

## **Development of Organizational Climate Scale for the High Schools**

**By**

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### **Abstract**

*The present study was carried out to develop and validate a scale for the measurement of organizational climate of high schools. For this standardized procedure was adopted. Initially for the items generation, the literature was reviewed and discussions with schools heads and teachers were conducted. Initially an item-pool consisted of 80 items were generated through this process but after experts' opinion, some items were eliminated and remaining items 50 were left for empirical evaluation through factor analysis, for this purpose a random sample of 150 private and public school teachers were collected from Islamabad. On the basis of factor analysis through SPSS .17 insignificant items were deleted from the proposed scale and rest of the 38 items were retained in the scale and grouped into 5 factors or categories named as organizational clarity and standards (13 items), team Commitment (08 items), Intimacy and support (05 items), Autonomy ( 05 items) and Rewards & Risks (07 items). The finalized organizational climate scale for the high school demonstrate enough reliability and validity to claim as valid scale for the measurement of climate in private and public secondary schools.*

**Keywords:** *Organizational Climate, Organizational Clarity Resources and Team Commitment, Autonomy, Support Intimacy and Risk and Rewards.*

### **1. Introduction**

School climate play a very important role in determining academic achievement among the students. The formal study of school climate grew out of organizational research and studies in school effectiveness (Anderson, 1982). There is no single accepted definition for school climate, but researchers believe that school climate, essentially, reflects subjective experience of school (Cohen, 2006).

Schools are social institutions which are comprised of different types of service personnel like students, teachers and administrators with distinct positions and expected roles. The duties, roles and norms which are attributed to them are distinct from each other. Schools are hierarchical organizations, in this hierarchy at the top position there is Director or school administrator, principal and then teachers are at the lower position. If we talk about the responsibilities we can say that students are responsible to teachers, teachers are responsible to principal and principal is responsible to Director or school administrator and school administrator is responsible to the directorate of education. For smooth progression of work there is system of upwards and downward communication through which the educational process takes place and personnel achieve school goals and the process takes place person to person interaction and relationship.

Freiberg (1999) describes that the climate of any organization including a complex mixture of norms values and relationships influence behaviors collectively as well as individually. They further elaborated

that performance of groups and individual depends upon workplace climate. So, if workplace climate improved it will also affects positively on the performance of workers.

In a study Chauncey (2003), explored the perception of people of their working environment with regard to caring, friendliness, job satisfaction and state of mind in relation to the nature of their workplace. Findings suggest that job is not only the source of job satisfaction but related variables like working environment, supervision style, interpersonal relationship, and organizational climate also plays a very important role in deterring the perception of people about their work place.

According to Brookover (2003) when the personnel's needs are met then they can function effectively and this is only through caring environment in which everybody cares each other. He further explored the causes of teacher frustration and apathy and found that lack of consideration and negative climate will prevail in the schools causes frustration and apathy in teachers.

Each school exhibits different type of climate, in some schools, the atmosphere might be tense while in other schools, the atmosphere might be healthy and friendly. Hence teachers' job performance seems to be functions of the school climate. If the climate is health it can not only increase teachers' retention but also improve the level of their productivity. At present no suitable scale is there which can measure organizational climate of schools in Pakistani cultural context. Therefore, intend of present study was to develop an organizational climate scale for the measurement of schools 's climate of private and public sector high schools.

## **2. Method**

The main objective of the present study was to develop scale for the measurement of Organizational Climate of high school and determine the psychometrics properties with the help of various statistical techniques. For this purpose following procedure was adopted.

### ***Items Generation***

The items for the proposed scale for the measurement of Organizational climate of high school were derived from various sources such as:

## **3. Literature review**

For items generation the literature related to the topic was reviewed through books of management, journals and previous research. The literature that was available helped in identifying the various components of school climate.

### ***Group discussions***

Another source of items generations was group discussions with schools heads and teachers. These discussions provide the opinions and ideas of people existing school climate. Discussion guidelines was formulated with the help of existing literature review and by taking views of schools head on the topic , to inquire opinion of all concerned people on the schools climate the guideline contained brief statements and questions regarding content and objectives of the study. In the development Pool for the scale was generated keeping in view the strengths and weaknesses of the organizational climates of Schools and the nature of relationship between teachers and management. Through this process a pool of 80 items was generated after weeding out the repetitions, 70 items were selected to comprise the initial item pool.

### ***Qualitative Item Analysis***

For the qualitative item analysis these 70 selected items were presented to 3 judges, including one expert from teachers, one from administration and one from psychology, these experts were requested to evaluate each items in terms of accuracy and relevancy of its content to the construct of organization

climate scale for high school and suitability for inclusion in proposed organization climate scale. During this process 20 more items were discarded and remaining 50 statements attached with five point Likert scale; strongly aggress, agree, undecided, disagree, strongly disagree.

