



**An investigation of the school organisational
climates of well-performing, previously
disadvantaged secondary schools**

SK Mofokeng



orcid.org 0000-0002-0000-9959

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Supervisor:

Prof MI Xaba

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Student number: 22266240

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Coordinators: Wendy Barrow & Menitza Botha
Tel: 016 910 3485
E-mail: wendy.barrow@nwu.ac.za
menitza.botha@nwu.ac.za

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To whom it may concern

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Wendy Barrow

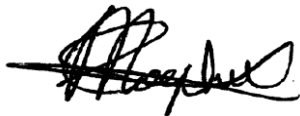
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Declaration

I hereby declare that:

An investigation of the school organisational climates of well-performing previously disadvantaged secondary schools

is my own work, that all the resources used or quoted have been indicated and acknowledged by means of complete references¹, and that this thesis has not been previously submitted by me for a degree at any other university.

A handwritten signature in black ink, appearing to read 'Salome Kelly Mofokeng', written over a horizontal line.

Salome Kelly Mofokeng

Dedication

This hard work is mostly dedicated to my most supportive and caring husband Isaac Tefo Mofokeng. This wouldn't have been possible without your full provision and how highly you believe in me as you made it easier for me to study. You spoke words of encouragement that uplifted my spirit even when I thought of quitting and made sure that our marriage and home becomes conducive for me to study. You are a pillar that I will cherish for the rest of my life, a great husband one could wish and pray for and a best father to our girls.

To my 2 daughters, Bohlale Mofokeng and Rehlalefile Mofokeng, you guys are my greatest motivation. All that I'm doing is mainly for you guys. Thank you for understanding: Hlale when mommy couldn't take you to the park to play like other parents do with their kids; Hlalefile, for allowing mommy to take you off the breast milk despite how important it was for you – in order that she could travel to collect data for this study and would find you asleep.

To my beloved parents, Nthabiseng Alice Moephuli and Molefi Brian Moephuli, “Thank you so much for believing in me. This has always been my dream of making you guys proud of me so that even people may respect you because of us. My dream is that a daughter of an unemployed woman and an unqualified mechanic becomes a doctor one day; and it shall come to pass. Your harshness and continuous prayers forever shape me”.

Itumeleng Mofokeng, “Thank you for taking care of my daughters while I was busy with this study. You became a second mother to them and played that role perfectly. I highly appreciate your contribution. May God bless you nnana”.

To Ausi Mapule and Ausi Lindi. “in you I found second parents who love me dearly and would do anything to see me at peace and successful. All the sacrifices and contributions you made for me did not go to waste but paid off”. “Ausi Mapule, in my darkest days, you reminded me of how one rotten layer of an onion cannot render the whole onion rotten as it can be taken out. This is for you”.

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Keywords

organisational climate, organisational behaviour, leadership styles, leadership dimensions, quality of work-life, leadership behaviour, directive behaviour, supportive behaviour, leadership grids, well-performing schools

Abstract

This study set out to investigate the nature of the organisational climates of well-performing, previously disadvantaged secondary schools¹. These schools were studied because, despite their 'disadvantagedness', they consistently performed well with regard to their National Senior Certificate (NSC) results for more than three consecutive years.

For this reason, the study used the Organisational Climate Descriptive Questionnaire-RS, as it focuses on principal and teacher behaviours as dimensions of school organisational climate. These behaviours are directive and supportive principal behaviours, and engaged, frustrated and intimate teachers behaviours. The main findings of the study revealed that the surveyed schools had closed organisational climates with closed principal and teacher behaviours. This implies that principal behaviours were highly directive, and supportive behaviours were below average. Teacher exhibited highly intimate; very low engaged; and above average frustrated behaviours.

An important finding was that directive principal behaviour correlated with teacher engaged behaviour, which in turn led to high performance while teacher behaviour seemed intimate as a result of below average supportive principal behaviour. However, the tests for statistically significant correlations and differences indicated low and weak effect sizes and correlations, which were of no practical effect. Consequently, it was concluded that high directive and low supportive principal behaviours were intent on maintaining performance and teacher behaviours had features of engaged and intimate behaviours.

Lessons learnt from the study relate to the need for a balance in both directive and supportive principal behaviours. Because some work demands are 'must-dos', (for example, paperwork and administration), it is necessary for a high level of directive principal behaviour. In addition, directive principal behaviour coupled with high supportive behaviour will reduce frustrated teacher behaviour. This balance should be based on leadership that directs through guidance and

¹ These are schools that were designated for black learners during the apartheid era and were located mostly in townships and rural-farm areas.

delegation, and also provides clear policies for executing tasks that may appear routine and burdensome.

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CHAPTER 1

Orientation

1.1 Introduction

Any organisation consists of different members, who are assigned specific functions. Similarly, schools as organisations have different functionaries performing specific functions as determined by their post descriptions. Of the school functionaries, teachers and school principals play a crucial role in ensuring that the goals of schools, and therefore education, are realised. In this regard, there are many factors that can be attributed to a school's successful execution of its educative teaching mandate. One such factor is the way the members of schools experience their schools' organisational climate. The research article that was compiled by the National School Climate Council (2016:1) demonstrates that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development. This alone demonstrates the importance of the school organisational climate.

Organisational climate has been a subject of research for a long time, and as such, has many definitions. Hoy and Miskel (2005:185) define organisational climate as "the set of internal characteristics that distinguish one school from another and influence the behaviour of each school's member". The National School Climate Council (2016:1) views organisational climate as "the quality and character of the school life which is based on patterns of learners; parents and school personnel's experience of the school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organisational structures". Mentz (2013:148) typifies organisational climate in terms of teacher perceptions of the behaviour of principals or school management, and states that it refers to how teachers experience the management aspects especially and states that it translates into how they experience school life and thus behave. In this sense, organisational climate "refers to the team spirit in the school and social interaction between teachers

and learners, between teachers and teachers and between learners and learners,” (Jansen &, Xaba 2013:138). Thus, as pointed out by Cohen, Pickeral and McClostey (2009:1), a positive and sustained school organisational climate promotes learner academic achievement and healthy development. These scholars further assert that not surprisingly, a positive school climate also promotes teacher retention, which itself enhances learner success. The various definitions of organisational climate highlight the behavioural manifestations of organisational members as being dependent on how they experience their working life as well a manifestation of how they actually experience the quality of their work life (Mentz, 2013:148). In this sense, organisational climate determines the behaviour of organisational members, and in the particular case of schools, how they carry out their educative teaching functions.

The behaviour of members in an organisation is, pointed out earlier, related to internal characteristics of organisations, which include the values, norms, attitudes, behaviours and feelings of members and as influencing the behaviour of members (Sweetland & Hoy, 2000:705). Based on the preceding discussion of several definitions of organisational climate, school organisational climate is defined as follows for the purpose of this study:

The internal characteristics of a school environment, as experienced by school organisational members, and how this experience influences behaviour positively or negatively, as manifested in how the members work together to accomplish their tasks in order to achieve the school’s educative teaching goals.

Based on this definition, it is conceivable that school improvement requires coordinated, sustained and intentional efforts to create learning climates that promote learners’ social, emotional, ethical and intellectual abilities by providing a range of formative information about both academic and non-academic aspects of school life and includes school climate data that gives school leaders scientifically sound information to gauge and direct school improvement efforts (Cohen et al., 2009:2). To a large extent, organisational climate determines the organisational members’ level of contribution and the degree of attainment of

the organisation's set goals and objectives, so that the output of an individual(s) in an organisation, whatever it may be, depends on those factors that encourage putting more effort or behaving in a manner that promotes putting in more effort (Idogho, (2006:71). To this end, Ontario Ministry of Education (2013:2) points out that when a positive school climate exists:

- learners, staff members and parents feel – and are – safe, included and accepted;
- all members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free of discrimination and harassment;
- learners are given support and encouraged to be positive leaders and role models in their school community;
- principles of equity and inclusive education and strategies for learners and staff related to bullying prevention and intervention and awareness-raising are reinforced across the curriculum;
- the learning environment, instructional materials and teaching and assessment strategies reflect the diversity of all learners; and
- every learner is inspired and given support to succeed in an environment of high expectations.

Therefore, it is conceivable to regard the organisational climate as contributing to the performance of a school, and consequently learner achievement. This contribution of organisational climate, is mainly through the way in which teachers perceive their work environment – including school management behaviour – and how they are influenced to behave in ways that either support learning and teaching, or conversely, are influenced to behave in ways that display disengagement with teaching and learning activities.

1.2 Rationale

Previously disadvantaged secondary schools in South Africa often face enormously challenging circumstances which include inadequate and poor educational resources, discipline problems, lack of parental involvement and

poor physical resources (Gauteng Department of Education, 2002/2003). Consequently, these schools often find themselves on the lowest levels of performance as is evidenced by generally poor National Senior Certificate results (Gauteng Department of Education, 2002/2003). Despite the challenges confronting them, it is common knowledge and in the public domain that a significant number of these schools have succeeded in producing good National Senior Certificate (NSC) results and have consistently done so for periods exceeding five years. Examples of such schools include, *inter alia*:

- Mbilwi Secondary School, which is located in a rural area of the Limpopo Province. The school has consistently obtained an average NSC pass rate of 96.5%, from 2003 to 2007, with learners excelling in both Mathematics and Science, the so-called “killer subjects” (My Mbilwi, 2008).
- Zimisele Secondary School, located in the township of Kwa-Thema, next to Springs in the Gauteng Province. The school achieved an impressive average NSC pass rate of 89.1% over five years from 2004 to 2009 and became the school with the most exemptions in the Ekurhuleni Districts in 2007 and the most distinctions in 2008 with a 99.9% pass rate in that same year (Kwa-Thema Online, s.a.).
- Ramosukula Secondary School, a farm school located in the Sedibeng West District of the Gauteng Province. The school obtained a pass rate of 100% from 2012 to 2015 (Gauteng Department of Education, 2015).
- Khutlo-Tharo Secondary School, located in Sebokeng in the Sedibeng West District, also of the Gauteng Province. The school obtained an average pass rate of 90% from 2012 to 2015 (Gauteng Department of Education, 2015).
- Jet Nteo Secondary School, located in the Boipatong Township in the Sedibeng West District of the Gauteng Province. The school obtained an average pass rate of 80% in 2013, which increased to 93.7% in 2015 (Gauteng Department of Education, 2015).

