff; and the open or closed climate of the school as perceived by teachers.<sup>1</sup>

Marcano's study of organizational climate in Venezuelan elementary schools revealed that the age of principals, the number of years the principal has been in the same school, and the geographical location of the school district have no relationship to the degree of openness of the organizational climate of the school. Principals who have longer tenure tend to preside over schools with a more open climate than those with shorter tenure. Principals view the climate of their school as being more open than do the teachers.<sup>2</sup>

Alan Hilliard examined the relationship between organizational climate, elementary school principals, and the adaptability of the school. His findings included (1) non-authoritarian principals have more open climate schools than authoritarian principals, (2) schools with more open climates are more adaptable than schools with less open climates, and

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<sup>1</sup>Blanche Roney Dobbs, "Change in the Organizational Climate of the Elementary Schools in a Large, Urban School System Over a Period of Time," Dissertation Abstracts International 41/09A (1980):3795.

<sup>2</sup>Marcano, p. 4559.

(3) principals with shorter tenure have more open school climates than longer tenured principals. In addition, younger teachers provided a more open school climate than older teachers, and teachers with higher academic degrees provided a lower degree of openness and adaptability in their school.<sup>1</sup> Finally, Alarafi's study revealed that school climates in high socioeconomic areas are more open than in low socioeconomic areas, and that principals and teachers in girls' schools perceived their climate to be more open than principals and teachers in boys' schools.<sup>2</sup>

#### Summary

Organizational climate, as a term meaning the characteristics of an organization's environment, has been used in various studies on administration. Researchers disagree, however, on a single definition of organizational climate and the factors causing climate differences. Halpin and Croft's definition of organizational climate analogously as "organizational personality" is widely used in research on school organizational climate.

In the literature are cited many instruments for measuring organizational climate in a variety of organizational

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<sup>1</sup>Alan Hilliard, "Elementary School Principals and the Organizational Climate and Adaptability of the Schools," Dissertation Abstracts International 42/01 (1981):34.

<sup>2</sup>Alarafi, p. 470.

settings. The OCDQ by Halpin and Croft is one of the best and most widely used of the instruments which measure organizational climate in schools. The instrument consists of sixty-four items which assess the social interaction in schools between teacher and teacher and teacher and principal. The OCDQ items are assigned to eight subtests, four pertaining to teacher characteristics and four to principal characteristics. Through those eight subtests a continuum of open-closed climate is computed. Halpin and Croft utilized the leader behavior study, social system theory, and Rokeach's term open and closed mind in conceptualizing their organizational climate theory.

Since the OCDQ's publication, numerous studies have been conducted in the United States, Canada, and other countries to validate the instrument. Most of those studies concluded that the OCDQ is a useful and valid instrument for assessing the organizational climate of elementary schools. Also, the OCDQ has been shown valid in measuring the organizational climate of schools in the three studies conducted in the Arab world.

In studying the organizational climate of schools it is useful to view the school as a social system, as theorized by Getzels and Guba. To understand this model, the school is viewed as a social system consisting of two basic elements: institutional (normative) and individual (idiographic). The

social behavior of school subsystems is a result of the interaction between normative and idiographic elements.

The studies reported in the literature on principal and teacher perceptions of organizational climate revealed different findings, but most of the studies found a divergence between principal and teacher perceptions of organizational climate. The findings of studies on school organizational climate and various demographic variables of principals, teachers, and students are contradictory. Some studies support the existence of a relationship between organizational climate and some demographic variables, but others do not support the existence of such a relationship.

This is the first study of its kind to be conducted in Bahrain investigating the organizational climate of elementary schools. This study might bring to the attention of principals and teachers an understanding of the possible relationship of a healthy school climate to the school's effectiveness and quality of output. It is this which makes this research unique and beneficial.

In the next chapter, the method and procedures employed in this study are presented. This includes a description of the sample selection, data collection, and data analysis.

## CHAPTER III

### METHOD AND PROCEDURES

This exploratory study sought to examine the organizational climate of Bahraini elementary schools, as perceived by principals and teachers, and the relationships among school organizational climates and selected characteristics of principals, teachers, and schools.

#### The Sample

A list of Bahrain's public elementary schools was secured from the Ministry of Education's Directorate of Elementary Education. The seventy-four schools, active in academic year 1984-85, were stratified into three lists on the basis of gender-related staffing patterns; i.e., (1) girls' schools with female principals and female teachers, (2) boys' schools with male principals and male teachers, and (3) boys' schools with female principals and female teachers.

The schools in each of the derived lists were then sequentially numbered. It was intended that ten schools from each gender composition would be selected for inclusion in the study. For both the lists of girls' schools with female principals and teachers and boys' schools with male

principals and teachers, the researcher randomly selected a page from Walter R. Borg and Meredith Damien Gall's table of random numbers<sup>1</sup> and proceeded down the list of two-digit numbers until ten schools had been selected. There were only nine schools for boys in Bahrain with female principals and female teachers. Therefore, all nine were included in the sample. This procedure produced a stratified sample of twenty-nine elementary schools.

The principals and ten teachers of each identified school were the participants of the study. The Directorate of Elementary Education provided the names of all the teachers in these schools. Ten teachers from each school were selected as participants, using a table of random numbers as in the previous procedure. This process yielded a total sample of 29 principals and 290 teachers.

#### Data Collection

For the purpose of data collection the researcher traveled to Bahrain. Written permission to contact principals and teachers of the twenty-nine identified elementary schools was secured from the Directorate of Elementary Education of the Bahraini Ministry of Education. The researcher visited each school twice. The objectives of the first visit were to confirm the principals' and teachers'

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<sup>1</sup>Walter R. Borg and Meredith Damien Gall, Educational Research: An Introduction (New York: Longman, 1983), pp. 905-7.

willingness to participate in the study, to distribute the instrument packet to each participant, and to schedule a specific date for the researcher's second visit to the school for the purpose of collecting the completed forms.

Each instrument packet had the participant's name affixed, and was comprised of the following material: (1) a cover letter from the researcher to the participant explaining the purpose of the investigation and guaranteeing his or her anonymity (appendix B), (2) an Arabic version of the OCDQ with instructions to the respondent (appendix A), (3) a demographic data sheet in Arabic (appendix A), and (4) an addressed envelope used by the participant to return the completed forms to the researcher. Because of the nature of the mail service in the country, the researcher chose to return to each school two weeks after the first visit in order to collect the instruments completed by the participants.

As a means of instrument collection followup, the participants' OCDQs and demographic data sheets were coded with four-digit numbers. The first two digits identified the school and the second two digits identified the participants. The schools were coded as follows: (1) 20-29, girls' schools with female principals and teachers; (2) 30-39, boys' schools with male principals and teachers; and (3) 40-48, boys' schools with female principals and teachers.

The principal's code for each school was 00, while the teachers' codes were from 01 to 10.

After completion of the data collection, these code numbers were cut off of all instruments. Before the original code was eliminated, a new code was used for the purpose of identification and checking through the data analysis stage. In this code, the schools were numbered sequentially from one to twenty-nine and the respondents were coded only by their respective school codes.

#### Translation of the Instrument

The investigator obtained permission from the Macmillan Publishing Company to translate and administer the OCDQ (see appendix B). In his translation of the instrument into Arabic, the investigator focused much effort on preserving the connotation as well as the content of the OCDQ items. This was accomplished through consultations with some American educators when the investigator was in doubt about the meaning of an item. The investigator also gave consideration to the Bahraini school system in the translation of the instrument. This required minor changes in some of the OCDQ items in order for those items to be relevant to the situation in Bahraini schools, while keeping the basic meaning of the original items. For example, item 34 was changed from, "Teachers eating lunch by themselves in their own classroom," to be read in Arabic as "Teachers

have tea or refreshing drink by themselves in their own classroom." This change was made because Bahrain's elementary school hours are from 7:00 AM to 1:00 PM, and teachers and students do not have lunch at school. Item 50 was changed from, "The principal tries to get better salaries for teachers," to be read in Arabic as "The principal tries to get his/her teachers financial compensations." This change was made because principals in Bahraini schools are not authorized to make decisions concerning salaries; those decisions are made by the Ministry of Education. However, principals do have authority to request financial compensation for their teachers who show superiority in their work.

After translation of the OCDQ by the investigator, a panel of experts judged the accuracy of the items in the Arabic version to the original English version, and the relevance of the items in the Bahraini educational setting. These experts were five professors of education at the University College of Bahrain (appendix C). The panel members were selected to provide the investigator maximum advice based on their educational backgrounds and expertise. All experts reported their judgment of and recommendations for the Arabic translation to the investigator. The panel's recommendations were to reword some items for clarity or to add a clarification statement to others. When the investigator implemented those recommendations and prepared a new version, the panel checked it a second time and indicated

that it was clearly stated. Afterwards, the instrument was given to some elementary teachers, who were asked to judge its clarity. They indicated that the instrument was clearly stated.

### Instrumentation

Two instruments were used to collect data for this study. First, a demographic data sheet was designed by the researcher for the purpose of collecting specific descriptive information about selected characteristics of principals, teachers, and schools. Each participant in the study responded to the demographic data sheet, which was attached to the front of the OCDQ. Respondents were requested to place a checkmark in front of their selected responses. Second, the Organizational Climate Description Questionnaire developed by Halpin and Croft was the major instrument. It was used in this study to assess the social interaction between principal and teachers and teacher interaction with other teachers in the twenty-nine elementary schools in the study.

The OCDQ consists of sixty-four items on a Likert-type scale. For each item, the respondent answers either rarely occurs, sometimes occurs, often occurs, or very frequently occurs. The sixty-four items are assigned to eight subtests on the basis of factor and content analyses. Four of these subtests describe teachers' characteristics:

Intimacy: the degree of social cohesiveness among teachers in the school;  
Disengagement: the degree to which teachers are involved and committed to achieving the goals of the school;  
Esprit: the apparent morale of the group;  
Hindrance: the extent to which teachers see rules, paper work, and "administrivia" as impeding their work.<sup>1</sup>

The remaining four subtests describe principals' characteristics:

Thrust: the dynamic behavior with which the principal sets a hard-working example;  
Consideration: the extent to which the principal is seen as treating teachers with dignity and human concern;  
Aloofness: the extent to which the principal is described as maintaining social distance (for example, cold and distant or warm and friendly);  
Production emphasis: the extent to which the principal tries to get teachers to work harder (for example, supervising closely, being directive, demanding results).<sup>2</sup>

Combined scores of the eight subtests map out the climate profile of the school, which is classified along a continuum defined at one end as an open climate and at the other end as a closed climate. These six profiles are open, autonomous, controlled, familiar, paternal, and closed. The climate openness index is the most straightforward way of determining the relative openness or closedness of a set of school climates. This can be computed by using the following equation: Esprit subtest mean score + Thrust subtest mean score - Disengagement subtest mean score = Openness of school climate.<sup>3</sup>

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<sup>1</sup>Owen, p. 196.

<sup>2</sup>Ibid.

<sup>3</sup>Hoy and Miskel, p. 191.

The researcher tabulated the responses on the OCDQ instrument and demographic data sheet. The OCDQ was then mailed to New Mexico to be scored by Donald Croft, one of the instrument's authors, who developed a complete scoring program and offers this service to OCDQ users. The output from this computer program provided the researcher with the information utilized in the analyses of this study.

#### OCDQ Reliability and Validity

The reliability of the eight subtests of the OCDQ were found by the split half, split respondent and communalities resulting from the three-factor rotational solution with coefficients to 0.84. The estimates of internal consistency and equivalence for the eight subtests indicate that the reliability of the OCDQ is acceptable (table 1).<sup>1</sup>

Anderson also reported the OCDQ had acceptable reliability with a Minnesota sample in a test-retest Pearsonian  $r$  correlation as well as an odd-even respondent Pearsonian  $r$ . These data are shown in table 2.<sup>2</sup> Andrews conducted the most extensive validity study of the OCDQ and demonstrated the existence of relationships between the OCDQ subtests and a number of variables. Andrews' studies establish the construct validity of the OCDQ for use in schools ranging from grades one to twelve.<sup>3</sup>

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<sup>1</sup>Halpin and Croft, p. 65.      <sup>2</sup>Anderson, p. 25.

<sup>3</sup>Andrews, pp. 4-20.

