5-1989

# The Leadership Role of the Secondary School Principal in Establishing and Maintaining a Positive School Climate

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This starred paper submitted by Bruce Hentges in partial fulfillment of the requirements for the Degree Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

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THE LEADERSHIP ROLE OF THE SECONDARY SCHOOL PRINCIPAL

IN ESTABLISHING AND MAINTAINING A POSITIVE

SCHOOL CLIMATE

by

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B.A., St. John's University, 1972

A Starred Paper

Submitted to the Graduate Faculty

of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Science

St. Cloud, Minnesota

May, 1989

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CHAPTER I

INTRODUCTION

In "A Nation at Risk: The Imperative for Educational Reform"
(1983), the National Commission on Excellence in Education quoted a
rather negative conclusion about American education by analyst
Copperman. Copperman stated:

> Each generation of Americans has outstripped its parents in
> education, in literacy, and in economic attainment. For the
> first time in the history of our country, the educational skills
> of one generation will not surpass, will not equal, will not
> even approach, those of their parents. (p. 11)

Goodlad (1984), in his book A Place Called School, came to a
similar conclusion when he stated, "American schools are in trouble.
In fact, the problems of schooling are of such crippling proportions
that many schools may not survive" (p. 1).

This pessimistic view of the American educational system is held
by many people today who believe that our schools are failing.
Troublesome discipline problems, increasing dropout rates, and
declining test scores have convinced many that education in America
is truly experiencing a crisis that puts our nation at risk.

But in spite of this wide-spread pessimism, there are many
instances around America today where schools are working. In an
exhaustive study entitled Profiling Excellence in America's Schools,
Roueche and Baker (1986) detailed the results of a review of 154 of
our nation's most outstanding secondary schools as identified in 1982

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by the U. S. Department of Education's Secondary School Recognition Program. The object of the study was to determine what common characteristics made these schools so effective.

The results of their study indicate that two of the key school characteristics associated with effectiveness are a positive school environment and effective administrative leadership (Roueche & Baker, 1986). Supporting that idea, the authors quote an earlier study (Squires et al., 1979) that concluded, "Student success is clearly related to school climate which is in turn, related to leadership" (Roueche & Baker, p. 71).

Trois (1983) came to the same conclusion when he stated, "Effective administrative leadership is the key to establishing and maintaining a climate conducive to academic learning and achievement" (p. 9), while other researchers have identified the same two elements essential to a productive and satisfying school:

1. Positive school learning climate;
2. Principal who supports the establishment and maintenance of this climate. (Keefe, Keeley, & Miller, 1985, p. 71)

It appears as though the high school principal has a tremendous influence on the educational environment in the school. By providing a positive learning climate where faculty, staff, and administration work together for the instructional goals, the principal can influence student attitudes toward education and can encourage an interest in life-long learning.

There has been considerable research on effective schools over the past decade. As stated above, many of these studies indicate that being an effective leader is the most important skill of a

principal and that establishing a positive school climate is the most important role as leader of an educational institution. Cohen (1982) summarized the research findings on effective schools into five factors, the first two of which are:

1. Strong administrative leadership by the school principal.
2. A school climate conducive to learning (i.e., a safe and orderly school free of discipline and vandalism problems). (p. 15)

Weldy (1986) has stated, "All of the evidence and all the testimony from all of the reform reports point to the principal as the one person who can make the most difference in how successful a school is" (p. 16). This ability to determine the success or failure of a school requires that principals understand their leadership role in that process.

## Statement of the Issue

It is the objective of this study to examine the literature regarding the leadership role of the secondary school principal in establishing and maintaining a positive school climate.

## Limitation of the Study

The principal of a modern high school has many leadership responsibilities or roles. These leadership roles include the areas of instruction, personnel, budget, community relations, and school climate development, to name a few.

Although the writer acknowledges the importance of all of these responsibilities of the secondary principal, this paper will be limited to a review of only the literature available on the topic of the leadership role of the secondary principal in relation to establishing and maintaining a positive school climate.

One further note: While the writer will stress the leadership role of the principal, the writer does not mean to deemphasize the importance of teacher leadership in establishing a positive school climate. The literature tends to see the principal as the only important figure in school change and improvement (Burlingame, 1986). The writer believes it is obvious that improvement in school climate requires the active involvement of all in the educational institution. This paper is structured to emphasize the leadership role of the principal because that is the topic of this paper, not because the principal is the only person who must lead in the quest to build better schools and better school climates.

## Definition of Terms

There are numerous definitions in the literature for the terms listed below. For example, many times terms such as culture, atmosphere, or tone are used interchangeably with the term climate in relation to school environment. The writer has attempted to combine most of the uses of the terms into acceptable definitions that fit with the intent of this paper. For the purpose of this paper the following definitions are accepted.

School Climate. The aggregate of social and cultural conditions that influence the quality of life in the school for students and faculty.

Positive Climate. Social and cultural conditions in a school which lead to effective learning on the part of students and also to personal satisfaction with the school experience by students and staff.

Effective School. A school which demonstrates high or improving

levels of student achievement where the climate is safe and orderly,

which has a sense of community with parent involvement, and which is

striving to meet the needs of special students while maintaining high

standards (Berg, 1987).

Leadership. The process of persuasion and example by which an

individual induces a group to take action that is in accord with the

leader's purposes or the shared purposes of all (Gardner, cited in

Koubek, 1989).

## Organization of the Paper

Chapter I has included the introduction, the statement of the

issue, limitations of the study, and the definitions of terms.

Chapter II includes a review of selected literature concerning

the influence of school climate on student achievement and school

effectiveness, as well as the role of the high school principal in

providing a positive school climate.

Chapter II contains the summary, conclusions, and

recommendations developed from the literature. The writer expects

that this review of the literature will provide school administrators

with a synopsis of the available literature that will identify the

importance of school climate and actions a principal can take to

establish a positive school climate.

## Chapter II

### REVIEW OF THE SELECTED LITERATURE

### Introduction

Over the past decade there has been a growing concern about the condition of American education. Despite continued growth in the amount of tax dollars spent on education, many people feel there has been a decline in the return on the investment. This perceived decline has led to a call for greater accountability by the schools for producing capable students and a move toward standardized testing to ensure mastery of subject matter. But this emphasis only on the productivity of schools and students may be creating a greater crisis for our educational system as more and more student-related problems are encountered.

As Swymer (1986) pointed out, "Surveys show that American youth are not happy with the tone and atmosphere (climate) of their schools and could achieve more in better school situations" (p. 9). Borton (1969) observed the lack of humaneness in our schools and wrote:

> There are two sections to almost every school's statement of educational objectives--one for real, and one for show. The first, the real one, talks about academic excellence, subject mastery, and getting into college or a job. The other discusses the humane purpose of the school--values, feelings, personal growth, the full and happy life. It is included because everyone knows that it is important, and that it ought to be central to the life of the school. But it is only for show. Everyone knows how little school's have done about it. (p. 56)

The literature review for this paper will focus on how the principal can influence the development and maintenance of a human, positive school climate. Why establishing a positive climate should be of concern to principals is reviewed first followed by the literature on the principal's role in the establishment and maintenance of that positive climate.