The consistent good performance of such schools cannot be a mere coincidence. It says something about the schools' organisational climates, which may directly point the kind of goals, culture, objectives and vision such schools possess. It also implies that these schools are doing something, or possess something that, despite their circumstances, facilitates good performance. A notable fact about the school organisational climate, as mentioned earlier, is that it influences behaviour. It is therefore clear that the organisational climates of well-performing previously disadvantaged schools influence teacher behaviour, and by extension, learner behaviour, in such a way that it results in consistent good performance, despite the fact that at some of the schools mentioned, principals or managers have changed due to factors such as retirement or promotion. This implies that a positive and healthy organisational climate can influence teacher behaviour positively towards good performance, while a negative and unhealthy organisational climate can exert an influence on teacher behaviour towards poor performance.

While not the only factor, the organisational climates of these schools can be assumed to have something to do with their good performance, as no one wants to drop from being the highest achievers to the lowest. So the good performance a school achieves, channels the organisation to keep up whatever they have been doing (such as a positive organisational climate) to maintain their high standards. This is especially because school organisational climate is a function of staff behaviour and, as mentioned earlier, has proved to be a determinant of performance. The consistent good performance of these schools motivates this research and emanates from the fact that these schools succeed academically despite their historical disadvantage.

Studies on school organisational climate mostly compare its effect on such factors as, *inter alia*, school leadership styles, job satisfaction and morale, academic achievement and school safety (De Villiers, 2006; Mentz, & Van der Westhuizen, 1993; Motsiri, 2008). There are, however, no studies investigating the nature of organisational climates of historically disadvantaged well-

performing schools. In light of this gap, this study intends to answer the following question:

- *What is the nature of the organisational climates of well-performing previously disadvantaged schools?*

This question lays the foundation to determine the nature of the organisational climates of previously disadvantaged well-performing schools' overall performance, and translates into the following secondary research questions:

- What is the nature of the school organisational climate?
- What are the behavioural dimensions of principals and teachers of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education?
- What is the nature of the organisational climates of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education?
- Which examples of good practice can be derived from the organisational climates of well-performing previously disadvantaged secondary schools?

1.3 Purpose statement

The aim of this research is to determine the nature of the organisational climates of previously disadvantaged well-performing schools. This aim is based on evidence indicating the effect of organisational climate on learner achievement and by extension school performance, as well as the fact that there are previously disadvantaged secondary schools that perform well despite their circumstances. The determination of the nature of the organisational climate of previously disadvantaged, well-performing schools will be done through an analysis of data that reports on various behavioural dimensions of principals and teachers as perceptions of their schools' organisational climates (Hoy et al., 2000:44). A survey was conducted in the Sedibeng and

Johannesburg South Districts of the Gauteng Department of Education's well-performing previously disadvantaged secondary schools. The teachers at these schools constitute the target population of this study. To this end, this study will seek to achieve the following objectives:

- To examine the nature of school organisational climate through a literature review.
- To determine the behavioural dimensions of principals and teachers of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education through an empirical study.
- To determine the nature of the organisational climates of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education through empirical study.
- To derive examples of good practice from the organisational climates of well-performing previously disadvantaged secondary schools.

The literature review and the empirical study will help to identify strengths in practice, and thus achieve the objectives of this study and assist in developing recommendations regarding how school organisational climates, particularly those of historically disadvantaged secondary schools, can be enhanced by deriving lessons of good practice, as exhibited by principals and teachers of well-performing previously disadvantaged secondary schools. In light of the prevalence of underperforming historically disadvantaged schools in South Africa, this study will assist with examples of good practice from the organisational climates of their well performing counterparts. To achieve this, the study will be grounded on a conceptual framework that puts forth dimensions of the school organisational climate.

1.4 Conceptual framework

This study stems from the premise that organisational climate relates to how teachers experience the management aspects that influence how they experience their work life, and thus influences how they behave with regard to accomplishing their tasks. It also affects teachers' level of contribution to, and the degree of, achievement of the organisation's set goals and objectives, in such a way that the output of an individual(s) in an organisation (whatever this may be) is dependent on those factors that encourage putting more effort into one's work performance (Mentz, 2007; Kelley et al., 2005; Idogho, 2006).

Various dimensions of organisational climate are highlighted by various writers. Hoy *et al.* (2000:44) highlight five dimensions of the secondary school organisational climate. These are grouped into two categories, namely principal behaviour and teacher behaviour. Principal behaviour comprises supportive and directive behaviours, while teacher behaviour comprises engaged, frustrated and intimate behaviours.

Based on the definition of the organisational climate of schools adopted in this study (cf. 1.1), the classification of dimensions of principal and teacher behaviour put forth by Hoy et al. (2000:44), is espoused as the classification of dimensions of the organisational climate of a secondary school, which comprise *principal behaviour and teacher behaviour*, as stated above. In terms of these dimensions, principal behaviour involves:

- *Supportive behaviour*, which is directed towards both the social needs and task achievement of staff. In this regard, the principal is helpful, genuinely concerned with teachers and attempts to motivate them by using constructive criticism by setting an example through hard work; and
- *Directive behaviour*, which is rigid and domineering control whereby the principal maintains close and constant monitoring of all teachers and school activities down to the smallest detail.

According to Hoy et al. (2000:45), teacher behaviour can be characterised as:

- *Engaged* behaviour, which reflects a staff in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, and committed to the success of their students;

Frustrated behaviour, which depicts staff that feels itself burdened with routine duties, administrative paper work, and excessive assignments unrelated to teaching; and

- *Intimate* behaviour, which reflects a strong and cohesive network of social relations among the staff.

The interaction of the school organisational dimensions typifies the school organisational climate, which can range from an open to a closed climate. The open climate is characterised by *open principal behaviour*, which is characterised by genuine relationships with teachers, whereby the principal creates a supportive environment, encourages teacher participation and contribution and frees teachers from routine busywork so that they can concentrate on teaching; and *open teacher behaviour*, which is characterised by sincere, positive and supportive relationships with learners, the school management team and colleagues, where teachers are committed to their school and the success of their learners.

According to Hoy et al. (2000:137), the closed climate is the antithesis of the open climate – in this case, the principal and teachers simply go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and teachers responding minimally and exhibiting little commitment to the tasks at hand (high disengagement). The principal's leadership is seen as controlling and rigid (high directiveness) as well as unsympathetic and unresponsive (low supportiveness) and is accompanied not only by frustration and apathy but also by suspicion and a lack of respect shown by teachers for their colleagues and school management (low intimacy and non-collegiality). In sum, closed climates have principals who are non-supportive,

inflexible, hindering, and controlling, and a staff that is divisive, apathetic, intolerant, and disingenuous (Hoy et al., 2000:34).

The investigation into the nature of organisational climates of well-performing previously disadvantaged schools will therefore be underpinned by the dimensions of directive or supportive principal behaviour, and engaged frustrated or intimate teacher behaviours as typifying school organisational climates that are open and or closed, as explained above. This is represented in the figure below:

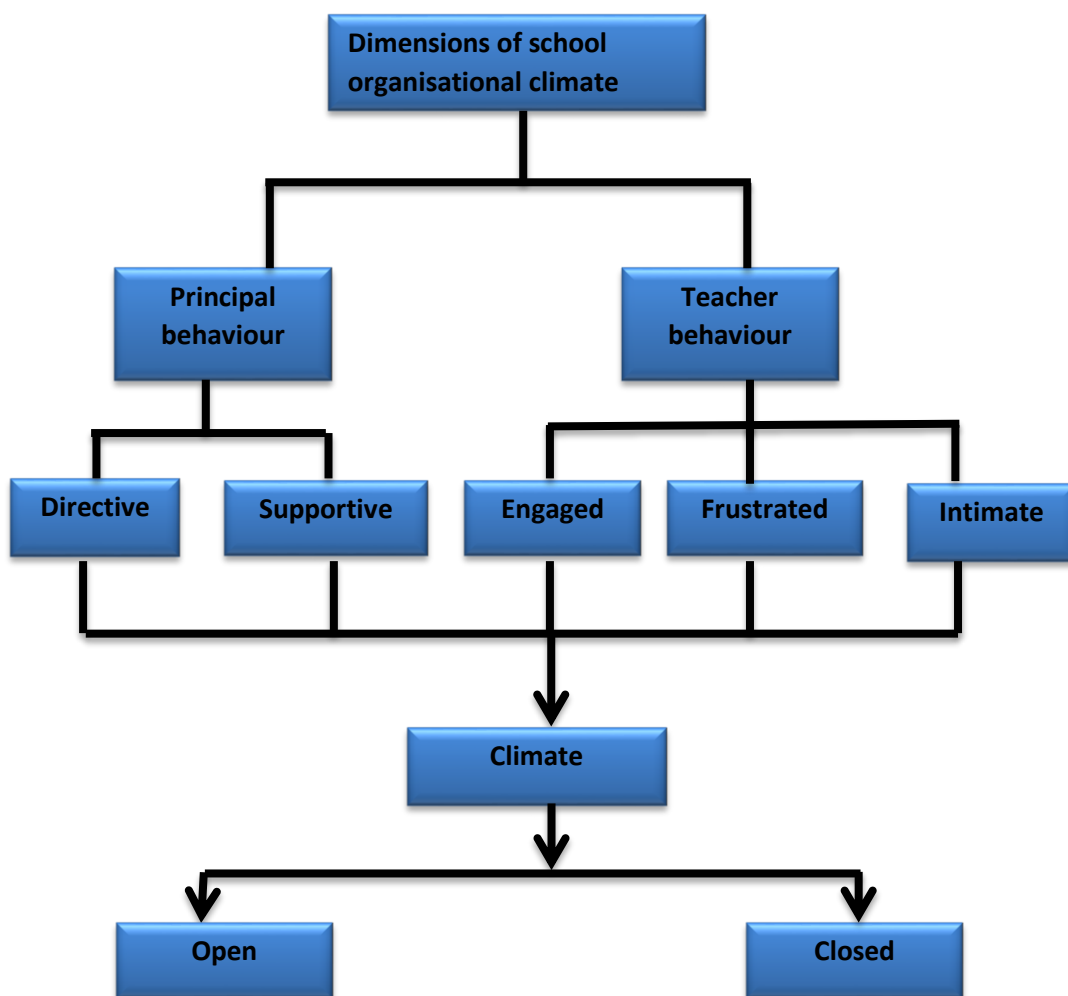


Figure 1.1 School organisational climate: conceptual framework

1.5 Overview of the research method

The study was quantitative in approach and used a questionnaire as a data collection instrument. This means that the study was underpinned by a positivist paradigm, which views scientific explanation to be based on universal laws and aims to measure the social world objectively and to predict human behaviour (Check & Schutt, 2012:15).

The intention was to make deductions from principal and teacher behaviours from survey data so as to determine the nature of the organisational climates of well-performing previously disadvantaged secondary schools. This was done by conducting quantitative measurements of the perceptions of participants of behaviour dimensions, and statistically analysing them in order to generalise the findings (Fouché & Delpont, 2002:79) and to make claims about these schools' organisational climates.