TABLE 1  
ESTIMATES OF INTERNAL CONSISTENCY AND OF EQUIVALENCE FOR THE  
EIGHT OCDQ SUBTESTS

| OCDQ<br>Subtest        | Split-Half Coef-<br>ficient of Reli-<br>ability, Corrected<br>by the Spearman-<br>Brown Formula <sup>a</sup><br>( $N = 1,151$ ) | Correlation Be-<br>tween Scores of<br>the Odd-Numbered<br>and Even-Numbered<br>Respondents in<br>Each School <sup>b</sup><br>( $N = 71$ ) | Communality Es-<br>timates <sup>c</sup> for<br>Three-Factor<br>Rotational<br>Solution<br>( $N = 1,151$ ) |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Disengagement          | .73                                                                                                                             | .59                                                                                                                                       | .66                                                                                                      |
| Hindrance              | .68                                                                                                                             | .54                                                                                                                                       | .44                                                                                                      |
| Esprit                 | .75                                                                                                                             | .61                                                                                                                                       | .73                                                                                                      |
| Intimacy               | .60                                                                                                                             | .49                                                                                                                                       | .53                                                                                                      |
| Aloofness              | .26                                                                                                                             | .76                                                                                                                                       | .72                                                                                                      |
| Production<br>Emphasis | .55                                                                                                                             | .73                                                                                                                                       | .53                                                                                                      |
| Thrust                 | .84                                                                                                                             | .75                                                                                                                                       | .69                                                                                                      |
| Consideration          | .59                                                                                                                             | .63                                                                                                                                       | .64                                                                                                      |

SOURCE: Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (St. Louis, MO: Washington University, 1962), p. 66.

<sup>a</sup>Estimate of internal consistency.

<sup>b</sup>Estimate of equivalence.

<sup>c</sup>These are lower-bound, conservative estimates of equivalence.

TABLE 2  
ANDERSON'S RELIABILITY COEFFICIENTS

| OCDQ<br>Subtests    | Test-Retest<br>Pearson $r$ | Pearson $r$ Correlation<br>of Odd-Even Respondents |
|---------------------|----------------------------|----------------------------------------------------|
| Disengagement       | +0.567                     | +0.541                                             |
| Hindrance           | +0.458                     | +0.791                                             |
| Esprit              | +0.805                     | +0.685                                             |
| Intimacy            | +0.653                     | +0.668                                             |
| Aloofness           | +0.196                     | +0.708                                             |
| Production Emphasis | +0.787                     | +0.692                                             |
| Thrust              | +0.504                     | +0.763                                             |
| Consideration       | +0.805                     | +0.556                                             |

SOURCE: Donald P. Anderson, "Relationships of Organizational Climate of Elementary Schools and Personal Variables of Principals" (Ph.D. dissertation, University of Minnesota, 1964), p. 21, as cited in Manuie, p. 86.

Research conducted to investigate the relationship between the OCDQ and the Organizational Climate Index (OCI) concluded that there is a significant relationship between these two instruments.<sup>1</sup> A positive relationship also was found between the OCDQ and Likert's Profile of a School.<sup>2</sup>

<sup>1</sup>C. R. Steinhoff and R. G. Owen, "A Study of the Relationship Between the Organizational Climate Index and the Organizational Climate Description Questionnaire," paper presented at the Educational Research Association meeting, Lake Kiameshas, New York, March 1969.

<sup>2</sup>Hall, p. 590.

Other validity studies of the OCDQ have been conducted by many researchers (refer to chapter II). A few of these researchers and their conclusions are Stansbury's finding that the OCDQ is a viable instrument, Vanderlain's finding that the Esprit subtest seems viable, Smith's finding that the OCDQ is a viable instrument to identify organizational climate, Roseveare's conclusion that the Thrust subtest is valid and the Esprit subtest is probably valid, Coker's finding that the OCDQ reliability is extremely high and the instrument is valid, and Pritchard's finding that the eight subtest dimensions are viable.<sup>1</sup> As Gary D. Borich and Susan K. Madden indicated, the great number of studies that have used the OCDQ has ensured its reliability and validity.<sup>2</sup> As shown by these researchers, the OCDQ is a valid and reliable instrument, especially at the dimensional level in its application in the United States and other advanced and developing countries, as well as its application in the Arab nations of Saudi Arabia and Libya. Such conclusions appear to justify the applicability of the OCDQ for use in the present study.

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<sup>1</sup>Stansbury, p. 3817; Vanderlain, p. 2081; Smith, p. 2041; Roseveare, p. 7051; Coker, p. 1459; Pritchard, p. 2037.

<sup>2</sup>Gary D. Borich and Susan K. Madden, Evaluating Classroom Instruction: A Sourcebook of Instruments (Menlo Park, CA: Addison-Wesley, 1977), p. 377.

### Research Hypotheses

In order to investigate the concerns of this study, null hypotheses were tested for significance at the .05 level. These hypotheses were as follows:

Ho1--No significant difference exists between principals' and teachers' perceptions of the organizational climate of their elementary schools as measured by the OCDQ.

Ho2--No significant difference exists between the organizational climates of three different types of schools: (1) those with male principals, male teachers, and male students; (2) those with female principals, female teachers, and female students; and (3) those with female principals, female teachers, and male students.

Ho3--No significant difference exists between organizational climate and (1) gender of principals, (2) gender of teachers, (3) principals' years of experience, (4) teachers' years of experience, (5) qualifications of principals, and (6) qualifications of teachers.

### Analysis of Data

The primary purposes of this study were: (1) to determine the organizational climate of twenty-nine elementary schools in Bahrain as perceived by principals and teachers through the use of the OCDQ, and (2) to investigate possible statistically significant differences between the schools' organizational climates, selected characteristics of

principals and teachers, and the gender composition of the schools.

Each school's organizational climate was determined by using the following formula: Esprit subtest mean score + Thrust subtest mean score - Disengagement subtest mean score = Openness of school climate.<sup>1</sup>

The three null hypotheses of this study were tested for statistical significance at the .05 level. The first hypothesis was analyzed with a t test for possible statistically significant differences between principal's perceptions and teachers' perceptions of their school's organizational climate. Analysis of variance was used to test the second hypothesis for possible statistically significant differences between organizational climate openness scores of the three groups of schools with different gender compositions. The third hypothesis was tested by three different statistical procedures: (1) the possible statistically significant differences between gender of principals and the openness scores of their school climates and the gender of the teachers and the openness scores of their school climates were tested using t tests; (2) the possible statistically significant differences between principals' and teachers' years of experience and the openness scores of their school climates were tested using the Pearson

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<sup>1</sup>Hoy and Miskel, p. 191.

product-moment correlation coefficients; and (3) the possible statistically significant differences between principals' and teachers' qualifications and the openness scores of their school climates were tested using analysis of variance.

In the next chapter of this study, the findings are presented. In chapter V, a summary of the study, observations and discussion of the findings, implications of the findings, and recommendations for further research are presented.

## CHAPTER IV

### THE FINDINGS

The findings obtained through the procedures outlined in chapters I and III are presented in this chapter. The chapter is divided into four sections: (1) description of the respondents, (2) demographic data presentation, (3) the OCDQ computer scoring and computation of individual and school openness scores, and (4) testing of hypotheses.

#### The Respondents

The population of this study were principals and teachers of public elementary schools in Bahrain. Using the process described in chapter III, a random sample of twenty-nine elementary schools was selected. From these twenty-nine schools, the principal of each school and ten teachers from each school were randomly selected to participate in the study. This process produced a sample of 29 principals and 290 teachers.

All of the twenty-nine schools selected in the sample agreed to participate in the study. Twenty-nine principals (100 percent) and 287 teachers (98.9 percent) completed and returned the study instruments (the demographic data sheet and an Arabic version of the Organizational Climate Description Questionnaire). The three teachers who did not complete

the instruments were from three different elementary schools in the sample.

#### Demographic Data Presentation

The demographic data sheets of 29 principals and 287 teachers were hand-tabulated by the researcher. The results for teachers and principals were tabulated separately. Table 3 presents the gender, experience, and qualifications of the respondents, as well as the type of school in which they were employed according to its gender composition. The table shows that 34.5 percent of the principals were male while 65.5 percent were female. Likewise, of the teachers who responded, 34.5 percent were males and 65.5 percent were females.

With regard to the different types of schools and the number of principals, 34.5 percent of the principals were females who headed girls' schools with female teachers. These teachers represented 34.4 percent of all teachers who responded to the instrument. Also, the table shows that 34.5 percent of the principals were males, administering boys' schools with male teachers. From those boys' schools, the teachers represented 34.5 percent of all teachers who responded to the instrument. Finally, 31.0 percent of the principals were females who administrated boys' schools with female teachers. These teachers comprised 31.1 percent of the teacher respondents. In regard to student gender, girls'

TABLE 3  
DEMOGRAPHIC DATA

| Demographic Variables                              | Schools<br>( <u>N</u> = 29) | Principals<br>( <u>N</u> = 29) |      |      | Teachers<br>( <u>N</u> = 287) |      |      |
|----------------------------------------------------|-----------------------------|--------------------------------|------|------|-------------------------------|------|------|
|                                                    |                             | <u>n</u>                       | %    | Mean | <u>n</u>                      | %    | Mean |
| Gender                                             |                             |                                |      |      |                               |      |      |
| Male                                               | 10                          | 10                             | 34.5 | --   | 99                            | 34.5 | --   |
| Female                                             | 19                          | 19                             | 65.5 | --   | 188                           | 65.5 | --   |
| Types of Schools                                   |                             |                                |      |      |                               |      |      |
| Girls' schools with female principals and teachers | 10                          | 10                             | 34.5 | --   | 98                            | 34.4 | --   |
| Boys' schools with male principals and teachers    | 10                          | 10                             | 34.5 | --   | 99                            | 34.5 | --   |
| Boys' schools with female principals and teachers  | 9                           | 9                              | 31.0 | --   | 90                            | 31.1 | --   |
| Qualifications                                     |                             |                                |      |      |                               |      |      |
| High school degree                                 | --                          | 24                             | 82.7 | --   | 83                            | 29.0 | --   |
| Teacher training college degree                    | --                          | --                             | --   | --   | 133                           | 46.3 | --   |
| University degree                                  | --                          | 5                              | 17.3 | --   | 71                            | 24.7 | --   |
| Years of Experience                                | --                          | --                             | --   | 29.3 | --                            | --   | 9.3  |

schools constituted 34.5 percent of the school sample and boys' schools constituted 65.5 percent of the school sample.

With respect to the educational background or qualifications of the principals and teachers, the table shows that 82.7 percent of the principals and 29 percent of the teachers did not exceed the high school level in their

educational background. None of the principals had teacher training college degrees while 46.3 percent of the teachers were graduates of teacher training colleges (two academic years of college study after high school graduation). The table shows 17.3 percent of the principals had a university degree while 24.7 percent of the teachers had university degrees (bachelor of arts, bachelor of science, and bachelor of education). In brief, 82.7 percent of the principals did not exceed high school level in their educational background while 71 percent of the teachers earned more than a high school degree.

With regard to years of experience, principals had a total of 849 years of experience with a mean of 29.3 years while teachers had a total of 2,666 years of experience with a mean of 9.3 years. This finding that principals have more years of experience than their teachers is an expected one in the situation of Bahraini schools, where seniority is the major criterion for promotion to principalship.

#### OCDQ Computer Scoring and Computation of Individual and School Openness Scores

The major instrument used to assess the organizational climate of schools in this study was the Organizational Climate Description Questionnaire. The completed OCDQs were hand-tabulated by the researcher and mailed to Don B. Croft at New Mexico State University's Educational Research Center. Croft scored the OCDQ responses by computer and

returned a printout of the OCDQ scores. The OCDQ computer output scores consisted of three types: (1) normatively standardized scores, (2) individual double standardized scores and climate profile scores, and (3) individual and school climate similarity index scores.

