

**RELATIONSHIP BETWEEN SCHOOL  
ORGANIZATIONAL CLIMATE AND PUPILS'  
ACADEMIC PERFORMANCE AMONG PUBLIC  
PRIMARY SCHOOLS IN NAIROBI PROVINCE,  
(KENYA)**

**A Thesis submitted in partial fulfillment of the requirements  
For the Degree of Master of Education, Department of  
Education Administration, Planning and  
Curriculum Development  
Kenyatta University**

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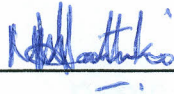


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## DECLARATION

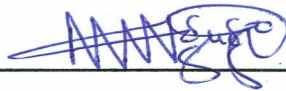
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This thesis has been submitted with our approval as University  
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## DEDICATION

This thesis is dedicated to my dear parents,  
Benard Ndanuko Mathini and Naomi Wanjiru Ndanuko,  
for their encouragement and support in this study  
and other endeavours.

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## ABSTRACT

The main purpose of the study was to investigate the relationship between school organizational climate and pupils' academic performance among public primary schools in Nairobi Province. The study also investigated the relationship between school organizational climate and headteachers' administrative experience, gender and professional qualification. To achieve the purpose seven research questions were formulated. To answer the research questions 12 null hypotheses were formulated and tested.

Ex post facto research design was used. The study sample comprised 40 out of 177 schools that had presented candidates for K.C.P.E by 1998. This represented 22.6 per cent of the population. The instrument used in soliciting information on school organizational climate was Organizational Climate Descriptive Questionnaire (OCDQ). The instrument was developed by Halpin and Croft (1966). The scores on pupils' academic performance were requested from Nairobi City Education Department. The scores were based on the Kenya National Examination Council results of 1997 and 1998.

The data gathered was analyzed using frequency distribution, percentages, contingency tables, and chi square statistic. The analysis was done at  $p < .05$  level of confidence.

The main findings of the study included the following:

- There was a significant relationship between school organizational climate and pupils' academic performance.

- Majority (61.3 percent) of the schools approaching an open climate had pupils' exhibiting high pupils' academic performance. In schools approaching a closed climate majority (88.9 percent) had pupils exhibiting low academic performance.
- There was a significant relationship between headteachers' behaviour of thrust and pupils' academic performance
- Majority (65.4 percent) of the schools with a headteacher exhibiting high thrust had pupils exhibiting high academic performance. In majority (78.6 percent) of the schools with a headteacher exhibiting low thrust the pupils exhibited low academic performance.
- \* There was a significant relationship between teachers experience of esprit and pupils' academic performance.
- Majority (71.4 per cent) of the schools with teachers experiencing high esprit had pupils' exhibiting high academic performance. In majority (73.6 percent) of the schools with teachers experiencing low esprit the pupils exhibited low academic performance.
- There was a significant relationship between school organizational climate and gender of a headteacher. Of all the schools headed by a male 61.1 percent had organizational climate that approached an open climate. Of all the schools headed by a female 90.9 per cent had organizational climate that approached an open climate.

On the basis of the findings, conclusions, recommendations and some suggestions for further research were proposed.

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## LIST OF ABBREVIATIONS

K.C.P.E.: Kenya Certificate of Primary Education

O.C.D.Q.: Organizational Climate Descriptive Questionnaire

D.F.: Degree of Freedom

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Problem

Academic performance in primary schools in Kenya has been a matter of concern to both educators such as teachers, educational officers, educational administrators and the general public such as parents. This is due to the fact that the future of the children is so much dependent on the schools. According to Mackay (1981) and Ominde (1964) primary schools provide the basis for literacy, numeracy and the rudiment of citizenship. One indicator of academic performance in primary schools in Kenya has been the pupils' attainment in the national examinations offered by the Kenya National Examinations Council (KNEC) at the end of primary cycle. This cycle lasts for eight years since 1985 when the 8-4-4 System of Education was introduced. The examination taken at the end of primary school cycle is referred to as the Kenya Certificate of Primary Education (K.C.P.E.).

A general situation over the years is that there has been a substantial variation in academic performance from school to school. Furthermore, while academic performance by pupils in some primary schools has been very high, in other schools, it has been very low. This is confirmed by the K.C.P.E. results of Nairobi public primary schools for the years 1997 and 1998.

TABLE 1.1

**\*K.C.P.E. Mean Scores for Top and Bottom  
Ten Schools in Nairobi Province (1997 and 1998)**

## TOP TEN

1997		1998	
RANK	MEAN SCORE	RANK	MEAN SCORE
1	462.38	1	488.83
2	462.01	2	468.47
3	459.45	3	451.72
4	452.11	4	447.65
5	443.78	5	447.51
6	438.75	6	446.77
7	437.75	7	444.05
8	437.46	8	442.64
9	436.95	9	439.89
10	436.81	10	439.61

## BOTTOM TEN

1997		1998	
RANK	MEAN SCORE	RANK	MEAN SCORE
168	263.65	168	267.51
169	262.58	169	264.73
170	262.32	170	263.42
171	258.40	171	256.20
172	255.50	172	255.34
173	251.48	173	254.40
174	245.97	174	253.83
175	237.33	175	250.01
176	236.42	176	249.67
177	222.17	177	225.39

\*Source: KCPE Analysis, Nairobi City Council,

Education Department: 1998

From Table (1.1) It could be observed that, in each of the top ten schools in 1997 and 1998 the pupils had a score greater than 430 marks which exceeded by far the overall mean score of all the schools which was 341.26 marks in 1997 and 341.41 marks in 1998 according to K.C.P.E. analysis document by Nairobi City Council. In each of the bottom ten schools in 1997 and 1998 the pupils had a mean score of less than 270 marks which was far much below the overall mean score of all the schools which was 341.26 marks in 1997 and 341.41 marks in 1998. Table (1.1) therefore showed that the variation in academic performance among public primary schools in Nairobi was very high.

It could also be observed that pupils in the top ten schools in each year 1997 and 1998 had very high academic performance while pupils in the bottom ten schools in each year 1997 and 1998 had very low academic performance. This state of affair raised a number of questions. How could one explain the high variation in academic performance among public primary schools? Could it be arguable enough that the high variation in academic performance among public primary schools in Nairobi could be attributed to organizational climate among other variables? Organizational climate in this study referred to the inter-personal interaction behaviours between headteacher and teachers as well as among teachers. The definition adapted was formulated by Halpin and Croft (1966).

A number of scholars had asserted the importance of organizational climate in determining pupils academic performance in a school. Ruttler (1979) stated that differences between schools in the school organizational climate

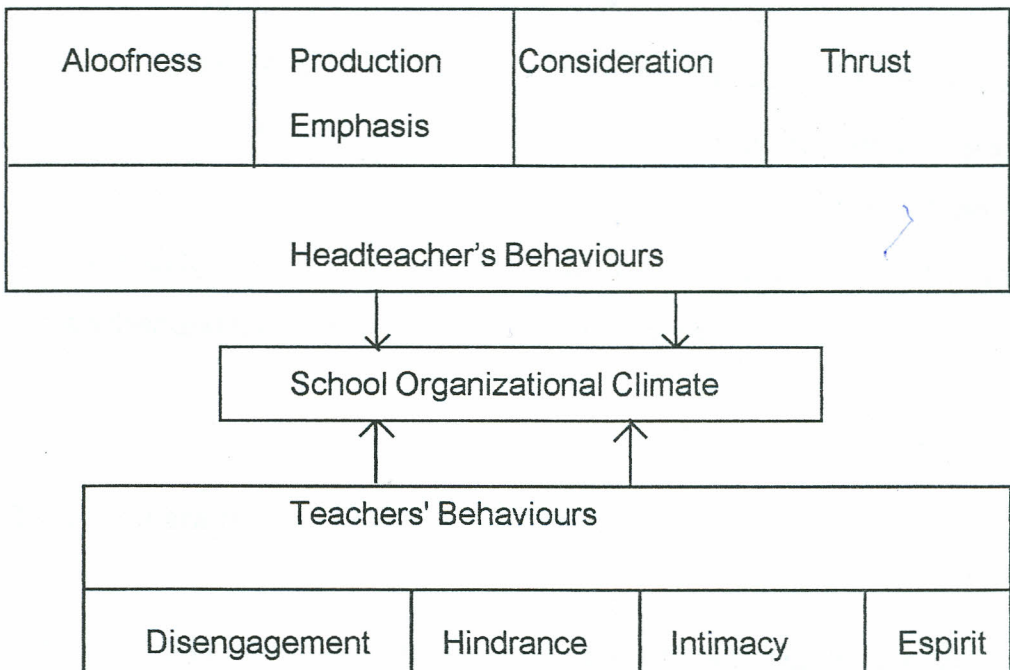
is one of the primary determinant of differences in outcomes attained by pupils. Kelly (1980) observed that not only is school organizational climate essential to good pupils achievement but a favourable school climate provides the framework within which pupils, teachers and administrators function co-operatively and productively. Paula (1983) noted that schools in which there is an open climate have greater productivity than schools in which there is a closed climate. This is because in an open climate teachers and pupils are provided with opportunities for more motivation and achievement. According to Paula (1983) an open climate is a situation in which teachers work well together to advance the interests of the school. The headteacher is highly energetic as well as considerate. He/she does not emphasize production but works well with the teachers to advance the school. In a closed climate the teaching staff is fragmented and morale is very low. The headteacher is highly inconsiderate and maintains some physical and psychological distance from the teachers.

It is within the context of observed high variation in academic performance among public primary schools and issues raised in Kenyan context that this study was carried out. The study focussed on the importance of schools' organizational climate in determining pupils' academic performance.