This study used a survey design, which Creswell (2009:145) describes as providing “a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” to determine the dimensional nature and the behaviours of principals and teachers as aspects of the organisational climates of previously disadvantaged schools. The survey design was deemed appropriate for this study because it enabled the researcher to generalise the results and to generalise the results.

The study used a non-experimental quantitative descriptive survey research strategy. This strategy was non-experimental in that it seeks to examine the respondents' perceptions regarding dimensional behaviours of the principal and teachers as aspects of the school organisational climate in historically disadvantaged secondary schools (McMillan & Schumacher, 2001:33). A descriptive survey method was, as mentioned above, “intended and used for obtaining facts and opinions about a phenomenon from people who are informed on the particular issue” (Delpont, 2002:172).

This study, being quantitative used statistical analysis as a method of organising data and facilitating the organisation and interpretation of numbers

obtained from measuring a characteristic or variable (McMillan & Schumacher, 2001:206). Because this study intended to investigate the nature of the school organisational climate by determining the behavioural dimensions of school principals and teachers as aspects of organisational climate, data was collected through primary and secondary sources consisting of various publications such as textbooks, journals, previous studies on the research phenomenon (Struwig & Stead, 2001:51) and various databases including EBSCOhost and Nexus, using the following descriptors:

organisational climate, organisational behaviour, leadership styles, leadership dimensions, quality of work life, leadership behaviour, directive behaviour, supportive behaviour, leadership grids, well-performing schools.

Empirical data collection entailed the use of a questionnaire as research instrument. The reason for using a questionnaire relates to its ability to test perceptions and attitudes (Creswell, 2012:376) towards the behavioural dimensions of principals and teachers as aspects of the school organisational climate. To this end, the Organizational Climate Descriptive Questionnaire for Secondary Schools (OCDQ-RS) developed by Hoy et al. (2000:148) was used for data collection (see Annexure A). Hoy et al. (2000:173) give permission for the use of the questionnaire and state, “[w]e encourage the use of the instruments. Simply reproduce them and use them. Share your results with us so that we can refine the measures and develop comprehensive norms [...]”. This statement grants permission for the use of the OCDQ-RS for professional purposes, provided they are ethical.

The organisational climates of targeted schools were determined using the scoring guidelines as stipulated by Hoy et al. and included the use of frequency counts to determine the mean score and standard deviations and a standardisation of the scores in terms of the prototypic profile of secondary school organisational climate profile as calculated per customised procedure (Hoy et al., 2000:152). This was done with the assistance of the Statistical Consultancy Services at the North-West University.

The population of the study describes the aggregate of all elements about which information is sought (Check & Schutt, 2012:92). This study targeted previously disadvantaged secondary schools that consistently performed well, that is, they achieved high pass rates in the National Senior Certificate examinations from 2015 to 2017. The research sites for this study were well-performing previously disadvantaged secondary schools. Well-performing schools are considered to be those schools that had achieved a National Senior Certificate pass rate of 60% and above consistently for a number of years without falling below their best average (Motshega, 2005).

The population for this study comprised teachers of well-performing previously disadvantaged schools. At an estimated average of 35 teachers per school, an overall number of teachers (N = 1050) comprised the entire study population of well-performing previously disadvantaged schools. The complete population was surveyed.

The full description of the research method and its attendant components is given in detail in Chapter 3.

1.6 Contribution of the study

The study possibly contributes to the practice of educational management and school organisational development, especially with regard to school organisational climate. The study should also generate interest in the phenomenon of school organisational climate in relation to principal and teacher behaviour at schools as well as their effects on school performance. Notably, the study may also invoke interest in research regarding previously disadvantaged schools in terms of other organisational aspects such as climate and culture, safety and security, interpersonal relationships and organisational development in general. The study also derived lessons from previously disadvantaged schools that perform well for the benefit of schools in general, and in particular, previously disadvantaged schools.

1.7 Challenges

The possible challenges that were anticipated for this study, pertained to disadvantages of questionnaire use as a research instrument. These were circumvented through following guidelines provided by experts, as mentioned with regard to matters of quality criteria (cf. section 4.8; Leedy & Ormrod, 2001; McMillan & Schumacher, 2001; Delport, 2002; Maree & Pietersen, 2007a). Among other things, these guidelines include piloting to eliminate possibilities of ambiguities, allowing respondents to preview the questionnaire, meeting respondents and explaining the rationale behind the study and why they were requested to participate, requesting a colleague to explain ethical standards, including the informed consent form and requesting them to sign the form, and being willing to share the results of the study with the respondents. A particular challenge was the non-return of questionnaires and consent forms. These instances were followed up, and consequently the return rate was acceptable, although not 100%.

1.8 Chapter division

The study is organised in the following manner:

Chapter 1: Orientation detailing the problem under investigation, the conceptualisation of organisational climate and an overview of the research methodology, including the research design.

Chapter 2: Literature review presenting a comprehensive exposition of the essence of the concept of school organisational climate and its attendant constructs.

Chapter 3: The empirical research design and methodology detailing a full exposition of the research method involved in undertaking this study.

Chapter 4: Data analysis and interpretation presenting an exposition of the analysis of empirical data and interpretation thereof.

Chapter 5: Summary, conclusions and recommendations detailing an overview of the study, the conclusions reached and the recommendations stemming from these conclusions, including recommendations for further research and the limitations of the study.

1.9. **Chapter summary**

This chapter outlined the rationale for this study and detailed the research question(s), aim and objectives. This was followed by an overview of the study with particular reference to the conceptual framework and method used, the contribution of the study, the challenges and the chapter division.

The next chapter presents the literature review on the nature of organisational climate.

CHAPTER 2

Literature review

2.1 Introduction

This chapter presents a literature review on the nature of the school organisational climate of well-performing previously disadvantaged secondary schools. The chapter also looks at the behavioural dimensions of principals and teachers as they relate to the school organisational climate, and the important findings from previous research done in South Africa on the phenomenon of an organisational climate.

To understand the concept of the school organisational climate, it is important to understand what an organisation is and why the school is approached from the perspective of an organisation.

2.2 The school as an organisation

Theron (2013:81) states that an organisation is the framework within which human activities are directed and coordinated and thus is a cooperative social system involving coordinated efforts of two or more people pursuing a shared purpose or goal. He adds that an organisation is a formal structure of authority that comes into being by grouping activities into departments and sub-departments and arranging them in a certain order in which people stand in relation to one another with their actions aimed at achieving certain common objectives (2013:81). Barnard (2016:2) conceptualises an organisation as “a system of consciously coordinated activities or efforts of two or more persons”, which implies “formal planning, division of labor and leadership”. According to Bedeian and Zamnuto (2015:4), organisations can also be thought of as “social entities that are goal directed, deliberately structured activity systems with permeable boundaries”.

These definitions point to an organisation being a formal structure and in this regard, Theron (2013:82) characterises an organisation as a formal structure of hierarchical authority that:

- has a particular composition and structure;
- consists of more than one person with prescribed and differentiated tasks;
- is constituted to achieve specific aims and objectives;
- is managed to achieve its objectives;
- is exposed to external influences; and
- has coordinated and collective activities.

Theron (2013:82) asserts that in light of the characteristics of organisations as outlined above, the school can be considered as an organisation, as it satisfies such characteristics. Furthermore, a school can be classified as a domesticated and commonweal organisation, the existence of which is guaranteed by law, like psychiatric institutions and prisons, and has the general public as its prime beneficiaries, like the police, fire departments or military services (Theron, 2013:84). These organisations are distinguished by the fact that they offer standardised services to the public.

According to Theron (2013:85), the school as an organisation may be closed due to having a boundary that is largely impenetrable, the inputs and outputs from the external environment being limited, activities taking place in isolation and feedback from the external environment being limited. According to Theron (2013:85), this defines the school as a professional organisation, which essentially relates to professional expertise and know-how. Theron (2013:88) points out that a school can also be considered open in that at times, its boundary is to a large extent penetrable, takes considerable input from the external environment, sufficient outputs takes place, activities do not take place in isolation and there is feedback from the external environment; which describes the school as a bureaucratic organisation.

The most important distinguishing factor of the school as an organisation relates to it being expressly an educational organisation. In this regard, Theron

(2013:116) makes the point that the school “has an individual characteristic which makes it different from other organisations” and that is, as an organisation, the school is a structure qualified by educational factors, which implies that the school is exclusively concerned with the teaching and learning situation. Considering the fact that a school is an organisation, it follows that it will have organisational features that typically exist in other organisations. In this regard, it can be asserted that that a school as an organisation will have a particular and distinct organisational culture as well as an organisational climate.

To understand the school organisational climate, it is important to gain insight into the concepts of organisational culture and climate.

2.2.1 The organisational culture

Xaba and Janson (2013:128) describe organisational culture as an organisation’s intangible foundation, which encompasses common values, assumptions, norms and convictions that serve as guidelines for the behaviour of individuals in organisations, as manifested in tangible aspects such as verbal, behavioural and visual manifestations of an organisation. According to Janson and Xaba (2013:128), the organisation’s intangible foundation relates to aspects such as beliefs, convictions, philosophy, mission, vision, aims and objectives, assumptions, ethos, values and norms; the tangible aspects comprise verbal manifestations such as language, stories, heroes and heroines, curriculum, rules and regulations; behavioural manifestations entail aspects such as rituals, ceremonies, traditions, discipline, leadership orientation and style; and visual manifestations entail aspects such as facilities, symbols and school uniform.

An important consideration of both tangible and intangible aspects as outlined above, is that they serve as guidelines for the behaviour of organisational members. In other words, these aspects are manifestations of the way of life of the organisation and essentially describe, as it were, how things are done in the organisation. This understanding of organisational culture foregrounds the understanding of the concept of organisational climate.

2.2.2 The organisational climate

Hoy et al. (2000:3) point out that the concept of organisational climate originated in the late 1950s as social scientists studied variations in work environments, and that the term 'climate' was initially used as a general notion to express the enduring quality of organisational life. In agreement, Nieuwoudt (2011:8) also points out that the study of organisational climate is well established and that it is more than just a description of the characteristics of an organisation: it is a complex construct that can be measured and analysed at an organisation-wide level. Castro and Martins (2010:2) postulate that a number of definitions of organisational climate have been formulated in the various studies on the concept and although a precise and unitary definition of organisational climate does not exist, researchers agree that certain characteristics describe it, and that organisational climate is characterised by the following:

- a climate is generally considered to be a molar construct that can change over time;
- it is perceived by and shared values among organisational members, which can result in consensus among individuals;
- it consists of global impressions of the organisation that members form through interacting with each other, as well as interacting with organisational policies, structures and processes;
- climate perceptions are descriptions of environmental events and conditions rather than evaluations of them;
- the climate construct is multidimensional;
- it refers to the 'feeling of an organisation'; and
- climate can potentially influence an individual's behaviour.