**Empirical evaluation of Proposed Organizational Climate Scale through Factor Analysis**

**Population**

The aim of the present study was to develop an indigenous scale in order to measure the organizational climate of high schools. All the private and public high school teachers of Islamabad were taken as a population of the study.

**Sample**

150 participants were taken as a sample and it was chosen with the help of purposive convenient sampling technique. There were 26 male teachers and 124 female teachers, 75 teachers from private schools and 75 teachers from public schools were selected. The ages of respondents range from 25 to 40 years their qualification ranged from intermediate to post graduates and their teaching experiences ranged from 12 years to 30 years.

**Procedure**

The researcher approached the respondents at their work places and data was collected individually. Researcher briefed the respondents and written instructions were also given with each questionnaire and researcher make assured to respondents that information obtained from them will only be used for research purpose only. 150 teachers were selected as a sample through convenient sampling technique. A rating scale consisted of 50 items was distributed among the sample and the response rate was 100%.

**Psychometric Properties of Organizational Climate Scale for the High Schools**

Psychometric properties of proposed scale were determined through following procedure:

- 1- Factor Analysis
- 2- Alpha reliability coefficients
- 3- Inter- scales correlations
- 4- Item -total correlations

**4. Factor Analysis**

To find out the empirical value of the scale responses were put to factor analysis. For this factors were rotated by using principal’s component analysis and item loading less than .30 was considered as insignificant. Result shows that items no 2, 6, 8, 12, 24,31, 35, 41, 45, 47, 49 and 52 were not significantly loaded on any factor because their factor loading is less than .30, so these 12 items were deleted from the scale and rest of 38 retained in the scale.

**Table 1: Eigenvalues and Percentages of Variance Explained by the Extracted Factors of organizational climate Scale (N=150)**

Factors	Eigenvalues	% of Variance	Cumulative%
F1	9.61	27.46	27.46
F2	2.77	7.93	35.39
F3	2.20	6.31	41.70
F4	1.96	5.61	47.32
F5	1.51	4.33	51.66

## Development of Organizational Climate Scale for the High Schools

Table 1 describe the Eigen values and percentages of variance on the basis of principal components analysis. Only five factors were extracted from the data because eigenvalue greater than 1 is supported only for five factors. These factors explain 51.66 percent of the total variance. On the basis of their content following names were assigned to these factors, Organizational Clarity and Standards, Team Commitment, Intimacy and Support , Autonomy and Rewards and Risks.

**Table 2 Alpha reliability coefficient of organizational climate scale for high school (N=150)**

Subscales	n	Alpha coefficient
Organizational Clarity and Standards	13	.87**
Team Commitment	08	.46**
Intimacy and Support	05	.35**
Autonomy	05	.65**
Rewards and Risk	07	.69**
Total	38	.81**

\* $P < .05$  \*\* $p < .01$

Table 2 portrays the Alpha reliability coefficients of cognitive and behavioural development scale it ranges from .46 to .87. On the basis of empirical evaluation of the items it categorized into five sub scales with on the basis of the content these factors were named as organizational clarity and standards (13 items), team Commitment (08 items), Intimacy and support (05 items), Autonomy ( 05 items) and Rewards and Risks (07 items).

**Table 3 Inter scales correlations of organizational climate scale for the High Schools (N=150)**

Factors	1	2	3	4	5
Organizational clarity					
Resources & Team Commitment	.41**				
Autonomy	.13	.22**			
Support and Intimacy	.25**	.56	-.11		
Risk and Rewards	.28**	.64**	.16*	.39**	
Total	.70**	.74**	.36**	.48**	.74**

\* $P < .05$  \*\* $P < .01$

Table 35 describes the inter-scale correlation of factors. The result shows that all subscales have positive correlation with each other and with total scale. The higher inter scale correlation exists between Resources and team commitment and Risk and rewards.

### *Item Total Correlation*

To determine the internal consistence of Organizational climate scale item total correlations were also computed, results reveals that all items comprising the organizational climate scale bear significant positive correlation with total score on the test, ranging from .31 to .78.