## School Climate and Student
### Achievement

There is much research to support the claim by Gottfredson and Hollifield (1986) that, "School climate, like the climate of any other organization, determines whether the school can achieve excellence or will flounder ineffectively" (p. 63). Erickson (1981), who conducted a four year study in which private and public schools were compared stated, "Recent studies indicate that the most effective schools are distinguished, not by elaborate facilities, extensively trained teachers, small classes, or high levels of financial support, but by outstanding social climates" (p. 46).

The significance of school climate was further addressed in the book, Skills for Successful School Leaders, when authors Hoyle, English and Steffy (1985) stated,

> The importance of designing a positive school climate can hardly be overstated, for a school's climate has a powerful impact upon the teacher's and student's feelings of self-worth and mutual respect, which promote effective teaching and learning. (p. 12)

Research has verified not only the importance of school climate to the success or failure of students, but also the fact that climate differs from school to school. Halpin (1966) explained this difference in school climates in the following matter:

> Anyone who visits more than a few schools notes quickly how schools differ from each other in their 'feel.' In one school the teachers and principal are zestful and exude confidence in what they are doing. They find pleasure in their working with each other; this pleasure is transmitted to the students . . . In a second school the brooding discontentment of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority . . . and the psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teachers a mood of despair. A third school is marked by neither joy nor despair, but by hollow ritual . . . And so, too, as one moves to other schools, one finds that each appears to have a 'personality' of its own. (p. 131)

This difference in climate between schools has been observed by others such as Goodlad (1984) who stated that, "Alike as schools may be in many ways, each school has an ambience (or culture) of its own" (p. 81), while Roueche and Baker (1986) seemed to agree with both Halpin and Goodlad when they stated, "It (school climate) may be cool, comfortable, warm, or just plain empty" (p. 13).

The negative impact of a poor school climate has also been well documented. Gottfredson and Hollifield (1988) concluded, "A school with high levels of disorder, low morale, and poor cooperation between teachers and administrators cannot be a good place to learn or teach" (p. 63).

On the other hand, the literature indicates that schools with a positive climate have been shown to provide students with a far better opportunity for success and a more productive and satisfying educational experience. As Keefe et al. (1985) pointed out, the impact of climate on the educational experience cannot be overemphasized.

>The environment of a school . . . has a profound effect on the satisfaction and achievement of students. Schools with positive climates are places where people respect, trust, and help one another, and where the school projects a 'feeling' that fosters both caring and learning. In the best of these schools, people exhibit a strong sense of pride, ownership, and personal productivity that comes from helping to make the school a better place. (p. 70)

Climate affects the performance of teachers also, for as Levine (1986) pointed out, "Recruiting the best and brightest teachers will be of little use if, once in the schools, these bright new teachers find conditions of employment not only difficult but unpleasant" (p. 151).

There has been much written about the recent "Effective Schools" movement. The importance of school climate is mentioned often in the effective schools research. Licata (1987), in a paper presented at the annual meeting of the Michigan Association of Middle School Educators stated, "One of the seven correlates of an effective school as identified by the Effective Schools research is a positive school climate" (p. 1). Licata went on to define a positive school climate as, "A positive attitude on the part of the entire staff and student body exhibited through their overt behavior that creates a warm, orderly learning environment" (p. 1).

Other researchers have found that effective schools usually have certain common climate characteristics which form a foundation for achieving student success and measurable educational outcomes (Roueche & Baker, 1986). In their research, Roueche and Baker discovered five common climate characteristics of effective schools which they listed in what they termed "The Roueche Baker Integrated Model of Excellent Schools," part of which is reproduced in Table 1.

Table 1

Roueche-Baker Integrated Model
of Excellent Schools

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### School Climate

#### *Order, Purpose, and Coherence

clear academic goals
emphasis on academic learning
well-articulated curriculum
student rewards and incentives

#### *Efficiency and Objectivity

emphasis on monitoring student progress

#### *Student Centeredness

emphasis on student response, abilities
and participation

#### *Optimism

positive school climate
high expectations
teacher efficacy

#### *Organizational Health

strong leadership
teamwork
systematic evaluation of instruction
faculty rewards and incentives
community support and involvement

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Source:  Roueche and Baker, 1986, p. 11

The climate characteristics listed in the Roueche-Baker Model seem to be mentioned, in one form or another, in much of the literature on effective schools. However, while writers like Licata and Roueche and Baker emphasize the correlation between school climate and student achievement, other writers involved in the current educational reform movement do not see climate as the most important area for improving our schools. Childs and McCoy (1985) point out that recent trends in the educational reform movement have suggested the following are necessary for the improvement of schools:

1. More stringent graduation/academic requirements.
2. Student master of benchmark objectives.
3. Some kind of teacher performance/merit pay plan. (p. 64)

These and other writers call for a back to the basics approach to improving education with tougher requirements for students being the answer to our educational problems. However, those who clamor for a back to the basics approach would do well to consider the following comment from Roueche and Baker (1986) in their book, Profiling Excellence in America's Schools:

> Although a tightening of the rules and regulations and raising of standards are important, it must be remembered that they represent only one dimension of the changes that must occur. Structure imposed without a positive attitude toward people or without the motivation to help people learn and grow is, by definition, limiting. The process on which to focus when attempting to boost performance to higher levels is that of bringing out the best in people. The climate factors, the qualities of effective principals . . . emphasize the Peters and Waterman Principle, 'productivity through people.' (p. 13)

Swymer (1986) recognized the importance of climate in the effective schools movement when he stated, "Not enough emphasis in

this push for excellence is being given to the one area that will make all this possible; positive school climate and atmosphere" (p. 89). Goodlad (1984) also reacted to the back to the basics movement when he stated:

> Those who seek to change schools must avoid the assumption that adjusting the balance of attention to the several domains of the school's instructional program is all that need concern them. Our data suggest that the caring way in which the school conducts this educational function is a major factor in determining client satisfaction paralleling in importance perceived attention to intellectual matters in the instructional program. (p. 88)

Like Roueche, Goodlad and Childs, Fox et al. conclude that the educational reform movement has neglected to consider the importance of school climate with some rather disastrous potential results. In a paper entitled, "The Principal as the School's Climate Leader: A New Role for the Principalship," Fox et al (1971) stated:

> In a society with a technological complex, and a passion for information and facts, we have neglected the most important variables for the determination of our own future--the affective area which relates to humane development of humans . . . If the school continues to perpetuate an antihumane climate in which failure, punishment, and closure are characteristic, it will guarantee its own demise, and, ultimately, that of the American social system. (p. 1)

It appears from the literature that a positive school climate is the only way to bring about the desired improvement in student achievement sought by the reformers. Swymer (1986) stated, "A positive (school) climate will better enable our educators to spend more quality time on instruction, and new programs in staff development, curriculum planning, etc., will stand a better chance to succeed" (p. 91). Fox et al. (1971) added:

A positive climate is both a means and an end in that it makes
it possible to work productively toward important educational
goals, such as academic learning, social development, and
curriculum improvement and at the same time makes school a good
place to be. (p. 1)

This emphasis on school climate is not to suggest a de-emphasis

on the development of skills and knowledge students gain through

studies in academic areas. The literature does seem to suggest that

the most efficient learning programs occur in a "wholesome and

humane" school climate (Fox, 1973, p. 121). Whether or not a

positive, humane climate is established in the school may ultimately

be in the hands of the school leader; the building principal.

