

# Chapter 5 - Culture and Climate of Schools

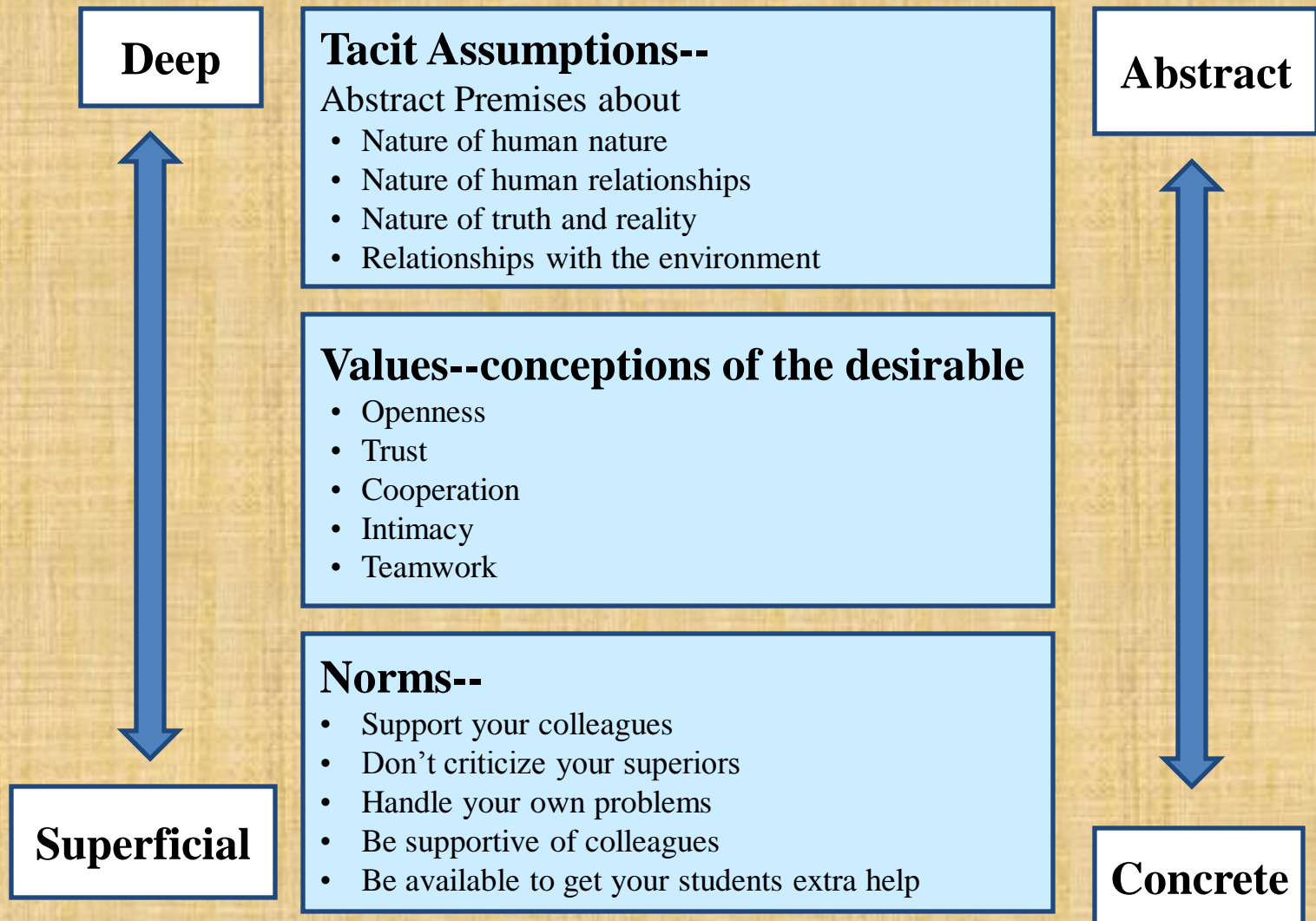


# Organizational Culture

## Definitions:

- Henry Mintzberg (1989) refers to culture as organization ideology, or *“the traditions and beliefs of an organization that distinguish it from other organizations and infuse a certain life into the skeleton of its structure.”*
- Stephen Robbins (1998) defines organization culture as *“a system of shared meaning held by members that distinguishes the organization from other organizations.”*
- Edgar Schein (1992), however, argues that the culture should be reserved for a *“deeper level of basic assumptions, values, and beliefs”* that become shared and taken for granted as the organization continues to be successful.
- Our general definition of **organizational culture** *is a system of shared orientations that hold the unit together and give it a distinctive identity.*
- Orientations are values, norms, and tacit assumptions.

