

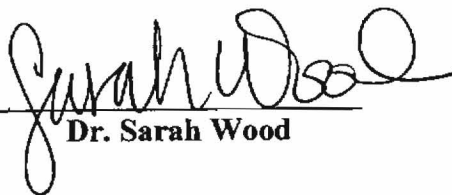
Organizational Culture and Climate Survey:
Development and Evaluation Model
For an Elementary School

by

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ABSTRACT

The following research examines the issue of organizational culture and climate and the assessment of this culture at a northern Wisconsin Elementary School. A survey was developed to address the issue of organizational culture and climate for both parents and teachers. The survey examined various aspects of organizational culture, including environment and levels of satisfaction. The survey was distributed to all parents and teachers at the elementary school. The objective of this research is to identify the variability of organizational culture and the levels of satisfaction of both teachers and parents. This survey can be used by the administration of the elementary school in future evaluations of the school's culture and climate. From the research, a conclusion was made that both teachers and parents perceive the organizational culture and climate of the

elementary school to be relatively positive and both teachers and parents are relatively satisfied with the school. The findings show that the school has a team environment with open communication, where everyone feels safe and comfortable. The elementary school can use this information as a baseline for future staff and parent assessments.

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Chapter I: Introduction

Statement of the Problem

Organizational culture is a concern in many organizations. Most believe organizational culture only affects business and industry, however organizational culture plays a large role in educational settings as well. School culture can have a large impact on the quality of education that students receive. The success of students can also be affected by the attitudes of both the school faculty and parents. It is important for school administrators to understand the importance of organizational culture, to have the means of assessing the culture of their school and recognizing ways to address culture issues.

Purpose of the Study

The purpose of this applied research was to assess the organizational culture of teachers and parents of a Northern Wisconsin elementary school. With eight schools in the district and 2,322 elementary school students, there have been concerns with organizational culture and climate. The school under study wished to be proactive and address any concerns before they were to arise. The school administration understood how cultural issues were to be addressed, but did not have the means to assess the school's culture. In past assessments, round-table open discussions had occurred and good feedback had been generated from these sessions. The school under study wished for a more confidential assessment, one in which participants feel they can openly discuss their viewpoints on the culture of their workplace. This project assisted the administration in developing an assessment tool that was used for the analysis of the current culture and which could be used in the future to address any issues in the school's culture.

Assumptions of the Study

The administration of the elementary school assumes that both parents and teachers are satisfied with the level of organizational culture and the environment at the school. Most teachers at the school assume that parents are pleased with their children's education and that the school is doing everything it can for the children.

Definition of Terms

Organizational culture. Defined as the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors. Members of an organization soon come to sense the particular culture of an organization (Kane-Urrabazo, 2006; Jandeska & Kraimer, 2005).

Organizational climate. Defined as a shared perception of the work environment that influences performance (Parker et al., 2003; Nolan, 2007).

Job satisfaction. Defined as "a positive emotional state resulting from the appraisal of one's job" (Brief & Weiss, 2001, p. 282).

Limitations of the Study

The limitations of the study include the sample size of the parent surveys. The response rate of the parent participants was not very large, a total of 390 parent surveys were sent out and 58 were returned for a response rate of 15%.

Methodology

Two surveys were created for this study. One survey was developed for parents of the elementary school and the second survey was developed for the teachers of the school. Surveys were distributed on a Monday and were either sent back in the provided envelopes or placed in a drop box in the teacher's breakroom, by the end of the week.

After the surveys were tabulated and entered into SPSS, analyses were conducted and results were derived from the data. The results were then presented to the administration of the school under study, in both verbal and written form. The school was given the database and survey tools for their own use in future assessments of the organizational culture and climate of their school.

Chapter II: Literature Review

“Culture represents the personality of an organization. Culture has a major influence on both employee satisfaction and organizational success” (Kane-Urrabazo, 2006, p. 188). Organizational success is dependent upon culture, for many reasons. One reason is that a positive culture is what makes the workforce of an organization happy and a happy workforce does more productive work. Milton Moskowitz conducted a study for the New York Times in September 2007 on employee satisfaction in the workplace. He found that employees want to work for a company “in whose culture embraces fairness, teamwork, education, fun and contributions to society. And they thrive on being engaged in the company’s mission” (Moskowitz, 2007, paragraph 9). In today’s ever changing world, there are some organizations and businesses that understand there must be a change made in their culture, in order for them to operate more effectively and be more successful in engaging their employees. This change is deemed necessary not only by employees within the organizations, but by customers and clients of the business itself.