## **1.2 Conceptual Framework**

The study was based on school organizational climate description framework by Halpin and Croft (1966). Organizational climate description framework by Halpin and Croft evolved from a study of American elementary schools. Halpin and Croft named the inter-personal interaction behaviours

between the headteacher and teachers as well as among teachers as the organizational climate of schools. The major conceptualized propositions by Halpin and Croft were; the climate of a school is a combination of the headteacher and teachers behaviour. The four dimensions of the headteacher's leadership behaviour are aloofness, production emphasis, consideration and thrust. The four dimensions of the teachers' interpersonal behaviour are disengagement, hindrance, intimacy and esprit. Figure 1.1 shows the blend of headteachers behaviours and teachers behaviour in contributing to school organizational climate.



**\*Fig. 1.1 School Organizational Climate as a Blend of Headteacher Behaviours and Teachers Behaviours. Source: Paula (1983)**

The eight behavioural dimensions combine in various patterns to yield six distinctive climates that are found in schools. These are; Open, autonomus,

controlled, familiar, paternal and closed climates. The six climates range along a continuum from the most open to the most closed climates. The climates are presented in graphic form as shown in Appendix D.

The organizational climate description framework, was used in the study as a basis for the possible causes of variation in pupils' academic performance among public primary schools in Nairobi Province. In this connection, the variation in pupils academic performance was hypothesized to have been influenced by: The nature of school organizational climate. Aloofness, production emphasis, consideration, and thrust as exhibited by the headteacher. Disengagement, hindrance, intimacy and esprit as experienced by the teachers. Aloofness, production emphasis, consideration, thrust, hindrance, disengagement, intimacy and esprit were used as indicators of inter-personal interaction behaviours between headteacher and teachers as well as among teachers.

### **1.3 Statement of the Problem**

Some public primary schools in Kenya exhibit very high pupils' academic performance while others exhibit very low academic performance. Studies by Eshiwani (1988), Malau (1988) and Mworira (1993) done in Kenya aimed at determining the factors responsible for the variation in pupils' academic performance among public primary schools. However, none of these studies focussed on school's organizational climate. Therefore, there existed a knowledge gap. It was the aim of the study to fill the gap by investigating whether, school organizational climate as conceptualized by

Halpin and Croft (1966) influenced primary schools variation in pupils' academic performance based on Kenyan experience.

#### **1.4 Purpose of the Study**

The main purpose of the study was twofold; first, to investigate the relationship between school organizational climate and pupils' academic performance among public primary schools in Nairobi Province. Second, to investigate the relationship between school organizational climate and headteachers' administrative experience, gender, and professional qualification. This is because as Halpin and Croft (1966) indicated, it is the headteacher who determines the kind of climate that prevails in a particular school.

#### **1.5 Research Questions**

To investigate the problem, the study addressed the following questions.

- What is the nature of school organizational climate among public primary schools?
- What is the rating of school organizational climate dimensions among public primary schools?
- Is there any relationship between school organizational climate and pupils' academic performance among public primary schools?

- Is there any relationship between school organizational climate dimensions and pupils' academic performance among public primary schools?
- Is there any relationship between school organizational climate and administrative experience of a headteacher among public primary schools?
- Is there any relationship between school organizational climate and gender of a headteacher among public primary schools?
- Is there any relationship between school organizational climate and professional qualification of a headteacher among public primary schools?

## 1.6 Hypotheses

To answer research questions the following hypotheses were formulated and tested.

Ha<sub>1</sub>: There is a significant relationship between school organizational climate and pupils academic performance among public primary schools.

Ha<sub>2</sub>: There is a significant relationship between pupils' academic performance and headteacher's behaviour of aloofness, production emphasis, consideration and thrust among public primary schools.

Ha<sub>3</sub>: There is a significant relationship between pupils' academic performance and teachers inter-personal interaction behaviour of disengagement, hindrance, intimacy and esprit among public primary schools.

Ha<sub>4</sub>: There is a significant relationship between school organizational climate and administrative experience, gender and professional qualification of a headteacher among public primary schools.

### **1.7 Significance of the Study**

Although literature from outside Kenya indicated that school organizational climate could be an important factor in determining pupils' academic performance, no study had been done to ascertain the extent to which organizational climate could influence pupils' academic performance in Kenya primary schools. The study would therefore, pioneer other studies in the area of organizational climate in Kenya and depending on the outcome of the result add to the existing body of knowledge on the factors that influence primary schools variation in pupils' academic performance in Kenya.

Depending on the outcome of the results, headteachers and teachers would be aware of whether to emphasize on organizational climate or not as a means of improving pupils' academic performance. Headteachers and teachers may therefore utilize the findings to improve the pupils' academic performance in primary schools.

## **1.8 Assumptions of the Study**

The study assumed that:

- The K.C.P.E. results are adequate indicators of pupils' academic performance among public primary schools.
- Respondents would give accurate information on organizational climate of a school.
- School organizational climate could be measured by means of a questionnaire.

## **1.9 Limitations of the Study**

By the time of the research, K.C.P.E results of 1997 and 1998 were the most current. Therefore, the study was limited to K.C.P.E results of 1997 and 1998 in Nairobi public primary schools. The questionnaire on school organizational climate could only be filled by five teachers from each of the sampled schools due to financial constraints. The study was therefore limited to selected respondents in Nairobi public primary schools. The researcher had to work on a limited time frame. The study was limited to the constraints of time. Due to financial constraints the study was limited to small sample size of 22.6%. The findings of the study should be generalised to the whole population cautiously.

### 1.10 Definition of Terms

**Organizational Climate:** refers to the leadership behaviours exhibited by the headteacher as he/she interacts with the teachers and the behaviours exhibited by the teachers as they interact with each other and with the headteacher.

**Production Emphasis:** Refers to the close supervision of teachers and strict emphasis on task accomplishment exhibited by the headteacher by correcting teachers' mistakes, pressurizing and ensuring the teachers work harder.

**Consideration:** Refers to the extent to which the headteacher does personal favours to the teachers by helping teachers solve personal problems and settle minor differences among themselves.

**Thrust:** Refers to the extent to which the headteacher sets a good example to the teachers by working extra hard than the teachers and being active and interested in new educational developments.

**Disengagement:** Refers to the extent to which teachers show disinterest in achieving the goals of the school by criticising each other and contemplating leaving the school.

**Espirit:** Refers to the extent to which teachers demonstrate happiness with the school organization by being cheerful, loyal to the school and working harder

**Hindrance:** Refers to the extent to which teachers are overloaded with busy work such as paper work, reports, meetings and routine duties that are unrelated to teaching which impair their teaching efforts.

**Intimacy:** Refers to the extent to which teachers socialize together outside school, visit each others homes, discuss private matters deeply and establish close friendships.

**Ex post Facto Research:** Research in which the independent variable or variables have already occurred and in which the researcher begins with the observations on a dependent variable followed by a retrospective study of possible relationships and effects.

**Open Climate:** A school situation in which the headteacher and teachers work well together to achieve the goals of the school by being mutually respectful, helpful and loyal to the school.

**Closed Climate:** A school situation in which the headteacher and teachers do not work well together to achieve the goals of the school by the headteacher and teachers having conflicts, being frustrated, fragmented and criticising each other.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with literature and research concerning organizational climate. It also presents research concerning primary school pupils' academic performance in Kenya.

#### **2.2 Organizational Climate**

A school is an organization. An organization according to Robertson (1986) is a collection of interacting and interdependent individuals who work toward common goals and whose relationships are determined according to a certain structure. From the definition above it can be noted that an organization is composed not only of individual but groupings of people. A school as an organization, therefore, is composed of a headteacher and teachers among others.

The way the headteacher and teachers interact according to Halpin and Croft (1966) is reflected by certain behaviours that are exhibited by the headteacher as a leader and the teachers as a group. The inter-personal interaction behaviours between the headteacher and teachers as well as among teachers were described by Halpin and Croft (1966) as the school organizational climate.

The concept organizational climate was explained by Halpin and Croft (1966) through a descriptive example. They noted that anyone who visits more than a few schools notes quickly how schools differ from each other. In one school Halpin and Croft pointed out, the teachers and the headteacher find pleasure in working with each other. In a second school the teachers are discontented. The headteacher tries to hide his/her incompetence and lack of a sense of direction behind a cloak of authority. A third school Halpin and Croft added, is marked by neither joy nor despair. The headteacher and teachers are acting out parts that appear to have little meaning for them. They observed that as one moves to other schools, each appears to have a "personality" of its own. It is this personality that Halpin and Croft described as the school organizational climate.

A more detailed example of school organizational climate was given by Paula (1983). Paula described inter-personal interaction behaviours that could be observed in three different schools. In the first school, Paula observed, a visit to the staff room reveals that the many teachers are busy completing forms of various sorts, grading papers and preparing class materials. The teachers seem to be engrossed in their tasks and there is little conversation except for some questions asked of the headteacher when he/she enters the staff room. In a second school Paula observed, a visit to the staff room gives a completely different impression. In this school Paula noted, many of the teachers are chatting casually, while others seem to be planning a project together. The headteacher is conversing with a small group at the corner. A cheerful buzz of good humour, permeates the room. In a third school Paula observed, there are few teachers in the staff room. Most of them are in the classrooms or out of the school compound.

The few teachers in the staffroom are individually occupied, one doing a crossword puzzle and another reading idly a magazine. The headteacher nods to the teachers as she/he enters the staff room and goes to the coffee-pot which is empty. The teachers barely acknowledge his/her presence.

Descriptions of school organizational climate by Halpin and Croft (1966) and Paula (1983) reveal that, how the headteacher interacts with the teachers will vary from school to school. The set of behavioural characteristics of the headteacher and teachers as they interact according to Altman (1985) and Mullins (1993) must persist over a long period of time to constitute organizational climate of a school.

Two key elements of inter-personal interaction behaviours between the headteacher and teachers were noted by Stogdil (1974). The elements were named system oriented behaviour and person oriented behaviour. System oriented behaviours according to Stogdil (1974) are directed primarily towards fulfilling the goals of the school. Person oriented behaviour refers to actions that are intended to express concern for and interest of the teachers as a group. How the headteacher and teachers interact will therefore depend on whether the headteacher is system oriented or person oriented.