Based on these characteristics, Castro and Martins (2010:2) define organisational climate as the shared perceptions, feelings and attitudes that organisational members have about the fundamental elements of the

organisation, which reflect the established norms, values and attitudes of the organisation's culture and influences individuals' behaviour positively or negatively. This essentially describes what Bahrami et al. (2015:97) state with regards to the notion of organisational climate, in that it "serves as a measure of individual perceptions or feelings about the organization".

In light of the definitions of organisational climate above, it is clear that an organisational climate concerns people's perceptions of their organisational culture – how they feel about their organisational culture or how things are done in their organisation. For this reason, in this study, a stance taken is that the organisational climate is important, as it can determine people's behaviour as informed by the organisation's tangible and intangible cultural aspects. Mentz (2013:148) relates this to the quality of working life and sees it on a positive perspective as relating to factors that guarantee that a worker will experience a high level of satisfaction. For this to be realised, Mentz (2013:149) lists the following essential factors:

- fair or just remuneration or payment;
- security;
- a safe and healthy working environment;
- recognition of achievements;
- mechanisms for solving disputes;
- participation in decision-making;
- delegation of certain responsibilities and authority to all workers;
- opportunities for in-service and other training;
- participative organisational structure;
- recognition of the social aspects that exists in any working environment;
- open communication channels;
- access to important information;
- recognition of the link between work and other spheres such as family life; and

- regular formal contact between management team and other members of the organisation.

For the purpose of this study, Castro and Martins's (2010:3) definition is adopted, that is, organisational climate is defined as the shared perceptions, feelings and attitudes that members of organisations have about the fundamental elements of the organisation, which reflect the established norms, values and attitudes of the organisation's culture and influence individuals' behaviour positively or negatively.

The concept of organisational climate also requires an explication in the context of the school as an organisation. Therefore the next section addresses the concept of organisational climate in the context of a school.

2.2.3 School organisational climate

Flowing from the definition of organisational climate as discussed above, it follows that the school as organisation also has an organisational climate, which can be defined in terms of the organisational life of the school as described by its organisational culture. Since organisational culture describes how things are done at the school, it can be asserted that organisational climate relates to how the school staff perceive the school culture. In fact, numerous researchers attest to this notion.

Hoy et al. (2002:13) describe school organisational climate as "a general concept that captures the atmosphere of a school: it is experienced by teachers and administrators, describes their collective perceptions of routine behavior, and affects their attitudes in the school". Mentz (2013:154) was of the same opinion of the latter writer that the nature of the organisational climate deals with:

- the "spirit" or atmosphere in the school;
- the teachers' experience of his or her working environment; and

- characteristics of the school (resulting from the contributions of managers, teachers and learners).

Okorji et al. (2016:5) assert that the school organisational climate represents all the constituent aspects of the school: the physical, social, academic and affective aspects of the school; and is the set of dimensional characteristics that distinguish one school from another and influence the behaviours of each member of the school community. In this regard, Hoy et al. (2000:5) point out that the “organizational climate of a school is the faculty's consensus in perceptions of school behaviour” and further make the point that the school organisational climate can easily influence one individual in behaving like others. In line with this definition, Hoy et al. (2000:4) further point out that “the organizational climate of schools is also concerned with positive interpersonal dynamics between teachers and principals as well as among teachers”.

Pretorius and De Villiers (2009:34) cite Hoy and Miskel (1987), who define the school organisational climate as referring “to the heart and soul of a school, psychological and institutional attributes that give a school its personality, a relatively enduring quality of the entire school experienced by members, which describes their collective perceptions of routine behaviour, and affects their attitudes and behaviour in the school” Pretorius and De Villiers (2009:33) further cite Hoy and Forsyth (1986) who describe organisational climate for the school context as “a relatively enduring, pervasive quality of the internal environment of a school experienced by educators and/or learners that influences their behaviour and proceeds from their collective perceptions”. For this reason, Pretorius and De Villiers (2009:35) assert that school organisational climate can help or hinder teachers’ attempts to satisfy their needs at work. This postulate is reiterated by, Kruger and Steinman (2003) (cited by Mentz, 2013:154) as the vital bond between the organisational climate and teacher morale – by influencing teacher morale, and therefore by contributing to a positive school climate, principals ensure the quality of teaching and learning activities and the realisation of learner achievement through the impact on teacher morale and consequently job satisfaction and motivation, which gives expression to the

quality of working life of teachers, as already mentioned. This brings about the notion of the types of school organisational climates and their influence on teacher behaviour.

2.2.4 Types of school organisational climates

There are various types of school organisational climates being articulated by many researchers who have conducted similar projects to the current study. The most common types of school organisational climates which are found in almost every researcher project are the open and closed climates. Hoy et al. (2000:35) describe open and closed climate as being the most prominent types of school climate and they include engaged and disengaged climates.

2.2.4.1 Open climate

According to Okorji et al. (2016:5), the open school climate reflects a school climate where the key players in a school - the principal and teachers cooperate and support one another. These scholars further state that the principal is more supportive and less directive, while the teachers are more engaged, tolerant, helpful, respectful, caring, committed and less frustrated (Okorji et al., 2016:5). Rapti (2012:116) maintains that the open school climate is chiefly associated with its expressive characteristics and that an open climate can easily be utilised to account for both the space and authenticity between relationships of principals, teachers, learners and parents.

Rapti (2012:117) agrees with Hoy et al. (2008:35) about the open climate, in so far as the principal is more supportive and less directive, and the teachers are more engaged, tolerant, helpful, respectful, caring, committed and less frustrated, and makes the additional argument that the open climate reflects the supportive, welcoming and positive role of the principal as manager towards teachers' ideas, as well as his or her attachment and devotion to work. With regard to this last point, De Villiers (2006:38) draws from the work of scholars such as Hoy and Miskel (1987:232), Van der Westhuizen (1986:493), and Schreuder and Landey (2001:68-69), and stipulates that in an open climate, the principal acts as a facilitator and there is a pleasant relationship between

him/her, teachers, learners and the parent community, and further makes the point that in an open climate, the principal as leader shows genuine concern for the teachers, supports staff members, gives staff freedom in undertaking tasks in the best way possible, and he or she is particularly careful so as not to allow the daily tasks to interfere with their responsibilities. De Villiers (2006:38) then asserts that in an open school climate, teachers are portrayed as being tolerant, helpful and revered in their profession, and are attentive and ready to provide for the learners.

Hoy and Forsyth (1986:155) cited in Pretorius and De Villiers (2009:4) refer to research on school climate and argue that open schools tend to have relatively strong, confident, self-assured, cheerful, sociable, and resourceful principals and to their credit, they also tend to have more loyal, trusting, and satisfied teachers. Similarly, teachers in open school climates generally express greater confidence in their own effectiveness, and that of the school. Furthermore, as Pretorius and De Villiers (2009:4) conclude that by facilitating the process of supervision, open organisational relations have positive consequences in schools, which is evidence that principals' behaviour strongly promotes a positive and open school climate. In fact, Hoy et al. (2000:35) assert that in an open school climate, the principal creates an environment that supports teachers' efforts, encourages their participation and contributions, and frees teachers from routine busywork so they can concentrate on teaching, in contrast to closed principal behaviour that is rigid, close, critical, and controlling.

According to Kruger (2002:25) as cited by De Villiers (2006:23), the advantages of a positive school climate for the staff are:

- motivation;
- a positive self-image;
- a spirit of cooperation and collegiality;
- involvement and dedication;
- commitment to the school's mission;
- job satisfaction; and
- good interpersonal relationships.

An open and positive school organisational climate automatically contributes to staff performance at schools. In addition, this climate promotes increased morale while improving learner achievement levels (Duff (2013:39). It can thus be concluded that an open school climate is a desirable end towards engendering schools that are well performing.

2.2.4.2 **Closed climate**

According to Hoy et al. (2008:34), a closed climate indicates a situation where the principal and teachers simply go through the motions, stressing routine trivia and unnecessary busywork with teachers responding minimally and exhibiting little commitment to the tasks at hand. Hoy et al. (2000:35) further state that the principal's leadership is seen as controlling and rigid as well as unsympathetic and unresponsive, which in sum, implies that closed climates have principals who are non-supportive, inflexible, hindering and controlling, and a staff that is divided, apathetic, intolerant, and disingenuous. In this sense, the correlation between principal leadership style and climate is a negative one with the principal's leadership style being highly directive.

The teachers in a closed school climate are intolerant, disrespectful, frustrated, divided and inefficient. According to Okorji et al. (2016:5), this kind of climate is sick and socially tense. De Villiers (2006:24) maintains that in a closed climate, the principal is not successful as a leader, nor as a co-ordinator of the school's activities. As a result, none of the stakeholders experience any real job satisfaction and there is no social mingling.

Halpin (1966:180-181) as cited by Oluwatoyin (2006:96), considers the main characteristic of this type of climate to be a lack of commitment and non-productiveness (high disengagement), which implies that there is no commitment, especially on the part of the principal and teachers. Drawing from Hoy, Hoffman and Sabo (1998:96), Oluwatoyin (2006:96) posits that in a closed school climate, there is no emphasis on task accomplishment; rather, the principal stresses unnecessary paperwork to which teachers respond minimally. From the argument made by Hoy et al. (2000:44), a closed climate is clearly characterised by principal behaviour that is highly directive and less supportive,

and is accompanied by teacher behaviour that is disengaged, frustrated and is characterised by low levels of intimacy. Oluwatoyin (2006:96) further points out that the consequence of a closed school climate is that most teachers are frustrated and ineffective, and show a lack of respect for the principal. They are also suspicious of each other, the school authority and even the learners. In this regards, Vos et al. (2012:57) strongly assert that an ineffective or closed school organisational climate can lead to a collapse in school activities and could eventually cause a school to become dysfunctional.

The following findings made by Hoy and Tarter (1997:54) as cited by Oluwatoyin (2006:96), confirm the above characteristics of a closed school organisational climate with the following:

- The school is vulnerable to destructive forces. Teachers and administrators are bombarded by unreasonable parental demands, and the school is buffeted by the whims of the public (low institutional integrity).
- The school is without an effective principal. The principal provides little direction or structure (low initiating structure), exhibits little encouragement and support for teachers (low consideration), and has little influence with superiors (low influence).
- Teachers do not feel good about either their colleagues or their jobs. They act aloof, suspicious, and defensive (low morale).
- Instructional materials, supplies, and supplementary materials are not available when needed (low resource support).
- Finally, there is little press for academic excellence. Neither teachers nor students take academic life seriously. In fact, academically orientated learners are ridiculed by their peers and viewed by their teachers as threats (low academic emphasis).