Numerous studies have been conducted on organizational culture. Many of these studies have found that organizational culture is an important precursor to job satisfaction (Lok & Crawford, 2004). Individuals with higher job satisfaction generally have more organizational commitment and perceive their organization’s culture to be higher (Jandeska & Kraimer, 2005). There are many ways in which an organization can increase job satisfaction. An organization may need to provide better customer service, allow more flexibility for employees, increase compensation or employee benefit packages, or

changes may be necessary to increase employee retention and satisfaction (Locke, 2000). Organizations may use many tools to find problems and their causes, but how do these problems get solved? An organization can utilize the resources they have to grow into a program that not only increases profit, but also employee and customer satisfaction. An organization can increase employee satisfaction through resources they possess. These resources include: extra funding, work committees on employee engagement and employee feedback. Specifically, to increase the positive perceptions of an organization's culture a company can offer educational or growth development opportunities for employees; an increase of employee benefits that includes childcare, elder care and flexible work schedules; open communication between management and employees: and employee and department functions.

Employees are the most important aspect of any organization. As discussed above, there are a variety of methods in which organizations can help their employees to perform to the best of their ability. It is important for organizations to regularly practice these methods in order to develop a more positive culture within the organization, by focusing on the employee. Upper management in any organization plays a large role in the shaping of organizational culture. Many managers fail to realize the direct impact and the importance of organizational culture in employee satisfaction (Kane-Urrabazo, 2006). "It is crucial that managers at all levels are aware of their roles and responsibilities in upholding positive workplace environments that can increase employee satisfaction" (Kane-Urrabazo, 2006, p. 193). Generally an organization with a strong culture has a system that illustrates how employees are to behave most of the time. In a weak culture, employees are spending most of their workday trying to figure out what to do and how to

do it (Kane-Urrabazo, 2006). Employees will have higher job satisfaction in a strong culture, because they understand their role and they have the freedom to carry out this role in their individual manner.

Organizations must understand that their employees' satisfaction will help in encouraging a positive organizational culture. For example, job satisfaction has been strongly correlated to life satisfaction and to job performance; it has been negatively correlated to absenteeism and turnover (Ashkanasy, 2000). Studies have shown the positive relationship of an innovative and supportive culture to job satisfaction (Lok & Crawford, 2004). Work environment has been shown to have significant positive relationships with motivation and performance (Parker, et al., 2003). Past research has shown that there is one clear aspect of the work environment that consistently influences job satisfaction, the intrinsic challenge present in the work itself (Greenberg, 1994). Mentally challenging work is the key to job satisfaction. The most effective way an organization can promote job satisfaction in its employees is to enhance the mental challenge in their jobs. Increasing intrinsic job characteristics is the key to increasing mental challenge in jobs. These intrinsic job characteristics may include job rotation, which gives employees a better job, gives them more job variety, is more challenging and increases the likelihood of upward mobility (Ashkanasy, 2000). Job enlargement, involves expanding the tasks associated with a particular job. Job enrichment, involves increasing the responsibilities of the job. Not every employee of an organization may wish to seek mental challenges in their work. When employees do not value challenging work, other values must be fulfilled to satisfy the person. An employee may seek fulfillment through pay, relationships with those around them and in social events. An

employee satisfied with their job will have a more positive perception of organizational culture (Lok & Crawford, 2004). “Dissatisfaction is the major cause of turnover and can have detrimental cost and environmental effects” (Kane-Urrabazo, 2006, p. 188). All of this suggests that organizations can understand their organizational culture through research on employees’ satisfaction with their jobs (Kane-Urrabazo, 2006). By gathering data, both quantitative and qualitative, organizations can better understand their employees’ perceptions of culture. Organizations can also use data to make decisions about changes that affect employees.

Empowerment is a critical tool in motivating employees. Empowerment is “the process of enabling others to do something” (Kane-Urrabazo, 2006, p. 190). Personal empowerment has been linked to greater work satisfaction and effectiveness (DuBrin, 2002). Empowerment affects both the initiation and persistence of an individual’s task behavior. Empowerment is usually instilled via managerial techniques of sharing power with others. Empowerment must allow employees a sense of personal efficacy, a sense of choice, and meaningfulness of the task. Empowerment interventions must take into consideration the individual, their personal assessments and the task. Research has shown the link between empowerment and greater work satisfaction (DuBrin, 2002). As stated above, greater work or job satisfaction is related to organizational culture. Employees satisfied with their job lead to a more positive organizational culture (Kane-Urrabazo, 2006). Employees dissatisfied with their job are less committed to the workplace and employees with low job commitment will either quit their job, look for jobs elsewhere or mentally withdraw from the organization (Lok & Crawford, 2004). “The higher the work

satisfaction, the less employees are motivated by material factors. Stronger motivation comes from recognition and a sense of responsibility” (Kamdron, 2005, p. 1211).