The interaction behaviours between the headteachers and teachers according to McGregor (1960) depends on the attitudes the headteacher may have towards the teachers. McGregor came up with certain assumptions the headteacher may have about teachers. He categorized

the assumptions into two groups, which he called theory X and theory Y. McGregor said that headteachers he grouped in theory X hold the following assumptions or beliefs about teachers.

- Work is inherently distasteful to most teachers.
- Most teachers are not ambitious, have little desire for responsibility and prefer to be directed.
- Most teachers have little capacity for creativity in solving school problems.
- Teachers' motivation, occur only at the physiological and safety levels.
- Most teachers must be closely controlled and often forced to achieve school objectives.

Barasa and Ngugi (1990) asserted that headteacher who hold theory X assumptions will give many detailed directions to the teachers. The headteachers who hold theory x assumptions will also require complete compliance from the teachers.

The headteachers grouped in theory Y hold the following assumptions.

- Work to teachers is as natural as play if the conditions are favourable.

- The capacity for creativity in solving school problems is widely distributed among the teachers.
- Teachers' motivation, occur at the social psychological as well as physiological and security levels.
- Teachers can be self directed and creative at work if properly motivated.
- Teachers' self-control is often indispensable in achieving school goals.

A headteacher who holds theory Y assumptions according to Barasa and Ngugi (1990) is concerned with the welfare of his/her teachers and willingly listens to their problems. Barasa and Ngugi (1990) added that a headteacher who holds theory Y assumptions, will share responsibilities with the teachers.

The interactions between the headteachers and teachers within the school according to Likert (1961) should be supportive. Likert (1961) noted that the headteacher should support the teachers and consequently the teachers should support the headteacher. In applying the principle Likert observed that it is essential to keep in mind that the interactions between the headteacher and the teachers must be viewed in the light of teachers and headteacher's background, values and expectations.

Sergiovanni and Starrat (1971) argued that the work of the school needs to be accomplished within an environment in which there is good interaction

between the headteacher and teacher as well as among teachers. They observed that the way the headteacher interacts with the teachers will be noted by the pupils and have an influence on learning in the classroom. The same sentiments were held by Halpin and Croft (1966) when they observed that if the headteacher and teachers are just acting out parts that have little meaning for them, the pupils alike will start acting out parts that have little meaning for them.

Keith (1977) carried out an analysis of interactions between the headteacher and teachers. She gave three illustrations of headteacher-teacher interactions. She named the first illustration parent ego state. In the parent ego state Keith noted that the headteacher feels that he/she is "okay" while the teachers are not "okay". The headteacher in the parent ego state, Keith noted, will be a source of admonitions, rewards, rules, criticism and praise for the teachers. The second interaction according to Keith is adult ego state. In this state, the headteacher feels that he/she is "okay" and the teachers are "okay". The headteacher in the adult ego state, Keith noted, tries to reason out issues, clarifies and informs teachers of issues. The third state was named by Keith, child ego state. The headteacher in this state feels he/she is not "okay" but the teachers are "okay". The headteacher in this state according to Keith will feel threatened and challenged by the teachers. Keith recommended that the effective headteacher should be able to identify the ego state he/she is operating with the teachers. This Keith added will help him/her to be more confident, comfortable and effective.

Getzel and Guba (1958) considered the school as a social system. They took a social system as both unit of the society as a whole and collectivity of individuals. They declared that the behaviour of each teacher or headteacher is as a result of the society and the teacher's personal dynamics. They added that the behaviour of the teachers would be expected to conform with the norms of the society as well as the personality of the teacher. They concluded that headteacher and teachers' behaviour reflects the interplay of personality and environment. Similar sentiments were also raised by Stern (1970) when he said that the headteacher and teachers behaviour in a school can be viewed as the dynamic inter-play of forces within the teachers and headteacher and forces from the environment. Stern concluded that type of forces acting on the teachers and headteacher in a school setting can be inferred from the interactions between the headteacher and teachers as well as among teachers.

In conclusion observable inter-personal interaction behaviours between the headteacher and teachers as well as among teachers can be viewed as the focus for an integration of several theories. The teachers observed behaviour patterns in combination with those of the headteacher yield a type of school organizational climate that can vary from an open to closed climate.

### **2.3 Organizational Climate by Halpin and Croft (1966).**

According to Halpin and Croft (1966) the social climate of a school results from the effects of the teachers behaviour pattern as a group and headteachers behaviour pattern as a leader.

### **2.3.1 Headteacher's Behaviour as a Leader**

This facet of the school organizational climate is concerned with the headteacher's leadership style of interacting with the teachers. The four aspects of headteacher behaviour that Halpin and Croft identified as important were aloofness, production emphasis, thrust and consideration.

Aloofness referred to the psychological and physical distance from the teachers that the headteacher maintains. That is, how formal or informally the headteacher deals with the teachers. Headteacher who exhibit high aloofness according to Halpin and Croft demonstrate a number of characteristics. He/she establishes firm rules for the teachers, organize staff meetings according to tight agenda and conduct staff meetings as report meetings. A headteacher who is highly aloof does not contact the teachers.

Production emphasis referred to the extent to which the headteacher exercise active supervision over the teachers that is intended to increase the productive output of the teachers. Characteristics that demonstrate high production emphasis are behaviours such as pressuring teachers to work harder, correcting teachers mistakes and the extent to which the headteacher sees to it that the teachers work hard. According to Halpin and Croft strong production emphasis is associated with downward communication and insensitivity to teachers reactions.

Thrust pertained to the active, energetic role modeling aspect of the headteacher's behaviour. Arriving early and staying late in the school,

setting a good example by working hard and being active and interested in new educational developments were identified by Halpin and Croft as examples of high thrust. A headteacher characterized by high thrust according to Halpin and Croft does not expect teachers to give more of themselves than he/she does.

Consideration referred to the way in which a headteacher tends to treat teachers humanly. This aspect of behaviour according to Halpin and Croft is exemplified by such actions as the headteacher doing personal favours to the teachers, helping teachers solve personal problems and helping teachers settle minor differences among themselves.

According to Halpin and Croft the four facets of the headteacher's behaviour are conceptually independent of each other. Knowing the headteacher's typical behaviour with respect to one facet according to Halpin and Croft does not help one to determine his/her behaviour with respect to other facets.

### **2.3.2 Teachers' Behaviour as a Group**

This component of the school organizational climate according to Halpin and Croft pertains to the patterns of social interactions among teachers that persist over a period of time. The four aspects of teachers group behaviours that were identified as important are disengagement, intimacy, esprit and hindrance.

Disengagement referred to the teachers' psychological and physical distance from each other and from the school as a whole. In a staff characterized by high disengagement according to Halpin and Croft, teachers criticize each other, form cliques and contemplate leaving. Halpin and Croft declared that teachers who are disengaged have lost commitment in their work.

Intimacy pertained to the degree to which teachers enjoy friendly social relations with each other, share their private lives with each other and exchange confidences. Schools characterized by high intimacy have teachers who socialize together outside school and visit each other's homes. The teachers discuss private matters deeply and establish close friendships.

Espirit referred to morale, spirit and happiness of the group of teachers. In schools characterized by high esprit according to Halpin and Croft the teachers are cheerful. They enjoy the company of each other and are mutually respectful and helpful. They work energetically and are loyal to the school. Halpin and Croft noted that the teachers in such schools are fulfilling their personal social needs and at the same time they are enjoying a sense of professional accomplishment.

Hindrance referred to the burdensomeness of clerical tasks and responsibilities unrelated to teaching. In schools characterized by considerable hindrance according to Halpin and Croft, teachers are overloaded with busy work. They are impaired in their teaching efforts by such requirements as paperwork, meetings, reports and routine duties.

According to Halpin and Croft the four components of the teachers group behaviour are conceptually independent. Information about one aspect of the groups interaction behaviour gives no clues about the other components.

#### **2.4 Organizational Climate in other Parts of the World.**

Researches related to school organizational climate, had been carried out in other parts of the world. In this section the researches and their findings were reviewed.

A study was carried out by Johnson (1988) in America. The major purpose was to determine if there was a relationship among the conflict management strategies used by the headteacher of an elementary school, organizational climate of that elementary school and the pupil control ideology held by the teachers of the elementary school. A random sample of 30 schools, out of a population of primary schools in a three state mid-west geographic region in America were involved in the study. The teachers in each school completed the Organizational Climate Descriptive Questionnaire (OCDQ). The headteacher of each of the schools included in the study completed the Thomas-Kilmann Conflict measurement instrument. Data was analyzed using Pearson Product Moment Correlational technique. The findings of the study were:

- Negative relationship was found between teachers disengaged behaviour and headteacher's supportive behaviour.

- A positive relationship was found between teachers disengaged behaviour and headteacher's restrictive behaviour.

The findings of Johnson (1988) are likely. A negative relationship between teachers' disengaged behaviour and headteacher's supportive behavior implies that if a headteacher does not support his or her teachers, then the teachers are likely to get disinterested in their work and may contemplate leaving the school. A positive relationship between teachers disengaged behaviour and headteacher's restrictive behaviour implies that if a headteacher restrains the teachers from contributing new and innovative ideas, then the teachers may feel suppressed and therefore contemplate leaving. This is because the teachers may feel that they are not participating in the general management of the school.

Bruno (1987) carried out a study. The purpose of the study was to investigate the relationship of the school organizational climate, to the burn out (Psychological exhaustion in performance of duty) of headteachers and teachers in selected New Jersey sub urban primary schools. The subjects of the study were 18 headteachers and 252 teachers from 18 suburban primary schools. Burn out of the teachers and headteachers was measured using Maslach Burnout Inventory. The statistical treatment included: Frequency distribution, discriminant analysis and analysis of variance. Statistical analysis were computed and interpreted at  $p < .05$  level of significance. The findings of the study were: school organization climate had no significant effect on the burnout.