For the purpose of this study, the researcher utilized the normatively standardized scores of principals, teachers, and schools in computing the openness scores of the individuals and schools. The normatively standardized scores were computed by the following procedure. First, the means were computed of the responses to the items which composed each subtest. Second, these means were multiplied by ten and all further decimal values were rounded and dropped. Finally, the raw means from the second step were standardized utilizing the means and standard deviations from Halpin and Croft's original sample of seventy-one elementary schools. The resulting standardized scores were converted to have an expected mean of 50 with a standard deviation of 10.<sup>1</sup>

The openness scores of each principal, teacher, and school were computed using the normatively standardized mean scores of the OCDQ subtests Esprit, Thrust, and Disengagement. The openness scores were arrived at by using the following formula:  $\text{Esprit} + \text{Thrust} - \text{Disengagement} = \text{Openness}$

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<sup>1</sup>Halpin and Croft, pp. 174-77.

score. Table 4 shows the individual openness scores for this study's sample of schools and principals and the teachers' mean openness scores for each school. These

TABLE 4  
OPENNESS SCORES: ELEMENTARY SCHOOLS,  
PRINCIPALS, AND TEACHERS

| School<br>Code | Openness Scores |            |                             |
|----------------|-----------------|------------|-----------------------------|
|                | Schools         | Principals | Teachers' Mean <sup>a</sup> |
| 1              | 33              | 30         | 34                          |
| 2              | 31              | 32         | 31                          |
| 3              | 27              | 29         | 27                          |
| 4              | 32              | 45         | 31                          |
| 5              | 28              | 48         | 26                          |
| 6              | 38              | 36         | 38                          |
| 7              | 36              | 61         | 22                          |
| 8              | 35              | 36         | 35                          |
| 9              | 20              | 44         | 18                          |
| 10             | 38              | 56         | 36                          |
| 11             | 49              | 62         | 48                          |
| 12             | 27              | 39         | 25                          |
| 13             | 35              | 51         | 33                          |
| 14             | 29              | 35         | 28                          |
| 15             | 31              | 46         | 30                          |
| 16             | 45              | 31         | 47                          |
| 17             | 25              | 9          | 27                          |
| 18             | 40              | 63         | 37                          |
| 19             | 34              | 51         | 32                          |
| 20             | 35              | 55         | 33                          |
| 21             | 28              | 50         | 25                          |
| 22             | 11              | 44         | 8                           |
| 23             | 28              | 66         | 25                          |
| 24             | 27              | 50         | 23                          |
| 25             | 10              | 39         | 8                           |
| 26             | 28              | 51         | 26                          |
| 27             | 41              | 49         | 37                          |
| 28             | 28              | 38         | 27                          |
| 29             | 32              | 28         | 32                          |

<sup>a</sup>These scores reflect the mean of all respondent teachers in each school. All decimal values were rounded and dropped.

openness scores were then ranked from the highest to the lowest, and the means for all schools, all principals, and all teachers were calculated (see table 5). As is shown in table 5, the mean organizational climate openness score of the twenty-nine schools was 30.68. The distribution of schools in relation to the group mean shows that 55 percent of the schools scored above the mean and 45 percent scored below the mean. Of those schools scoring above the mean, seven were girls' schools with female principals and teachers, seven were boys' schools with male principals and teachers, and two were boys' schools with female principals and teachers. Those schools that scored below the mean were three girls' schools with female principals and teachers, three boys' schools with male principals and teachers, and seven boys' schools with female principals and teachers (see table 6).

#### Testing of Hypotheses

In order to test the hypotheses of this study, the researcher utilized the Peabody College Computer Services Center for statistical analysis of the data. The openness scores of the individual teachers, principals, and schools, and the demographic data of each of those were fed into the computer (see appendix D for raw data openness scores of teachers, principals, and schools). A statistical program designed to test the hypotheses of the study for significance

TABLE 5  
RANKINGS OF OPENNESS SCORES OF ELEMENTARY SCHOOLS,  
PRINCIPALS, AND TEACHERS

| Rank | Schools     |                | Principals  |                | Teachers    |                             |
|------|-------------|----------------|-------------|----------------|-------------|-----------------------------|
|      | School Code | Openness Score | School Code | Openness Score | School Code | Openness Score <sup>a</sup> |
| 1    | 11          | 49             | 23          | 66             | 11          | 48                          |
| 2    | 16          | 45             | 18          | 63             | 16          | 47                          |
| 3    | 27          | 41             | 11          | 62             | 6           | 38                          |
| 4    | 18          | 40             | 7           | 61             | 18          | 37                          |
| 5    | 6           | 38             | 10          | 56             | 27          | 37                          |
| 6    | 10          | 38             | 20          | 55             | 10          | 36                          |
| 7    | 7           | 36             | 13          | 51             | 8           | 35                          |
| 8    | 8           | 35             | 19          | 51             | 1           | 34                          |
| 9    | 13          | 35             | 26          | 51             | 13          | 33                          |
| 10   | 20          | 35             | 21          | 50             | 20          | 33                          |
| 11   | 19          | 34             | 24          | 50             | 19          | 32                          |
| 12   | 1           | 33             | 27          | 49             | 29          | 32                          |
| 13   | 4           | 32             | 5           | 48             | 2           | 31                          |
| 14   | 29          | 32             | 15          | 46             | 4           | 31                          |
| 15   | 2           | 31             | 4           | 45             | 15          | 30                          |
| 16   | 15          | 31             | 9           | 44             | 14          | 28                          |
| 17   | 14          | 29             | 22          | 44             | 3           | 27                          |
| 18   | 5           | 28             | 12          | 39             | 17          | 27                          |
| 19   | 21          | 28             | 25          | 39             | 28          | 27                          |
| 20   | 23          | 28             | 28          | 38             | 5           | 26                          |
| 21   | 26          | 28             | 6           | 36             | 26          | 26                          |
| 22   | 28          | 28             | 8           | 36             | 12          | 25                          |
| 23   | 3           | 27             | 14          | 35             | 21          | 25                          |
| 24   | 12          | 27             | 2           | 32             | 23          | 25                          |
| 25   | 24          | 27             | 16          | 31             | 24          | 24                          |
| 26   | 17          | 25             | 1           | 30             | 7           | 22                          |
| 27   | 9           | 20             | 3           | 29             | 9           | 18                          |
| 28   | 22          | 11             | 29          | 28             | 22          | 8                           |
| 29   | 25          | 10             | 17          | 9              | 25          | 8                           |

Note. Mean openness scores were as follows: schools' mean = 30.68; principals' mean = 43.93; teachers' mean = 29.32.

<sup>a</sup>These scores reflect the mean of all respondent teachers in each school. All decimal values were rounded and dropped.

TABLE 6

DISTRIBUTION OF ELEMENTARY SCHOOLS ABOVE AND BELOW THE  
MEAN OPENNESS CLIMATE SCORE OF THE SCHOOLS

| School Type                                              | Above<br>Mean | Below<br>Mean | Total |
|----------------------------------------------------------|---------------|---------------|-------|
| Girls' schools with<br>female principals<br>and teachers | 7             | 3             | 10    |
| Boys' schools with<br>male principals<br>and teachers    | 7             | 3             | 10    |
| Boys' schools with<br>female principals<br>and teachers  | 2             | 7             | 9     |
| Total                                                    | 16            | 13            | 29    |
| Percentage                                               | 55%           | 45%           | 100%  |

at the .05 level was conducted. The results of the analyses are presented in this section.

#### Hypothesis 1

The first hypothesis was stated as follows: No significant difference exists between principals' and teachers' perceptions of organizational climate of their elementary schools as measured by the OCDQ. In testing this hypothesis, the t test was utilized. The analysis of data revealed that a significant difference existed between principals' perceptions of the organizational climate of their schools and teachers' perceptions of the organizational climate of their

schools as measured by the OCDQ (table 7). The principals' and teachers' climate openness scores were 43.93 and 29.33, respectively. Statistical analysis indicated the difference between these means had a t value of 5.72 with a probability of 0.000. This value is statistically significant at the .05 level. Therefore, the first null hypothesis was rejected, meaning that principals perceived the organizational climate of their schools as significantly more open than teachers perceived them to be.

TABLE 7

RESULTS OF t TESTS BETWEEN PRINCIPALS' AND TEACHERS' PERCEPTIONS OF THEIR SCHOOLS' DEGREE OF OPENNESS CLIMATE

| Reference Group | <u>N</u> | Mean  | <u>SD</u> | <u>t</u> | <u>p</u> |
|-----------------|----------|-------|-----------|----------|----------|
| Principals      | 29       | 43.93 | 12.35     |          |          |
|                 |          |       |           | 5.72     | 0.000*   |
| Teachers        | 287      | 29.33 | 16.84     |          |          |

\*p < .05.

### Hypothesis 2

The second hypothesis was stated as follows: No significant difference exists between the organizational climate of three different types of schools: (1) those with male principals, male teachers, and male students; (2) those with

female principals, female teachers, and female students; and (3) those with female principals, female teachers, and male students. Table 8 shows the openness scores of the schools and the mean openness score for each of the three school types. Boys' schools with male principals and teachers

TABLE 8  
OPENNESS SCORES OF SCHOOLS BY TYPE OF SCHOOL

| Girls' Schools with<br>Female Principals<br>and Female Teachers |                   | Boys' Schools with<br>Male Principals<br>and Male Teachers |                   | Boys' Schools with<br>Female Principals<br>and Female Teachers |                   |
|-----------------------------------------------------------------|-------------------|------------------------------------------------------------|-------------------|----------------------------------------------------------------|-------------------|
| School<br>Code                                                  | Openness<br>Score | School<br>Code                                             | Openness<br>Score | School<br>Code                                                 | Openness<br>Score |
| 1                                                               | 33                | 11                                                         | 49                | 21                                                             | 28                |
| 2                                                               | 31                | 12                                                         | 27                | 22                                                             | 11                |
| 3                                                               | 27                | 13                                                         | 35                | 23                                                             | 28                |
| 4                                                               | 32                | 14                                                         | 29                | 24                                                             | 27                |
| 5                                                               | 28                | 15                                                         | 31                | 25                                                             | 10                |
| 6                                                               | 38                | 16                                                         | 45                | 26                                                             | 28                |
| 7                                                               | 25                | 17                                                         | 25                | 27                                                             | 41                |
| 8                                                               | 35                | 18                                                         | 40                | 28                                                             | 28                |
| 9                                                               | 20                | 19                                                         | 34                | 29                                                             | 32                |
| 10                                                              | 38                | 20                                                         | 35                |                                                                |                   |
| Mean                                                            | 30.7              | Mean                                                       | 35.0              | Mean                                                           | 25.9              |

had the highest mean score at 35.0 percent, followed by girls' schools with female principals and teachers and boys' schools with female principals and teachers.

A one-way analysis of variance was used to test for significant differences among the organizational climates of the three types of schools (table 9). The analysis

TABLE 9

ONE-WAY ANALYSIS OF VARIANCE OF THE RELATIONSHIP BETWEEN  
THE DEGREE OF OPENNESS CLIMATE OF SCHOOLS BY TYPE  
OF SCHOOL

| Source of Variation       | Sum of Squares | <u>df</u> | <u>x</u> <sup>2</sup> | <u>F</u> | <u>p</u> |
|---------------------------|----------------|-----------|-----------------------|----------|----------|
| Main effects school types | 393.218        | 2         | 196.609               | 3.201    | 0.057    |
| Residual                  | 1596.989       | 26        | 61.423                |          |          |
| Total                     | 1990.207       | 28        | 71.079                |          |          |

revealed an F value of 3.20 with a probability of 0.057, which was near significance at the .05 level.

A further post hoc statistical analysis for the analysis of variance to determine pairs of means that are statistically significant at the .05 level, using the Newman-Keuls procedure (see table 10), revealed that there was no significant difference between the degree of openness climate of girls' schools with female principals and teachers and boys' schools with male principals and teachers. Also, there was no significant difference between the degree of openness climate of girls' schools with female principals and teachers and boys' schools with female principals and teachers. The only significant difference between the degree of openness climate was found between boys' schools

with male principals and teachers and boys' schools with female principals and teachers, which means that boys' schools with male principals and teachers have a greater degree of openness in climate than boys' schools with female principals and teachers.

TABLE 10  
CLIMATE COMPARISONS AMONG THREE TYPES OF SCHOOLS  
COMPUTED BY THE NEWMAN-KEULS PROCEDURE

|                                                          | Boys' Schools<br>with Female<br>Principals<br>and Teachers | Girls' Schools<br>with Female<br>Principals and<br>Teachers | Boys' Schools<br>with Male<br>Principals<br>and Teachers |
|----------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|
| Boys' schools with<br>female principals<br>and teachers  | —                                                          | 4.8                                                         | 9.1*                                                     |
| Girls' schools with<br>female principals<br>and teachers |                                                            | --                                                          | 4.3                                                      |
| Boys' schools with<br>male principals<br>and teachers    |                                                            |                                                             | --                                                       |
| Means                                                    | 25.9                                                       | 30.7                                                        | 35.0                                                     |

\* $p = .05$ .