In addition to encouraging job satisfaction, managers must understand how they can enhance the organizational citizenship behaviors (OCB) of their employees.

Organizational citizenship is a focus on specific behaviors of individuals that benefit a work group or organization as a whole (Jandeska & Kraimer, 2005). “Citizenship behaviors are thought to improve an organization’s functioning through its social machinery and contribute to the development of organizational culture” (Jandeska & Kraimer, 2005, p. 463). Research has shown that, “the level of employees’ organizational citizenship behaviors is positively associated with organizational performance and culture” (Jandeska & Kraimer, 2005, p. 464). To increase the OCB of employees, managers should be trained in delegation, supportive communication, and positive feedback techniques (Frost, 1991). This type of manager training can be an effective way of improving employee job satisfaction, commitment and reducing turnover.

Organizational culture can be assessed through the development of assessment models through focus groups and open discussion. These discussions and groups can help management in understanding areas of concern, including those areas of organizational culture that employees wish to be addressed.

Employees are the most vital role of any business or organization. Organizations must make continuous efforts to not only motivate their employees, but to compensate them in a positive manner and include them in major organizational decisions (Collins, 1985). In order for a company to be successful, employees must want to work for that company and stay with that company. There are many ways in which an organization can

change its culture to attract and retain intelligent, positive and hard working individuals. An organization can make an increase in their employee's benefits such as day care on the company's premises, elder care, and flexible work schedules. A company could organize social events for all employees and their families to have the opportunity to participate in. An organization can also provide employees with opportunities for growth and development through increased training opportunities and higher education tuition assistance. Companies such as Google are known for their positive culture. Some examples of the benefits a Google employee receives are \$5,000 subsidy for buying a hybrid car, free on-site washers and dryers, seventeen different restaurants on the Google campus, a free shuttle that picks up and drops off employees, and on-site daycare (Raphael, 2003). Other companies such as Nike offer on-site recreational activities for employees, Continental Airlines offers bonuses to employees based on the company's performance and Best Buy offers their employees flexible work schedules. An organization may find that only one method will work for them or they may utilize a variety of methods. It is important for an organization to analyze their problem areas and identify the best practices to solve issues in that area (Tyson, 1985). If the organization focuses on the employee in the problem area, their organizational performance will improve and will lead to increased profit, customer delight and employee satisfaction.

Organizational culture plays a large role in the success of any business or industry. The concept of culture is particularly important when attempting to manage organization-wide change (Katz, 1996). Practitioners are coming to realize that, despite the best-laid plans, organizational change must include not only changing structures and processes, but also changing the culture as well (Kanter, 1992; Denison, 1990).

Organizational culture, defined as the personality of the organization, is important to understand when addressing changes within an organization. The school under study, planning on implementing changes within the curriculum, wished to not only understand the teachers' perception of the school's culture and help in predicting their job satisfaction, but also in understanding how the parents of the school perceived the school's culture to be and to take any recommendations the parents have under consideration. The administration recognized a need for surveying the teachers and parents on their perception of organizational culture and climate at the school.

The design of the survey addresses not only the parents' and teachers' perception of culture, but also the satisfaction of both parents and teachers. The areas of job satisfaction and culture are focused on over empowerment and organizational citizenship behaviors because of the correlations that have been shown in past research between motivation, satisfaction and culture. Employees satisfied with their jobs will be less likely to be motivated by material factors, this will allow the administration of the school to better understand how to motivate staff. Job satisfaction has also been related to work performance; once the administration understands the employees' job satisfaction they can use this as a tool in working on empowerment and OCB initiatives in the future. Greater job satisfaction is also related to organizational culture, if the teachers are found to have high or low job satisfaction this can then be correlated to the organization's culture. Individuals, both teachers and parents, not satisfied will withdraw from the organization or quit, the school can use this information to make changes in benefits, curriculum and administration. The school will use the surveys to facilitate in future changes made to both the school climate and curriculum. In allowing for the

administration to better understand the school's culture, it will help in making the culture and climate of the school more easily defined. The definition of school climate or culture is diverse and not often addressed by administrators. Schools must take it upon themselves to define and address their specific organizational culture. By surveying the parents and teachers, the organization or elementary school can determine the areas of needed improvement in their culture and the areas where culture is strong.