# Levels of Organizational Culture



# Organizational Culture

## Culture as norms

### Examples of Norms

- **Never criticize colleagues in public**
- **Support your colleagues**
- **Handle your own discipline problems**
- **Be available for your students after school**
- **Support the principal**
- **Get to school early in the morning**
- **Be in the hall by your room as classes change**



# Organizational Culture

## Culture as shared values

### Examples of Core Values

- ▶ Commitment to the the school
- ▶ Commitment to teaching
- ▶ Cooperation and teamwork
- ▶ Trust and group loyalty
- ▶ Egalitarianism
- ▶ Serve your students
- ▶ High academic achievement



# Organizational Culture

## Culture as Tacit Assumptions

### Examples of Tacit Assumptions

- ▶ Truth ultimately comes from teachers themselves.
- ▶ Teachers are capable of making decisions in the best interests of students.
- ▶ Truth is determined through debate, which often produces conflict and the testing of ideas in an open forum.
- ▶ Teachers are family; they accept, respect, and take care of each other.

# Functions of Culture

- Creates distinctions among organizations
- Provides the organization with a sense of identity
- Facilitates development of commitment to the group
- Enhances stability in the social system
- Social glue that binds the organization together
- Provides standards of behavior

**CAUTION:** Strong cultures can promote or impede.

# Elements of Culture

1. ***Innovation***: the degree to which employees are expected to be creative and take risks.
2. ***Stability***: the degree to which activities focus on the status quo rather than change.
3. ***Attention to detail***: the degree to which there is a concern for precision and detail.
4. ***Outcome orientation***: the degree to which management emphasizes results.
5. ***People orientation***: the degree to which management decisions are sensitive to individuals.
6. ***Team orientation***: the degree of emphasis on collaboration.
7. ***Aggressiveness***: the degree to which employees are expected to be competitive rather than easy going.



# Rites, Ceremonies, & Consequences

## ***Rites of Passage***

Student teaching  
Lunch duty  
Retirement

## ***Rites of Degradation***

Negative evaluation  
Public rebuke

## ***Rites of Enhancement***

Teacher of the year  
Debate team champions  
Football champions

## ***Rites of Integration***

Holiday party  
Teacher's lounge  
Coffee group

## **Consequences**

Facilitate transitions to new roles;  
socialization

Reaffirm appropriate behavior

Reinforce appropriate behavior

Enhances cohesiveness

# School Culture: Symbol Systems

## **Symbols through which school culture is expressed:**

*Stories*--narratives that are based on true events, but often combine truth and fiction.

*Myths*--stories that communicate an unquestioned belief that cannot be demonstrated by the facts.

*Legends*--stories that are retold and elaborated with fictional details.

*Icons*--physical artifacts that are used to communicate the culture (logos, mottoes, and trophies).

*Rituals*--are the routine ceremonies and rites that signal what is important in the school.

# School Culture: Metaphors

- The Family
- The Machine
- The Circus
- The Factory
- The Jungle
- The Zoo
- The Fad Shop
- The Academy
- The Club



# School Culture

## Examples of Four School Cultures

- ▶ A Culture of Efficacy
- ▶ A Culture of Trust
- ▶ A Culture of Academic Optimism
- ▶ A Culture of Control

# A School Culture of Efficacy

A ***Culture of Efficacy*** refers to shared “perceptions of teachers in a specific school that the faculty as a whole can execute courses of action required to positively affect student achievement.” (Goddard, Hoy, & Woolfolk Hoy, 2000)

A ***Culture of Efficacy*** emphasizes academic performance and **NORMS** that influence actions, habits, decisions, & ultimately, *the achievement of the school.*