## Leadership Attributes of
### Effective Principals

It probably goes without saying that effective schools have

effective leaders and that schools with poor leadership will have a

difficult time maintaining a positive learning environment. In order

to establish a positive climate in the school a principal must be an

effective leader. In fact, Roueche and Baker (1986) emphasized the

importance of the principal when they stated, "Leadership is the key

ingredient in fostering a school climate conducive to the development

of human potential" (p. 134).

The leadership ability of the principal becomes all the more

important because of the complexity of the high school and the number

of people involved. Gottfredson and Hollifield (1986) concluded,

"The management of schools and educational programs requires

leadership. A leader must take the initiative to formulate plans,

implement programs, and assess progress" (p. 67). Hoyle et al.

(1985) emphasized the importance of the leadership role of the principal when they stated, "A school leader's ability to influence policy makers, professional staff, and the various publics is the key to designing and sustaining a school climate improvement program" (p. 12).

What exactly do effective principals do? Manasse (1982) answered this question the following way:

> They create images of their schools as they would like them to be. Then, using their understanding of the community and organizational setting, along with their awareness of their own abilities and liabilities and of the resources and strategies available to them, effective principals structure their work, set priorities, and adapt their leadership style to make their vision of their schools into reality. (p. 15)

Rutherford (1985) summarized five essential leadership qualities of effective principals as identified in earlier research. This research indicated that effective principals must:

1. Have clear, informed visions of what they want their schools to become;
2. Translate these visions into goals for their schools and expectations for the teachers, students, and administrators;
3. Establish school climates that support progress toward these goals and expectations;
4. Continuously monitor progress;
5. Intervene in a supportive or corrective manner. (p. 132)

Based on his research on effective schools, Lightfoot was able to make the following observation about the leadership of these effective schools, "Each school has a leader with a strong sense of mission, a strong personal style, and an understanding of the internal policies of his organization" (Levine, 1986, p. 167).

The literature also shows that it is important that principals

must see themselves as being effective leaders if they are going to

succeed:

> This ability to think of oneself as a leader--to control rather
> than be controlled by events--is another recurring theme of much
> of the research on principals. Effective principals are not
> afraid to act; they have high expectations of those who they
> lead, and they communicate these expectations clearly and often.
> (Manasse, 1982, p. 15)

Roueche and Baker (1986) listed seven characteristics of

effective principals. These characteristics can be summarized as

follows:

1. Flexibility in control: Effective principals are flexible
   in their approach to leadership and use an appropriate type
   of control for professionals who have specialized in various
   areas. An effective principal trusts teachers as
   responsible professionals and uses collaborative planning
   skills.
2. Cohesiveness within the organization: Effective principals
   create unity and pride throughout the school by developing a
   warm, interpersonal manner and a sincere concern for others.
3. Strong commitment to school mission: Effective principals
   have a strong vision of what they want their school to be
   and are highly visible around the school in a supportive
   manner.
4. Recognition and reward: Effective principals recognize and
   reward staff accomplishments and confront unacceptable
   behavior.
5. Collaboration and participation: Effective principals solve
   problems through collaboration and see staff as valuable
   resources.
6. Effective delegation: Effective principals know their staff
   well and delegate tasks appropriately.
7. Focus on teaching and learning: Effective principals
   believe the primary focus on their jobs is to maintain an
   emphasis on delivering the best instruction and learning
   experiences possible to students. (pp. 15-16)

Another perspective on the importance of school leadership comes

from Levine who has written extensively about the relationship

between well-run businesses and well-run schools. Levine (1986)

stated, "Among characteristics shared by excellent companies and exemplary schools is strong leadership" (p. 179), and she concluded,

> Perhaps the most vital insight to be transferred from well-run companies to schools is that the success of the organization is dependent upon creating conditions that will increase the effectiveness of the people within the organization. (p. 162)

Finally, Hoyle et al. (1986) concluded that there is little doubt that school leaders must possess the following skills to be effective:

1. They must be good listeners;
2. They must understand the social structure of the school and community;
3. They must be attuned to the sentiments of staff, students, and patrons. (p. 26)

## The Principal as Climate Leader

If the principal has developed effective leadership skills, he/she can begin to address the challenge of establishing a school climate conducive to student achievement and satisfaction.

As stated in the introduction to this paper, the modern secondary school principal has many important roles to play in the position of educational leader in the school and community. It is the position of this paper, based on the literature, that the principal's most important role is that of climate leader, and that his/her key function is improvement of the school's climate or environment for learning.

The development of an effective school climate is not an overnight or accidental accomplishment. The literature indicates that a positive school climate is something that must be developed intentionally, over a period of time to be effective. As Roueche and

Baker (1986) observed, "The individual climate of a school becomes the end-product of countless decisions made daily by those teachers, administrators, and support staff in charge" (p. 134). Roueche and Baker further concluded that, "This climate makes the difference between the success or failure of the school and its students" (p. 134). Hoyle et al. (1985) have stated, "There is enough climate research evidence to convince professors and school administrators that the ways in which administrators behave establish a positive or negative school climate" (pp. 27-28).

The importance of the principal as climate leader cannot be overemphasized. As Trois (1983) declared, "Effective administrative leadership is the key to establishing and maintaining a climate conducive to academic learning and achievement" (p. 9). Fox et al. (1973) developed a list of six suggested goals for becoming a school climate leader:

1. Expand your understanding of school climate, participative management, and the leader's role in creating an improved climate.
2. Decide whether you really want to commit yourself to be a climate leader in your school, your school district, and your community.
3. Clarify and commit yourself to the leadership role that you want to assume in your school, in your district, in your community.
4. Identify and prioritize climate problems in your school.
5. Involve people in improving your school's climate.
6. Design and implement maintenance and feedback systems for individuals and teams involved in school climate improvement. (pp. 31-35)

There are many ways that a strong principal, aware of his/her role as climate leader, can influence the establishment and maintenance of a positive school climate.

## The Principal as Goal-Setter

Squires, Huitt, and Segaro (1983) noted, "Principals promote the schools academic emphasis by their own actions, by the organizational structures they put into place, and by their own beliefs" (p. 68). Principals have many tools they can use in developing school climate. Levine (9186) pointed out that, "Excellent organizations make effective use of myths, stories, legends, and traditions in building and maintaining a strong organization culture" (p. 165). Goals, used effectively, lead schools in the direction the principal desires. "Effective schools need a sense of purpose and direction provided by well-developed and clearly articulated goals" (Manasse, 1982, p. 14).