Chapter III: Methodology

Participants

The school under study is within the 23rd largest school district in the State of Wisconsin. The district covers approximately 549 square miles. The Superior School District has eight school buildings with 2,322 students enrolled in elementary school, 1,027 middle school students, and 1,633 high school students. The school district has eight building principals and seven assistant principals. There are 742 professional and support staff members, running on a budget of \$45.6 million.

Study participants included a random sampling of parents at an elementary school in Northern Wisconsin in Fall 2007. Surveys were also given to all teachers at the elementary school. A total of 390 parent surveys were sent out and 58 were returned, 23 teacher surveys were sent out and 16 returned. The surveys sent back yielded a return rate of 70% for teachers and 15% for parents.

Instrument

The instrument used for parents was a 16-item survey describing the respondents' feelings of satisfaction with the education of their child and the school environment (see Appendix A for complete survey). The instrument used for teachers was a 16-item survey describing the respondents' satisfaction with the culture of the school (see Appendix B). The researcher, administrator and a group of teachers from the school constructed the survey. The group of teachers was a random group of volunteers who wished to help in the assessment of their school's culture and climate. The survey was distributed and used to identify the respondents' view of their satisfaction with the culture of the school, the education provided to the students, and if adequate resources and materials were provided

for them to help in the improvement of education practices. Thirteen items on the parent survey used a five-point Likert scale ranging from *strongly agree* to *strongly disagree*. The first three questions were demographic questions and the last question on the survey was an open-ended question allowing the parents to address any additional concerns. The teacher survey consisted of fifteen questions using a five-point Likert scale ranging from *strongly agree* to *strongly disagree*. The last question was an open-ended question used to address any additional concerns of the teachers and if any improvements could be made. The administrator wished for no demographic questions on the teacher survey, due to the small sample size and issues of confidentiality. The administrator wanted the teachers to be assured that their answers on the survey would not identify themselves as individuals.

Data Collection Procedures

Both parent and teacher surveys were administered late fall. The parent surveys were printed out and mailed to the student's homes. The parents were asked to complete the survey and mail them back to the school in the envelope provided. Teacher surveys were printed on paper and placed in an envelope in the teacher's mailboxes at the school. The teachers were asked to return the surveys to the break room, where a drop box had been placed. All surveys contained directions on how to complete the surveys. The school secretary held completed surveys and then the researcher collected the surveys, shortly after the date the participants were given to return their surveys by.

Analyses of the surveys were conducted upon the collection of completed surveys.

Chapter IV: Results

Parent Survey

The parent survey consisted of fifteen general satisfaction questions where the respondents were asked to rate the quality of education, the environment and administration (see Appendix A). Descriptives and frequencies were run on the data for the parent surveys. The parent surveys consisted of 28 female students and 29 male. The variability of the student's grade level differed; there were twelve kindergarten, twelve first grade, eleven second grade, twelve third grade, four fourth grade and seven fifth grade surveys.

The parent surveys were also found to be relatively positive. The mean for all survey items ranged from 4.09 to 4.55 (see Appendix C). The survey items that received the lowest means from the parents were *My child is getting the best education he/she can receive*, mean of 4.09 and *Great Lakes administration follows through on the expectations set for students*, mean of 4.14. The survey items with the highest means were *I play an active role in the education of my child*, mean of 4.50 and *I have high expectations for my child's education*, mean of 4.55. See Appendix C for complete results.

Four comments were given on the qualitative portion of the parent surveys. One comment made was recommending that a foreign language be added to the school's courses. Another parent commented on the fact that it was too early in their child's education to judge the quality of the school. A parent also commented on a concern about ensuring the curriculum of the school is balanced and "not liberal".

The administration of the school must allow for open feedback from all parents and ensure that parents play an active role in the development of curriculum. A comment made by one parent on the surveys brought up an issue with bullying within the school. Bullying can have an impact on the climate or culture of a school. The administration can implement programs that resolve bullying, these bullying programs are nationally recognized and have been found to be effective (Zakariya, 2006).

Teacher Survey

The teacher survey consisted of fifteen general satisfaction questions where the respondents were asked to rate not only the quality of education, but the school community and climate as well (see Appendix B).