# A Culture of Efficacy

- ▶ Directly linked with other positive school qualities
  - Parental involvement
  - Orderliness
  - Teacher innovation
  - Lower drop-out, suspension rates
  
- ▶ A Culture of Efficacy strengthens the efficacy of an individual teacher, and influences behavior :
  - Greater effort
  - More perseverance
  - More resilience

# A Culture of Efficacy

Bandura's 4 sources of self-efficacy also apply to development of collective efficacy:

1. Mastery experience
2. Vicarious experience
3. Social persuasion
4. Emotional arousal



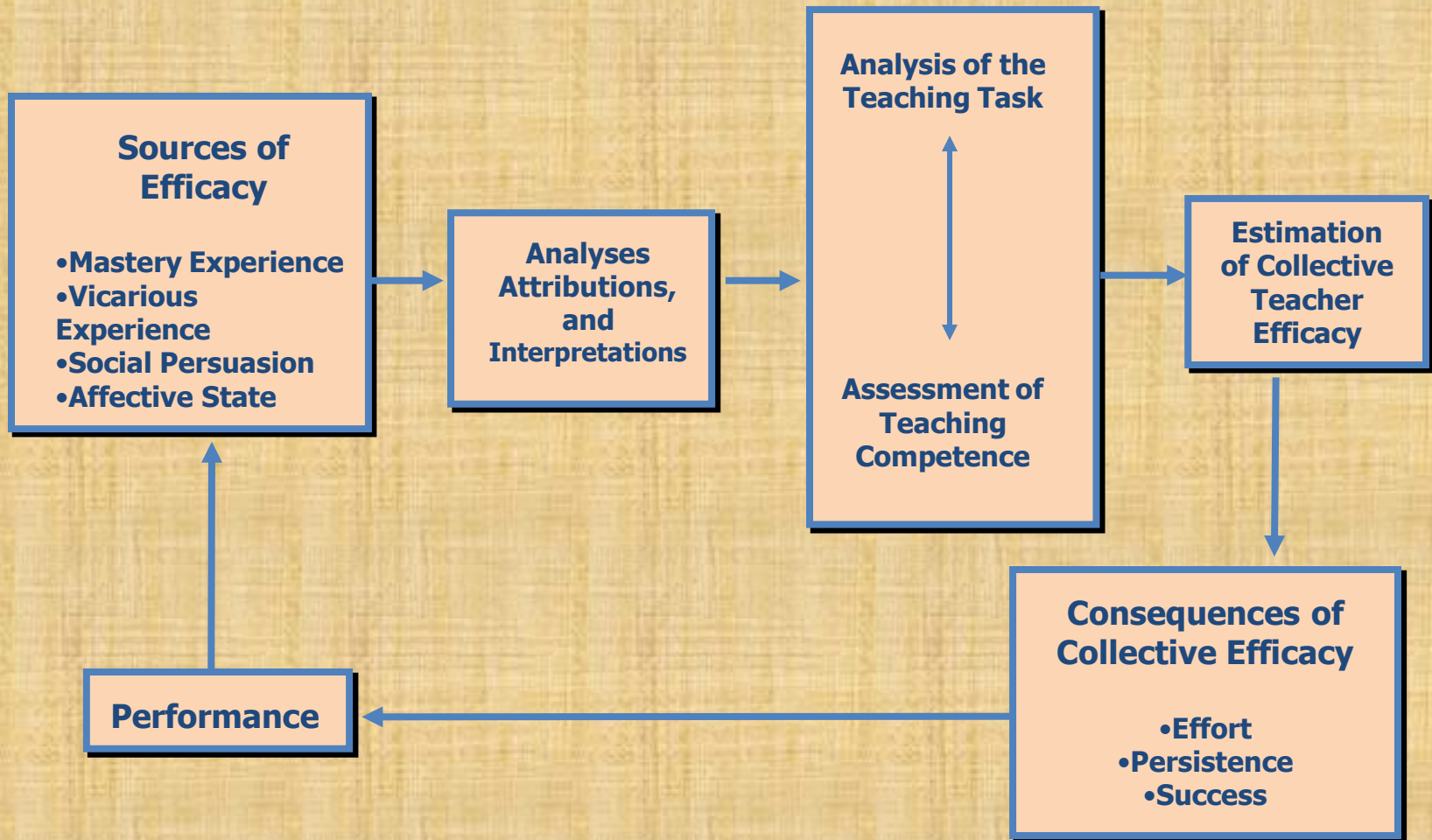
# A Culture of Efficacy

**Administrators can build a Culture of School Efficacy.**

- ▶ Support **MASTERY EXPERIENCES**. Give teachers time to plan and collaborate and celebrate their success.