It can be stated that leadership in this type of climate is a two-sided disengagement from leaders and employees, and results in a failure to achieve

a common goal (Antelo et al., 2010; Northouse, 2010). Halloway (2012:15) states that leaders who fail to establish an open and honest environment create organisational climates that lack the strategic data conducive for taking proper risks and making proper decisions.

The closed climate is clearly undesirable and it can be asserted that it displays fertile ground for poor performance and is indeed an antithesis of an open school organisational climate.

2.2.4.3 Engaged climate

Hoy et al. (2000:56) assert that the engaged climate is marked, on the one hand, by ineffective attempts of the principal to lead, and on the other, by high professional performance of the teachers. In this climate, the principal is rigid and authoritarian (high directiveness) and respects neither the professional expertise nor personal needs of the staff (low supportiveness). In addition, Hoy et al. (2000:56) point out that the principal is seen as burdening staff with unnecessary busywork (high restrictiveness) and surprisingly, teachers simply ignore the principal's unsuccessful attempts at control and conduct themselves as productive professionals.

According to Macey and Schneider (2008:27), supervisors support the engaged climate through elements of performance management by establishing a foundation of trust and empowerment, establishing clear performance goals, communicating regularly with employees about their performance goals and providing ongoing coaching and feedback. It can also be concluded that in an engaged climate, teachers would also be considered to be engaged. Hoy et al. (2000:150) list the following examples as characteristic of engaged teacher behaviour: spending time after school with learners who have individual problems, being proud of their school, being friendly with learners, helping and supporting each other, the morale of teachers is high, teachers really enjoying working at the school and respecting the personal competence of their colleagues.

Schneider and Barbera (2014:35) states that engaged teacher behaviour is an attitudinal indicator of the organisational climate. To this, Sak and Gruman (2011:23) add that engaged employees have a strong link between their preferred self-identity, organisational membership and the role performance and such employees express this link through cognitive, emotional and physical behaviour in performing their role. Kahn (1990) as cited in Schneider and Barbera (2014:36) also mentions that engaged employees are better performers on the job they are required to do. In agreement with the latter, Mone and London (2010:47) suggest that engaged employees are people who are committed, involved, passionate, empowered and who demonstrate those behaviours in their work, which creates an engaged climate in the organisation.

As engaged organisational climate also appears to be desirable and should be enhanced by high principal support and directive behaviour for teachers who are not experienced and not very competent but who are aspiring and willing to be. This in a way, suggests that directive principal behaviour should be viewed in terms of the purpose it seeks to serve – empowering low performing and incompetent teachers who are willing to learn and improve.

2.2.4.4 Disengaged climate

Hoy et al. (2000:35) describe the disengaged climate as standing in stark contrast to the engaged climate. Hoy et al. (2000:35) point out that in an engaged climate, the principal's leadership behaviour is strong, supportive and concerned, and the principal listens to – and is open to – teachers' views (high supportiveness), gives teachers the freedom to act on the basis of their professional knowledge (low directiveness), and relieves teachers of most of the burdens of paperwork and bureaucratic trivia (low restrictiveness). However, the faculty reacts poorly to this support; teachers are unwilling to accept responsibility. In fact, Hoy et al. (2000:34) describe the staff of this climate as, at best, unwilling to accept responsibility, and that they simply ignore the initiatives of the principal; at worst, the faculty actively works to immobilise and sabotage the principal's leadership attempts; they do not only dislike the principal, they do not especially like each other as friends (low intimacy) or respect each other as

colleagues (low collegiality). The staff is clearly disengaged from their work, so that, although the principal is supportive, flexible, and non-controlling (i.e. open), the faculty is divisive, intolerant, and uncommitted (i.e. closed). In this climate, teachers exhibit disengaged behaviour.

Okafor (2012:10) describes disengaged teacher behaviour as being unprofessional attitudes among teachers, where teachers have no common goals and their efforts are unproductive, which creates a disengaged climate. Okafor (2012:11) goes on to explain that if the principal's leadership is open with teachers, but the teachers are closed to this leadership, this relationship follows the pattern of a disengaged climate.

Kelly et al. (2016:250) explain that in a disengaged climate, the principal supports the teachers and gives them professional courtesy to do what is necessary, but the teachers are indifferent to each other and the principal. Furthermore, teachers do not go out of their way to support learners. Neuman and Martinez (2011:6) add that in the staffroom, teachers seem bored, distracted and not interested in every initiative taken to achieve a desired goal. Hoy et al. (2000:35) further contends that although the principal is supportive, flexible and not controlling (open), the faculty is divisive, intolerant, and uncommitted (closed).

2.2.4.5 **Controlled climate**

Bulach et al. (2016:8) argue that in a controlled climate, the word 'control' is a key area, and implies that the principal believes that the school must be a highly controlled environment in order to achieve its goals and for learners to feel safe. This means that the principal controls every move in the school to prevent the school from losing sight of their main focus, namely, achieving their primary objective of high performance. In this regard, Rapti (2012:6) mentions that the main characteristics of the controlled climate are predominantly evident in the way of work. Rapti (2012:6) states the following about the controlled climate:

Although in this case the principal is far from being the model of dedication, importance is bestowed upon the accomplishment of tasks and little time is

devoted to social life. Yet, teachers appear to be entirely devoted to their work and spend considerable chunks of time on fulfilling them. Hence, in most cases there is little time available to allow for interaction between each other.

De Villiers (2006:36) concludes that all activities are under the central control of the principal. There are very few opportunities for other stakeholders to take initiative. In elaborating further on this matter, Halpin (1966:17) and Silver (1983:18) state that “the principals usually keeps his distance from the teachers, students and parents in order to avoid any degree of familiarity. Parents are not encouraged to visit the school and see teachers about their children’s problems, using instead such a time on something much more valuable”.

As much as the principal is on top of everything in terms of control, he or she also needs the support of various stakeholders and learners to focus on other aspects of education besides teaching and learning. In this regard, Bulach et al. (2016:8) argue that when learners are over controlled and not entertained through extra-curricular activities, they view school as a prison and would end up disliking it.

2.2.4.6 Autonomous climate

Rapti (2012:6), drawing from Halpin (1966), posits that the autonomous climate is a type of climate that portrays an atmosphere where teachers have at their disposal, a considerable degree of freedom to act, with the leader epitomising the model of enthusiasm and zeal. Rapti (2012:7) believes that in an autonomous climate there are no external threats or influences and teachers have a strong desire to teach and learners are motivated to learn.

The autonomous climate brings about unity in achieving desired goals and is characterised by a close relationship between the managers, teachers, learners and parents. De Villiers (2006:36) adds that there is much freedom of decision-making, within a pre-agreed management framework and members of the governing body, the principal and the leadership team are actively involved in coordinating the implementation of the management plan to ensure that no one functions outside of the management framework.

Halpin (1966:1) describes the autonomous climate as one in which leadership acts emerge primarily from the group, where the leader exerts little control over the group members and where high esprit results primarily from social needs satisfaction and satisfaction from task achievement though to a lesser degree. So with this kind of a climate, the burden does not only rest on the principal's shoulders, but every involved person from learners, parents, teachers and school staff as a whole play vital roles.

Etxeberria et al. (2017:1) state that an autonomous climate is not just a factor that facilitates organisational or management processes; it also fosters innovation and change and the quality of professional relationships is closely related to the implementation of school development programmes.

2.2.4.7 Paternal climate

According to Costley and Todd (1987), as cited in Rapti (2012:7), the paternal climate is a type of climate in which the school principal is a hardworking person, but he or she falls short of having any effect on the staff, and as far as the staff is concerned, the label 'hard-working' is not such a familiar word. In the paternal climate, the principal would exhaust every skill and approach available to him or her, but would fail to impart such characteristics to other members of the organisation. Bearing the preceding point in mind, Halpin's (1966:8) characterisation of the paternal climate is fitting, namely that it is a climate in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. Halpin (1966:8) continues by stating that the leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts, and some leadership acts are not even attempted.

Rapti (2012:8) believes that there is a degree of approachability between the leaders and teachers, but teachers' expectations tend to be quite impractical. I believe that this reflects the school principal as full of life and energetic, but his or her management style tends to lean on the autocratic side and as a result, the majority of the teachers, learners and parents prefer to keep a cautious

distance from the principal, which, in the view of the researcher, lays most of the burden on the shoulders of the principal.

Rapti (2012:8) continues to say that more often than not, learners can have a hard time expressing their concerns and difficulties, while the parents come to school only when they feel it is necessary, for example, when teachers require that they come. In conclusion, De Villiers (2006:37) believes that the principal takes sole responsibility for developing the school climate, and acts as a father figure.

2.2.4.8 A familiar climate

Singh (2015:520) articulates that a school is a social organisation that is full of human interactions, and that this constitutes the familiar climate. Silver (1983, as cited in Rapti, 2012:8) describes the familiar school climate as a sort of 'laissez-faire' atmosphere (let them do it) where the principal is mostly interested in maintaining a social atmosphere that favours the fulfilment of any particular task. Thus, a significant number of teachers are not committed to their main task. Halpin (1966:6) describes the familiar school climate as being highly personal, but under-controlled, where members of the school satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment.

Halpin (1966:6), however, maintains that the morale is not extremely high because the group members secure little satisfaction from task achievement and much of the behaviour within this climate can be construed as "inauthentic." Rapti (2012:9) in agreement with Halpin stipulates that some of the teachers do not like the way in which a principal leads, but others do not necessarily share the same opinion with their colleagues or with the principal. As a result, those members who are not really dedicated, make up a particular group since they exhibit the same type of behaviour.

The researcher believes that where social relations are embraced, the members tend to lose focus on the most important matters, that is, the well-being of the school in terms of producing high learner achievement with all protocols and

proper systems being followed by both teachers and learners. Rapti (2012:9) echoes this sentiment by stating that in this kind of climate, most students do not take their learning process seriously, and make patently untrue excuses for absences. He further notes that most parents are not involved in their children's education, and they do not have any notion of what their children do at school (Rapti, 2012:9). They think that it is not necessary for them to attend meetings that are meant for parents. Halpin (1966), as cited in Rapti (2012:8) concludes that in this type of familiar climate between the principal and the teachers, scant attention is paid to the overall performance of the school.

The different types of organisational climates suggest different school performance levels due to their effect on interactions between principals and teachers. An important consideration would be the types of behaviours that would be characteristic of such school organisational climates. The next section explores school organisational climate in relation to behaviours exhibited by principals and teacher in line with the focus of this study.