**Table 4 Factor Structure and Factor Loading of Organizational Climate Scale (N=150)**

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<b><u>F1= Organizational clarity and Standards</u></b>	
1- In my organization decisions are implemented efficiently.	.781
2- My organization's management structure is clear.	.456
3- In my organization school head sets the agenda with consultation.	.678
4- I often don't know what is going on in my organization.	.781
5- In my organization teams often change.	.345
6- In my organization it is difficult to get information I need.	.670
7- I know the objectives set for me by my school head.	.357
8- Information relevant to my job is passed on to me.	.451
9- I often receive information too late.	.786
10- Our organizations management structure is simple and effective.	.523
11- At my work place it is often unclear whether planed change is successful	.753
12- I gain little relevant information from meetings.	.965
13- It seems to me that problems tend to be unresolved at my work place.	.674
<b><u>F2= Team Commitment and Resources</u></b>	
1- In my organization, I expect the next two years to be positive	.851
I don't feel satisfied with my job.	.653
2- I have no real influence over decisions.	.765
3- I often feel isolated at my work place.	.498
4- I don't feel satisfied with my job.	.654
5- I am well trained for my job.	.395
6- Difficulties are quickly resolved at my work place.	.356
7- I am constantly frustrated by the lack of resources.	.657
8- I have sufficient resources to get the job done.	.543
<b><u>F3= Autonomy</u></b>	
1- In my organization it is unclear who is responsible to whom.	.426
2- The procedure for monitoring change is clear in my organization.	.369
3- My opinions are always invited on issues in my organization.	.871
4- People are better informed by attending meetings.	.675
5- In my organization staff merely implement decisions made	
by the school head.	.679
<b><u>F4= Support and Intimacy</u></b>	
1- Our school has a conducive working environment.	.458
2- Our school head is supportive to us.	.876
3- I always know to whom I am responsible.	.562
4- The atmosphere of our staff-room is friendly.	.654
5- I can work as one of the member of a team.	.534
<b><u>F5= Rewards and Risks</u></b>	
1- Initiatives are reviewed regularly in my organization.	.890
2- I feel I accomplish while doing something worthwhile	
at work.	.348
3- I have too many bosses in my organization.	.564
4- I can often feel threatened at my work place.	.495
5- I feel inadequately trained to do my job.	.387
6- There are clear criteria for evaluating initiatives in my organization.	.567
7- I am not encouraged to develop myself in my organization.	.678

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Table 4 describes the factor structure of five extracted factors.

*Establishment of Norms through percentile analysis*

**Table 5 Percentiles scores of Teachers on Organizational Climate Scale for the High School (N=150)**

Percentiles	Scores
1	38
5	40
10	58
15	61
20	69
<b>25</b>	<b>73</b>
30	78
35	81
40	85
45	90
<b>50</b>	<b>96</b>
55	99
60	112
65	118
70	125
<b>75</b>	<b>130</b>
80	133
85	142
90	146
95	156
99	161

Table 5 reveals percentiles rank of teachers, scores on organizational climate scale. The score of 73 falls on 25<sup>th</sup> percentile, characterized as least effective organizational climate, score of 96 falls on 50<sup>th</sup> percentile characterized as moderately effective organizational climate scale and score of 130 falls on 75<sup>th</sup> percentile rank illustrated as effective organizational climate scale for high schools.

**4. Discussion**

Present research intended to develop an organizational climate scale for the high scale because at present there is no effective school climate scale which can measure this phenomena. For this purpose specific procedure for the scale development was used and items were generated through related literature review and discussions with the teachers and school heads of secondary schools. In order to determine content validity after expert’s opinion 20 items were discarded and 50 items were retained for empirical evaluation of the scale by using five point rating scale from strongly agree, agree, neutral, disagree and strongly disagree. A random sample of 150 teachers was collected from private and public high schools of Islamabad. After data collection it was subject to factor analyzed. The selection criterion was .30 during the analysis 12 items had low loading on any factor so they were eliminated and 38 statistically significant retained in the finalized scale. These factors hereafter called subscales and labels were assigned by the researcher on the basis of content of these factors Reliability of scale was determined by

computing Cronbach's alpha coefficient and the data demonstrate that all subscale of the organizational climate scale of high schools has enough reliability. So it can claim that this is a reliable and valid tool for the measurement of climate of high schools in Pakistani cultural context. The subscales of the scale are as under:

**Subscale 1 Organizational clarity and Standards**

**Examples:**

- i. My organization's management structure is clear.
- ii. In my organization school head sets the agenda with consultation.

**Subscale 2 Team Commitment and Resources**

**Examples:**

- i. Difficulties are quickly resolved at my work place
- ii. I am constantly frustrated by the lack of resources

**Subscale 3 Autonomy**

**Examples:**

- i. My opinions are always invited on issues in my organization
- ii. People are better informed by attending meetings

**Subscale 3 Supports and Intimacy**

**Examples**

- i. In my organization I am helped to improve my work
- ii. My school head is supportive in my organization

**Subscale 5 Risk and Rewards**

**Examples**

- i. Initiatives are reviewed regularly in my organization
- ii. I can often feel threatened at my work place

***Applied Significance***

Study will provide a guide line to the educational administrations of high schools to design their work environment in such a way that could enhance the productivity of their employees. This scale is useful for the measurement of organizational climate of high school it will also help to identify the problems of school environment. School management can use this scale to check the effectiveness of the various managerial practices. This scale can be used for both male and female school teachers of private and public sector schools.

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