A study to find the effects of the school organizational climate on the language arts achievement of disadvantaged sixth graders in America was carried out by Gies and Leonard (1973). The statistics employed was a two way analysis of Covariance with  $p < .05$  level of confidence. The findings of the study were: in an open climate situation, girls scored higher than boys, in vocabulary, reading, and over all arts achievement. Achievement of girls was higher in an open climate situation but lower in a closed climate. The study inferred that girls and boys are influenced differently by open and closed climates. Subjecting girls to a closed climate may adversely affect their vocabulary, reading and overall language arts achievement.

Ross (1990) carried out a study to investigate the relationship among school teaching staff organizational climate perceptions measured by the Organizational Climate Descriptive Questionnaire (OCDQ) and school pupils academic achievement measured by the California Assessment Program (CAP) survey of academic skills. The study was carried out in selected Northern California primary schools. Twelve primary schools made up the population of which nine were sampled. Eight OCDQ subscale mean scores were tabulated along with the general school openness climate measure. The 1988-89 CAP reading and mathematics test data measured the school pupils' achievement. Spearman Rank Correlation Coefficients were used to test the relationship of the OCDQ subscale measure to the 1988-89 CAP reading and mathematics test scores. Statistical tests were evaluated at  $p < .05$  level of significance. The study found a negative statistically significant relationship between the OCDQ subscale of consideration and the 1988-89 CAP reading and mathematics

test scores. Ross (1990) suggested that there was a need for further research in the area especially in a different setting.

A study was carried out by Rex (1990). The purpose of the study was to examine relationships between school headteacher conflict management behaviour and school organizational climate. Headteacher conflict management behaviour was measured using the Attributed Conflict Resolution Scale. School Organizational Climate was measured using the Organizational Climate Description Questionnaire. Pearsons Correlation Coefficient was used to test the relationships. Data analysis produced significant positive correlations between conflict management behaviour of problem solving, accommodation, compromising and openness of school climate. Negative correlations were found between forcing and avoiding behaviours and openness of the school climate.

Mansour (1987) carried out a study to assess the perceptions of school headteachers and teachers relative to school organizational climate in Indiana Primary schools. The instrument employed in the study was Organizational Climate Description Questionnaire (OCDQ). Responses were received from 325 teachers and 76 headteachers selected at random. The chi square test, the t-test and f-test were employed as statistical procedures for analyzing the data. The level of significance for the study was established at  $p < .05$ . The findings of the study were:

- A difference existed between the perception of headteachers and teachers regarding the school climate in Indiana schools.

- The school climate as perceived by the headteacher and teachers did not indicate significant differences regarding the size of the school, wealth of the school and population make up of the school.

The findings can be interpreted to mean that the size of a school, wealth of the school and population make up of the school are not important factors that can influence the organizational climate of a school.

## **2.5 Primary School Pupils' Academic Performance in Kenya**

The indicator of academic performance in primary schools in Kenya was taken in this study to be performance in national examination offered by the Kenya National Examination Council. Researches reviewed were those concerned with performance in Kenya Certificate of Primary Education Examination, with the school as a unit of study. Review of the researches indicated that very few researches had been carried out under the 8-4-4 system. Majority of the studies, were carried out under the previous system of 7:6:3. The findings indicated that there is need for more research on the performance in Kenya Certificate of Primary Education Examination with the school as a unit of study. This section outlined the few researches that were available.

A study was carried out by Kathari (1987) to investigate the influence of selected factors on academic performance. The factors were teaching resources, quality of staff, school-community relations, school administration, teaching methods, pupils' previous academic background and pupils social-economic background. The sample constituted 49 primary

schools randomly selected in Nakuru District. The study found that there was no significant relationship between the number of textbooks and pupils performance in K.C.P.E. To find the correlation between quality of staff and pupils performance in the K.C.P.E. examination, quality of staff was operationalized in terms of teachers' level of education and training, number of times one had attended in-service courses over a given period of time and number of years one had taught. Kathari reported that the coefficient of correlation was highly significant. However, in his report he did not indicate the value of the coefficients. School administration was quantified in terms of staff meetings. The study revealed a significant relationship between number of staff meetings and pupils achievement in K.C.P.E. examination.

A study carried out by Malau (1988) on the probable causes of poor performance among primary schools in Kaloleni Division found that 58.46% of the teachers were trained while 41.54% were untrained. He therefore concluded that poor performance in the division could be attributed to the high number of untrained teachers. He also found that 43.74% of the headteachers did not make any attempts to visit standard eight classes to see what went on in the classrooms and only 50% of the headteachers checked on teacher's lesson plans at least weekly. He therefore concluded that this could be a probable cause of poor performance.

A study by Eshiwani et. al (1988) on the factors that determine performance of pupils in K.C.P.E. examination indicated that academic qualifications of teachers was an important factors in determining the performance of pupils in K.C.P.E. examination. The results indicated that schools in which

standard eight pupils are taught largely by teachers with Certificate of Primary Education and Kenya Junior Secondary Education performed poorly in examinations. The study also revealed that schools which have better results are those with most teachers with Kenya Certificate of Education.

Mworia (1993) carried a study to investigate factors that influenced performance in K.C.P.E. in Central Imenti Division. She concluded that lack of adequate learning resources, frequent transfer of teachers, heavy teaching load, inadequate preparation by the teachers, inadequate revision by the candidates, teachers low morale, headteachers administrative style, inadequate supervision and inspection of schools, lack of inservice or refresher courses, and teachers absenteeism affected performance in K.C.P.E. examination.

The studies reviewed indicated that performance in Kenya Certificate of Primary Education Examination is influenced by a multiplicity of factors. Factors so far identified to be important are teacher's professional training, and academic qualifications, learning resources, headteachers administrative style among others. However, no study on organizational climate had been done in Kenya.

## **CHAPTER THREE**

### **METHODOLOGY**

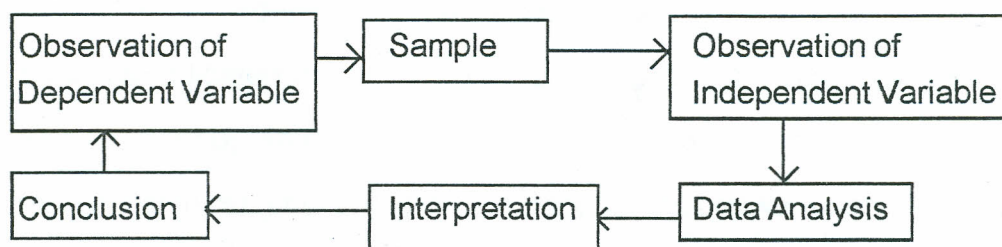
#### **3.1 Introduction**

In the study, a descriptive survey methodology was used. The reason was because according to Kerlinger (1973) descriptive survey method is the most suitable for conducting research in social sciences since it is very difficult to control extraneous variables in order to apply experimental method. According to Travers (1969) a descriptive survey method entails an extensive research on the nature of existing conditions. This chapter covered research design, population, sample and sampling procedure, research instrument, administration of the instrument for data collection and analysis of data.

#### **3.2 Research Design**

Ex post facto research design was used. According to Best and Kahn (1989) this is the design that fits within the survey methodology. Kerlinger (1973) defines ex post facto research design as a systematic empirical inquiry in which the researcher omits a direct control of independent variables because their manifestation have already occurred or because they are inherently not manipulatable. Kerlinger adds that inferences about relations among variables are made without direct intervention from concomitant variation of dependent and independent variables. Ex post facto design according to Koul (1984) has an advantage over other designs

in that a researcher can study variables that cannot be inherently manipulated. In this study it was impossible and/or unethical to manipulate the school organizational climate to find its effect on pupils' academic performance. The study was therefore carried out by observing the variables in their natural setting. Ex post facto design as it was used in this study is presented diagrammatically in a flow chart as shown in figure 3.1.



**Fig. 3.1 Ex Post Facto Research Design.**

**Source: Adapted and Modified from: Research Methods in Education by Wiersma William (1991) 5th Edition.**

In this study, primary schools variation in pupils' academic performance as a dependent variable was observed first. The variation in pupils' academic performance was considered a problem. To investigate the cause of variation a number of schools were sampled using stratified random sampling. The schools were stratified into two categories. The first category comprised schools that exhibited high pupils' academic performance. The second category comprised schools that exhibited low pupils academic performance. From each category sample schools were obtained. From the sampled schools observation of the independent variable, school's organizational climate, was made. To relate independent and dependent

variables chi-square ( $X^2$ ) statistic was applied through hypotheses testing. Interpretation of the results and discussions followed. Finally conclusions and recommendations were made.

### **3.3 Population**

The population of the study was all public primary schools in Nairobi Province (Kenya) that had presented candidates for K.C.P.E. in 1997 and 1998. Nairobi Province was chosen because the primary schools in the province indicated some homogeneity in terms of facilities and similar management by Nairobi City Council. It was also more convenient for the researcher to carry out research in Nairobi as the province was near where the researcher was positioned. This is because the researcher had limited funds for the research. The schools were under the control of Nairobi City Council. There were 177 schools in the Province as indicated by 1998 K.C.P.E. analysis document prepared by the Education Department of Nairobi City Council.

### **3.4 Sample and Sampling Procedure**

In the study the sample comprised 40 out of 177 schools representing 22.6% of the population. The researcher considered 40 schools an adequate sample because according to Koul (1984) for a study on relationships a sample size greater than 30 is an adequate sample. Wiersma (1991) pointed out that the researcher must also put into consideration the cost and time in selecting an adequate sample.