- ▶ Provide teachers with positive models; conferences, workshops, and visits to outstanding school, that is, cultivate positive **VICARIOUS EXPERIENCES**.
- ▶ Foster professionalism and reflective teaching, and reward those who collaborate and share feedback to enhance **SOCIAL PERSUASION**.
- ▶ Attend to teachers' **AFFECTIVE STATE** by providing encouragement during times of frustration. Frame performance as a function of acquired skill rather than inherent capability.



# ***A Model of Collective Efficacy***



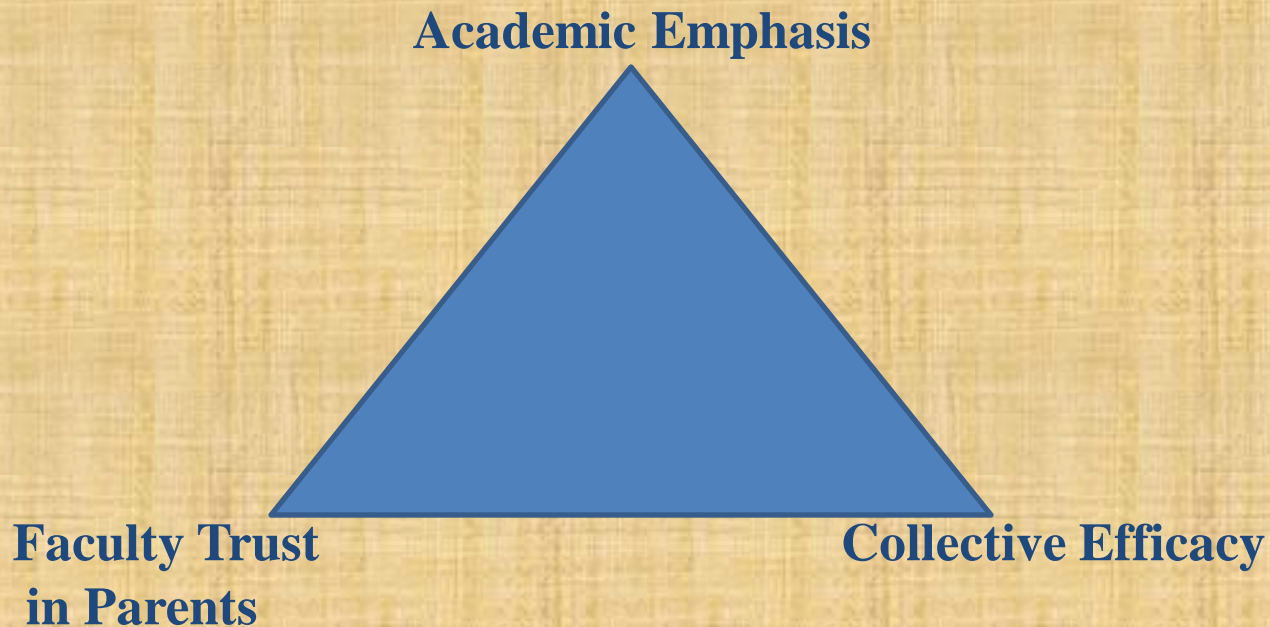
# A School Culture of Trust

- Another perspective on School Culture can be mapped in terms of the shared collective beliefs of the faculty about trust, which is a critical dimension of school life.
- A CULTURE OF TRUST in schools is one in which the teachers trust their students, their colleagues, parents, and the principal.