### Hypothesis 3

The third hypothesis was stated as follows: No significant difference exists between organizational climate and (1) gender of principals, (2) gender of teachers, (3) principals' years of experience, (4) teachers' years of

experience, (5) qualifications of principals, and (6) qualifications of teachers. For the first and second variables of this hypothesis, t tests were used to establish whether statistically significant differences at the .05 level existed between school climate openness scores and the gender of principals and teachers. The statistical analyses of the data revealed a mean climate openness score of 26.8883 for female teachers and 33.9596 for male teachers (table 11). The difference between the means of male

TABLE 11

RESULTS OF t TESTS BETWEEN PRINCIPALS' GENDER AND PERCEPTIONS OF THEIR SCHOOL'S DEGREE OF OPENNESS CLIMATE AND BETWEEN TEACHERS' GENDER AND PERCEPTIONS OF THEIR SCHOOL'S DEGREE OF OPENNESS CLIMATE

| Reference Group | <u>N</u> | Mean    | <u>SD</u> | <u>t</u> | <u>p</u> |
|-----------------|----------|---------|-----------|----------|----------|
| Principals      |          |         |           |          |          |
| Female          | 19       | 43.7895 | 10.773    | -0.08    | .936     |
| Male            | 10       | 44.2000 | 16.356    |          |          |
| Teachers        |          |         |           |          |          |
| Female          | 188      | 26.8883 | 16.109    | -3.44    | .001*    |
| Male            | 99       | 33.9596 | 17.305    |          |          |

\*p < .05.

principals and female principals was not statistically significant at the .05 level; therefore, the null hypothesis

was supported that no significant difference existed between principals' gender and the openness of their schools' climates. The difference between means of male teachers and female teachers was statistically significant at the .05 level. Therefore, the null hypothesis was rejected in that female teachers perceived the climate of their schools to be less open than male teachers perceived them to be.

In testing the third and fourth variables of hypothesis 3, Pearson product-moment correlation coefficients were utilized in correlating the principals' years of experience with their school climate openness scores and the teachers' years of experience with their school climate openness scores. Analyses of the data revealed no statistically significant relationships between principals' years of experience and their school climate openness scores nor between teachers' years of experience and their school climate openness scores (table 12). The null hypothesis was supported that no significant difference existed between organizational climate and principals' years of experience or between organizational climate and teachers' years of experience.

The fifth and sixth variables of the third hypothesis tested the relationship between school climate openness as perceived by principals and teachers and their qualifications. Because principals were grouped under two categories of qualifications, the relationship between principals' climate openness scores and principals' qualifications was

TABLE 12

PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN PRINCIPALS' YEARS OF EXPERIENCE AND PERCEPTIONS OF THEIR SCHOOL'S DEGREE OF OPENNESS CLIMATE AND BETWEEN TEACHERS' YEARS OF EXPERIENCE AND PERCEPTIONS OF THEIR SCHOOL'S DEGREE OF OPENNESS CLIMATE

| Reference Group   | <u>N</u> | Mean    | <u>SD</u> | <u>r</u> | <u>p</u> |
|-------------------|----------|---------|-----------|----------|----------|
| Principals        |          |         |           |          |          |
| Openness scores   | 29       | 43.9310 | 12.6743   | 0.0385   | .421     |
| Years' experience | 29       | 29.2759 | 6.1114    |          |          |
| Teachers          |          |         |           |          |          |
| Openness scores   | 287      | 29.3275 | 16.8412   | 0.0639   | .140     |
| Years' experience | 287      | 9.2892  | 5.7522    |          |          |

analyzed with the t test. Analysis of the data revealed that the twenty-four principals who held high school degrees attained a climate openness mean of 42.0833 while the principals who held university degrees had a climate openness mean of 52.8000. The difference between principals' means in the two qualifications categories was not significant at the .05 level (table 13).

To test the relationship between the teachers' climate openness scores and their qualifications, teachers were grouped under three categories of qualifications: high school degree, teachers training college, and university degree. A one-way analysis of variance was used to test for

TABLE 13

RESULTS OF  $t$  TEST BETWEEN PRINCIPALS' QUALIFICATIONS AND  
PERCEPTIONS OF THEIR SCHOOL'S DEGREE OF OPENNESS  
CLIMATE

| Principals'<br>Qualifications | <u>N</u> | Mean    | <u>SD</u> | <u>t</u> | <u>p</u> |
|-------------------------------|----------|---------|-----------|----------|----------|
| High school degree            | 24       | 42.0833 | 12.374    |          |          |
|                               |          |         |           | -1.79    | .085     |
| University degree             | 5        | 52.8000 | 11.189    |          |          |

differences among the means of the climate openness scores of the three groups of teachers according to their qualifications (table 14). This analysis showed there was no significant relationship between teachers' qualifications and their schools' organizational climate openness.

#### Summary

The analysis of the data has been reported in this chapter. The response to the instrument was high, with 100 percent of principals and 98.9 percent of teachers completing the instrument. The demographic data were scored by hand and the OCDQs were computer scored. The climate openness scores were computed from the normatively standardized mean scores of the OCDQ subtests Esprit + Thrust - Disengagement. The schools' openness scores revealed 55 percent of schools were above and 45 percent of schools were

TABLE 14  
ONE-WAY ANALYSIS OF VARIANCE OF THE RELATIONSHIP BETWEEN TEACHERS' QUALIFICATIONS  
AND PERCEPTIONS OF THEIR SCHOOL'S DEGREE OF OPENNESS CLIMATE

| Teachers' Qualifications         | <u>N</u> | School Climate Mean Score | Source of Variation | Sum of Squares | <u>df</u> | <u>x</u> <sup>2</sup> | <u>F</u> | <u>p</u> |
|----------------------------------|----------|---------------------------|---------------------|----------------|-----------|-----------------------|----------|----------|
| High school degree               | 83       | 31.84                     | Main effects        |                |           |                       |          |          |
| Teachers training college degree | 133      | 28.12                     | qualifica-<br>tions | 782.223        | 2         | 391.112               | 1.383    | .253     |
| University degree                | 71       | 28.25                     |                     |                |           |                       |          |          |
|                                  |          |                           | Residual            | 80334.990      | 284       | 282.870               |          |          |
|                                  |          |                           | Total               | 81117.214      | 286       | 283.627               |          |          |

below the openness mean of the schools. The statistical analysis of data and hypothesis testing yielded the following findings for the null hypotheses. A significant statistical difference was found between principals' perceptions of the organizational climate of their schools and teachers' perceptions of the organizational climate of their schools. Thus, null hypothesis 1 was rejected. Data pertaining to null hypothesis 2 were tested and no significant difference was found to exist among the three types of schools and the organizational climate of the schools. A post hoc analysis revealed, however, a significant difference between boys' schools with male principals and teachers and boys' schools with female principals and teachers. In hypothesis 3, no significant difference was found between principals' gender and the climate openness of their schools nor between principals' qualifications and the organizational climate of their schools. A significant difference was found to exist, however, between teachers' gender and the organizational climate of their schools. Male teachers perceived their school climates as more open than female teachers. Finally, no significant difference was found between the teachers' years of experience and qualifications and their schools' organizational climate.

In the next chapter, the findings of the study are discussed. The implications of the study and recommendations are presented.

## CHAPTER V

### SUMMARY, OBSERVATIONS AND DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter summarizes the purpose of the study, the method and procedures, and the findings. Observations and a discussion of the findings are presented, followed by implications of the findings and recommendations for further research.

#### Summary

The purpose of this study was to examine the organizational climate of Bahraini elementary schools, as perceived by principals and teachers, and the relationships among school climate and the following selected characteristics of principals' and teachers' gender, qualifications, and years of experience, and the three types of schools in relation to the gender composition of principals, teachers, and students.

Two instruments were used to gather the data for this study. The major instrument, the Organizational Climate Description Questionnaire (Form IV), developed by Halpin and Croft, was translated into Arabic by the researcher and used to assess the organizational climate of the schools as perceived by principals and teachers. The second instrument

was a demographic data sheet which was designed by the researcher to gather information regarding the principals' and teachers' gender, qualifications, and years of experience.

The sample of this study consisted of twenty-nine Bahraini public elementary schools selected randomly from the Ministry of Education's elementary school list. From those schools, twenty-nine principals and 290 teachers were the subjects selected to participate in the study. All of the principals and 98.9 percent of the teachers completed and returned the study instruments.

The respondents' OCDQs were computer scored and the openness scores for the respondents and their schools were computed using the normatively standardized mean scores of the OCDQ subtests Esprit, Thrust, and Disengagement. The selected characteristics of principals, teachers, and the types of schools were tabulated and computed from the demographic data sheets. Analyses of the respondents' OCDQs and demographic data sheets revealed variations among the twenty-nine elementary schools in the degree of openness of their climates as perceived by principals and teachers. Also, there was variation among the three types of schools (i.e., girls' schools with female principals and teachers, boys' schools with male principals and teachers, and boys' schools with female principals and teachers) and their grouping above or below the climate openness mean of the schools.

Testing the three null hypotheses of this study revealed the following findings. A significant difference was found to exist between principals' and teachers' perceptions of school organizational climate in that principals perceived their school climates to be more open than their teachers did. A significant difference was found to exist between the degree of climate openness scores of boys' schools with male principals and teachers and boys' schools with female principals and teachers. Boys' schools with male principals and teachers had greater degrees of openness climate than boys' schools with female principals and teachers. No significant difference in the degree of openness climate was found between girls' schools with female principals and teachers and boys' schools with male principals and teachers, nor between girls' schools with female principals and teachers and boys' schools with female principals and teachers. Hypothesis 3 tested the relationship between the organizational climate openness scores and principals' and teachers' gender, years of experience, and qualifications. No significant differences were found to exist between organizational climate openness scores of principals and their gender, years of experience, and qualifications nor between the climate openness scores of teachers and their years of experience and qualifications. A significant difference was found to exist, however, between the climate openness scores and the gender of teachers.

Male teachers perceived their school climates to be more open than female teachers perceived their school climates.

### Observations and Discussion

The most obvious observation in this study was the high percentage of instrument return (98.9 percent); 316 out of a total of 319 principals and teachers responded to the instruments in this study. The rate of return exceeded the norm rate, which might indicate the high interest of Bahraini principals and teachers in knowing about their schools' environments. Also, if the return rate reflects respondent interest, it might be concluded that principals and teachers are concerned with the factors affecting their schools' organizational climates and the factors leading to the improvement of their schools' organizational climates.

The climate openness scores of the schools were computed from the OCDQ normatively standardized mean scores for the Esprit subtest plus Thrust subtest minus Disengagement subtest to equal the climate openness score. The openness scores of the twenty-nine elementary schools ranged from the most open to the least open climate, with a mean openness score of 30.68. This mean is notably less than the mean openness score of Halpin and Croft's sample (mean = 96.6) of seventy-one American elementary schools, indicating that the Bahraini elementary schools in the present study are considerably less open in climate than Halpin and

Croft's sample.<sup>1</sup> When the schools were ranked by their climate scores, there was large variation between the most open climate school at the top of the ranking (score of 49) and the least open climate school at the bottom of the ranking (score of 10). This variation between the schools' climate openness scores might be evidence of the validity of the Arabic version of the OCDQ used in this study to assess the organizational climate of the elementary schools in Bahrain.

Also, the researcher's observations of the schools' organizational climates during his visit to those schools were congruent with the climate openness scores for the schools from principals' and teachers' perceptions as measured by the OCDQ. In some schools, the researcher observed (1) low teacher morale and a lack of mutual trust between teachers and principals, (2) formal and impersonal principal behavior, and (3) a strict adherence by principals to rules and policies set by the Ministry of Education. Those schools (code numbers 9, 17, 22, and 25) were the same schools that had the lowest climate openness scores. On the other hand, in the schools where the researcher observed (1) high morale of teachers and principal, (2) highly democratic behavior of principal and his or her teachers, (3) school administration and teachers working together as

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<sup>1</sup>Halpin and Croft, p. 177.

a unit, and (4) everyone in the school working with a high level of enthusiasm (code numbers 10, 11, 13, 18, and 27) were the same schools which attained the highest climate openness scores. This provides further evidence of the validity of the OCDQ in assessing the organizational climate of elementary schools in Bahrain.