According to Hoyle et al. (1985), "The most common findings emerging from school effectiveness research is that effective schools have clear goals and a positive 'can do' attitude on the part of the staff and students that the goals will be attained" (p. 12). In like manner, Levine (1986) concluded that, "Students and teachers in effective schools clearly recognize and identify with the established goal of their school because that goal is clear, simple, and consistent throughout the organization" p. 171).

An important point about goals, however, is made by Hoyle et al. (1985) when they said:

> Goals are not good unless they are agreed upon and reachable. It is also important that all staff members . . . affected by the goals are involved in setting the goals. Therefore, school leaders must have skills in collaborative goal setting and action planning to ensure broad involvement and support. (pp. 15-16)

Principals seeking to establish a positive climate will develop a statement of purpose and beliefs for the school. Gorton (1987) quotes a model goal statement for a high school, suggested by Brookover and colleagues, that would include the following:

1. The purpose of the school is to educate all students to high levels of academic performance.
2. To fulfill this purpose, the members of this school staff believe that:
   a. All students should have a challenging academic program.
   b. All students should master their grade level objectives.
   c. Teachers are obligated to prepare all students to perform at mastery level on the objectives for the course. (p. 131)

Once established and agreed upon, these goals become a target for the school which can be measured and evaluated. The assessment process will be discussed later in this paper.

Levine (1986) discussed characteristics of effective schools and concluded:

In addition to the presence of a clearly defined goal, there is what Grant (1982) has called 'moral order' in these schools: a shared set of values governing behavior, expectations, and relationships, which is consistent and pervasive. (p. 172)

The importance of order and a safe school environment are mentioned often in effective school research. Squires et al. (1983) stated, "In effective schools consensus is built around the school climate factors of academic emphasis, orderly environment, and expectations for success" (p. 75). This consensus can be built by school leaders by hundreds of decisions made every day (Squires, et al.)

Little (1982) addressed the issue of what a principal can do to influence school climate and concluded there are four activities through which a building principal can influence school climate:

1. Principals can contribute to effectiveness-supporting norms by announcing clear expectations for all staff to be knowledgeable about effective instruction and to be participants in efforts to improve the quality of instruction.
2. Principals can 'model' participation in instructional improvement. They can organize meeting agenda to reflect a commitment to effectiveness; they can read and report on recent research; they can join teachers in studying, talking about, and planning for instructional improvement.
3. Principals can sanction teacher efforts by providing rewards for those who consistently practice quality instruction. These rewards can range from 'pats on the back' to special consideration during scheduling, etc.
4. Principals can protect teachers who participate in improvements from a variety of strains and pressures, internal and external. (p. 40)

## Principal as Role Model and Symbolic Leader

Principals must understand that what they do as building leader is more important than what they say. As Hoyle et al. (1985) described it, "School leaders must be willing to model behavior for those who are expected to follow them. They must 'walk the walk' not merely 'talk the talk'" (p. 25).

Roueche et al. (1986) addressed the issue of modeling when they said, "Principals model in many ways. They are 'on-task.' They are active, involved participants in the learning process. An orderly, safe environment is important so they avoid 'institutional neglect'" (p. 77). The authors quote an Arizona principal from John J. Rhodes Junior High School who emphasized the role model aspect of leadership when he said:

I attempt to convey a common purpose to all faculty by making all efforts to serve as a model for the teachers. It is an expectation at this school to be punctual, be prepared, pay attention to detail, follow through effectively, and communicate well. The administration attempts to reflect this by observable behavior. (Roueche et al., 1986, p. 77)

The modeling aspect of school leadership was also mentioned by Squires et al. (1983) when they stated, "The behaviors of teachers and administrators, as authority figures, communicate what is really valued, what is really important in a school" (p. 75). They went on to conclude, "Specifically, school leaders (1) develop positive models, (2) generate consensus, and (3) use feedback to build a positive school climate" (p. 75). Meanwhile, Licata (1987) concluded, "As an administrator, it is important to model the behavior expected, create a standard for it, focus on it, talk about it . . ." (p. 7).

Besides being a positive role model themselves, principals must create a climate of high expectations for their students. Squires et al. (1983) stated, "In an effective school, both principal and teachers not only believe students can succeed, but model those expectations to the school as a whole" (p. 72).

The importance of the principal being a visible presence and model in the school was emphasized by researchers such as Swymer (1986) who stated:

> Research shows us that at the center of strong schools are strong and effective principals who are fair, consistent, capable, and visible. The priorities of today's administrators should be directed at being visible and creating a positive school learning environment . . . the principal must focus attention on the tone of the school during the school day and perform other functions and obligations after students and teachers have left the building. (p. 89)

Again, Swymer (1986) stressed the importance of the visibility of the principal during the school day (he termed it "management by mingling") and stated, "The time has come for principals to leave

their offices and address the major stumbling blocks to the success
of American schools--school tone and atmosphere" (p. 91).

One of the problems secondary school principals face in trying
to influence what happens to the climate of their school is the fact
that secondary schools tend to be "loosely coupled" (Gorton, 1987,
p. 128) or, as Iannacone and Jamgochian (1985) refers to them,
"organized anarchies" (p. 33). How a principal can still impact
educational climate despite this loose coupling is discussed by
numerous researchers including Newberg and Glatthorn (1982) who
stated:

> One way to work toward . . . change is to distinguish between
> two levels of instructional leadership--general and specific.
> It is well established that secondary school teachers do not
> look to administrators for expertise in solving classroom
> problems. Teachers perceive administrators as too removed from
> the daily teaching interactions to offer credible help (Gorton,
> 1971). However, administrators can be effective in providing a
> generalist's level of expertise. As generalists they provide
> vision, direction, and coordination. They link the parts of the
> program into a coherent whole; they monitor school-wide
> achievement; they suggest changes in program when necessary.
> These generalist functions are complex, requiring professional
> expertise in academic planning, program articulation, and
> evaluation . . . Secondary schools seem to need leaders with
> special expertise in various subjects in addition to an
> administrator who can provide some central direction. (p. 11)

Manasse (1982) made the following observation regarding the influence
principals can have on their teaching staff, "Since individual
teachers are pretty much in control of the teaching activities in
their classrooms, it is up to the principal to set the goals for the
school as a whole and to achieve some consensus among the staff about

goals and priorities" (p. 14). Manasse arrived at the following
conclusion:

> They (principals) can influence the classroom activities through
> their roles as symbolic leaders, using the 'myths' that give
> schools a special mission or status, providing rituals in which
> diverse viewpoints can be negotiated into shared outlooks,
> encouraging opportunities for collective fellowship, and
> capitalizing on their informal clout to influence classroom
> activities by offering advice and support as a senior colleague
> of teachers. (p. 14)

Considerable research on positive climate suggests that the
principal can do much to encourage appropriate climate by how he/she
supports teachers and how effective he/she is at building a consensus
about the school's mission. Roueche and Baker (1986) declared:

> Effective principals contribute to a climate of high
> expectations by supporting teachers. A primary means of
> supporting teachers is with time. Effective principals reduce
> the number of noninstructional interruptions and tasks so that
> there is a maximum of instructional time. And they arrange the
> schedule to provide time for planning and teaming. . . Effective
> principals also serve as buffers for their teachers. (p. 77)

Cohen and Manasse (1982) suggest that studies show that if they
want to improve their schools, "Principals will seriously attempt to
buffer instructional time and processes from intrusions, and will
encourage, model, and reward teachers' attempts to engage in shared
and collegial efforts to improve their instructional practices"
(p. 15).