# A Culture of Academic Optimism

Another perspective on School Culture can be mapped in terms of the shared collective beliefs of the faculty about efficacy, trust, and academic emphasis—schools which have all three have a **Culture of Academic Optimism**.



# A School Culture of Control

Another perspective on school culture can be mapped in terms of the shared and collective beliefs of the faculty about controlling students.

*A Custodial School Culture* is characterized by a rigid control system over students. The school is autocratic with the flow of power and control downward from teachers to students. Students are perceived as irresponsible and undisciplined persons who must be controlled by punitive sanctions. Impersonality, cynicism, and mistrust pervade the school; the norms and values are custodial.

*A Humanistic School Culture* is an educational community in which students learn through cooperative interaction and experience. Learning and behavior are viewed in psychological terms, and misbehavior is seen as deviate behavior that needs to be understood. Self-discipline is substituted for strict teacher control. The school is attempting to create an atmosphere to meet student needs; the norms and values are humanistic.

# PUPIL CONTROL IDEOLGY FORM - PCI

The **custodials** of the school climate can be measured by the Pupil Control Ideology Form (PCI). See [www.coe.ohio-state.edu/whoy](http://www.coe.ohio-state.edu/whoy).

## Sample items from the PCI (Elementary School Version)

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

SD=Strongly Disagree D=Disagree U=Undecided A=Agree SA=Strongly Agree

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. It is desirable to require pupils to sit in assigned seats during assembly .....          | SD | D | U | A | SD |
| 2. Being friendly with pupils often leads them to become too familiar .....                  | SD | D | U | A | SD |
| 3. Pupils often misbehave to make the teacher look bad .....                                 | SD | D | U | A | SD |
| 4. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique ..... | SD | D | U | A | SD |
| 5. The best principals give unquestioning support to teachers in disciplining students ..... | SD | D | U | A | SD |

For the complete instrument and details for scoring, see Hoy & Tarter (1997b) or [www.coe.ohio-state.edu/whoy](http://www.coe.ohio-state.edu/whoy)

# Summary of Key Elements of School Culture

- **Core Values**
- **Salient Norms**
- **Rites of Passage**
- **Rites of Integration**
- **Common Elements**
  - Innovation
  - Stability
  - Attention to Detail
  - Outcome Orientation
  - People Orientation
  - Team Orientation (Collaboration)
  - Aggressiveness (Competitiveness)
- **Trust**
- **Collective Efficacy**
- **Academic Optimism**



# Organizational Climate

## Definitions:

- ▶ Organizational climate is concerned with large units; it characterizes properties of an entire organization or major subunits.
- ▶ Organizational climate describes a unit of organization rather than evaluates it or indicates emotional reactions to it.
- ▶ Organizational climate arises from routine organizational practices that are important to the organization and its members.
- ▶ Organizational climate influences members' behaviors and attitudes.
- ▶ Put simply, the set of internal characteristics that distinguish one school from another and influence the behavior of members is the **organizational climate** of the school.
- ▶ Personality is to individual and climate is to organization.

# Organizational Climate Frameworks

## Three School Climate Frameworks:

- ▶ The Openness of Interpersonal Relations is measured by the OCDQ.
- ▶ The Health of Interpersonal Relations is measured by the OHI.
- ▶ A Climate of Citizenship is measured by the OCB.



# Openness of Organizational Climate

## School Climate: Open to Closed

An **Open School Climate** is characterized by teacher relations that are professional, collegial, friendly, and committed to the education of students. The principal is supportive and professional and does not restrict or direct teachers with orders.

A **Closed School Climate** is characterized by teacher relations that are disengaged, distant, suspicious, and not professional. The principal is directive, restrictive, and not supportive.

# Organizational Climate Description Questionnaire - OCDQ

The **openness** of the school climate can be measured by the Organizational Climate Description Questionnaire (OCDQ). There are slightly different measures for elementary, middle, and high schools. See [www.coe.ohio-state.edu/whoy](http://www.coe.ohio-state.edu/whoy).