2.3 School organisational climate and principal's behaviour

According to Hoy et al. (1991:30), three types known as the characteristics of each of principal behaviour can be distinguished, namely supportive, directive and restrictive behaviours. Each of these behaviours are described in more detail in the following sections.

2.3.1 Supportive principal behaviour

Hoy et al. (2000:135) see supportive principal behaviour as a dimension of school organisational climate and describe it as a behaviour that reflects a basic concern for teachers where the principal listens and is open to teachers' suggestions; praise is given genuinely and frequently; criticism is handled constructively; the principal respect the professional competence of staff who, in turn, exhibits both a professional and a personal interest in each teacher. Furthermore, according to Hoy et al. (2003:38), a supportive principal displays the following characteristics:

- explores all side of the topics and admits that other opinions exist;
- treats all faculty members as his or her equal;
- puts suggestions made by faculty into operation.;
- is friendly and approachable;
- is willing to make changes.;
- lets faculty know what is expected of them; and
- maintains definite standards of performance.

According to Vos et al. (2012:10), supportive behaviour typifies the degree to which the principal applies constructive criticism, provides reasons for criticism and looks after the well-being of teachers. They further outlined the following suggestions to ensure the facilitation of the aforementioned factors (Vos et al., 2012:10):

- The principal should consider the general interests of the teachers by conversing at least once every term during a communication period with each teacher and taking note of each one's interests.
- The conversations should take place when decisions are made.
- Teachers should be praised by the principal during hall openings and parent nights for the good work that they do.
- When the principal criticises, it should be constructive. Criticism should be discussed beforehand with the management committee of the school. It should be thoroughly thought through, and it could even be noted in the minutes of the meeting.
- Principals should respect and acknowledge the professional competencies of teachers by delegating certain tasks to them, thereby recognising the autonomy to the teacher.

Supportive principal behaviour clearly seems to be a feature of open and engaged school organisational climates.

2.3.2 Directive principal behaviour

Directive principal behaviour is typified by rigid monitoring of teacher behaviour where the principal maintains close and constant control over all the activities of teachers and the school, down to the smallest detail (Hoy et al., 2000:135). Vos et al. (2012:10) state that directive behaviour can be grouped with supportive behaviour, whereby the principal goes over the register on a daily basis and reminds personnel to sign it, schedules work for the teachers and outline the following suggestions to ensure that the aforementioned positive aspects of directive principal behaviour are achieved:

- Teachers should work according to policy and do their lesson planning, and the principal should only exercise control over it once a month.
- Teachers should fill in the register every day so that it would not be necessary for the principal to verify it every day and remind them to sign it.
- Teachers should limit mistakes to the minimum so that it would not be necessary for the principal to continually rectify mistakes. Mistakes that have to be rectified by the principal should be recorded, so that control can be exercised.
- Teachers should accept ownership and responsibility for that which takes place in the classroom, so that it would not be necessary for the principal to exercise control over every event in the classroom.
- Control over events in the classroom should be exercised by the subject heads so that they can report back to the principal.

Vos et al. (2012:10) also associate directive behaviour with autocratic behaviour, whereby the principals manage the school with an 'iron fist'. Vos et al. (2012:10) suggest that principals should follow alternative management styles that are not experienced as autocratic and that principals who follow the so-called 'iron fist' approach with regard to the general management of the

school, should cease to do so or should apply it sensibly in accordance with the demands of the situation, in order to limit the experience of authoritarianism.

2.3.3 Restrictive principal behaviour

Restrictive principal behaviour is described as one that hinders, rather than facilitate teachers' work and results in a situation where teachers are burdened with busywork; where routine duties interfere with the job of teaching and teachers have too many committee requirements (Hoy et al., 2000:135). Vos, Van der Westhuizen, Mentz and Ellis (2012:11) opine that teachers under restrictive principal behaviour have too many committee obligations and administrative work is a burden at the school. The following suggestions could be applied to address the above critical factors (Vos, Van der Westhuizen, Mentz & Ellis, 2012:11):

- Principals should not burden teachers with unnecessary challenges, such as unnecessary paper work and administrative work.
- Assignments should be recorded and verified on a weekly basis.
- Principals should not force teachers to serve on every committee.

From the discussion on organisational climate and principal behaviour, it is clear that the behavioural dimensions play a prominent role in how teacher behave and thus approach task accomplishment at schools. The next section explores organisational climate and teacher behaviour.

2.4 School organisational climate and teachers' behaviour

Even though the principal is the supervisor of the school, teachers play an important role in the production process of the final product, namely good academic results. Babu and Kumari (2013:3) stress that teachers are important pillars of the educational system of any nation and are considered nation builders. To perform such a crucial task, they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process.

This study will focus on five types of behaviour namely collegial teacher behaviour, intimate teacher behaviour engaged and disengaged teacher behaviour and frustrated teacher behaviour (Hoy et al., 2000:30).

2.4.1 **Collegial teacher behaviour**

This kind of behaviour supports open and professional interactions between teachers who are proud of their school, enjoy working with their colleagues and are enthusiastic, accepting and respectful of the professional competence of their colleagues. Collegial behaviour among teachers makes them help and support each other, and accomplish their work with vim, vigour, and pleasure (Hoy et al. 1991), cited in Duff (2013:16). Hoy et al. (2000:140) add that collegial behaviour is also typified by teachers accepting the faults of their colleagues and new teachers being readily accepted by their colleagues. Scallion (2010:19) notes that collegial teacher behaviour encourages teachers to share successful curricula and ideas, and supports their fellow teachers.

2.4.2 **Intimate teacher behaviour**

Halpin (1966) as cited in Duff (2013:126) uses the term intimacy to refer to the mutual relationship that exists between and among teachers. Hoy et al. (1991), cited in Duff (2013:18) state that this behaviour reflects a cohesive and strong network of social support among the staff; teachers know each other well, are close personal friends, socialise together regularly, support each other staunchly and have parties for each other. Furthermore, teachers who share the intimate relation tend to know each other better and share more personal information (Elena & Anit, 2010:18). Mohan and Ashok (2011:23) believe that when intimacy exists among teachers, they work with drive and vitality. Duff (2013:128) remarks that intimate behaviour also extends beyond the school, where teachers relate closely with intense socialisation within and beyond the school. Duff (2013:128) characterises intimate teacher behaviour as teachers often visiting each other, being aware of each other's family details, being there for each other in all difficult circumstances. According to Mohan and Ashok (2011:23) this intimacy creates increased job satisfaction, hence teachers are

often motivated by the mutuality and the happiness they derive from intimacy, and thus a positive organisational climate exists (Ali & Hale, 2009:29).

However, if caution is not taken in the existence and encouragement of intimacy, it may result in a negative organisational school climate. Abu-Saad and Vernon (1995, as cited in Duff, 2013:127) describe the consequences for schools where teachers fail to control what they share personally: staff may gossip about issues affecting other members, which may contribute to confusion, suspicion, and mistrust in the school environment.

Some schools also experience low levels of intimacy, or no intimacy at all, and this unsociable behaviour detracts from the overall climate and consequently, the success of the school (Abu-Saad & Vernon, 1995, as cited in Duff, 2013:127). A lack of intimacy creates a closed organisational climate where teachers have a poor attitude towards their job and do not experience satisfaction in their careers (Mohan & Ashok, 2011:48).

2.4.3 Disengaged teacher behaviour

According to Hoy et al. (2000:25), disengaged teacher behaviour signifies a lack of meaning and focus on professional activities, with teachers simply putting in time in unproductive group efforts, having no common goals and, in fact, exhibiting behaviours that are often negative and critical of their colleagues and the school. These scholars add that disengaged teacher behaviour is also evident when teachers consider staff meetings useless and when there is a minority group of teachers always opposing the majority, and teachers rambling when they talk at staff meetings (Hoy et al., 2000:25). Overall, Hoy et al. (2000:25) consider disengaged teacher behaviour as indicative of a general sense of alienation and separation among teachers, with teachers exerting group pressure on nonconforming members.

According to Cross and Ji (2012), in such school climates where teacher behaviour is disengaged, teachers indulge in petty and worthless matters such as showing direct dislike of principals and criticising their every decision despite

the principals' efforts to improve the performance and quality of work life within the institutions.

Dimitri and Mieke (2012:19) make the point that the negative attitude of disengaged teachers is mirrored in the way they relate to the stakeholders of the school and to each other. Their main aim is derailing the principal and the school from achieving the school's goals, thereby creating an unpleasant climate within the school. According to Mohan and Ashok (2011:53), when teachers exhibit high levels of disengagement, their attitude toward their job is poor and as a result, their attitudes have a negative impact on the school, their job, and their job satisfaction.

2.4.4 Engaged teacher behaviour

Hoy et al. (2000:45) describe engaged teacher behaviour as reflecting a staff in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues and committed to the success of their learners. Furthermore, engaged teacher behaviour is characterised by an environment where teachers help and support each other, are friendly with learners and spend time after school with learners who have individual problems.

Hoy et al. (2000:104) report on a study that found that engaged teacher behaviour may elicit trust in colleagues through shared sentiments of pride in school, commitment to learners and concern for colleagues, and cyclically, trust is likely to promote engaged teacher behaviour. De Villiers (2000:66) posits that engaged teacher behaviour also includes teachers who respect and support each other, are proud of their colleagues, and enjoy their work (highly collegial) and moreover, they not only respect each other's competence, but they like each other as people (high intimacy), and they cooperate with each other as they engage in the task at hand (high engagement). De Villiers (2000:66) succinctly summarises this type of behaviour as follows: "in short, the teachers are productive professionals in spite of weak principal leadership; the faculty is cohesive, committed, supportive and open".

2.4.5 Frustrated teacher behaviour

According to Hoy et al. (2000:45), frustrated teacher behaviour describes a staff who feel burdened with routine duties, administrative paper work, and excessive assignments unrelated to teaching. These scholars add that frustrated behaviour includes environments where non-teaching duties are excessive, teachers irritate, annoy and interrupt each other, and the mannerisms of teachers are annoying, teachers have too many committee requirements, routine duties interfere with the job of teaching and staff members interrupt each other during staff meetings.

Frustrated teacher behaviour is clearly not in keeping with open and engaged organisational climates. It is also clear that teacher behaviour is related to principal behaviour insofar as the overall school climate is concerned.