To get the study sample schools in which the headteacher had headed the school for less than three consecutive years prior to 1998 were eliminated from the population. This was because as Halpin and Croft (1966) had observed, it is the headteacher who determines the kind of organizational climate that prevails in a particular school. It was therefore considered necessary that the headteacher should have stayed in the school for at least three years in order to have any influence on the organizational climate. It was then presumed that, the organizational climate would then have an impact on the school pupils' academic performance. There were 33 schools in which the headteacher had not headed for three consecutive years prior to 1998. The remaining 144 schools were categorized into two groups with respect to scores attained on Kenya Certificate of Primary Examination of 1997 and 1998. One category comprised schools that had a score less than the population mean scores. The other category comprised schools that had a score greater than the population mean scores. From each category 20 schools were sampled using Simple Random Sampling (SRS) technique. This technique meant that the individual schools were chosen in such a way that each school had an equal chance of being selected. According to Koul (1984) each choice was independent of any other choice.

To sample schools from each of the two categories, the schools were coded using numbers. The number assigned to each of the schools in the category were written on pieces of paper. The papers were folded, thoroughly mixed up and put in a container. This was to ensure that there was no bias when picking the papers. A piece of paper was picked from the container with replacement. The number assigned to the school on

the piece of paper was recorded and the paper thrown back into the container. This was to ensure that all the schools were picked with an equal chance. If a piece of paper was picked with a number that had already been recorded, it was thrown back into the container without recording. This was because a school was to appear only once in the sample.

From the 40 sampled schools, five teachers from each school for a total of 200 teachers were selected to provide data regarding the organizational climate of the school. A list of teachers in each school was obtained from the headteacher. From the list five teachers were randomly selected using simple random sampling technique. However, the selected teachers were those who had been in their respective schools since 1996. The study assumed that those teachers had a more concrete perception of the organizational climate in the school. The headteachers from the 40 sampled schools were included in the study to find the relationship between their administrative experience, gender and professional qualification with school organizational climate.

### **3.5 Research Instrument**

The instrument used in soliciting information on school organizational climate was Organizational Climate Descriptive Questionnaire (OCDQ), (see Appendix B). This was a reliable and validated instrument as developed and used by Halpin and Croft (1966). By 1969 as reported by Elena, (1975), it had been used in at least 100 studies in different parts of the world. Halpin and Croft reported that after testing the instrument they

found the reliability coefficient sufficiently large approximately 1.00. The instrument was selected because it was developed and recommended by the proponents of organizational climate description framework which formed the conceptual framework of the study as a tool for assessing organizational climate. The OCDQ has 64 statements with four responses suggested for each, rarely occurs assigned a value of (1), sometimes occurs (2), frequently occurs (3) and very frequently occurs (4).

The scores on pupils academic performance were requested from Nairobi City Education Department. The scores were based on the Kenya National Examinations Council results of 1997 and 1998.

### **3.5.1 Pilot Testing of the Instrument**

Organizational Climate Descriptive Questionnaire (OCDQ) was pilot tested. This was done in order to establish the validity of the instrument. According to Mulusa (1990) the results of a pilot test are used to review the instrument by adjustment of ambiguous items and general phraseology. Mulusa (1990) added that sensitive questions are rephrased and those which respondents cannot answer refined. The OCDQ was pilot tested in one school randomly selected from the schools comprising the population. It was given to five teachers from the school to fill and give their comments about the items. From the results of pilot testing it was discovered that four items did not describe situations in the Kenyan educational primary schools. The items were:

- \* How often are instructions for the operation of teaching aids available?

- \* How often are school secretarial services available for teachers' use?
- \* How often is custodial service available when needed?
- \* How often do headteachers try to get better salaries for the teachers?

The items were removed from the questionnaire. The questionnaire was left with 60 items. Wordings were also changed in some items to make them more clearer. These were:

- \* How often do teachers accomplish their work with great vim, vigour and pleasure? The word vim was replaced with energy.
- \* How often do teachers leave the grounds during the school day. The word ground was replaced with school compound.
- \* How often are teachers informed of the results of a supervisor's visit? The word supervisor was replaced with inspector's.
- \* How often is the headteacher in the building before teachers arrive? The word building was replaced with school.

In all the items, the word 'principal' was replaced with headteacher and 'Faculty members' with staff members. Where there was 'he' and 'him', 'she' and 'her' were added. The instrument was not tested for reliability because it was an adapted classical questionnaire which had been tested over the years in different parts of the world and found reliable.

### **3.6 Data Collection Procedure**

Permission to carry out research was obtained from Office of the President as required by the law of Kenya on research undertaking. After this, letter of introduction to the headteachers was obtained from the Education Department of Nairobi City Council.

The researcher visited the schools, met the school headteachers, introduced himself and asked permission to involve the schools in the study. The researcher requested the headteachers to arrange for a meeting with the selected teacher respondents to OCDQ questionnaire. The researcher introduced himself to the teacher respondents and explained the nature and purpose of the study. The teachers were also given assurance of confidentiality. He then gave the OCDQ to the teacher respondents to fill. The teacher respondents filled the questionnaire as the researcher waited. After the questionnaires were filled the researcher collected them and left for another school. Information on headteacher's administrative experience, gender and professional qualifications were obtained from the headteachers verbally.

### **3.7 Data Analysis Technique**

To get the score of organizational climate and organizational climate dimensions in each school, the total rating score by each selected teacher in a given school was computed. The sum of the scores by the five teachers in a given school was calculated after which the mean scores on organizational climate and each of the organizational climate dimension

were computed. The mean scores were taken as the scores of organizational climate and organizational climate dimensions in that particular school.

In addition, the scores on organizational climate and organizational climate dimensions in each school were categorized in terms of high and low scores. A school was rated to be high in organizational climate and organizational climate dimensions if it had more than 50% of the expected total score and low if it had less than 50% of the expected total score. A frequency distribution table was formulated for schools under each category. The frequency distribution was then expressed in terms of percentages.

To test the null hypotheses contingency tables of the chi square ( $\chi^2$ ) statistics were constructed and chi-square ( $\chi^2$ ) statistic used. The calculated chi square ( $\chi^2$ ) value was compared with the table value (see appendix c) at  $p < .05$  with  $df = (r-1)(c-1)$ . If the calculated value of chi square ( $\chi^2$ ) was less than the table value, the null hypothesis was accepted and if it was greater than, the null hypothesis was rejected.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATIONS

#### 4.1 Introduction

In this chapter, the data gathered from the questionnaire are analyzed and discussed. The major dependent variable looked at by the study was pupils academic performance. The independent variables considered by the study were, school organizational climate, aloofness, production emphasis, thrust, consideration, disengagement, hindrance, esprit, intimacy, administrative experience, gender and professional qualification of a headteacher. To study the variables the following research questions were answered:

- What is the nature of school organizational climate among selected public primary schools ?
- What is the rating of organizational climate dimensions among selected public primary schools?
- Is there any relationship between school organizational climate and pupils academic performance among public primary schools?
- Is there any relationship between organizational climate dimensions and pupils academic performance among public primary schools?

- Is there any relationship between school organizational climate and administrative experience of a headteacher among public primary schools?
- Is there any relationship between school organizational climate and gender of a headteacher among public primary schools?
- Is there a relationship between school organizational climate and professional qualification of a headteacher among public primary schools in Nairobi Province?

## 4.2 Results

### 4.2.1 Nature of Organizational Climate

Majority of the schools (77.5%) had organizational climate that approached an open climate. Only 22.5% of the schools had organizational climate that approached a closed climate. The findings are presented in table 4.1.

**Table 4.1**

**Distribution of School Organizational Climates**

<b>Organizational Climate</b>	<b>No. of Schools</b>	<b>Percentage</b>
<b>Approaching an open climate</b>	31	77.5
<b>Approaching a closed climate</b>	9	22.5
<b>Total</b>	40	100.0

The findings suggest that in majority of the schools (77.5%) organizational climate tend to approach a situation in which: teachers work well together to advance the interests of the school. The headteacher is highly energetic as well as considerate. He/she does not emphasize production but works well with the teachers to advance the school.

#### 4.2.2 Rating of Organizational Climate Dimensions

Each of the Organizational Climate dimensions was rated separately as high or low behaviour. The dimensions were; aloofness, production emphasis, thrust and consideration as exhibited by the headteacher. Disengagement, hindrance, esprit and intimacy as exhibited by the teachers.

##### 4.2.2.1: Rating of Headteachers Behaviours

**Table 4.2**  
**Rating of Headteachers Behaviours**

Behaviour	Aloofness		Consideration		Thrust		Production Emphasis	
Rating	Freq. %		Freq. %		Freq. %		Freq. %	
High	1	2.5	3	7.5	26	65	11	27.5
Low	39	97.5	37	92.5	14	35	29	72.5
Total	40	100	40	100	40	100	40	100

Majority of the headteachers exhibited low aloofness (97.5%), low consideration (92.5%) , high thrust (65%) and low production emphasis (72.5%). The findings suggested that in most of the schools, the headteachers do not maintain high degree of formality and impersonality in dealing with the teachers. They do not exercise active supervision over the teachers. The headteachers are active with a lot of energy in performing their duties. They demonstrate this by arriving early to school, staying late after school day and setting a good example by working hard. The headteachers do not have concern for the teachers as individual beings. They do not make any personal favours to the teachers.

#### 4.2.2.2: Rating of Teachers Group Behaviours

**Table 4.3**  
**Rating of Teachers Group Behaviours**

<b>Behaviour</b>	<b>Disengagement</b>	<b>Hindrance</b>	<b>Espirit</b>	<b>Intimacy</b>
<b>Rating</b>	Freq. %	Freq. %	Freq. %	Freq. %
<b>High</b>	2 5	13 32.5	21 52.5	2 5
<b>Low</b>	38 95	27 67.5	19 47.5	38 95
<b>Total</b>	40 100	40 100	40 100	40 100

The findings from table 4.3 showed that in majority of the schools the teachers exhibited low disengagement (95%), low hindrance (67.5%), high esprit (52.5%) and low level of intimacy (95%). The findings suggested that in most of the schools, the teachers do not contemplate leaving the school. They do not annoy or criticize each other. The teachers are not

burdened with responsibilities unrelated to teaching. They are not overloaded with busy work that impede their teaching efforts. The teachers are cheerful. They enjoy the company of each other and work energetically. The teachers do not socialize much together outside school. They do not visit each other's home or establish very close friendships.