## Sample items from the OCDQ-RE (Elementary School Version)

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

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

- |  |    |    |   |     |
|--|----|----|---|-----|
| 1. The teachers accomplish their work with vim, vigor, and pleasure.....   | RO | SO | O | VFO |
| 2. Teachers' closest friends are other faculty members at this school..... | RO | SO | O | VFO |
| 3. Faculty meetings are useless.....                                       | RO | SO | O | VFO |
| 4. The principal goes out of his/her way to help teachers.....             | RO | SO | O | VFO |
| 5. The principal rules with an iron fist.....                              | RO | SO | O | VFO |
| 6. Teachers leave school immediately after school is over.....             | RO | SO | O | VFO |
| 7. Teachers invite faculty members to visit them at home.....              | RO | SO | O | VFO |
| 8. The principal uses constructive criticism.....                          | RO | SO | O | VFO |

For the complete instrument and details for scoring, see Hoy & Tarter (1997b) or [www.coe.ohio-state.edu/whoy](http://www.coe.ohio-state.edu/whoy)

# Dimensions of Organizational Climate

## Dimensions of the OCDQ for Elementary Schools and Sample Items

### Principal's Behavior

**Supportive**—reflects a concern for teachers, is open to suggestions, respects teachers' professional competence. Praise is genuine and frequent and criticism is constructive.

- The principal uses constructive criticism.
- The principal listens to and accepts teachers' suggestions.

**Directive**—maintains close and constant control over all teacher and school activities.

- The principal rules with an iron fist.
- The principal monitors everything teachers do.

**Restrictive**—Hinders rather than facilitates teacher work; burdens with busywork.

- Routine duties interfere with the job of teaching.
- Teachers have too many committee requirements.

# OCDQ DIMENSIONS

## Dimensions of the OCDQ for Elementary Schools and Sample Items

### Teacher Behavior

**Collegial**—supports open and professional interactions among teachers. Teachers are enthusiastic, accepting, and mutually respectful of professional competence.

- Teachers respect the professional competence of their colleagues.
- Teachers accomplish their work with vim, vigor, and pleasure.

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

- Teachers socialize with each other.
- Teachers' closest friends are other faculty members at this school.

**Disengaged**—refers to a lack of meaning and focus in professional activities. Teachers are simply putting in time and going through the motions.

- Faculty meetings are useless.
- Teachers ramble when they talk at faculty meetings.

# Types of Organizational Climate

		Principal Behavior	
		Open	Closed
Teacher Behavior	Open	Open Climate	Engaged Climate
	Closed	Disengaged Climate	Closed Climate

# Health of Organizational Climate

## School Climate: Healthy to Unhealthy

A **Healthy School Climate** is characterized by institutional integrity-- teachers are protected from disruptive outside forces. The principal has influence with superiors, gets needed resources, and has an integrated leadership style that is concerned with both the task at hand and the social well being of teachers. Morale is high and there is a general press for academic achievement by teachers, parents, and students.

A **Unhealthy School Climate** is vulnerable to disruptive outside forces. The principal has little influence with superiors, resources are scarce, and the principal neither sets direction nor supports teachers. Moral is poor and there is limited attention to academic matters because the teachers have given up.

# Organizational Health Inventory - OHI

The **health** of the school climate can be measured by the Organizational Health Inventory (OHI). There are slightly different measures for elementary, middle, and high schools. See [www.coe.ohio-state.edu/whoy](http://www.coe.ohio-state.edu/whoy).

## Sample items from the OHI-S (High School Version)

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

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

- |   |    |    |   |     |
|---|----|----|---|-----|
| 1. Teachers are protected from unreasonable community and parental demands.....       | RO | SO | O | VFO |
| 2. The principal gets what he or she asks for from superiors.....                     | RO | SO | O | VFO |
| 3. The principal is friendly and approachable.....                                    | RO | SO | O | VFO |
| 4. The principal asks that faculty members follow standard rules and regulations....  | RO | SO | O | VFO |
| 5. Extra materials are available if requested.....                                    | RO | SO | O | VFO |
| 6. Teachers do favors for each other.....   | RO | SO | O | VFO |
| 7. The students in this school can achieve the goals that have been set for them..... | RO | SO | O | VFO |
| 8. The school is vulnerable to outside pressures.....                                 | RO | SO | O | VFO |
| 9. The principal is able to influence the actions of his or her superiors.....        | RO | SO | O | VFO |

For the complete instrument and details for scoring, see Hoy & Tarter (1997b) or [www.coe.ohio-state.edu/whoy](http://www.coe.ohio-state.edu/whoy)

# OHI-Dimensions and Sample Items

## Community Level

**Institutional Integrity**--describes a school that is not vulnerable to narrow, vested interests from the community. The school is able to cope well with outside destructive forces.