Roueche and Baker (1986) concluded that, "A feeling of shared
values and a personal sense of identification with the school is
illustrated over and over among the teachers and principals in
effective schools" (p. 72). They also saw principals as the symbolic
leaders of the school and stated, "They model important goals and
behaviors, thus signaling to others what is important" (p. 72).

This symbolic role of the principal is mentioned often in the literature. Gorton (1987) quoted Smircich in the following manner:

> An organization's symbolic activity may take different forms, including story telling about important events, such as how an organization faced up to a particular challenge; group rituals, such as the annual banquet at which awards of recognition are presented; or as organizational slogans, such as 'Excellence is our goal.' (p. 124)

Finally, Iannacone and Jamgochian (1985) summarized the importance of symbolism and ceremony to a school's climate when they stated:

> When symbol and ceremony fit student perception that teachers care about their achievement, and the perception of teachers that administrators place improved student performance foremost in their orientation toward their own jobs, then a strong and consistent cultural consensus . . . (will develop). (p. 31)

## The Principal and Climate Assessment

Once a principal has decided that climate improvement is an important goal for his/her school, how does that principal proceed to make the necessary improvement? The literature clearly indicates a need for principals to develop climate assessment skills. Hoyle et al. (1985) said, "Skills in measuring and maintaining a positive school climate are second to none in importance to good school management" (p. 28). Hoyle et al continued, "The first step in promoting good school climate is to create an awareness of climate and to assess the climate of your school" (p. 12). Gorton (1987) suggested that, "understanding and trying to enhance the organizational culture of a school . . . would appear to be an important priority for any administrator who wishes to improve the morale and productivity of the people associated with the organization" (p. 121).

To help a principal determine if there is a climate problem at his/her school, Fox et al. (1973) provided a checklist that principals can use to evaluate their school's climate. This checklist is included in Appendix A to this paper.

Although the literature contains a number of plans for improving school climate, Gottfredson and Hollifield (1988) suggest a seven step approach to school climate improvement which is representative of the other plans mentioned in the literature and serves as the basis for this portion of the review of the literature. However, first a word of caution: As Gottfredson and Hollifield (1988) pointed out, "Climate assessment often stimulates planning for school improvement, but nothing will happen unless people in the schools act on the information over a period of years, not days" (p. 68).

Following are the steps suggested by Gottfredson for improving school climate:

1. Diagnosis. Before improvements can be made, the principal must first conduct a diagnosis of the current school climate. This can be done by use of a variety of climate measurement devices available to the principal. Three of these climate measurement instruments are described below:

A. The Organizational Climate Description

Questionnaire--Rutger's Secondary (OCDQ-RS) by Kottkamp, Mulhern, and Hoy is an update of the original OCDQ, developed by Halpin and Croft in 1963 for use in elementary schools. Kottkamp, Mulhern, and Hoy have modified the OCDQ to create a reliable climate measure of high schools. The

OCDQ-RS which is based on the concept of open to closed climate was developed expressly for secondary schools. It is a 34 item instrument with five dimensions that describe the behavior of secondary teachers and principals. Each item is scored on a Likert scale from rarely occurs to frequently occurs. The questionnaire measures two aspects of principal leadership--supportive and directive behavior, and three aspects of teacher interactions --engaged, frustrated, and intimate teachers behavior. From the answers to these 34 questions on the five aspects of interaction, a score for the degree of openness and intimacy for the school can be determined (Kottkamp et al., 1987).

B. The CFK Ltd. School Climate Profile (Fox et al. 1973) is a survey that takes 20-25 minutes to complete and is intended for various school groups including teachers, administrators, support staff, and parents. Using a Likert scale, respondents score five questions for each item in the four broad categories of Climate Factors (eight factors); Program Determinants (seven determinants); Process Determinants (eight determinants); and Material Determinants (three determinants). According to Fox et al. the instrument is designed to serve two purposes: (1) to provide a convenient means of assessing the school's climate factors and determinants so that initial decisions can be made about priority targets for improvement projects, and (2) to serve as a benchmark against which a school may measure climate change.

C.  The NASSP School Climate Survey is designed to measure the
feelings of students, teachers, school administrators,
school staff members, parents, and community members on ten
different climate items by asking them to respond to
statements on each of the climate items.  Respondents choose
from a Likert scale ranging from strongly disagree with the
statements to strongly agree with the statements.  (A copy
of this measurement instrument is included in Appendix B of
this paper.)

Besides these three climate measurements, others such as The
Quality of School Life Questionnaire (Epstein & McParthard, 1976) and
The Effective Schools Battery Survey (Gottfredson, 1984) are
available to principals.  However, as Gottfredson et al. (1988) point
out, "No admininstrator should devote student and faculty time to
school climate assessment unless he or she plans to use the results"
(p. 67).

Gorton (1987) suggests the involvement of teachers, students,
and parents on a committee set up to carry out the school climate
improvement project, for as Hoyle et al. (1985) put it, "The team
approach is 'in'" (p. 12).  Because it is important to involve others
in the improvement of school climate, the principal must develop
considerable skills in collaborative goal setting and action planning
to ensure broad involvement and support of their staffs in any
climate improvement project (Hoyle et al., 1985).

Once the results of the climate assessment are available the
principal and the school committee needs to pinpoint the school's

most important problems and try to determine why the problems exist
(Gottfredson & Hollifield, 1988).

2. <u>Formulate Goals and Objectives</u>. Hoyle et al. (1985) state
that, "After positive and negative climate factors have been
identified, the school team . . . should decide what they wish to
improve and how they will do it" (p. 12). It is important that the
principal and his team be specific about what changes in school
climate they want to bring about (Gottfredson, 1988). Again, Gorton
(1987) suggested that a basic question at this point would be, "What
should be the primary mission and goals of this school?" (p. 129).

3. <u>Examine the Research on Potential Programs</u>. Once the goals
and objectives are established, the team may want to select a program
to achieve these goals and objectives. Gottfredson (1988) suggested
that a program that has been developed by someone else and has been
used in another school is better than using an untried program and he
suggested that good programs should have at least some of the
following characteristics:

> *Evaluation reports are available in the educational literature;
> *Detailed manuals describe how to implement the program and tell
> what it takes in terms of personnel, time, money, and material
> to implement;
> *The program is in operation and can be viewed;
> *Qualified trainers can help you get the program implemented;
> *You can implement the program with existing staff and resources.
> (pp. 68-69)

4. <u>Identify Obstacles and Resources</u>. The principal and team
must realize that whenever the status quo is changed there will be
those who will oppose the program. Also, few schools have unlimited
resources to develop a climate improvement plan. Gottfredson and
Hollifield (1988) pointed out that by anticipating obstacles and

resources, the principal "may reveal that one program is more feasible than another and (this) may help you choose among programs" (p. 69).