#### 4.2.3: Relationship between School Organizational Climate and Pupils Academic Performance

To investigate whether any relationship existed between school organizational climate and pupils' academic performance the following null hypothesis was tested.

$H_0$ : There is no significant relationship between school organizational climate and pupils academic performance among public primary schools.

To test the hypothesis contingency Table 4.4 was constructed.

**Table 4.4**  
**School Organizational Climate by Pupils**

Academic Performance	Academic Performance		Total
	Schools with high Pupils Academic Performance	Schools with low Pupils Academic Performance	
School Climate			
Schools approaching an open climate	19	12	31
Schools approaching a closed climate	1	8	9
Total	20	20	40

Critical  $\chi^2 = 3.841$  df = 1  $p < .05$  Calculated  $\chi^2 = 7.136$

The calculated  $\chi^2$  of 7.136 was greater than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . Based on the results the null hypothesis which stated that: there is no significant relationship between school organizational climate and pupils academic performance among public primary schools was rejected. The alternative hypothesis which states that: there is a significant relationship between school organizational climate and pupils academic performance among public primary schools was adopted. From the contingency table 4.4 majority (61.3%) of the schools approaching an open climate had pupils exhibiting high academic performance. In schools approaching a closed climate majority (88.9%) had pupils exhibiting low Academic performance. The findings concur with assertions of Halpin and Croft (1966) and Paula (1988). The findings could be interpreted to imply that school organizational climate could be an important factor in determining primary schools variation in pupils academic performance.

#### **4.2.4 Relationship between Organizational Climate Dimensions and Pupils Academic Performance**

To investigate the relationship between organizational climate dimensions and pupils' academic performance null hypotheses  $H_{o_2}$  to  $H_{o_9}$  below were tested.

$H_{o_2}$ : There is no significant relationship between pupils academic performance and headteacher's aloof behaviour among public primary schools in Nairobi Province.

Contingency Table 4.5 was constructed in order to test the hypothesis.

**Table 4.5**  
**Headteacher's Aloof Behaviour by Pupils' Academic Performance**

Behaviour Rating	Schools with high Pupils Academic Performance	Schools with low Pupils Academic Performance	Total
High aloofness	1	0	1
Low aloofness	19	20	39
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

Critical  $\chi^2 = 3.841$  df = 1  $p < .05$  Calculated  $\chi^2 = 1.026$

The calculated  $\chi^2$  of 1.026 was less than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . The null hypothesis, which stated that: there is no significant relationship between pupils' academic performance and headteacher's aloof behaviour among public primary schools was accepted.

$H_{o_3}$ : There is no significant relationship between pupils' academic performance and headteacher's behaviour of production emphasis among public primary schools.

To test the hypothesis contingency Table 4.6 was constructed.

**Table 4.6**  
**Headteacher's Behaviour of Production Emphasis by Pupils**

Behaviour Rating	Academic Performance		Total
	Schools with high Pupils Academic Performance	Schools with low Pupils Academic Performance	
High Production Emphasis	7	4	11
Low Production Emphasis	13	16	29
<b>Total</b>	20	20	40

Critical  $\chi^2 = 3.841$   $df = 1$   $p < .05$     Calculated  $\chi^2 = 1.128$

The calculated  $\chi^2$  of 1.128 was less than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . The null hypothesis which stated that: there is no significant relationship between pupils academic performance and headteacher's

behaviour of production emphasis among public primary schools was accepted.

$H_{04}$ : There is no significant relationship between pupils' academic performance and headteacher's behaviour of consideration among public primary schools.

Contingency Table 4.7 was constructed to test the null hypothesis.

**Table 4.7**  
**Headteacher's Behaviour of Consideration by**  
**Pupils Academic Performance**

Behaviour Rating	Schools with high pupils academic performance	Schools with low pupils academic performance	Total
High consideration	3	2	5
Low consideration	17	18	35
Total	20	20	40

Critical  $\chi^2 = 3.841$   $df = 1$   $p < .05$     Calculated  $\chi^2 = 0.228$

The calculated  $\chi^2$  of 0.228 was less than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . The null hypothesis which stated that: there is no significant relationship between pupils academic performance and headteacher's behaviour of consideration among public primary schools was accepted.

$H_0$ : There is no significant relationship between pupils academic performance and headteachers behaviour of thrust among public primary schools.

To test the null hypothesis contingency Table 4.8 was constructed.

**Table 4.8:**  
**Headteacher's Behaviour of Thrust by**  
**Pupils Academic Performance.**

Behaviour Rating	Schools with high pupils academic performance	Schools with low pupils academic performance	Total
High Thrust	17	9	26
Low Thrust	3	11	14
Total	20	20	40

Critical  $\chi^2 = 3.841$   $df = 1$   $p < .05$       Calculated  $\chi^2 = 7.034$

From the contingency table 4.8, the calculated  $\chi^2$  of 7.034 was greater than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . Based on the results the null hypothesis which stated that there is no significant relationship between pupils academic performance and headteachers behaviour of thrust among public primary schools was rejected. The alternative hypothesis which states that: there is a significant relationship between pupils academic performance and headteacher's behaviour of thrust among public primary schools was adopted. From contingency table 4.8 majority (65.4% ) of the schools with a headteacher exhibiting high thrust had pupils exhibiting high academic performance. Majority (78.6%) of the schools with a headteacher exhibiting low thrust had pupils exhibiting low academic performance. The findings could be interpreted to imply that headteacher's behaviour of thrust could be an important

factor in determining primary schools variation in pupils academic performance.

$H_0$ : There is no significant relationship between pupils academic performance and teachers disengagement behaviour among public primary schools.

Contingency Table 4.9 was constructed to investigate the relationship.

**Table 4.9:**  
**Teachers Disengagement Behaviour by**  
**Pupils Academic Performance**

Behaviour Rating	Schools with high pupils academic performance	Schools with low pupils academic performance	Total
High disengagement	2	0	2
Low disengagement	18	20	38
<b>Total</b>	20	20	40

Critical  $\chi^2 = 3.841$   $df = 1$   $p < .05$  Calculated  $\chi^2 = 2.106$

The calculation  $\chi^2$  of 2.106 was less than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . Based on the results, the null hypothesis, which stated that: there is no significant relationship between pupils academic performance and teachers disengagement behaviour among public primary schools was accepted.

$H_{07}$ : There is no significant relationship between pupils academic performance and teachers experience of hindrance among public primary schools.

To test the hypothesis contingency Table 4.10 was constructed.

**Table 4.10**  
**Teachers Experience of Hindrance by Pupils**  
**Academic Performance**

<b>Behaviour Rating</b>	<b>Schools with high pupils academic performance</b>	<b>Schools with low pupils academic performance</b>	<b>Total</b>
<b>High hindrance</b>	6	7	13
<b>Low hindrance</b>	14	13	27
<b>Total</b>	20	20	40

Critical  $\chi^2 = 3.841$  df = 1  $p < .05$  calculated  $\chi^2 = 0.114$

The calculated  $\chi^2$  of 0.114 was less than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . Therefore the null hypothesis which stated that: there is no significant relationship between pupils academic performance and teachers experience of hindrance was accepted.

$H_{08}$ : There is no significant relationship between pupils' academic performance and teachers behaviour of intimacy among public primary schools.

Contingency Table 4.11 was constructed to test the hypothesis.

**Table 4.11**  
**Teachers Behaviour of Intimacy by Pupils**  
**Academic Performance**

<b>Behaviour Rating</b>	<b>Schools with high pupils academic performance</b>	<b>Schools with low pupils academic performance</b>	<b>Total</b>
<b>High intimacy</b>	1	1	2
<b>Low intimacy</b>	19	19	38
<b>Total</b>	20	20	40

Critical  $\chi^2 = 3.841$  df = 1  $p < .05$  Calculated  $\chi^2 = 0.000$

The calculated  $\chi^2$  of 0.000 was less than the critical  $\chi^2$  of 3.841 at  $p < .05$  and 1df. The null hypothesis which stated that: there is no significant relationship between pupils' academic performance and teachers' behaviour of intimacy among public primary schools in Nairobi Province was accepted.

$H_0$ : There is no significant relationship between pupils' academic performance and teachers' experience of esprit among public primary schools.

Contingency Table 4.12 was constructed in order to test the hypothesis.

**Table 4.12**  
**Teachers' Experience of Espirit by Pupils**  
**Academic Performance**

<b>Behaviour Rating</b>	<b>Schools with high pupils academic performance</b>	<b>Schools with low pupils academic performance</b>	<b>Total</b>
<b>High Espirit</b>	15	6	21
<b>Low Espirit</b>	5	14	19
<b>Total</b>	20	20	40

Critical  $\chi^2 = 3.841$  df = 1  $p < .05$  Calculated  $\chi^2 = 8.122$

Based on table 4.12, the calculated  $\chi^2$  of 8.122 was greater than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . The null hypothesis which stated that: there is no significant relationship between pupils academic performance and teachers experience of esprit among public primary schools was rejected. The alternative hypothesis, which states that: there is a significant relationship between pupils academic performance and teachers experience of esprit among public primary schools was adapted. From contingency table 4.12 majority (71.4 per cent) of the schools with teachers experiencing high esprit had pupils exhibiting high academic performance. Majority (73.6 per cent) of the schools with teachers experiencing low esprit had pupils exhibiting low academic performance. The findings could be interpreted to mean that teachers' experience of esprit could be an important factor in determining primary schools variation in pupils' academic performance.

#### 4.2.5: Relationship between School Organizational Climate and Administrative Experience of a Headteacher.

To investigate whether any relationship existed the following null hypothesis was tested.