A study of the ranking of the school climate openness scores shows that seven boys' schools with male principals and male teachers and seven girls' schools with female principals and female teachers were grouped above the total school openness mean, while seven boys' schools with female principals and female teachers were grouped below the mean. In addition, the climate openness means of the three types of schools revealed a mean of 35.0 for boys' schools with male principals and teachers, 30.7 for girls' schools with female principals and teachers, and 25.9 for boys' schools with female principals and teachers. From these findings it can be seen that boys' schools with female principals and teachers had the least open climates. This finding might be explained by the situation of those schools. Boys' schools with female principals and teachers are relatively new in that the first one was founded in 1975. There are now nine schools of this type in Bahrain out of a total of seventy-four elementary schools. Because these schools did not represent the norm of the educational system (in which male teachers taught in boys' schools and female teachers

taught in girls' schools), they have faced a lot of problems, especially those concerning the adjustment of the schools to students' needs and the adjustment of the society to the production of those schools. Also, most teachers in those schools faced the problem of controlling student discipline. All of these factors may have caused the teachers in those schools to perceive the organizational climate of their schools as less open.

The hypotheses testing of this study yielded the following findings:

1. Data analysis for hypothesis 1 revealed that principals perceived the organizational climate of their schools to be significantly more open than their teachers perceived them to be. In the situation of Bahraini elementary schools, where most of the principals did not have appropriate qualifications and training as reported in chapter I, one might assume that principals deliberately gave their schools a higher appraisal on the OCDQ to make themselves appear better than they were. Also, since most of the principals were not appropriately qualified and received inappropriate preservice or inservice training, there is a possibility that some principals lack the knowledge, skill, and ability to evaluate their schools' organizational climates objectively. This may have caused most of them to tend to give their schools' climates higher ratings. Behavior of this nature indicates a type of

defensiveness to cover their ineffectiveness. The principals' higher perceptions of their schools' organizational climates could affect their attitudes in implementing change. Since principals viewed their school climates as more positive than their teachers did, this might create resistance on the part of principals toward any effort for change and, also, it might create a struggle between the principals and their teachers. This situation can make teachers resist the principal's actions or can lead to teacher withdrawals. This finding is congruent with findings of other studies conducted by Boisen, Hinson, Walkins, and Sisson that concluded that principals perceived their organizational climates to be more open than their teachers did.<sup>1</sup>

2. Data analysis for hypothesis 2 revealed that no significant relationship existed between the organizational climate openness of the schools and the gender composition of students, teachers, and principals within the schools. The probability value of significance was .057 which was more than the predetermined value of significance of .05, but it approached significance. There were two additional findings that encouraged the researcher to view the .057 value as an indication of a possible difference between the three types of schools. First, when the schools were ranked

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<sup>1</sup>Boisen, p. 2763; Hinson, p. 6471; Walkins, pp. 11-15; Sisson, p. 78.

from the most open climate to the least open climate, seven boys' schools with male principals and teachers, seven girls' schools with female principals and teachers, and two boys' schools with female principals and teachers were grouped above the mean, with the remainder of the schools grouped below the mean. This revealed a difference among the three types of schools in the way the schools fall above and below the mean (refer to table 5 in chapter IV).

Second, the finding from the third hypothesis showed a significant difference between male and female teachers in the way they perceived the openness of their schools' climates. The researcher also ran a post hoc analysis to determine the possible difference among the degree of openness climate of the three types of schools. The analysis revealed that boys' schools with male principals and teachers were significantly different from boys' schools with female principals and teachers, with the boys' schools with male principals and teachers having a greater degree of openness climate than boys' schools with female principals and teachers. Therefore, it was concluded that a significant relationship existed between the schools' organizational climate openness and the three types of schools (i.e., girls' schools with female principals and teachers, boys' schools with male principals and teachers, and boys' schools with female principals and teachers). Boys' schools with male principals and teachers had the most open school

climates while boys' schools with female principals and teachers had the least open school climates. It is believed that this point needs more investigation. Future research may yield more clarification and explanation.

3. Analysis of the six variables in hypothesis 3 revealed several findings. No significant relationship was found to exist between school organizational climate openness and the gender of principals. Male principals perceived their school organizational climates similar to female principals. One might assume that this similarity of perceptions between male and female principals might be affected by the similarities of the schools' work situations and principalship tasks and responsibilities, and less affected by gender of principals. Also, one might assume that the small size of the principal sample in comparison with the teacher sample did not allow for variations to appear in the principal sample.

A significant relationship was found between school organizational climate openness and the gender of teachers. Male teachers perceived their schools to be more open than female teachers, who perceived their schools to be less open. This finding was to be expected in a society such as Bahrain's, which is male-dominated. In Bahraini society males have a large amount of freedom to interact with the social environment, whereas females' interactions with their social environment are surrounded by bars of tradition

and values limitations. Therefore, male teachers perceived their schools to be more open while females perceived their schools to be less open. This finding is congruent with Manuie's finding which revealed that male teachers perceived their climate to be more open than female teachers.<sup>1</sup>

No significant relationship was found to exist between principals' perceptions of school organizational climate openness and principals' years of experience. This means that the degree of openness in school climate was not related to the principal's years of experience. Likewise, no significant relationship was found to exist between teachers' perceptions of school climate openness and their years of experience. This means that the degree of openness in school climate was not related to the teachers' experience. This finding is congruent with Dobbs' finding that there was no difference between principals' and teachers' organizational climates and their years of experience, but is not congruent with Walden and his colleagues' finding that teachers' negative feelings increased as their years of experience increased.<sup>2</sup>

No significant relationship was found between the schools' organizational climate openness and the qualifications of principals. This means that the educational

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<sup>1</sup>Manuie, p. 177.

<sup>2</sup>Dobbs, p. 3795; Walden, Taylor, and Watkins, p. 91.

background of principals was not related to the climate openness of their schools. Also, no significant relationship was found to exist between teachers' perceptions of their schools' organizational climate openness and their qualifications. This means that the educational background of teachers was not related to their perceptions of their schools' climate openness.

### Implications

The findings of this study imply that elementary schools in Bahrain differed in their climates or personalities; some schools were characterized by enthusiasm and a dynamic interpersonal relationship among teachers as well as between the principal of the school and his or her teachers. These schools were the one with the most open climates. Other schools were characterized by low morale, a formal and impersonal relationship between teachers and principal, and teacher apathy toward their school work. These schools had the least open climates. When the mean openness score of Bahraini elementary schools was compared with the mean openness score of Halpin and Croft's American elementary school sample, the American sample had greater climate openness than the elementary schools in Bahrain. This implies that much effort should be made to improve the climate of the elementary schools in Bahrain.

Principals of elementary schools in Bahrain perceived the organizational climate of their schools to be more open than their teachers did. This could imply future efforts at changing the schools' climates might meet with principal resistance toward implementing changes and movement.

The finding that boys' elementary schools with male principals and male teachers had the most open school climate implies that those schools have more social interaction between the school principal and his teachers and among the teachers themselves than other elementary schools. It was found that boys' schools with female principals and female teachers had less open climates than boys' schools with male principals and male teachers. Less open climates might affect teachers' performance which, in turn, might affect the schools' effectiveness in performing their functions. Therefore, it is important that more efforts should be made to increase the openness of climate in those schools.

This study revealed that male teachers perceived their schools' climates to be more open than female teachers. This implies that society's view of the female role may affect female interaction in society at large and their interaction in their schools. This can be observed by the tendency of the female teachers to describe their school climates as being less open than their male counterparts.

Male and female principals perceived their schools' organizational climates similarly. This implies that the

similarity of the principals' administrative jobs was more important than their gender differences. Also, the similarity of the principals' administrative tasks was not applicable to their leadership styles. That is, through the researcher's observation of the principals, it can be clearly stated that most female principals tended to be autocratic in their school management while most male principals tended to be democratic in their school management.

This study also revealed that principals' and teachers' years of experience and qualifications had no effect on the degree of their schools' organizational climate openness as perceived by the teachers and principals. Previous research efforts investigating these variables and their effects on school organizational climate were contradictory in their findings; some supported such an effect and others divided their effects. The researcher feels that this is an area in need of further investigation.

In this study of the organizational climate of Bahraini elementary schools, the Arabic version of the OCDQ proved its validity to assess the organizational climate of schools. This implies that use of the OCDQ in investigating the organizational climate of schools in Bahrain should be continued.

### Recommendations

Based on the findings of this study, the following recommendations are made:

1. Since this was the first study conducted to investigate the organizational climate of schools in Bahrain, it is recommended that educators in Bahraini schools become more knowledgeable about school organizational climate and the causal factors leading to the different types of school climate. This may require re-educating school administrators and teachers through preservice and inservice training programs. Also, principals and teachers need to be made aware of what comprises a closed climate. Inservice training for principals should be designed to help principals move their school climates toward the more desirable open climate

2. It is recommended that administration training inservice programs for principals of elementary schools be started with emphasis on human relations and other administrative skills which enhance the improvement of school organizational climate

3. It is recommended that the Ministry of Education decrease its authority and supervision of the schools and grant the schools more autonomy to run their affairs and to develop their own personality. If this authority is granted it may lead to more teacher involvement in school decision making and responsibility sharing. This also may lead to

more teacher satisfaction and an improvement in school performance, school climate, and school effectiveness

4. It is recommended that society's traditions, beliefs, and values related to the role of females in the society and in school work situations be clarified and stated in teacher guidebooks with consideration of the society's present and future aspirations. When this is accomplished it will help in establishing a consistent school norm and it will facilitate the principals' tasks when they consider this issue. Also, it will make it easier for teachers to more accurately recognize their role expectations and, therefore, behave more positively

5. It is recommended that school rules and regulations be established through a group process. It would be indispensable to state them clearly so that teachers have no doubts about their role in the educational process. This also may increase teacher satisfaction and positive behavior

6. It is recommended that further investigation of principals and teachers be conducted to ascertain the direction of changes teachers and principals believe should be made to improve the climate of elementary schools in Bahrain

7. Since the student is the crucial element in a school's operation and on the basis of the findings of this study, it is recommended that further research be conducted

to investigate the relationship between the openness of school climate and student achievement

8. Further research needs to be conducted to investigate the relationship between school organizational climate openness and the gender composition of students, principals, and teachers to reveal the effect of that variable on the school climate openness

9. Since educators in Bahrain are concerned with improving the schools' effectiveness, it is recommended that further research is needed to investigate the relationship between school openness in climate and school effectiveness to reveal the effect of the degree of climate openness on school effectiveness

10. Further study is needed to investigate the relationship between teacher satisfaction and teacher perceptions of school organizational climate to determine what effects their satisfaction with their work have on their perceptions of their schools' organizational climates

11. It is recommended that further research be conducted to investigate the organizational climate of intermediate and secondary schools to determine the degree of their climate openness and possible ways to enhance the climate openness of those schools.

## APPENDIX A

### DEMOGRAPHIC DATA SHEET AND OCDQ INSTRUMENT

Demographic Data Sheet

Please place a checkmark (✓) to the right of the appropriate category, or fill in the correct response.

- |                                               |                          |       |
|-----------------------------------------------|--------------------------|-------|
| 1. Position                                   | Principal                | _____ |
|                                               | Teacher                  | _____ |
| 2. Gender                                     | Male                     | _____ |
|                                               | Female                   | _____ |
| 3. Indicate your school                       | Boys'                    | _____ |
|                                               | Girls'                   | _____ |
| 4. Your qualifications                        | High school              | _____ |
|                                               | Teacher training college | _____ |
|                                               | University degree        | _____ |
| 5. Number of years of experience in education | _____                    | years |

استفارة رقم ( )

معلومات عامة عن المجيب

الزميل المعلم / المعلمه : أرجو التكرم والاجابة عما يلي بوضع علامة (✓) أمام ما يناسبك .