The teacher surveys were found to be relatively positive. The mean for all survey items ranged from 3.79 to 4.94 (see Appendix D). The lowest means were found on the survey items of *I am given adequate resources for the instruction of my students*, mean of 3.79 and *Great Lakes Elementary meets the needs of all students*, mean of 4.00. The highest means were found on the survey items of *I enjoy working at Great Lakes Elementary*, mean of 4.94 and *I have high expectations for the students in my classroom*, mean of 4.85. See Appendix D for complete results.

The comments on the qualitative portion of the teacher surveys were generally positive. Examples of positive comments from the teacher surveys are: “*Best school on the planet! For everyone – kids, parents and staff would not want to be anywhere else*” and “*Great Lakes provides many opportunities for staff and parents to take roles of leadership and responsibility. These opportunities build strong people and strong collegial relationships, which adds to meeting everyone’s needs.*” Examples of negative

comments from the teacher surveys are: *“Equipment needed”* and *“Need math”* and *“The Title 1 program is not as effective as it could be. Many teachers would like to see a change in the way services are delivered.”*

Chapter V: Discussion

It is important to note that an accurate and extensive understanding of the nature and dynamics of organizational culture and climate related to this school lie beyond the scope of the research reported herein. True understanding of the culture would require an ongoing longitudinal data collection paired with active assessment and open discussions of faculty, parents and administrators (Enderle, 2007). This and other methods will only provide a small glimpse of the culture of the school. Data regarding organizational culture should be analyzed at multiple levels to achieve optimal environmental conditions. The level of data from surveying parents and teachers, regarding their attitudes and opinions, does provide critical information related to the overall culture and climate of the school. This report focuses primarily on analyses that relate to the overall culture of the organization and satisfaction of parents and teachers within the organization.

Limitations

The limitations of this data include the sample size; conclusions made from a relatively small number of data can lead to invalid or inconclusive results. A larger sample size would allow for more accurate generalizations to be made and for a more detailed report to be given to stakeholders. Another limitation of the study is a ceiling effect. A ceiling effect is a common problem encountered in statistical analysis when groups have such high scores on a measurement that any differences cannot be distinguished. The majority of the participants answered either agree or strongly agree to most or all of the survey items. While this may indicate that respondents are generally

satisfied with the school culture, the lack of variability makes it more difficult to understand where important, if subtle, differences might be.

Conclusions

As a whole, both parents and teachers viewed the quality of education and the school's culture to be relatively positive. Past research has shown a trend in the number of respondents to organizational culture and climate surveys (Katz, 1996). The majority of the teacher respondents may have answered only agree and strongly agree to the items, because they were truly satisfied with the organizational climate and culture of the school. Those teachers who may have been dissatisfied with the culture may not have participated due to many reasons, for example they may have felt that their answer would not make a difference in initiating any change. It is interesting to note the low response rate of parents as well. What are the underlying issues of a low survey return rate? There may be a benefit for the school and administration to research this and find the underlying reasons for a low response rate of participants.

The open-ended qualitative questions, included at the end of both surveys add to the understanding of the data from the research. The majority of the comments being positive highlight the high level of organizational culture and climate that exists within the school and the high level of satisfaction of the parents and teachers. The few negative comments can be addressed by the school administration as opportunities for growth. Parents feel that they should have an active role in the development of the curriculum, parents wish for changes to be made or added to the curriculum (e.g., offering foreign languages), and some parents felt that their child's issues had not been addressed (e.g., issues with bullying). Teachers feel that work is needed on the math curriculum, there is a

need for textbooks and changes must be made to the Title 1 program. Administration can use these examples to base future round table discussions and brainstorming sessions with both teachers and parents.

Recommendations

The optimal use of the data from the study would be to initiate an ongoing assessment of organizational culture. As faculty and parents see that their views are taken seriously by administration, they will become more communicative and open to change. Regularly soliciting input from teachers, students, and community members plays a large role in improving the organizational climate or culture of schools by increasing communication. Improvements made in communication will lead to a more open environment and better organizational culture. Increased culture within this organization will lead to the success of all, including the students.

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Appendix A

Thank you for your participation. The answers that you provide will remain confidential. Please answer all questions honestly. The survey will be used for the purpose of recognizing topics you wish to be addressed for the education of Great Lakes students and allow for positive changes to be made based upon your responses. Please return the completed survey, in the envelope provided, to the school office at Great Lakes Elementary School. The survey must be returned by Friday, November 30th. Thank you!