$H_{0_{10}}$ : There is no significant relationship between administrative experience of a headteacher and school organizational climate among public primary schools in Nairobi Province.

**Table 4.13**  
**Administrative Experience of a Headteacher by School Organizational Climate**

<b>Administrative Experience</b>	<b>0-7</b>	<b>8-15</b>	<b>Over 15</b>	<b>Total</b>
<b>School Climate</b>				
<b>Open Climate</b>	7	11	13	31
<b>Closed Climate</b>	3	4	2	9
<b>Total</b>	10	15	15	40

Critical  $\chi^2 = 5.991$   $df = 2$   $p < .05$  calculated  $\chi^2 = 1.1957$

From table 4.13 the calculated  $\chi^2$  of 1.1957 was less than the critical  $\chi^2$  of 5.991 at  $p < .05$  and  $df=1$ . The null hypothesis which stated that: there is no significant relationship between administrative experience of a

headteacher and school organizational climate among public primary schools was accepted.

#### 4.2.6 Relationship Between Gender of a Headteacher and School Organizational Climate.

To study the relationship between gender of a headmaster and school organization climate the following null hypothesis was tested.

Ho<sub>11</sub>: There is no significant relationship between gender of a headteacher and school organization climate among public primary schools in Nairobi Province.

Contingency table 4.14 was constructed to test the hypothesis.

**Table 4.14**

#### **Gender of a Headteacher by School Organizational Climate**

<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>School Climate</b>			
<b>Open Climate</b>	11	20	31
<b>Closed Climate</b>	7	2	9
<b>Total</b>	18	22	40

Critical  $\chi^2 = 3.841$  df = 1 p<.05 Calculated  $\chi^2 = 5.0411$

Calculated  $\chi^2$  of 5.0411 was greater than the critical  $\chi^2$  of 3.841 at  $p < .05$  and  $df=1$ . The null hypothesis which stated that: there is no significant relationship between gender of a headteacher and school organizational climate among public primary schools was rejected. The alternative hypothesis which states that: there is significant relationship between gender of a headteacher and school organizational climate among public primary schools was adopted. From contingency table 4.14 of all the schools headed by a male, 61.1% had a climate approaching an open climate while 38.9% had a climate approaching a closed climate. Of all the schools headed by a female 90.9% had climates approaching an open climate while 9.1% had a climate approaching a closed climate. The findings could be interpreted to mean that more females than males tend to develop an open climate and more males than females tend to develop a closed climate.

#### **4.2.7 Relationship Between Professional Qualification of a Headteacher and School Organizational Climate.**

To study the relationship between professional qualification of a headteacher and school organizational climate the following null hypothesis was tested.

$H_{0_{12}}$ : There is no significant relationship between professional qualification of a headteacher and school organizational climate among public primary schools.

*qualification of a headteacher*  
n

To test the hypothesis contingency Table 4.15 was constructed.

**Table 4.15**  
**Professional Qualification of a Headteacher by School**  
**Organizational climate**

Professional Qualification	Primary teacher 1	Secondary 1	Diploma	Approved teachers status	Degree	Total
School Climate						
Open Climate	1	14	0	15	1	31
Closed Climate	1	1	2	5	0	9
Total	2	15	2	20	1	40

Critical  $\chi^2 = 9.488$  df = 4  $p < .05$  Calculated  $\chi^2 = 5.810$

The calculated  $\chi^2$  of 5.810 was less than the critical  $\chi^2$  of 9.488 at  $p < .05$  and  $df=4$ . The null hypothesis which stated that: there is no significant relationship between professional qualification of a headteacher and school organizational climate among public primary schools was accepted.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The main purpose of the study was twofold. First, to investigate the relationship between school organizational climate and pupils academic performance among public primary schools in Nairobi Province. Second, to investigate the relationship between school organizational climate and headteachers administrative experience, gender and professional qualification.

The population of the study was all public primary schools in Nairobi Province that had presented candidates for K.C.P.E. by 1998. The sample comprised 40 out of 177 schools representing 22.6% of the population. To get the study sample schools in which the headteacher had headed the school for less than three consecutive years prior to 1998 were eliminated from the population. There were 33 such schools. The remaining 144 schools were categorized into two groups. One category comprised schools that exhibited high academic performance. The second category comprised schools that exhibited low academic performance. From each category 20 schools were sampled using simple random sampling technique.

The instrument used in soliciting information on school organizational climate was Organizational Climate Descriptive Questionnaire (OCDQ). The instrument was developed by Halpin and Croft (1966).

The data gathered was analyzed using frequency distribution, percentages, contingency tables and Chi Square ( $\chi^2$ ) statistic. The analysis was done at  $p < .05$  level of confidence with  $(r-1) (c-1)$  degree of freedom, where  $r$  was the number of rows and  $c$  the number of columns on the contingency table.

The study found out the following:

Majority of the schools had organizational climate that approached an open climate. There was a significant relationship between school organizational climate and pupils academic performance. Majority of the schools approaching an open climate had pupils exhibiting high academic performance. In schools approaching a closed climate majority had pupils exhibiting low academic performance. There was a significant relationship between school organizational climate and gender of a headteacher. Of all the schools headed by a male 61.1% had organizational climate that approached an open climate. Of all the schools headed by a female 90.9% had organizational climate that approached an open climate. The findings were interpreted to mean that more females than males tended to develop an open climate.

In majority of the schools the headteacher exhibited low aloofness, low consideration, high thrust and low production emphasis. There was a significant relationship between headteacher's behaviour of thrust and pupils academic performance. Majority of the schools with a headteacher exhibiting high thrust had pupils exhibiting high academic performance. Majority of schools with a headteacher exhibiting low thrust had pupils exhibiting low academic performance.

In majority of the schools the teachers exhibited low disengagement, low hindrance, high esprit and low level of intimacy. There was a significant relationship between teachers experience of esprit and pupils academic performance. Majority of the schools with teachers experiencing high esprit had pupils exhibiting high academic performance. In majority of the schools with teachers experiencing low esprit, the pupils exhibited low academic performance.

## **5.2 DISCUSSIONS**

From data analysis and interpretation, the major findings of the study were as follows. A positive statistically significant relationship was found between school organizational climate and pupils' academic performance. On organizational climate dimensions, the variables that had statistically significant relationship with pupils' academic performance were thrust and esprit. Aloofness, production emphasis, consideration, disengagement, hindrance and intimacy did not have any statistically significant relationship with pupils' academic performance. This did not mean that the variables that had no statistically significant relationship with pupils' academic performance should be ignored. They should also be considered by a headteacher who intends to improve the school organizational climate. However, greater emphasis should be placed on thrust and esprit.

The other major finding was, a statistically significant relationship between gender of a headteacher and school organizational climate. More female than male headteachers tended to develop an open climate. This did not

mean that all female headteachers will develop an open climate while all male headteachers will develop a closed climate. It meant that there is a greater chance for a female headteacher developing an open climate as compared to a male headteacher.

Considering organizational climate to be the independent variable and pupils' academic performance to be the dependent variable. How is organizational climate likely to affect pupils' academic performance? The effects of organizational climate on pupils' academic performance is likely to be indirect rather than direct. The immediate effect of organizational climate is likely to be on the quality of instructions provided by the teachers which subsequently will affect pupils' academic performance. As described by Halpin and Croft (1966), in an open climate, the teachers will work well together to advance the interests of the school. The headteacher will also work well with the teachers. An open climate, therefore, will certainly create a conducive environment with no tension for both teachers and pupils to work. The headteacher and teachers in such an environment will work as a team, share different ideas and discuss strategies to improve provision of instruction. An open climate will ultimately affect positively pupils academic performance. In a closed climate according to Halpin and Croft (1966), the teaching staff will be fragmented and there will be a lot of infighting between the headteacher and teachers as well as among teachers. In an environment with a lot of infighting, the teachers may not concentrate on their work of providing instructions. The morale and commitment on the part of the teachers and headteachers will likely to be very low. Ultimately a closed climate is likely to affect negatively the pupils academic performance.

Thrust behaviour of a headteacher is likely to have an indirect effect on the pupils' academic performance. Thrust behaviour refers to the headteacher's evident effort to "move" the organization by motivating the teachers through his/her own example as a role model. Headteachers who exhibit high thrust are likely to help teachers get more committed to their work. According to equity theory of motivation, teachers will certainly compare the effort they are putting with the effort the headteacher is putting. If the teachers realise they are putting more effort than the headteacher, they will tend to reduce their effort. If they realise the headteacher is putting more effort they will tend to increase their effort. This will definitely have an effect on the provision of instruction which will subsequently have an impact on pupils' academic performance.

Espirit is likely to have an indirect effect on pupils' academic performance. Teachers with high esprit are likely to be very enthusiastic for school activities. The teachers will therefore have greater commitment in helping pupils overcome learning difficulties which subsequently will have an effect on pupils' academic performance. From the discussion several conclusions were made.

### **5.3 Conclusions**

Arising from the discussions, it can be concluded that school organizational climate could be an important factor in determining primary schools variation in pupils' academic performance. For schools exhibiting low pupils' academic performance, there could be a need to improve the school

organizational climate towards an open climate. Specifically, headteachers' thrust behaviour and teachers' experience of esprit could be important factors in determining primary schools variation in pupils' academic performance. Female headteachers tend to develop a more open climate than male headteachers.

#### **5.4 Recommendations**

On the basis of the findings obtained from the study the following recommendations were proposed.