١ - مركز بالمدرسة مدير \_\_\_\_\_

مدرس \_\_\_\_\_

٢ - الجنس ذكر \_\_\_\_\_

انثى \_\_\_\_\_

٣ - نوع المدرسة التي تدرس بها مدرسة بنين \_\_\_\_\_

مدرسة بنات \_\_\_\_\_

٤ - المؤهلات شهادة الثانوية العامة \_\_\_\_\_

دبلوم المعهد العالي للمعلمين \_\_\_\_\_

الشهادة الجامعية \_\_\_\_\_

٥ - كم عدد سنوات الخدمة في سلك التدريس ؟ \_\_\_\_\_ سنة

Organizational Climate Description Questionnaire<sup>1</sup>

The items in this questionnaire describe typical behaviors or conditions that occur within a school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they work. The questionnaire will be examined to identify the behaviors or conditions that have been described as typical by the majority of the teachers in your school. From this examination, a portrait of the Organizational Climate of your school will be constructed.

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<sup>1</sup>Permission was obtained from Macmillan Company (see appendix B).

Marking Instructions

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

SAMPLE:

Teachers call each other by their first names.

1    2    ③    4

In this example the respondent circled alternative 3 to show that the inter-personal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark your responses clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM. CIRCLE the numeral which most nearly approximates the frequency of the behavior described. . . . Authenticity of the response is very important. Do give the most accurate response that you can. . . . Either a pencil or a pen may be used.

The OCDQ Items

|     |                                                                              |   |   |   |   |
|-----|------------------------------------------------------------------------------|---|---|---|---|
|     | 1. Rarely occurs                                                             |   |   |   |   |
|     | 2. Sometimes occurs                                                          |   |   |   |   |
|     | 3. Often occurs                                                              |   |   |   |   |
|     | 4. Very frequently occurs                                                    |   |   |   |   |
| 1.  | Teachers' closest friends are other faculty members at this school.          | 1 | 2 | 3 | 4 |
| 2.  | The mannerisms of teachers at this school are annoying.                      | 1 | 2 | 3 | 4 |
| 3.  | Teachers spend time after school with students who have individual problems. | 1 | 2 | 3 | 4 |
| 4.  | Instructions for the operation of teaching aids are available.               | 1 | 2 | 3 | 4 |
| 5.  | Teachers invite other faculty to visit them at home.                         | 1 | 2 | 3 | 4 |
| 6.  | There is a minority group of teachers who always oppose the majority.        | 1 | 2 | 3 | 4 |
| 7.  | Extra books are available for classroom use.                                 | 1 | 2 | 3 | 4 |
| 8.  | Sufficient time is given to prepare administrative reports.                  | 1 | 2 | 3 | 4 |
| 9.  | Teachers know the family background of other faculty members.                | 1 | 2 | 3 | 4 |
| 10. | Teachers exert group pressure on nonconforming faculty members.              | 1 | 2 | 3 | 4 |
| 11. | In faculty meetings, there is a feeling of "let's get things done."          | 1 | 2 | 3 | 4 |
| 12. | Administrative paper work is burdensome at this school.                      | 1 | 2 | 3 | 4 |
| 13. | Teachers talk about their personal life to other faculty members.            | 1 | 2 | 3 | 4 |
| 14. | Teachers seek special favors from the principal.                             | 1 | 2 | 3 | 4 |
| 15. | School supplies are readily available for use in classwork.                  | 1 | 2 | 3 | 4 |

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

- |                                                                                 |   |   |   |   |
|---------------------------------------------------------------------------------|---|---|---|---|
| 16. Student progress reports require too much work.                             | 1 | 2 | 3 | 4 |
| 17. Teachers have fun socializing together during school time.                  | 1 | 2 | 3 | 4 |
| 18. Teachers interrupt other faculty members who are talking in staff meetings. | 1 | 2 | 3 | 4 |
| 19. Most of the teachers here accept the faults of their colleagues.            | 1 | 2 | 3 | 4 |
| 20. Teachers have too many committee requirements.                              | 1 | 2 | 3 | 4 |
| 21. There is considerable laughter when teachers gather informally.             | 1 | 2 | 3 | 4 |
| 22. Teachers ask nonsensical questions in faculty meetings.                     | 1 | 2 | 3 | 4 |
| 23. Custodial service is available when needed.                                 | 1 | 2 | 3 | 4 |
| 24. Routine duties interfere with the job of teaching.                          | 1 | 2 | 3 | 4 |
| 25. Teachers prepare administrative reports by themselves.                      | 1 | 2 | 3 | 4 |
| 26. Teachers ramble when they talk in faculty meetings.                         | 1 | 2 | 3 | 4 |
| 27. Teachers at this school show much school spirit.                            | 1 | 2 | 3 | 4 |
| 28. The principal goes out of his way to help teachers.                         | 1 | 2 | 3 | 4 |
| 29. The principal helps teachers solve personal problems.                       | 1 | 2 | 3 | 4 |
| 30. Teachers at this school stay by themselves.                                 | 1 | 2 | 3 | 4 |
| 31. The teachers accomplish their work with great vim, vigor and pleasure.      | 1 | 2 | 3 | 4 |

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

|                                                                          |   |   |   |   |
|--------------------------------------------------------------------------|---|---|---|---|
| 32. The principal sets an example by working hard himself.               | 1 | 2 | 3 | 4 |
| 33. The principal does personal favors for teachers.                     | 1 | 2 | 3 | 4 |
| 34. Teachers eat lunch by themselves in their own classrooms.            | 1 | 2 | 3 | 4 |
| 35. The morale of the teachers is high.                                  | 1 | 2 | 3 | 4 |
| 36. The principal uses constructive criticism.                           | 1 | 2 | 3 | 4 |
| 37. The principal stays after school to help teachers finish their work. | 1 | 2 | 3 | 4 |
| 38. Teachers socialize together in small select groups.                  | 1 | 2 | 3 | 4 |
| 39. The principal makes all class-scheduling decisions.                  | 1 | 2 | 3 | 4 |
| 40. Teachers are contacted by the principal each day.                    | 1 | 2 | 3 | 4 |
| 41. The principal is well prepared when he speaks at school functions.   | 1 | 2 | 3 | 4 |
| 42. The principal helps staff members settle minor differences.          | 1 | 2 | 3 | 4 |
| 43. The principal schedules the work for the teachers.                   | 1 | 2 | 3 | 4 |
| 44. Teachers leave the grounds during the school day.                    | 1 | 2 | 3 | 4 |
| 45. The principal insures that teachers work to their full capacity.     | 1 | 2 | 3 | 4 |
| 46. Teachers help select which courses will be taught.                   | 1 | 2 | 3 | 4 |
| 47. The principal corrects teachers' mistakes.                           | 1 | 2 | 3 | 4 |
| 48. The principal talks a great deal.                                    | 1 | 2 | 3 | 4 |

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

- |                                                                        |   |   |   |   |
|------------------------------------------------------------------------|---|---|---|---|
| 49. The principal explains his reasons for criticism to teachers.      | 1 | 2 | 3 | 4 |
| 50. The principal tries to get better salaries for teachers.           | 1 | 2 | 3 | 4 |
| 51. Extra duty for teachers is posted conspicuously.                   | 1 | 2 | 3 | 4 |
| 52. The rules set by the principal are never questioned.               | 1 | 2 | 3 | 4 |
| 53. The principal looks out for the personal welfare of teachers.      | 1 | 2 | 3 | 4 |
| 54. School secretarial service is available for teachers' use.         | 1 | 2 | 3 | 4 |
| 55. The principal runs the faculty meeting like a business conference. | 1 | 2 | 3 | 4 |
| 56. The principal is in the building before teachers arrive.           | 1 | 2 | 3 | 4 |
| 57. Teachers work together preparing administrative reports.           | 1 | 2 | 3 | 4 |
| 58. Faculty meetings are organized according to a tight agenda.        | 1 | 2 | 3 | 4 |
| 59. Faculty meetings are mainly principal-report meetings.             | 1 | 2 | 3 | 4 |
| 60. The principal tells teachers of new ideas he has run across.       | 1 | 2 | 3 | 4 |
| 61. Teachers talk about leaving the school system.                     | 1 | 2 | 3 | 4 |
| 62. The principal checks the subject-matter ability of teachers.       | 1 | 2 | 3 | 4 |
| 63. The principal is easy to understand.                               | 1 | 2 | 3 | 4 |
| 64. Teachers are informed of the results of a supervisor's visit.      | 1 | 2 | 3 | 4 |

OCDQ, Form IV--Items That Compose Four Subtests:  
Teachers' Behavior<sup>1</sup>

I. Disengagement

- \*1. The mannerisms of teachers at this school are annoying.
- 2. There is a minority group of teachers who always oppose the majority.
- 3. Teachers exert group pressure on nonconforming faculty members.
- 4. Teachers seek special favors from the principal.
- 5. Teachers interrupt other faculty members who are talking in staff meetings.
- 6. Teachers ask nonsensical questions in faculty meetings.
- 7. Teachers ramble when they talk in faculty meetings.
- 8. Teachers at this school stay by themselves.
- 9. Teachers talk about leaving the school system.
- 10. Teachers socialize together in small select groups.

II. Hindrance

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

III. Esprit

- 17. The morale of the teachers is high.
- 18. The teachers accomplish their work with great vim, vigor, and pleasure.
- 19. Teachers at this school show much school spirit.
- 20. Custodial service is available when needed.
- 21. Most of the teachers here accept the faults of their colleagues.
- 22. School supplies are readily available for use in classwork.

---

<sup>1</sup>Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan Co., 1966), pp. 152-53.

- 23. There is considerable laughter when teachers gather informally.
- 24. In faculty meetings, there is the feeling of "let's get things done."
- 25. Extra books are available for classroom use.
- 26. Teachers spend time after school with students who have individual problems.

#### IV. Intimacy

- 27. Teachers' closest friends are other faculty members at this school.
- 28. Teachers invite other faculty members to visit them at home.
- 29. Teachers know the family background of other faculty members.
- 30. Teachers talk about their personal life to other faculty members.
- 31. Teachers have fun socializing together during school time.
- 32. Teachers work together preparing administrative reports.
- 33. Teachers prepare administrative reports by themselves.\*\*

---

\*These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV.

\*\*Scored negatively.

OCDQ, Form IV--Items That Compose Four Subtests:  
Principal's Behavior<sup>1</sup>

V. Aloofness

- \*34. Faculty meetings are organized according to a tight agenda.
- 35. Faculty meetings are mainly principal-report meetings.
- 36. The principal runs the faculty meeting like a business conference.
- 37. Teachers leave the grounds during the school day.
- 38. Teachers eat lunch by themselves in their own classrooms.
- 39. The rules set by the principal are never questioned.
- 40. Teachers are contacted by the principal each day.
- 41. School secretarial service is available for teachers' use.\*\*
- 42. Teachers are informed of the results of a supervisor's visit.\*\*

VI. Production Emphasis

- 43. The principal makes all class-scheduling decisions.
- 44. The principal schedules the work for the teachers.
- 45. The principal checks the subject-matter ability of teachers.
- 46. The principal corrects teachers' mistakes.
- 47. The principal insures that teachers work to their full capacity.
- 48. Extra duty for teachers is posted conspicuously.
- 49. The principal talks a great deal.

VII. Thrust

- 50. The principal goes out of his way to help teachers.
- 51. The principal sets an example by working hard himself.
- 52. The principal uses constructive criticism.
- 53. The principal is well prepared when he speaks at school functions.
- 54. The principal explains his reasons for criticism to teachers.
- 55. The principal looks out for the personal welfare of teachers.

---

<sup>1</sup>Halpin, pp. 153-54.

- 56. The principal is in the building before teachers arrive.
- 57. The principal tells teachers of new ideas he has run across.
- 58. The principal is easy to understand.

#### VIII. Consideration

- 59. The principal helps teachers solve personal problems.
- 60. The principal does personal favors for teachers.
- 61. The principal stays after school to help teachers finish their work.
- 62. The principal helps staff members settle minor differences.
- 63. Teachers help select which courses will be taught.
- 64. The principal tries to get better salaries for teachers.

---

\*These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV.

\*\*Scored negatively.