2.5 School organisational climate research in South Africa: Findings

Many studies on organisational climate have been conducted both in South Africa and internationally, but for the purpose of this study, only three studies were found relevant. The first study was conducted by Motsiri (2008). The study sought to determine the nature of the school organisational climate and to investigate if there were correlations between school principals' leadership styles and the organisational climates of the selected schools. The Organizational Climate Descriptive Questionnaire for Elementary Schools (OCDQ-RE), which consists of six descriptive dimensions related to organisational climates, was used for data collection. The study found that there was a correlation between principals' leadership styles and school organisational climates. It was found that the organisational climates of the surveyed schools were characterised by principal leadership behaviour that was strongly directive, and slightly below average on the dimensions of supportive and restrictive behaviour. Teacher behaviour was found to be slightly below average on the dimension of collegial behaviour, below average on the dimension of intimate behaviour and slightly above average on disengaged behaviour. Furthermore, it was found that the openness of principal behaviour

was below average, while the openness of teacher behaviour was average. These findings translate to school organisational climates that are relatively closed, which actually indicates a relationship between principal leadership style and school organisational climate. This research therefore drew a conclusion that there was indeed a correlation between school principals' leadership styles and school organisational climates.

The second study was conducted by Vos, Van der Westhuizen, Mentz and Ellis (2013) using the OCDQ-RE to determine the organisational climate of primary schools in the North-West Province of South Africa. The questionnaire evaluated the actions of principals and teachers and the organisational climate in the selected primary schools with 904 teachers from 68 schools. It was concluded that the behaviour of principals as well as teachers, did not contribute positively towards the development and establishment of an effective organisational climate with the total openness indices of the behaviour of principals as well as of teachers being average. The study furthermore found that the total openness index of the schools could be described as average.

Pretorius and De Villiers (2009) conducted a study that aimed to determine the perceptions of school climate held by teachers of primary schools in the southern Cape. Six primary schools with a staff complement of 178 teachers participated in the investigation. Two instruments were, namely the Organisational Climate Description Questionnaire Rutgers Elementary (OCDQ-RE) and Dimensions of Organisational Health Inventory of Elementary Schools (OHI-E). The results indicated that primary school teachers in the southern Cape perceived their relations with their principals as closed, while teacher-teacher relations were perceived as more open. An engaged school climate was taken as the typical prototype for the relevant primary schools. Average health profiles were drawn for the overall organisational health of primary schools. A significant relationship was found between primary schools' perceptions of organisational climate and organisational health. A significant difference was found between perceptions held by teachers from different primary schools regarding the various dimensions of organisational climate and

health. These findings were found to have significant implications for the implementation of change in schools, teachers' job satisfaction, motivation, productivity, well-being and learner achievement.

The perceptions of school climate are important because they may have a positive or negative impact on the implementation of change in schools, and on teachers' job satisfaction, motivation, productivity and well-being in general, as well on learners' motivation and ability to achieve. To understand such perception as held by teachers and other stakeholders on organisational climates of their schools, various instruments are used to measure school organisational climates as presented in the next section.

2.6 Measures of organisational climate

Despite the existence of a large body of research concerning organisational climate both from the private sector and public sector, there are very few well-validated and trustworthy measures of the construct (Patterson et al., 2005 as cited in Nieuwoudt, 2011:49). From the perspective of the private sector, the researchers point out the need for measures that are both theoretically grounded and empirically validated (Patterson et al., 2005 as cited in Nieuwoudt, 2011:49). Various researchers have made use of numerous instruments, surveys, questionnaires and climate indices in their studies. Some instruments have also been developed or adapted to measure different organisational climate dimensions and different focus areas of climate, including service climate, climate and innovation, and climate and individual outcomes.

In the education sector, school climate surveys have a long history of use in education and educational research, but they have only recently been used for principal evaluation. For example, researchers have used climate surveys to determine whether school improvement efforts have achieved the desired effects, or to research how certain factors (for example, a shared mission or vision) explain why some schools perform better or worse than others.

According to Clifford et al. (2012:4), climate surveys meet their purposes by asking teachers, staff, and others to make judgments about a school. A climate

survey might, for example, ask teachers how much they trust their colleagues, how much they believe in the school mission, or how safe they feel in expressing their ideas and opinions.

The following section discuss some school organisational measures.

2.6.1 School Climate Assessment Inventory

Shindler et al. (2003) originally developed the Alliance for the Study of School Climate–School Climate Assessment Inventory (ASSC–SCAI), which was published in 2004 by the Western Alliance for the Study of School Climate (now the Alliance for the Study of School Climate). According to Shindler et al. (2009), SCAI’s purpose is to capture a detailed understanding of each school’s function, health, and performance. It provides surveys for faculty, parents, and students for elementary, middle and high schools that can be administered either individually or in a group setting. It takes approximately 20 minutes to complete. The measured constructs are physical appearance, faculty relations, student interactions, leadership and decisions, discipline environment, learning and assessment, attitude and culture, and community relations.

2.6.2 Brief California School Climate Survey

You et al. (2012) developed the Brief California School Climate Survey (BCSCS) in response to the data collection requirement within the Safe and Drug Free Schools and Communities Act. BCSCS is adapted from the California School Climate Survey and provides schools with data that can be used to promote a healthy learning and working environment. The survey is completed by teachers, administrators, and other school staff and the responses are completed and submitted electronically. The completion time is not reported; based on the number of items, and is estimated to take about 7–10 minutes. It measures two major constructs: relational supports and organizational supports.

2.6.3 Comprehensive School Climate Inventory

In 2002, the Center for Social and Emotional Education (CSEE; now the National School Climate Center) developed the Comprehensive School Climate Inventory (CSCI) to measure the strengths and the needs of schools by surveying students, parents, and school staff. CSCI has versions available for elementary, middle, and high schools, and the reported completion time is 15–20 minutes. The measured constructs fall under four broad categories: safety, teaching and learning, interpersonal relationships, and institutional environment. The school staff version of the survey measures two additional constructs: leadership and professional relationships.

2.6.4 Inventory of School Climate-Teacher

Brand et al. (2008) developed the Inventory of School Climate-Teacher (ISC-T) to collect information on teachers' views of school climate to understand the effect of school climate on school functioning and school reform efforts. The survey is completed by teachers and measures six dimensions: peer sensitivity, disruptiveness, teacher-pupil interactions, achievement orientation, support for cultural pluralism, and safety problems. The completion time is not reported; based on the number of items, it is estimated that it will require 15–20 minutes to complete.

2.6.5 Organizational Climate Inventory

The Organizational Climate Index (OCI) is a short organizational climate descriptive measure for schools. The index measures 4 dimensions: principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. It is completed by teachers. The completion time is not provided; based on the number of items, it is estimated that it will require 15–20 minutes to complete.

2.6.6 School Climate Inventory-Revised

The School Climate Inventory-Revised (SCI-R) was originally developed to determine the effect of school reform efforts. Butler and Alberg (1991)

developed SCI-R for the Center for Research in Educational Policy (CREP) at the University of Memphis. It was published in 1989, and revised in 2002. According to the authors, the survey provides formative feedback to school leaders on personnel perceptions of climate and identifies potential interventions specifically for the climate factors that hinder a school's effectiveness. The instrument surveys staff and is intended to be administered in a group setting over a 20-minute period. The measured constructs are order, leadership, environment, involvement, instruction, expectations and collaboration.

2.6.7 Organizational Climate Descriptive Questionnaire (OCDQ-RS)

The OCDQ-RS is an attempt to map and measure the domain of the climates of elementary schools along a continuum from open to closed. The instrument is composed of 64 Likert-type items that teachers and principals use to describe the interaction patterns in their schools. The items are short, simple descriptive statements that measure eight dimensions of organizational life. Four of the dimensions or subtests refer to characteristics of the group and four pertain to the characteristics of the principal as leader. The eight dimensions are as follows:

- **Characteristics of the group**

1. Disengagement
2. Hindrance
3. Esprit
4. Intimacy

- **Behaviour of leader**

1. Aloofness
2. Production emphasis
3. Thrust
4. Consideration

The names of the subtests merely suggest the behaviour that each measures; later each dimension is defined in detail.

2.7 Conclusion

From the outline of the different instruments, the one most suitable for this study was the Organizational Climate Descriptive Questionnaire (OCDQ-RS), because answers to statements of the type used in the OCDQ-RS are measures of individual perceptions, not fact. In connection with the suitability of the OCDQ-RS as instrument, Hoy et al. (2000:10) caution that teachers in a school may not, and in fact likely will not, agree completely with each other on the behaviour patterns in the school. Items that survived the empirical tests were ones that had reasonable consensus. Hoy et al. (2000:10) point to Halpin and Croft's position, that is, how the leader or group really behaves is less important than how its members perceive this behaviour. It is their perceptions of behaviour that motivate action. Hence, the organisational climate of a school is the faculty's consensus in perception of school behaviour. It is assumed that the consensus represents a dependable index of 'what is out there and is instrumental in influencing organisational behaviour.

The details of the Organizational Climate Descriptive Questionnaire (OCDQ-RS) will be further discussed in the next chapter. In sum, Hoy et al. (2008:10) conclude by saying the OCDQ-RS is a parsimonious and reliable research tool ready for further use and testing. It is a contemporary set of measures that map the domain of secondary schools. The five subtests of the OCDQ-RS can be grouped into two categories: characteristics of the principal's leadership and characteristics of faculty behaviour. Each set of behaviours is defined by a more general construct of openness, but openness in principal behaviour is relatively independent of openness in faculty behaviour; hence, two continua of openness anchored our conceptualisation of the climate of secondary schools and provide the basis for a four-celled typology of school climate: open, closed, engaged, and disengaged climates.

With all that being said, few studies have been conducted in the South Africa context as mentioned in section 2.5 of this chapter. However, in these studies, several researchers have used the OCDQ-RE and OCDQ-RS instruments (occasionally in combination with other instruments) and found it easy to work with and more reliable. For the purpose of outlining the school organisational climate of well-performing previously disadvantaged secondary schools, the OCDQ-RS was used as an instrument to measure the organisational climates of schools to find in particular, whether the organisational climates of those schools are open or closed.

2.8 **Summary**

This chapter focused on the nature of organisational climate. The literature review was undertaken to examine schools as organisations, organisational culture and climate, school organisational climate, the types of school organisational climates and principal and teacher behaviour. Further, a review of research findings in the field of school organisational climates in the South African context was provided, an overview of the types of measures for organisational climates was provided and the most suitable measure for this study was identified.

The following chapter presents the research methodology of this study.

Chapter 3

Empirical study

3.1 Introduction

The previous chapter described the essence of the school organisational climate and its relationship with principal and teacher behaviour. The present chapter is concerned with the empirical research component. On the basis of the literature study, an empirical study was undertaken to determine the nature of the school organisational climate of well-performing previously disadvantaged schools. This chapter presents the empirical research design. The empirical research was conducted – and, keeping the nature of the problem in mind – a number of schools and teachers were selected. The approach was therefore basically quantitative.