5. Make a Formal Plan for School Improvement. Once the first four steps have been satisfactorily completed, the team is ready to develop their formal plan to improve their school's climate. According to Gottfredson and Hollifield (1988), "The plan should specify clearly what resources will be used to overcome obstacles, and who is responsible for taking what steps by when" (p. 69).

6. Specify Quality Control Standards. The principal must be sure that the new policies and procedures for improving the climate of the school are clearly stated. This can be done through the use of school meetings as well as student and teacher handbooks and any other method the principal finds effective for communicating with the school (Gottfredson & Hollifield, 1988, p. 69).

7. Evaluation. This is perhaps the key step in climate improvement. According to Gottfredson and Hollifield (1988), "Evaluation is activity to determine what was done and what happened as a result" (p. 69). The principal needs to know if the steps that were planned were actually carried out and if the school's climate has subsequently improved. This evaluation must be ongoing and according to Gottfredson and Hollifield, "The climate assessment that you use to formulate the initial diagnosis of the school's problems (step #1) is a ready-made tool for learning if the new program is effective" (p. 69).

Although the literature suggests that the principal enlist the
assistance of teachers, students, parents, and others in attempting a
school climate assessment program, the importance of the role of the
principal in this process cannot be overemphasized. Gorton (1987)
quoted a study of principals who had successfully implemented new
programs in their schools and described the many roles a principal
must play in the development of these programs if they are to be
successful. The study concluded that in successful programs of
improvement, the principal:

> Was a believer, feeling genuine commitment to the project; an
> advocate wno promoted and defended the project before a variety
> of audiences; a linker who connected the project with other
> parts of the system; a resource acquirer who obtained and
> allocated tangible and intangible resources for the project; an
> employer who hired project staff or assigned teachers to it; a
> leader who supplied initiative, energy, and direction; a manager
> who provided problem-solving assistance and support; a delegator
> who 'moved backstage' when teachers assumed leadership; a
> supporter with words of encouragement and acts of assistance;
> and an information source who gave feedback to teachers and
> project staff. (p. 139)

Finally, Fox et al. (1971) summarized the responsibility of the
principal toward climate improvement when they wrote:

> The task of the climate leader principal is: identify the needed
> school climate, identify the organization behaviors observable
> among administrators and staff in the desired school climate,
> identify the management system necessary to facilitate the
> desired outcomes, and specify program priorities to facilitate
> staff growth, accountability, and evaluation consistent with the
> climate. (p. 5)

## The Principal and Climate
### Improvement Strategies

In addition to conducting a school climate assessment there are many other creative things that a principal can do to develop a productive and satisfying school climate. According to Trois (1983) principals can help teachers to optimize student achievement in a number of ways including the following:

1. Set academic achievement as a primary goal;
2. Ensure that all members of the school community understand the importance of teaching;
3. Reduce intrusions and disruptions (interruptions make it easy for students to get off task);
4. Develop a follow-up system for students who are tardy, absent, or disruptive;
5. Be consistent in enforcing rules, regulations, and policies;
6. Establish a school-wide approach to discipline;
7. Hold high expectations for self, teachers, and students;
8. Create an atmosphere where staff members can openly discuss teaching with colleagues;
9. Remain current with research on teaching effectiveness and communicate this information to teachers;
10. Assist in publishing student accomplishments;
11. Provide student information to teachers;
12. Encourage teachers to share their strategies for keeping students on task;
13. Use teaching effectiveness as a continual theme for in-service programs;
14. Work closely with beginning teachers on skills needed to become more effective. (pp. 9-10)

As Trois mentioned, one area that principals can use to improve school climate is the in-service programs that they offer their staffs. Although all schools have in-services programs, they are sometimes poorly planned and of little practical use for school improvement. Howard (1982) suggested the following in-service topics to improve school climate and reduce discipline problems:

1. Techniques for positive reinforcement (e.g., student recognition program);
2. Avoiding teacher-caused discipline problems (e.g., reducing threatening remarks, punishing the whole class for infractions of a few, reducing negative labeling, lowering

grades and assigning extra work as punishment, avoiding
sarcasm, losing one's temper, and humiliating students);
3. Techniques for involving the least successful students in
classroom activities. (p. 9)

A creative principal could, of course, devise many other
appropriate in-service topics that can have an impact on the climate
of the school.

Licata, an assistant principal at Clarkston Junior High School
in Clarkston, MI, discussed the 26 creative ideas his school has come
up with to improve school climate in a paper presented to the annual
meeting of the Michigan Association of Middle School Educators
(1987). A representative sample of these programs is given below:

    1. A school mission statement that emphasizes that every
       student will receive at least one success experience during
       the school year--'Clarkston Junior High--Success for
       Everyone' is their motto;
    2. A clear and consistently enforced discipline policy;
    3. A lunch with the principal's program whereby students
       nominated by their teachers are eligible to eat lunch (pizza
       and pop) with the principals once each month;
    4. A student incentive program where 15 students per marking
       period can win $10.00 each for excellent citizenship, honor
       roll status, and no discipline referrals;
    5. A student of the month program whereby teachers recommend
       students who meet certain criteria for citizenship, academic
       performance, and improvement. Students receive a special
       t-shirt, certificate, and have their picture taken;
    6. An activity day where once each year students choose a fun
       activity to participate in for the entire day with the staff
       supervising each activity;
    7. All 9th grade students were surveyed to gather information
       about the climate of their school;
    8. Positive signs, sayings, and posters appear throughout the
       school;
    9. The counselors run a student birthday club;
    10. Candid pictures are taken of students in 'action' and are
        placed in the success showcase. (Licata, 1987, pp. 2-6)

Another innovative approach to improvement of academic
excellence and school climate is being tried by Childs and McCoy,

principals at Vernal (Utah) Middle School. Among the programs for

Academic Excellence that they have begun are the following:

    1. <u>Homework Club</u>. The school honors students who complete

their homework assignments in all classes with a "B" or better by

presenting them with a special certificate and a special activity

(movie, dance, etc.).

    2. <u>Average Raisers Club</u>. This club honors students who raise

their grade point average from the previous term by .5 or more on a

4.0 scale with a certificate and special activity.

    3. <u>Academic Superstars</u>. This weekly school honor is for a

student in a particular academic area for outstanding performance by

displaying a picture of the student at work on the office bulletin

board.

    4. <u>State of the School Assembly</u>. At the end of the first

semester the principal delivers a short message (20-25 minutes) to

the students and faculty during which he emphasizes the academic

progress and accomplishments of the semester.

    5. <u>Teacher of the Month</u>. One teacher is selected monthly by a

P. T. A. committee to receive a special certificate and a night 'on

the town' for the teacher and a guest (Childs & McCoy, 1985).

The benefits of these programs are not just the creation of a

satisfying school climate, but as Childs and McCoy (1985) pointed

out, "Most of these programs are based on academic and/or

instructional goals and, once achieved, stimulate continued

achievement" (p. 67).