### ارشادات للإجابة على استبيان وصف المناخ الإداري بالمدرسة

الزميل المعلم / المعلمة • يتكون هذا الاستبيان من ٦٤ عبارة ، كل عبارة منها تمثل مواقف يتكرر حدوثها في المدرسة بشكل متفياوت ، مستمرة الحدوث/ أو كشييرة الحدوث / أو تحدث أحيانا/ أو نادرة الحدوث •

عند الإجابة على هذا الاستبيان أرجو قراءة العبارة جيدا وتقدير درجة حدوث ما تتضمنه العبارة من سلوك في مدرستك ، والمثال التالي يوضح ذلك •

| الرقم | العبارة                                                                 | ١ | ٢ | ٣ | ٤ |
|-------|-------------------------------------------------------------------------|---|---|---|---|
| ١     | يتعاون المدرسون مع مدير المدرسة على انجاز الأعمال الإدارية المتراكمة •  | ١ | ٢ | ٣ | ٤ |
| ٢     | تعلق التغييرات في جدول الدروس على لوحة الاعلانات ليطلع عليها المدرسون • | ١ | ٢ | ٣ | ٤ |

في مثالنا السابق نلاحظ أن المجيب قد رسم دائرة حول الرقم (٣) في العبارة الأولى مما يدل على المدرسين كثيرا ما يتعاونون مع مدير المدرسة على انجاز الأعمال الإدارية المتراكمة • بينما نجد أن المجيب للعبارة الثانية قد رسم دائرة حول الرقم (١) مما يدل على أن التغييرات في الجدول المدرسي نادرا ما تعلق على لوحة الاعلانات ••• وهكذا أرجو ملاحظة أننا لانهدف الى تقييم العبارة من حيث انها ( جيدة / أو سيئة ) وإنما نهدف الى قياس درجة حدوث ما تتضمنه العبارة من سلوك في الواقع • كما أرجو اختيار احابة واحدة فقط من أمام كل عبارة ورسم دائرة حول الرقم كما هو موضح في المثال أعلاه كما أرجو الإجابة على جميع عبارات الاستبيان الأربع والستين • والتقيد بهذه التعليمات بـدقة •

شكرا جزيلا لتعاونكم ،

- ١ -

استمارة رقم ( )

| الرقم | العمارة                                                                                                                                                                                     | ١ | ٢ | ٣ | ٤ |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| ١     | أقرب أصدقاء المدرس هم من أعضاء هيئة التدريس بهذه المدرسة .                                                                                                                                  | ١ | ٢ | ٣ | ٤ |
| ٢     | سلوك المدرسين بهذه المدرسة مزعج .                                                                                                                                                           | ١ | ٢ | ٣ | ٤ |
| ٣     | يقصى المدرسون وقتاً في المدرسة بعد انتهاء الدوام المدرسي لحل بعض المشكلات الفردية التي يعاني منها تلاميذهم .                                                                                | ١ | ٢ | ٣ | ٤ |
| ٤     | الارشادات اللازمة لتشغيل معينات التدريس ( مثل بروجكتر - فيديو - سيما ) متوفرة في هذه المدرسة .                                                                                              | ١ | ٢ | ٣ | ٤ |
| ٥     | يدعو المدرسون أعضاء هيئة التدريس الآخرين لزيارتهم في بيوتهم .                                                                                                                               | ١ | ٢ | ٣ | ٤ |
| ٦     | هناك قلة من المدرسين الذين يعارضون الأغلبية دائماً .                                                                                                                                        | ١ | ٢ | ٣ | ٤ |
| ٧     | هناك كتب اضافية متوفرة لاستخدامها في العمل .                                                                                                                                                | ١ | ٢ | ٣ | ٤ |
| ٨     | هناك وقت كاف لانجاز التقارير الادارية ( المقصود بالتقارير الادارية هنا الاعمال الكتابية التي لا تنتم بالتدريس اتصالاً مباشراً مثل سجلات الغياب تقارير سلوك الطلاب - ملفات الطلاب .... الخ ) | ١ | ٢ | ٣ | ٤ |
| ٩     | يعرف المدرسون الخلفيات الاسرية للمدرسين الآخرين .                                                                                                                                           | ١ | ٢ | ٣ | ٤ |
| ١٠    | مارس المدرسون ضغوطاً جماعية على أعضاء هيئة التدريس غير المنحجمين معهم .                                                                                                                     | ١ | ٢ | ٣ | ٤ |
| ١١    | في اجتماعات هيئة التدريس يسود شعور عام بالحرص على الانجاز ( بمعنى آخر الابتعاد عن المهارات الكلامية المضيفة للوقت أثناء الاجتماعات )                                                        | ١ | ٢ | ٣ | ٤ |
| ١٢    | يشكل العمل الاداري الكتابي عبئاً يستنفذ طاقات المدرسين في هذه المدرسة .                                                                                                                     | ١ | ٢ | ٣ | ٤ |
| ١٣    | تحدث المدرسون عن حياتهم الشخصية مع زملائهم المدرسين الآخرين .                                                                                                                               | ١ | ٢ | ٣ | ٤ |
| ١٤    | يسعى المدرسون للحصول على خدمات خاصة من مدير المدرسة                                                                                                                                         | ١ | ٢ | ٣ | ٤ |
| ١٥    | تتوفر الخامات من وسائل تعليمية ومعينات تدريس للاستخدامات الصفية .                                                                                                                           | ١ | ٢ | ٣ | ٤ |

( ٢ )

استمارة رقم ( )

| الرقم | الملاحظة                                                                                                                                             | ١ | ٢ | ٣ | ٤ |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| ١٦    | تتطلب تقارير تقدم التلاميذ في عملهم المدرسي ( الشهادات )<br>عملا كثيرا جدا .                                                                         | ١ | ٢ | ٣ | ٤ |
| ١٧    | يستمتع المدرسون بالمشاركة في أحاديثهم الودية أثناء<br>وجودهم بالمدرسة .                                                                              | ١ | ٢ | ٣ | ٤ |
| ١٨    | يقاطع المدرسون أعضاء هيئة التدريس الآخرين عند حديثهم<br>في الاجتماعات ( يقدم هنا الاختلافات بين المدرسين<br>تزداد حديثها في الاجتماعات المدرسية )    | ١ | ٢ | ٣ | ٤ |
| ١٩    | يتقبل معظم المدرسين اخطاء زملائهم المدرسين بتسامح                                                                                                    | ١ | ٢ | ٣ | ٤ |
| ٢٠    | اعياء العمل في اللجان المدرسية تثقل كاهل المدرسين<br>بدرجة كبيرة .                                                                                   | ١ | ٢ | ٣ | ٤ |
| ٢١    | يسود جو من المرح عندما يجتمع المدرسون بصفة غير رسمية                                                                                                 | ١ | ٢ | ٣ | ٤ |
| ٢٢    | المدرسون في اجتماعات هيئة التدريس يسألون أسئلة<br>لا معنى لها .                                                                                      | ١ | ٢ | ٣ | ٤ |
| ٢٣    | تتوفر بالمدرسة خدمات التنظيف والمياه عند الحاجة<br>اليها ( يقدم بها الخدمات التي يقوم بها الفراشون -<br>تنظيف - كنس ..... الخ ) .                    | ١ | ٢ | ٣ | ٤ |
| ٢٤    | تعوق الواجبات الروتينية العملية التعليمية بالمدرسة .                                                                                                 | ١ | ٢ | ٣ | ٤ |
| ٢٥    | يعد المدرسون بأنفسهم التقارير الادارية ( المقصود<br>بالتقارير الادارية - رصد الغياب والحضور ، وتقارير سلوك<br>التلاميذ ، وملفات الطلاب ..... الخ ) . | ١ | ٢ | ٣ | ٤ |
| ٢٦    | حرج المدرسون عن الموضوع عندما يتكلمون في اجتماعات<br>هيئة التدريس .                                                                                  | ١ | ٢ | ٣ | ٤ |
| ٢٧    | يظهر المدرسون أثناء عملهم بالمدرسة الحماسة والارتياح                                                                                                 | ١ | ٢ | ٣ | ٤ |
| ٢٨    | يبدل مدير المدرسة كل ما في وسعه لمساعدة المدرسين .                                                                                                   | ١ | ٢ | ٣ | ٤ |
| ٢٩    | يساعد مدير المدرسة المدرسين على حل مشكلاتهم الشخصية                                                                                                  | ١ | ٢ | ٣ | ٤ |
| ٣٠    | يغلب شعور الانطواء ( أو العزلة ) على المدرسين بهذه<br>المدرسة .                                                                                      | ١ | ٢ | ٣ | ٤ |
| ٣١    | ينحز المدرسون عملهم بمتعة ونشاط وحيوية .                                                                                                             | ١ | ٢ | ٣ | ٤ |
| ٣٢    | يعتبر مدير المدرسة مثالا يحتذى بتفانيه في العمل المدرسي                                                                                              | ١ | ٢ | ٣ | ٤ |

## استمارة رقم ( ) (٣)

| الرقم | الملاحظة                                                                           | الدرجة | الوقت | العدد | العدد |
|-------|------------------------------------------------------------------------------------|--------|-------|-------|-------|
| ٣٣    | يؤتي مدير المدرسة خدمات شخصية للمدرسين .                                           | ١      | ٢     | ٣     | ٤     |
| ٣٤    | يشاغل المدرسون الشاي في الفترة بشكل انفرادي .                                      | ١      | ٢     | ٣     | ٤     |
| ٣٥    | الروح المعنوية للمدرسين في هذه المدرسة عالية .                                     | ١      | ٢     | ٣     | ٤     |
| ٣٦    | يستخدم مدير المدرسة النقد البناء مع مدرسيه .                                       | ١      | ٢     | ٣     | ٤     |
| ٣٧    | يغيب مدير المدرسة بعد انتهاء الدوام لمساعد المدرسين على انتهاء أعمالهم .           | ١      | ٢     | ٣     | ٤     |
| ٣٨    | يقيم المدرسون علاقاتهم الاجتماعية مع بعضهم في مجموعات صغيرة ومنقاة ( شلل صغيره ) . | ١      | ٢     | ٣     | ٤     |
| ٣٩    | يتخذ مدير المدرسة كل القرارات الخاصة بجدول الدروس مفردا .                          | ١      | ٢     | ٣     | ٤     |
| ٤٠    | ينصل مدير المدرسه يوميا بالمدرسين .                                                | ١      | ٢     | ٣     | ٤     |
| ٤١    | يعمد مدير المدرسة حديثه ويعني به حين يتحدث في النشاطات المدرسيه المعتادة .         | ١      | ٢     | ٣     | ٤     |
| ٤٢    | يساعد مدير المدرسة أعضاء هيئة التدريس في التغلب على خلافاتهم البسيطة .             | ١      | ٢     | ٣     | ٤     |
| ٤٣    | يقوم مدير المدرسة باعداد جدول العمل المدرسي .                                      | ١      | ٢     | ٣     | ٤     |
| ٤٤    | يعادر المدرسون المدرسة خلال أوقات الدوام .                                         | ١      | ٢     | ٣     | ٤     |
| ٤٥    | حرص مدير المدرسة على أن يعمل المدرسون بأقصى طاقتهم .                               | ١      | ٢     | ٣     | ٤     |
| ٤٦    | يشارك المدرسون في اختيار المواد الدراسي التي سوف تدرس .                            | ١      | ٢     | ٣     | ٤     |
| ٤٧    | يصحح مدير المدرسه أخطاء المدرسين .                                                 | ١      | ٢     | ٣     | ٤     |
| ٤٨    | يميل مدير المدرسة الى الكلام بشكل مستمر .                                          | ١      | ٢     | ٣     | ٤     |
| ٤٩    | يشرح مدير المدرسة للمدرسين مبررات نقده لهم .                                       | ١      | ٢     | ٣     | ٤     |
| ٥٠    | يحاول مدير المدرسة أن يحصل على حوافز ( ماليه ) لمدرسيه                             | ١      | ٢     | ٣     | ٤     |
| ٥١    | تعلق الواجبات الاضافيه للمدرسين بوضوح على لوحة الاعلانات .                         | ١      | ٢     | ٣     | ٤     |
| ٥٢    | القوانين والقواعد التي يضعها مدير المدرسة غير قابلة للمناقشة .                     | ١      | ٢     | ٣     | ٤     |