*Sample items:* The school is protected from unreasonable community and parental demands.  
The school is vulnerable to outside pressure.\*

## Managerial Level

**Principal Influence**--refers to the principal's ability to affect the action of superiors. The influential principal works successfully with the superintendent for the benefit of teachers.

*Sample items:* The principal gets what he or she asks for from superiors.  
The principal is impeded by superiors.\*

**Consideration**--behavior by the principal that is friendly, supportive, open, and collegial.

*Sample items:* The principal looks out for the personal welfare of faculty members..  
The principal is friendly and approachable.

**Initiating Structure**--behavior by the principal that is task and achievement oriented. The principal makes his expectations clear and maintains standards of performance.

*Sample items:* The principal lets faculty members know what is expected of them.  
The principal maintains definite standards of performance.

**Resource Support**--refers provisions at the school where adequate classroom supplies and instructional materials are available and extra materials are easily obtained.

*Sample items:* Extra materials are available if requested.  
Teachers are provided with adequate materials for their classrooms.



# OHI DIMENSIONS AND SAMPLE ITEMS

## School Level

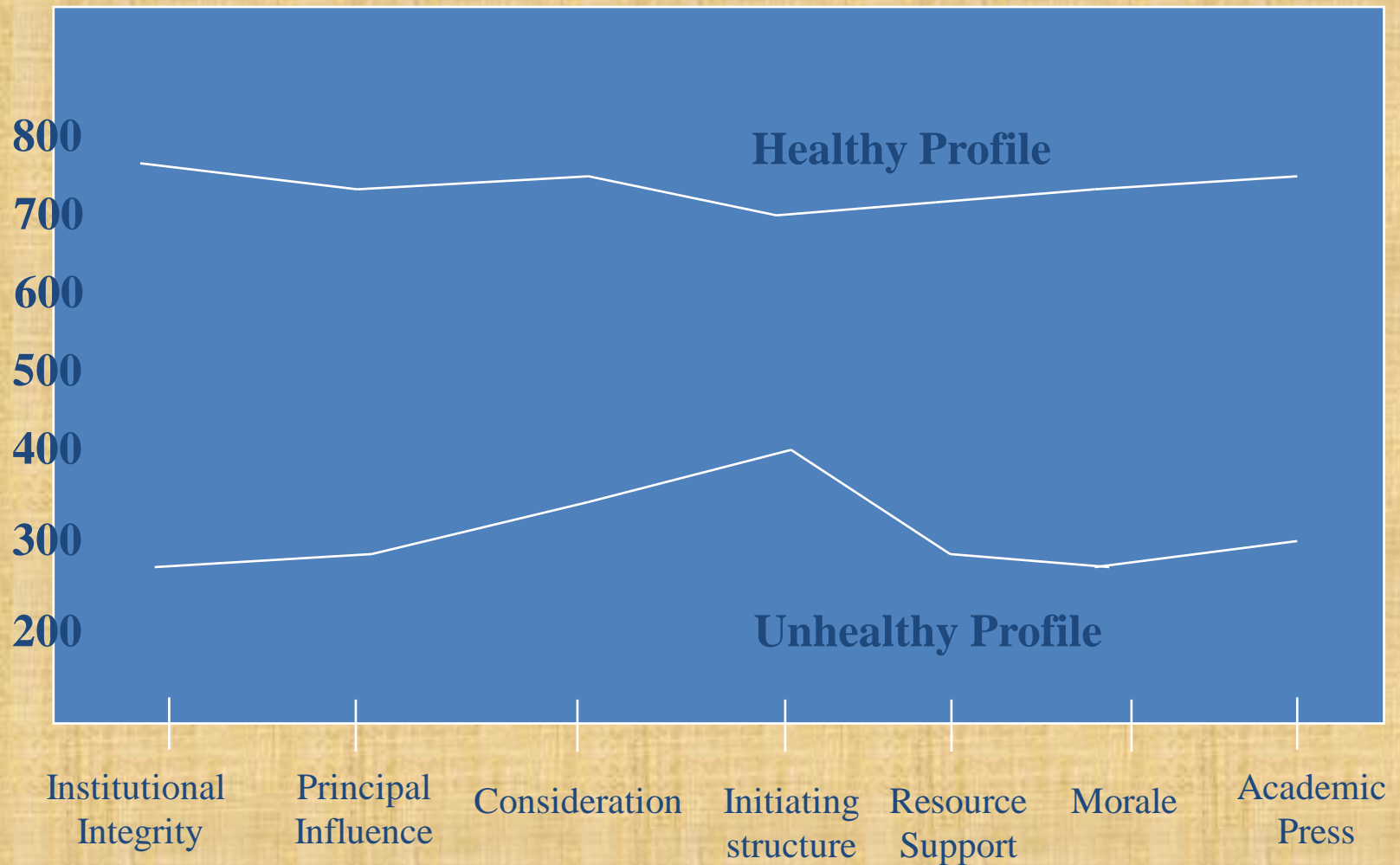
**Morale**--refers to a sense of trust, confidence, enthusiasm, and friendliness among teachers. Teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs.