Student's Gender:

- Male
- Female

Student's Grade:

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade

Through the end of the previous school year (June 2007), how many years has your student been attending Great Lakes Elementary School? _____ year(s)

For the following items, please circle the response that best represents your opinion.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My child enjoys attending school	1	2	3	4	5
I feel my child is learning	1	2	3	4	5
My child's learning needs are being addressed	1	2	3	4	5
My child is getting the best education that he/she can receive	1	2	3	4	5
I feel I can openly communicate with staff	1	2	3	4	5
The Great Lakes staff keeps me informed about my child's progress	1	2	3	4	5
I have high expectations for my child's education	1	2	3	4	5
My child is being intellectually challenged	1	2	3	4	5
Great Lakes has high expectations for my child	1	2	3	4	5
Great Lakes administration follows through on its expectations set for students	1	2	3	4	5
I play an active role in the education of my child	1	2	3	4	5
Overall, I am satisfied with Great Lakes Elementary	1	2	3	4	5

(OVER)

Please provide any additional comments you have regarding your child's education at Great Lakes Elementary School:

Thank you!

Appendix B

Thank you for your participation. The answers that you provide will remain confidential. Please answer all questions honestly. The survey will be used for the purpose of recognizing topics you wish to be addressed in your classroom and allow for positive changes to be made based upon your responses. Please return the completed survey to the marked box in teachers' lounge at Great Lakes Elementary School. The survey must be returned by Friday, November 30th. Thank you!

For the following items, please circle the response that best represents your opinion.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am given adequate resources (e.g., textbooks, equipment, etc.) for the instruction of my students	1	2	3	4	5
I am allowed to use my preferred teaching strategies	1	2	3	4	5
I am making a positive impact on the students in my classroom	1	2	3	4	5
When necessary, students with special needs get the support they require	1	2	3	4	5
The Great Lakes staff works together to address students' learning needs	1	2	3	4	5
The Great Lakes staff address my needs as a teacher	1	2	3	4	5
My students' are intellectually challenged appropriate to their grade level	1	2	3	4	5
Great Lakes Elementary has a supportive culture	1	2	3	4	5
I have high expectations for the students in my classroom	1	2	3	4	5
Great Lakes Elementary holds me accountable for meeting the expectations set for my students	1	2	3	4	5
Great Lakes Elementary is a positive community	1	2	3	4	5
Great Lakes Elementary administration meets the needs of all staff	1	2	3	4	5
Great Lakes Elementary meets the needs of all students	1	2	3	4	5
I enjoy working at Great Lakes Elementary	1	2	3	4	5
The community at Great Lakes cares about me	1	2	3	4	5

(OVER)

Please provide any additional comments you have regarding your experience at Great Lakes Elementary School:

Thank you for your participation!

Appendix C

Parent's Survey Average Responses

Questions	Frequency (N=)	Range	Mean	Std. Deviation
My child enjoys school...	58	4	4.33	.735
My child is learning...	58	4	4.42	.823
My child's needs are being add...	58	4	4.26	.807
My child is getting the best edu...	58	4	4.09	.942
I feel I can openly communicate...	58	4	4.21	.894
Great Lakes staff keeps me inform...	58	3	4.26	.785
I have high expectations...	58	4	4.55	.820
My child is being challenged...	58	4	4.17	.901
Great Lakes has high exp...	58	4	4.17	.861
Great Lakes follows through...	58	3	4.14	.782
I play an active role in student ed...	58	4	4.50	.682
Overall, I am satisfied...	58	4	4.36	.765

Note: Responses were made on a 1=Strongly Disagree to 5=Strongly Agree Likert scale.

Appendix D

Teacher's Survey Average Responses

Questions	Frequency (N=)	Range	Mean	Std. Deviation
I am given adequate resources...	14	4	3.79	1.424
I am allowed to use my preferred...	14	3	4.64	.842
I am making a positive impact...	13	1	4.69	.480
Students with special needs...	15	2	4.20	.561
Great Lakes staff works together...	16	1	4.50	.516
Great Lakes staff addresses needs...	14	1	4.57	.514
My students' are challenged...	13	2	4.23	.599
Great Lakes has a supportive...	16	1	4.69	.479
I have high expectations for stud...	13	1	4.85	.376
Great Lakes holds me accountable...	13	1	4.62	.506
Great Lakes is a positive comm...	16	2	4.81	.544
Admin. meets the needs of staff...	16	2	4.44	.629
Great Lakes needs of students...	16	3	4.00	.730
I enjoy working...	16	1	4.94	.250
Great Lakes cares about me...	16	2	4.56	.629

Note: Responses were made on a 1=Strongly Disagree to 5=Strongly Agree Likert scale.