There are, of course, many other actions that a principal can take to improve school climate. For example, an interesting point of Roueche and Baker's research was their finding that effective schools stress the importance of both academic and co-curricular activities. They state:

> Effective schools do not lose quality academics by having quality in co-curricular activities. To the contrary, student activities supported by the principal and faculty members create an excitement and school spirit necessary to establish a positive school climate. While academic learning is considered primary and co-curricular events secondary, effective schools stress the value of student activities that help develop the whole individual and contribute to a unified school culture. (1986, p. 14)

The most important thing is that principals realize the importance of their leadership role in determining what kind of a school is desired and what kind of a learning experience the students at the school will receive. Roueche and Baker (1986) stated, "Teachers and principals who excel at what they do and act with strong conviction and deep commitment make a difference in the lives of their students" (p. 134).

This ability to make a difference in the lives of their students must be taken seriously by high school principals, for as Fox et al., (1971) concluded:

> While school personnel cannot solve most of society's weaknesses and problems, they can positively affect the nature and the wholesomeness of the school's climate. If it is inadequate, the fault rests with them, and the failure is a direct reflection upon the principal as a climate leader. (p. 2)

# CHAPTER III

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Introduction

Chapter III includes a summary of the paper, conclusions based on a review of the literature, and recommendations for improving the principal's effectiveness at establishing a positive school climate.

### Summary

While some experts are predicting the demise of the American educational system, the literature points out that there are numerous schools around the country which are experiencing outstanding student achievement as well as high student satisfaction with their education experience (Keefe et al., 1985; Roueche & Baker, 1986). As quoted earlier in this paper, Erickson (1981) has stated that recent studies show that the most effective schools are not distinguished by "elaborate facilities, extensively trained teachers, small classes, or high levels of financial support, but by outstanding social climates" (p. 46). The literature also seems to support the claim by Swymer (1986) that a positive school climate is the only way to bring about the desired improvement in student achievement that is being sought by the educational reformers of our time.

The literature indicates that in order to have an effective school with a positive climate it is necessary to have an effective leader (principal) in the school (Cohen, 1982; Rutherford, 1985;

Roueche & Baker, 1986). While much has been written in the literature regarding leadership characteristics of effective principals, the literature can perhaps be summarized as indicating the need for a strong sense of mission or purpose, a strong personal style, an understanding of the internal policies of the school and district, and finally, an understanding of the feelings and needs of staff, students, parents, and the community with whom the principal works.

The literature indicates that there are many ways that an effective principal, aware of his/her role as a climate leader, can influence the establishment and maintenance of a positive school climate (Levine, 1986; Little, 1982; Manasse, 1982). First they can set positive and clear goals for their schools. These goals, once established, become a target for the school which can be measured and evaluated. The literature emphasizes the importance of collaborative goal setting so that all staff members have input and a feeling of ownership in the school goals (Hoyle et al., 1985; Roueche & Baker, 1986).

The literature also indicates that principals must be aware of their actions as role model and symbolic leaders of the school (Iannacone & Jamgochian, 1985; Manasse, 1982). What a principal does is more important than what the principal says regarding school climate. The importance of visibility during the school day is also emphasized in the literature. Principals who practice management by mingling seem to develop a more positive school climate than those

who are always absent--in attendance at district and state meetings (Swymer, 1986).

The literature suggests that an effective leader/principal will use "symbolic activity" such as stories and rituals to reinforce the goals of the school and thereby improve climate (Gorton, 1987; Manasse, 1982).

An effective school leader/principal will develop skills in measuring school climate and planning for improvement of that climate. In fact, the literature strongly emphasizes the important role a principal plays in climate assessment (Fox et al., 1973; Gottfredson & Hollifield, 1988). There are a number of climate measurement instruments available today for use by principals to assess the climate of their school. Once a school's climate has been assessed, the principal and the school climate committee can develop a program for school climate improvement. Everyone involved must realize that school climate improvement is not a problem to be solved but a process to be developed over the years.

Beside conducting a school climate assessment, the literature points out other steps that a principal can take to develop a productive and satisfying school climate (Childs & McCoy, 1985; Howard, 1982; Licata, 1987; Trois, 1983). Principals are only limited by their own creative and leadership abilities and their desire to establish a positive school climate.

Finally, the role of the principal in establishing and maintaining a positive school climate can best be summarized by the

following statement quoted in Fox et al., (1973) and made by a United

States Select Committee:

> In many ways the school principal is the most important and
> influential individual in any school . . . It is his leadership
> that sets the tone of the school, the climate for learning, the
> level of professionalism and morale of teachers and the degree
> of concern for what students may or may not become . . . If a
> school is a vibrant, innovative, child-centered place, if it has
> a reputation for excellence in teaching, if students are
> performing to the best of their ability, one can almost point to
> the principal's leadership as the key to success. (p.122)

## Conclusions

A review of the literature concerning the leadership role of the

principal in establishing and maintaining a positive school climate

leaves this writer convinced that a positive school climate is an

important goal for any school and that the principal is the key to

attaining that goal.

The following conclusions are derived from the study of selected

literature.

1. In every school there is a climate that differentiates it

   from other schools. This climate varies from school to

   school and is the result of the many day to day decisions of

   the principal and school staff.

2. A positive school climate is imperative if schools are to

   assist positive student growth and achievement. The key

   determinate of student success appears not to be facility,

   or socio/economic level of the students, but the climate of

   the school they attend.

3. Climate determination and improvement is the principal's

   responsibility. Although school climate improvement must

involve many people within the school, the principal has the primary leadership role in that task.

4. The principal and faculty can assess the climate of the school. There are currently a number of climate measurement instruments that principals can use to assess their school's climate.

5. The principal can initiate action to change and continuously improve the school's climate. The literature points to many innovative ideas being used by those principals who are aware of the importance of school climate to make their school a more productive and satisfying place to learn.

## Recommendations

The following recommendations are based on the study of the literature.

1. Principals need to become aware of the importance of a positive school climate in making their school a more productive and satisfying place to work and learn.

2. Principals need to accept their leadership role in establishing a positive school climate.

3. Graduate programs for principals at universities need to teach candidates about attributes of effective leaders and to help those candidates understand and develop their own leadership style and ability.

4. Researchers need to continue to explore the relationship of climate to student achievement to determine what steps

building principals, and others, can take to improve student productivity and satisfaction.

5. Graduate programs for principals at universities need to teach about organizational climate and how the principal can impact the climate in the school.

6. Everyone involved in the education of children needs to realize that the "affective" dimensions of education are important in determining how well the cognitive skills of students will be developed. Additional research in this area is needed.

7. Principals must be relieved of some of their administrative burdens so they have time to be a visible model in their school and time to be actively involved with creating a positive school climate.