## استمارة رقم ( ٤ )

| الرقم | الملاحظة                                                                        | الدرجة | الدرجة | الدرجة | الدرجة |
|-------|---------------------------------------------------------------------------------|--------|--------|--------|--------|
| ٥٣    | يحرص مدير المدرسة على المصلحة الشخصية للمدرسين                                  | ١      | ٢      | ٣      | ٤      |
| ٥٤    | خدمات السكرتارية بالمدرسة متاحة للمدرسين .                                      | ١      | ٢      | ٣      | ٤      |
| ٥٥    | يدير مدير المدرسة اجتماعات هيئة التدريس بطريقة علمية ومنظمة .                   | ١      | ٢      | ٣      | ٤      |
| ٥٦    | يتواجد المدير بالمدرسة قبل تواجد المدرسين .                                     | ١      | ٢      | ٣      | ٤      |
| ٥٧    | يتعاون المدرسون في اعداد التقارير الادارية ( العياب الشهادات - ملفات الطلاب ) . | ١      | ٢      | ٣      | ٤      |
| ٥٨    | تنظم اجتماعات هيئة التدريس وفقا لجدول أعمال دقيق                                | ١      | ٢      | ٣      | ٤      |
| ٥٩    | اجتماع هيئة التدريس لا يخرج عن كونه اجتماع للاستماع الى تقرير مدير المدرسة .    | ١      | ٢      | ٣      | ٤      |
| ٦٠    | يطلع مدير المدرسة المدرسين على الأفكار الجديدة التي يطلع عليها .                | ١      | ٢      | ٣      | ٤      |
| ٦١    | تحدث المدرسون عن تركهم لمهنة التدريس .                                          | ١      | ٢      | ٣      | ٤      |
| ٦٢    | تؤكد مدير المدرسة من كفاءة المدرسين في المواد التي يدرسونها .                   | ١      | ٢      | ٣      | ٤      |
| ٦٣    | يسهل فهم مدير المدرسة .                                                         | ١      | ٢      | ٣      | ٤      |
| ٦٤    | يطلع المدرسون على نتيجة زيارة الموجه التربوي لهم .                              | ١      | ٢      | ٣      | ٤      |

## APPENDIX B

### CORRESPONDENCE

Hussain S. A. Bader  
University College of  
Bahrain  
P.O. Box 1082  
Manama, Bahrain

Dear Teacher/Principal:

At the present time I am conducting my doctoral research in educational administration leadership at George Peabody College of Vanderbilt University in the U.S.A. My research is concerned with the organizational climate of Bahraini elementary schools as perceived by teachers and principals.

Previous research has shown that the interaction between principal and teachers, and between teachers and teachers, are important issues which affect the performance and effectiveness of the school. I hope that this research project will provide information for educators in our country toward improving the schools and creating a better learning environment for our children.

Enclosed are two instruments I would like for you to respond to. It should not take more than twenty minutes to answer these questionnaires with absolute frankness and objectivity. You will observe that the material you have is coded in the upper right-hand corner. This code number will be used to provide a way to follow-up on the collection of completed questionnaires if necessary. The code numbers will be eliminated from each instrument by cutting away the corner where the code number is written before the data analysis process is begun.

You should not write your names on the questionnaire, because it is not an aim of this study to identify respondents by their responses. Also, all responses will be kept in strict confidence and will not be used for any other purpose outside this study.

If you decide to participate, please use the accompanying stamped, addressed envelope to mail your responses to me.

I appreciate your time and cooperation.

Sincerely,

Hussain S. A. Bader  
Doctoral Student

Enclosures

Note: You may keep this letter for your records.

Hussain S. A. Bader  
University College of  
Bahrain  
P.O. Box 1082  
Manama, Bahrain

Ministry of Education  
Director of Elementary Education  
Directorate of Elementary  
Education  
Manama, Bahrain

Dear Director:

At the present time I am conducting my doctoral research in educational administration leadership at George Peabody College of Vanderbilt University in Nashville, Tennessee, U.S.A. My research is concerned with the organizational climate of Bahraini elementary schools as perceived by teachers and principals.

I hope, therefore, to receive your permission to administer the enclosed questionnaire to the principal and ten teachers from each of twenty-nine randomly selected elementary schools (listing of schools enclosed) for the purpose of data collection.

I appreciate your cooperation and concern.

Sincerely yours,

Hussain S. A. Bader

Enclosures

Hussain S. A. Bader  
Box 721  
George Peabody College  
of Vanderbilt Univ.  
Nashville, TN 37203

February 17, 1984

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College and Professional Division  
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866 Third Avenue  
New York, NY 10022

Dear Sirs:

I am a doctoral student at George Peabody College of Vanderbilt University in Nashville, Tennessee. My doctoral dissertation will concern the relationships between the organizational climates of male and female Bahraini elementary schools and selected characteristics of principal leadership behavior.

I would like to use the Organizational Climate Description Questionnaire by Andrew W. Halpin as an instrument to collect data for my study. I am requesting permission to use this instrument, translated into the Arabic language. I would also like to know how I can get the completed forms scored.

I appreciate any help you may offer in this matter.

Sincerely,

Hussain S. A. Bader  
Doctoral Student

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## APPENDIX C

### ARABIC VERSION-OCDQ VALIDATION PANEL

Following is a list of individuals who comprised the panel of experts that reported the validity of the Arabic version of the OCDQ instrument, translated by the researcher.

1. Dr. Mohammad N. Nofal  
Associate Professor of Education  
(Ph.D., Moscow University, USSR)
2. Shafshak Mahmoud A. R.  
Professor of Education  
(Ph.D., University of Chicago, USA)
3. Ebrahim A. Natto  
Associate Professor of Education  
(Ph.D., University of Texas, USA)
4. Layla M. Dowaigher  
Assistant Professor of Education  
(Ph.D., University of Texas, USA)
5. Mohamed A. Ragheb  
Assistant Professor of Education  
(Ph.D., University of Alexandria, Egypt)

## APPENDIX D

RAW DATA: INDIVIDUAL OPENNESS SCORES OF THE  
SCHOOLS, PRINCIPALS, AND TEACHERS

|       |             |             |             |
|-------|-------------|-------------|-------------|
| 01133 | 10011030132 | 20191034212 | 20661039302 |
| 02131 | 10021032130 | 20201035210 | 20671021301 |
| 03127 | 10031029138 | 20211018207 | 20681008300 |
| 04132 | 10041045124 | 20221001202 | 20691003300 |
| 05128 | 10051048129 | 20231014114 | 20701040303 |
| 06138 | 10061036128 | 20241024207 | 20711026207 |
| 07125 | 10071061322 | 20251033212 | 20721021300 |
| 08135 | 10081036122 | 20261053211 | 20731037300 |
| 09120 | 10091044141 | 20271028208 | 20741048300 |
| 10138 | 10101056130 | 20281049210 | 20751051312 |
| 11249 | 10112062133 | 20291017206 | 20761022208 |
| 12227 | 10122039130 | 20301005210 | 20771031213 |
| 13235 | 10132051131 | 20311022200 | 20781031209 |
| 14229 | 10142035324 | 20321029206 | 20791042206 |
| 15231 | 10152046130 | 20331013304 | 20801019206 |
| 16245 | 10162031130 | 20341031212 | 20811049118 |
| 17225 | 10172009122 | 20351049306 | 20821030209 |
| 18240 | 10182063322 | 20361030100 | 20831030206 |
| 19234 | 10192051138 | 20371049209 | 20841013209 |
| 20235 | 10202055322 | 20381051208 | 20851010210 |
| 21328 | 10213050135 | 20391029113 | 20861-16209 |
| 22311 | 10223044137 | 20401031213 | 20871020306 |
| 23328 | 10233066136 | 20411016120 | 20881003305 |
| 24327 | 10243050322 | 20421028116 | 20891040208 |
| 25310 | 10253039140 | 20431005206 | 20901025302 |
| 26328 | 10263051121 | 20441031306 | 20911032208 |
| 27341 | 10273049127 | 20451023300 | 20921007304 |
| 28328 | 10283038129 | 20461027101 | 20931033116 |
| 29332 | 10293028124 | 20471025206 | 20941046210 |
|       | 20011029209 | 20481038304 | 20951057301 |
|       | 20021024204 | 20491036305 | 20961047304 |
|       | 20031030212 | 20501015301 | 20971043206 |
|       | 20041028115 | 20511037301 | 20981042304 |
|       | 20051060122 | 20521054205 | 20992073112 |
|       | 20061044309 | 20531044210 | 21002051209 |
|       | 20071039117 | 20541044209 | 21012061113 |
|       | 20081015109 | 20551044206 | 21022032118 |
|       | 20091028208 | 20561042208 | 21032032119 |
|       | 20101040112 | 20571029206 | 21042048301 |
|       | 20111030209 | 20581049204 | 21052054309 |
|       | 20121046114 | 20591021304 | 21062057118 |
|       | 20131038115 | 20601015301 | 21072038215 |
|       | 20141008211 | 20611029205 | 21082030115 |
|       | 20151043212 | 20621046205 | 21092004212 |
|       | 20161042309 | 20631033301 | 21102025303 |
|       | 20171030117 | 20641012300 | 211120-6120 |
|       | 20181009112 | 20651016300 | 21122031302 |

|             |             |             |             |
|-------------|-------------|-------------|-------------|
| 21132062120 | 21632024115 | 22123012200 | 22623027211 |
| 21142048113 | 21642028118 | 22133000207 | 22633032303 |
| 21152012114 | 21652-22210 | 22143-10214 | 22643041207 |
| 21162051212 | 21662062212 | 22153018305 | 22653062203 |
| 21172013213 | 21672025206 | 22163001112 | 22663039206 |
| 21182010313 | 21682052210 | 22173029122 | 22673049206 |
| 21192035120 | 21692050117 | 22183007304 | 22683022208 |
| 21202051208 | 21702036308 | 22193026209 | 22693023211 |
| 21212029121 | 21712020211 | 22203022310 | 22703013205 |
| 21222007119 | 21722049311 | 22213042209 | 22713032117 |
| 21232001120 | 21732037115 | 22223042206 | 22723019206 |
| 21242051302 | 21742041211 | 22233010209 | 22733019208 |
| 21252053115 | 21752038103 | 22243016209 | 22743026210 |
| 21262010206 | 21762024314 | 22253044207 | 22753035208 |
| 21272029116 | 21772025312 | 22263016309 | 22763037207 |
| 21282059122 | 21782031114 | 22273022207 | 22773044118 |
| 21292022112 | 21792037116 | 22283029207 | 22783032100 |
| 21302045212 | 21802024119 | 22293015208 | 22793015122 |
| 21312031304 | 21812066113 | 22303029208 | 22803039115 |
| 21322047210 | 218220-1207 | 22313046206 | 22813006303 |
| 21332033112 | 21832029208 | 22323028112 | 22823056302 |
| 21342024113 | 218420-6207 | 22333003210 | 22833050202 |
| 21352016117 | 21852040114 | 22343044206 | 22843026205 |
| 21362004215 | 21862064112 | 22353033207 | 22853025300 |
| 21372029114 | 21872032109 | 22363-21215 | 22863042116 |
| 21382036212 | 21882030210 | 22373028206 | 22873029300 |
| 21392008119 | 21892035213 | 223830-4206 |             |
| 21402028115 | 21902036206 | 22393005114 |             |
| 21412013211 | 21912042120 | 22403003205 |             |
| 21422037115 | 21922035316 | 22413027109 |             |
| 21432038114 | 21932021123 | 22423037123 |             |
| 21442034112 | 21942036305 | 22433018118 |             |
| 21452037216 | 21952030322 | 224430-1206 |             |
| 21462022119 | 21962046212 | 22453028302 |             |
| 21472042113 | 21972022200 | 22463-16205 |             |
| 21482028123 | 21983015305 | 22473-19113 |             |
| 21492044304 | 21993048205 | 22483019210 |             |
| 21502045302 | 22003027208 | 22493019211 |             |
| 21512066212 | 22013027304 | 22503055206 |             |
| 21522050100 | 22023010208 | 22513004307 |             |
| 21532040211 | 22033019302 | 22523040207 |             |
| 21542049108 | 22043038104 | 22533035305 |             |
| 21552042302 | 22053028304 | 22543013120 |             |
| 21562055220 | 22063023301 | 22553007306 |             |
| 21572048304 | 22073018302 | 22563046207 |             |
| 21582026119 | 22083016205 | 22573020304 |             |
| 21592012311 | 22093008206 | 22583052121 |             |
| 21602042207 | 22103001301 | 22593022209 |             |
| 21612030213 | 22113007206 | 22603039200 |             |
| 21622038115 |             | 22613008116 |             |

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