*Sample items:* Teachers in this school like each other. The morale of teachers is high.

**Academic Emphasis**--refers to the school's press of achievement. High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in the ability of their students to achieve; and students work hard and respect academic achievement.

*Sample items:* The school sets high standards for academic performance. Students respect others who get good grades.

# School Health Profiles



# A Climate of Citizenship

A **Climate of Citizenship** is a school in which the teachers generally behave in helpful ways. They typically go beyond routine duties, voluntarily help others, and embrace extra work. Their behavior is characterized by altruism, conscientiousness, courtesy, and good citizenship. Voluntarism is dominate character of teacher behavior.

# Organizational Culture and Climate

## Culture versus Climate

- Culture is shared norms, values, tacit expressions
- Climate is *perceptions* of behavior
  - School climate is a “relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools”

# Improving Culture & Climate

Some Change Strategies:

- The Clinical Strategy
- The Growth-Centered Strategy
- Norm-Changing Strategy



# Change Strategies

## The Clinical Strategy

- Gaining knowledge of the organization
- Diagnosis
- Prognosis
- Prescription
- Evaluation



# Change Strategy

## The Growth-Centered Strategy:

Acceptance of the following set of assumptions:

- Change is a property of healthy school organizations
- Change has direction
- Change should imply progress
- Teachers have high potential for the development and implementation of change

# Change Strategies

## Norm-Changing Strategy:

The key norms of an organization are usually related to such important areas as control, support, innovation, social relations, rewards, conflicts, and standards of excellence.

### **Five Steps to changing norms:**

1. Surface norms--identify existing norms.
2. Articulate new directions--teacher agreement on new directions.
3. Establish new norms--identify new norms that will lead to improvement
4. Identify culture gaps--discrepancy between actual and desired norms.
5. Close the culture gaps--replace old norms with new ones.



# Summary

1. Schools have distinctive cultures, core values and beliefs, which provide members with a sense of organizational mission and identity.
2. Strong cultures can be good or bad because they can promote or impede effectiveness.
3. Culture calls attention to the symbolic nature of organizations; often what is said or done is not as important as what it symbolizes.
4. Cultures of efficacy, of trust, and of academic optimism promote student achievement.
5. A custodial culture of pupil control impedes the socio-emotional development of students.

# Summary

6. The organizational climate of a school is the set of faculty perceptions of the dominant behaviors of organizational participants.
7. Openness of organizational climate is positively related to loyalty, trust, and commitment of teachers.
8. The health of organizational climate is positively related to openness in member interactions as well as school effectiveness.
9. Strong academic emphasis in the school climate promotes school effectiveness and student achievement.
10. Changing the culture or climate of a school is usually a difficult, continuous, and long-term process.