While there is much literature supporting the pessimists who view the current status of the American educational system with alarm, there is also ample literature pointing out that effective schools do exist in America today. These schools produce students who are both academically productive--achieving at high levels--and satisfied with their educational experience. A positive school climate supported by a strong school principal is a common characteristic of these schools. To the extent that our nation's schools can produce positive learning climates, with the focus on the people who work and learn in these schools, our nation will maintain its position as an educational leader of the world.

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APPENDICES

APPENDIX A

SCHOOL CLIMATE CHECKLIST

SCHOOL CLIMATE CHECKLIST

In the following list of problems, are any characteristic of your school? Check those which concern you or your faculty, students, or parents. Space is provided at the end of the list to add other problems encountered at your school.

___ High student absenteeism

___ High frequency of student discipline problems

___ Weak student government

___ Student cliques

___ High faculty absenteeism

___ Negative discussion in faculty lounges

___ Crowded conditions

___ "Lost" feeling of students because the school is too large

___ Vandalism

___ Student unrest

___ Poor school spirit

___ Poor community image of the school

___ Faculty cliques

___ Property theft from lockers

___ High student dropout rate

___ Underachieving students

___ Low staff morale

___ Passive students

___ Faculty apathy

___ Supplies and equipment unavailable when needed

___ Students carrying guns, knives, and other weapons

___ Poor image of the school by staff

___ Dislike of students by faculty members

___ Feeling among students that school has little purpose

___ High incidence of suspensions and expulsions

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Source: (Fox et al., 1973, pp. 2-3)

# APPENDIX B

# SCHOOL CLIMATE SURVEY

# SCHOOL CLIMATE SURVEY

## FORM A

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### *Directions*

This survey asks different groups in a school and community what most people think about the school. These groups include students, teachers, school administrators, other school workers, school board members, and parents or other members of the community.

The survey has a number of statements that describe situations found in many schools. Most of these statements will fit your school, but for those that do not, mark the "don't know" answer.

Please mark your answers on the separate answer sheet. Use only a No. 2 pencil. Before you begin the survey, you will be asked to fill in the following information on the answer sheet about yourself and your school:

1. *Individual I.D. Number.* Your I.D. number at school (students) or Social Security number (teachers, parents, and community members).
2. *School Code.* (This number will be given to you.)
3. *Grade.* (If you are a student.) 6 = 6th grade; 7 = 7th grade; 8 = 8th grade; 9 = 9th grade; 10 = 10th grade; 11 = 11th grade; 12 = 12th grade
4. *Role.* 1 = Student; 2 = Teacher; 3 = School Staff other than Teacher or Administrator; 4 = School Administrator; 5 = Parent; 6 = Community Member other than Parent.
5. *Class Code.* (This number will be given to you if used.)
6. *Sex.* 1 = Female; 2 = Male
7. *Race.* 1 = American Indian; 2 = Asian American; 3 = Black; 4 = Hispanic; 5 = White; 6 = Other
8. *Special Codes.* (If needed, this information will be given to you.)

Do *not* mark in this booklet or write your name on the answer sheet (your answers are confidential). Mark only one answer for each statement. Choose the answer that you think most people in your school and community would pick. Use the following scale for your answers.

1 = Most people would *strongly disagree* with this statement.
2 = Most people would *disagree* with this statement.
3 = Most people would *neither agree nor disagree* with this statement.
4 = Most people would *agree* with this statement.
5 = Most people would *strongly agree* with this statement.
6 = I *don't know* what most people think about this statement, or I *don't know* whether this statement fits the school.

## COMPREHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENTS
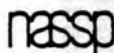
KEY: *MOST PEOPLE*

    1 = STRONGLY DISAGREE
    2 = DISAGREE
    3 = NEITHER AGREE NOR DISAGREE
    4 = AGREE
    5 = STRONGLY AGREE
    6 = DON'T KNOW

## TEACHER-STUDENT RELATIONSHIPS

1. Teachers in this school like their students.
2. Teachers in this school are on the side of their students.
3. Teachers give students the grades they deserve.
4. Teachers help students to be friendly and kind to each other.
5. Teachers treat each student as an individual.
6. Teachers are willing to help students.
7. Teachers are patient when a student has trouble learning.
8. Teachers make extra efforts to help students.
9. Teachers understand and meet the needs of each student.
10. Teachers praise students more often than they scold them.
11. Teachers are fair to students.
12. Teachers explain carefully so that students can get their work done.

## SECURITY AND MAINTENANCE

13. Students usually feel safe in the school building.
14. Teachers and other workers feel safe in the building before and after school.
15. People are not afraid to come to school for meetings and programs in the evening.
16. Classrooms are usually clean and neat.
17. The school building is kept clean and neat.
18. The school building is kept in good repair.
19. The school grounds are neat and attractive.

## ADMINISTRATION (Principal, Assistant Principal, etc.)

20. The administrators in this school listen to student ideas.
21. The administrators in this school talk often with teachers and parents.
22. The administrators in this school set high standards and let teachers, students, and parents know what these standards are.
23. Administrators set a good example by working hard themselves.
24. The administrators in this school are willing to hear student complaints and opinions.
25. Teachers and students help to decide what happens in this school.

## STUDENT ACADEMIC ORIENTATION

26. Students here understand why they are in school.
27. In this school, students are interested in learning new things.
28. Students in this school have fun but also work hard on their studies.
29. Students work hard to complete their school assignments.

**GO TO THE NEXT PAGE**

KEY: *MOST PEOPLE*

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    4 = AGREE
    5 = STRONGLY AGREE
    6 = DON'T KNOW

## STUDENT BEHAVIORAL VALUES

30. If one student makes fun of someone, other students do not join in.
31. Students in this school are well-behaved even when the teachers are not watching them.
32. Most students would do their work even if the teacher stepped out of the classroom.

## GUIDANCE

33. Teachers or counselors encourage students to think about their future.
34. Teachers or counselors help students plan for future classes and for future jobs.
35. Teachers or counselors help students with personal problems.
36. Students in this school can get help and advice from teachers or counselors.

## STUDENT-PEER RELATIONSHIPS

37. Students care about each other.
38. Students respect each other.
39. Students want to be friends with one another.
40. Students have a sense of belonging in this school.

## PARENT AND COMMUNITY-SCHOOL RELATIONSHIPS

41. Parents and members of the community attend school meetings and other activities.
42. Most people in the community help the school in one way or another.
43. Community attendance at school meetings and programs is good.
44. Community groups honor student achievement in learning, music, drama, and sports.

## INSTRUCTIONAL MANAGEMENT

45. There is a clear set of rules for students to follow in this school.
46. Taking attendance and other tasks do not interfere with classroom teaching.
47. Teachers spend almost all classroom time in learning activities.
48. Students in this school usually have assigned schoolwork to do.
49. Most classroom time is spent talking about classwork or assignments.
50. Teachers use class time to help students learn assigned work.
51. Outside interruptions of the classroom are few.

## STUDENT ACTIVITIES

52. Students are able to take part in school activities in which they are interested.
53. Students can be in sports, music, and plays even if they are not very talented.
54. Students are comfortable staying after school for activities such as sports and music.
55. Students can take part in sports and other school activities even if their families cannot afford it.

**END OF THE SURVEY**