- Majority of the schools approaching a closed climate, had pupils exhibiting low academic performance. Majority of schools approaching an open climate had pupils exhibiting high academic performance. Therefore, headteachers in schools approaching a closed climate need to improve the climate towards an open climate. According to the researchers opinion, the change oriented headteacher needs to adopt behaviour patterns indicative of high thrust, high consideration, low aloofness and low-production emphasis. The headteacher should also aim at increasing teachers' esprit and intimacy while reducing hindrance and disengagement within the school.
- Majority of the schools with a headteacher exhibiting high thrust had pupils exhibiting high academic performance. Majority of the schools with a headteacher exhibiting low thrust had pupils exhibiting low academic performance. Thus, it is necessary that headteachers adopt

behaviour indicative of high thrust. According to the researchers opinion the headteacher could do this by:

- Arriving early to school
- Staying late after school breaks
- Setting a good example to the teachers by working hard.
- Majority of the schools with teachers experiencing high esprit had pupils exhibiting high academic performance. In majority of the schools with teachers experiencing low esprit, the pupils exhibited low academic performance. It is necessary that headteachers act towards improving teachers' esprit. According to the reseachers opinion, in an effort to improve esprit the headteacher could:
  - Express appreciation and recognition, both formally and informally to those teachers who participate actively in school activities.
  - Provide an attractive workplace for the teachers.
  - Female headteachers tend to develop a more open climate than male headteachers. To improve school organizational climate female headteachers could be posted to schools with a closed climate.

### **5.5 Suggestions for Further Research**

This study was carried out among primary schools in Nairobi Province. Related studies can be done in other geographical areas not covered in

this study to investigate whether similar findings could be made, in order to make conclusive generalization in the whole republic of Kenya.

The study was carried out among public primary schools. A similar study can be carried out in private schools. It would be interesting to find out whether there could be any significant difference in organizational climate between public and private schools. A study can also be carried out to investigate whether school organizational climate could be an important factor in determining private primary school variation in pupils academic performance.

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**APPENDIX A****Letter of Introduction to the Teachers.**

Kenyatta University  
Department of Educational  
Administration, Planning and  
Curriculum Development,  
P.O. Box 43844,  
NAIROBI

**To The Teachers,**

**Dear Sir/Madam,**

**REF: TEACHERS' QUESTIONNAIRE**

The questionnaire attached to this letter is intended to collect information about organizational climate in your school. The information you will provide will only be used for statistical purposes only. Confidentiality is highly guaranteed. Do not, therefore write the name of your school, or your name on this questionnaire. Your co-operation in completing this questionnaire will contribute to the success of the study and is, therefore, highly appreciated.

**Yours faithfully,**

**NDANUKO WILLIAM**

## APPENDIX B

### Teachers' Questionnaire

The items in this questionnaire describe the typical behaviour or conditions that occur in a school organization. Please indicate how often each of these descriptions characterize your school. Please do not evaluate the items in terms of good or bad behaviours but read each carefully and respond in terms of how each item describes your school.

The various choices are VF (Very Frequently), F (Frequently), S (Sometimes) and R (Rarely). Pick one of the choices.

1. How often are mannerisms of teachers in your school annoying?

VF          F          S          R

2. How often do a minority group of teachers oppose the majority group of teachers?

VF          F          S          R

3. How often do teachers exert group pressure on non-conforming members of staff?

VF          F          S          R

4. How often do teachers seek special favours from the headteacher?

VF          F          S          R

5. How often do teachers interrupt other staff members who are talking in staff meeting?

VF          F          S          R

6. How often do teachers ask nonsensical questions in staff meetings?

VF          F          S          R

7. How often do teachers rumble (wander in one's talking by not keeping to the subject) when they talk in staff meetings?

VF      F      S      R

8. How often do teachers at the school stay by themselves?

VF      F      S      R

9. How often do teachers talk about leaving the school system?

VF      F      S      R

10. How often do teachers socialize together in small select groups?

VF      F      S      R

11. How often do routine duties interfere with job of teaching?

VF      F      S      R

12. How often do teachers attend committees dealing with various issues?

VF      F      S      R

13. How often do student progress report require too much work?

VF      F      S      R

14. How often is administrative paper work burdensome at your school?

VF      F      S      R

15. How often insufficient time is given to prepare administrative report?

VF      F      S      R

16. How often is the morale of teachers high?

VF      F      S      R

17. How often do teachers accomplish their work with great energy, vigour and pleasure?
- VF      F      S      R
18. How often do teachers at the school show much school spirit?
- VF      F      S      R
19. How often do most of teachers accept the faults of their colleagues?
- VF      F      S      R
20. How often are school supplies readily available for use in classwork?
- VF      F      S      R
21. How often is there considerable laughter when teachers gather informally?
- VF      F      S      R
22. How often in staff meeting, is there the feeling of "lets' get things done?"
- VF      F      S      R
23. How often are extra books available for classroom use?
- VF      F      S      R
24. How often do teachers spend time after school with pupils who have individual problems to provide remedial teaching?
- VF      F      S      R
25. How often are teachers closest friends other staff members at your school?
- VF      F      S      R

26. How often do teachers invite other staff members to visit them at home?
- VF      F      S      R
27. How often do teachers know the family background of other staff members?
- VF      F      S      R
28. How often do teachers talk about their personal life to the staff members?
- VF      F      S      R
29. How often do teachers have fun socializing together during school time?
- VF      F      S      R
30. How often do teachers work together in preparing administrative reports such as pupils report forms?
- VF      F      S      R
31. How often do teachers prepare administrative reports such as pupils report forms by themselves?
- VF      F      S      R
32. How often are staff meetings organized according to tight agenda?
- VF      F      S      R
33. How often are staff meetings mainly headteachers report meetings?
- VF      F      S      R
34. How often do headteacher run the staff meeting like a business conference?
- VF      F      S      R

35. How often do teachers leave the school compound during school day?

VF      F      S      R

36. How often do teachers take lunch by themselves without involving other teachers?

VF      F      S      R

37. How often are the rules set by the headteacher questioned?

VF      F      S      R

38. How often are teachers contacted by the headteacher each day to discuss issue about the school?

VF      F      S      R

39. How often are teachers informed of the results of an inspector's visit?

VF      F      S      R

40. How often does the headteacher make class scheduling decisions?

VF      F      S      R

41. How often does the headteacher schedule the work for the teachers?

VF      F      S      R

42. How often does the headteacher check the subject matter ability of teacher?

VF      F      S      R

43. How often does the headteacher correct teachers' mistakes?

VF      F      S      R

44. How often does the headteacher ensure that teachers work to their full capacity?

VF      F      S      R

45. How often are extra duties for teachers posted conspicuously?

VF      F      S      R

46. How often does the headteacher talk a great deal when interacting with the teachers?

VF      F      S      R

47. How often does the headteacher go out of his/her way to help teachers?

VF      F      S      R

48. How often does the headteacher set an example by working himself/herself?

VF      F      S      R

49. How often does the headteacher use constructive criticism?

VF      F      S      R

50. How often is the headteacher well prepared when he/she speaks to teachers?

VF      F      S      R

51. How often does the headteacher explain his/her reasons for criticism to teachers?

VF      F      S      R

52. How often does the headteacher look for the personal welfare of teachers?

VF      F      S      R

53. How often is the headteacher in the school before teachers arrive?

VF      F      S      R

54. How often does the headteacher tell teachers of new ideas he/she has run across?
- VF      F      S      R
55. How often is the headteacher easy to understand?
- VF      F      S      R
56. How often does the headteachers solve problems?
- VF      F      S      R
57. How often does the headteacher make personal favours to teachers?
- VF      F      S      R
58. How often does the headteacher stay after school to help teachers finish their work?
- VF      F      S      R
59. How often does the headteacher help staff members settle minor differences?
- VF      F      S      R
60. How often do teachers help in selecting which courses will be taught?
- VF      F      S      R

Thank you for your wholehearted co-operation in completing this questionnaire.

**\*Source: Adapted from: The Organizational Climate of Schools by Halpin & Croft (1966).**

APPENDIX C	
*TABLE OF CRITICAL VALUES OF CHI-SQUARE	
Degrees of Freedom	Level of Confidence
	*.05
1	3.841
2	5.991
3	7.815
4	9.488
5	11.070
6	12.592
7	14.067
8	15.507
9	16.919
10	18.307
11	19.675
12	21.026
13	22.362
14	23.685
15	24.996
16	26.296
17	27.587
18	28.869
19	30.144
20	31.410
21	32.671
22	33.924
23	35.172
24	36.415
25	37.652
26	38.885
27	40.113
28	41.337
29	42.557
30	43.773

\*Adapted from: Educational Research by Koul (1984)

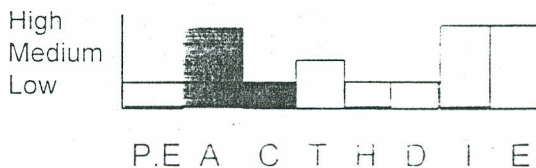
## APPENDIX D

### \* Graphic Profiles of Six School Climates

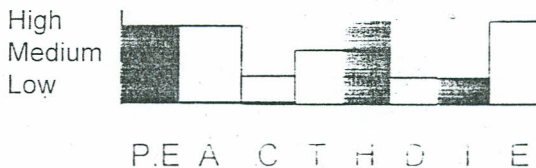
A. Open climate



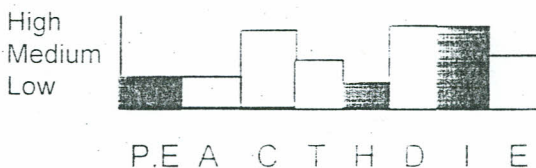
B. Autonomous climate



C. Controlled climate



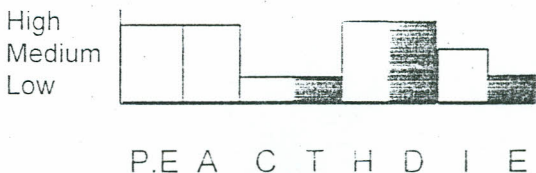
D. Familiar climate



E. Paternal climate



F. Closed climate



\* Source: Adapted from: The organizational climate of schools by Halpin and Croft (1966)

**Key:** P.E = Production Emphasis. A = Aloofness. C = Consideration  
T = Thrust. H = Hindrance. D = Disengagement. I = Intimacy  
E = Espirit.



= Main characteristics of the climate