The selected research paradigm, design and strategy are discussed, as well as the administration of data collection instruments, the sampling procedure, data analysis, and the validity and reliability of the instruments are discussed in this chapter.

3.2 Research paradigm

According to Tuli (2010:98), paradigms determine how members of research communities view both the phenomena their particular community studies and the research methodology that should be employed to study those phenomena. This study was underpinned by positivism, which views scientific explanation to be based on universal laws and aims to measure the social world objectively and to predict human behaviour (Check & Schutt, 2012:15). According to Struwig and Stead (2001:5), as a research paradigm, positivism combines a deductive approach with precise measurement of quantitative data, so that the researcher can confirm causal laws that will permit predictions about human behaviour.

In this study, the intention was to make deductions from principal and teacher behaviour from survey data so as to determine the nature of organisational climates of well-performing previously disadvantaged secondary schools. This was done by quantitatively measuring the perceptions of participants about the behavioural dimensions and analysing them statistically, in order to generalise the findings

(Fouché & Delport, 2002:79) and make claims about these schools' organisational climates.

3.3 Research design

This study used a quantitative survey design, which Creswell (2009:145) describes as providing “a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” to determine the dimensional nature and the behaviours of principals and teachers as aspects of the organisational climates of previously disadvantaged schools.

The survey design was deemed appropriate for this study because it enabled the researcher to generalise the results to or make claims about the population. For this reason, the study was quantitative. According to Maree and Pietersen (2007a:145), quantitative research is “a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied”. Therefore the most important elements of quantitative survey research are objectivity, numerical data and generalisability. For this reason, a detailed and systematic research procedure was used. The outcome thereof was based on the analysis and interpretation of numeric data derived from questionnaires and reported by using statistical analyses (Creswell, 2012:182).

3.4 Research strategy

Creswell (2009:11) describes a strategy of inquiry as “a model that provides specific direction for procedures in a research design”. The study used a non-experimental quantitative descriptive survey research strategy. This strategy was non-experimental in that it sought to examine the participants' perceptions regarding dimensional behaviours of the principal and teachers as aspects of the school organisational climate in previously disadvantaged secondary schools (McMillan & Schumacher, 2001:33). To this end, a questionnaire was used for data collection. A descriptive survey method is, as mentioned above, “intended and used for obtaining facts and opinions about a phenomenon from people who are informed on the particular issue” (Delport, 2002:172).

3.5 Data collection

This study, being quantitative, used statistical analysis as a method of organising data and facilitating the organisation and interpretation of numbers obtained from measuring a characteristic or variable (McMillan & Schumacher, 2001:206). Maree and Pietersen (2007b:157) point out that a number of different methods can be used to collect data from the sample of respondents. Because this study intended to investigate the nature of school organisational climate by determining the behavioural dimensions of school principals and teachers as aspects of an organisational climate, data collection was done using data collection instruments available to quantitative researchers. In this regard, data was collected through primary and secondary sources. These consisted of various publications such as textbooks, journals, previous studies on the research phenomenon (Struwig & Stead, 2001:51) and various databases, including the EBSCOhost and Nexus using the following descriptors:

organisational climate, organisational behaviour, leadership styles, leadership dimensions, quality of work-life, leadership behaviour, directive behaviour, supportive behaviour, leadership grids, well-performing schools.

Furthermore, research respondents were requested to provide empirical data which entailed the use of a questionnaire as research instrument. The questionnaire was preferred for its advantages, especially the confidentiality factor, and among other advantages, relatively low costs of administering it, the ability to cover a large geographic area and the ability to reach a large sample (Check & Schutt, 2012:181). Its use was also justified by the ease with which it could be administered, since the target population was deemed accessible and homogeneous and would as a result, be comfortable with understanding it. However, the most important reason for using a questionnaire related to its ability to test perceptions and attitudes (Creswell, 2012:376), in this case, perceptions and attitudes towards behavioural dimensions of principals and teachers as aspects of the school organisational climate.

Hoy, Tarter and Kottkamp's Organizational Climate Descriptive Questionnaire for Secondary Schools (OCDQ-RS) (Hoy et al., 2000:148) (see Annexure A) was used for purposes of data collection. Hoy et al. (2000:173) give permission for the use of the questionnaire and state,

We encourage the use of the instruments. Simply reproduce them and use them. Share your results with us so that we can refine the measures and develop comprehensive norms ...”

This for ethical and professional purposes, allows the researcher to use the OCDQ-RS.

The OCDQ-RS is one of a set of questionnaires used for measuring the school organisational climate. Oluwatoyin (2006:131) points out that this questionnaire, together with the OCDQ-RM and the OCDQ-RS have been tested, revised and used in related research studies. Further, researchers such as Hoy, Hoffman, Sabo and Bliss (1998:96) assert that the validity and reliability of the revised versions of the OCDQ instruments have proven to be strong. Mentz and Van der Westhuizen validated the questionnaire in a study of 78 secondary schools in the former Orange Free State Province (Mentz; 2007:168; Mentz & Van der Westhuizen, 1993). In this study, the reliability co-efficient yielded an average of 0.84 across the dimensions of school organisational climate. Some of the questionnaires have been used in schools in Southern Africa (Oluwatoyin, 2006) and South Africa in particular (Pretorius & De Villiers, 2009:41; Motsiri, 2008:70) and yielded reliability co-efficiency values of 0.90 and 0.82 respectively. It was, therefore, concluded that the OCDQ-RS would comply with face, content, criterion and construct validity. The OCDQ-RS only necessitated a division into Section A, which comprised the demographic variables, and Section B, which comprised the OCDQ-RS items.

The OCDS-RS consists of 34 items with five dimensions describing the behaviour of secondary school teachers and principals. The OCDS-RS measures two aspects of principal behaviour: whether the behaviour is supportive or directive, and three dimensions of teacher behaviour: whether the behaviour is engaged, frustrated or intimate. These dimensions as adopted from Hoy et al. (2000) are presented in table 3.1.

Table 3.1 **Behavioural dimensions of the OCDQ-RS**

Principal behaviour

Supportive behaviour is characterised by efforts to motivate teachers by using constructive criticism and setting an example through hard work. The principal is genuinely concerned with the professional welfare of teachers. Therefore supportive behaviour is directed towards both the social aspects and task achievement of the staff.

Directive behaviour, is characterised by rigid and domineering supervision, with a close maintenance of control over all teachers and school activities down to the smallest details.

Teacher behaviour

Engaged behaviour, which is characterised by high staff morale, with teachers being proud of their school, enjoying working with each other and being supportive of their colleagues. Teachers are committed to the success of learners, are friendly with them, trust them and are optimistic about the ability of learners to succeed.

Frustrated behaviour, which refers to a general pattern of interference from both school management and colleagues, which distracts from the basic task of teaching and is further characterised by routine duties, administrative paperwork and assigned non-teaching duties. Teachers irritate, annoy and interrupt each other.

Intimate behaviour, which reflects a strong and cohesive network of social relationships among staff. Teachers know each other well, are close and personal friends and regularly socialise together.

The OCDQ-RS was used with permission from its developers as mentioned to above and was administered to a study population in order to draw conclusions and make generalisations from the study population. The OCDQ-RS uses a Likert type response scale where each item is scored by having the participants indicate the following:

- 1: 'rarely occurs'
- 2: 'sometimes occurs'
- 3: 'often occurs'
- 4: 'very frequently occurs'

The researcher ensured that she administered the OCDQ-RS personally and since this could take a long time, provision was made for this to be managed according to school clusters and locations, so that two or three school could be surveyed per day every afternoon. This was feasible since it was envisaged that completion of each questionnaire should take no longer than 15 minutes.

3.6 Data analysis and interpretation

The scoring process for the OCDQ-RS is well-detailed in Hoy et al (2000:151). Due to the length and involvement of scoring the OCDQ-RS, an annexure is attached to demonstrate this process (See Annexure B).

First, the scoring determines the profile of a school regarding the dimensions/subtests mentioned above for principal and teacher behaviour. Second, the scores are converted to a standardised score for each dimension/subtest (SdS) using a given formula to derive standardised scores for each dimension/subtest, which will give a score denoting the behaviours of the principal and teachers at the school. Finally, based on the school profile score, an index for the school climate is calculated based on prototypic profiles for the climate of schools constructed using normative data from the New Jersey sample of secondary schools.

Therefore the organisational climates of the targeted schools were determined using the scoring guidelines as stipulated by the developers and included the use of frequency counts to determine the mean score and standard deviations and a standardisation of the scores in terms of the prototypic profile of secondary school organisational climate profile as calculated *per* customised procedure (Hoy et al., 2000:152). This was done with the assistance of the Statistical Consultancy Services at the North-West University. Following the analyses of different aspects of the OCDQ-RS, initial findings were made:

- Questionnaire return rate – a total of 1050 questionnaires were distributed to teachers at 30 previously disadvantaged secondary schools. The return rate

was found to be 856 usable questionnaires. The return rate is therefore 81.5% which is regarded as more than adequate and an acceptable return rate (Delport, 2002:172).

- After the administration of the questionnaire, the data was analysed for reliability using the Cronbach Alpha test. This was done per organisational climate dimensions as used in the OCDQ-RS. The indices indicating the reliability of the dimensions are depicted in Table 3.2.

Table 3.2 Comparison of Cronbach Alpha indices

OCDQ-RS dimensions	Cronbach Alpha	Inter-item correlation	Mean scores	Standard deviation	New Jersey mean scores	New Jersey
Supportive	0,671	0,226	17.2388	3.82360	18.19	2.66
Directive	0,593	0,172	16.6565	3.68764	13.96	2.49
Engaged	0,641	0,152	24.2018	4.48981	26.45	1.32
Frustrated	0,576	0,186	13.1887	3.18636	12.33	1.98
Intimate	0,297	0,096	9.4111	2.14390	8.80	0.92

Table 3.2 shows the comparison of mean and standard deviation scores of this empirical study, to those of the normative data from New Jersey, retrieved from Hoy et al. (2000:143). For supportive behaviour, the mean score from data analysis is at 17.23. New Jersey's mean score is 18.19. The small difference indicates reliability. The standard deviation of supportive behaviour is 3.8, greater than that of New Jersey's standard deviation of 2.66 for the same category. The mean score of directive behaviour for this study is 16.65, which is again greater than New Jersey's score of 13.96. The standard deviation of this study (3.68) is also greater than that of New Jersey with a difference of 2.49, which indicates that it is reliable.

The mean score of engaged behaviour from the data analysis is lower (24.20) than that of New Jersey (26.45) with a difference of 2.45, which is a small difference. The standard deviation of this empirical study (4.4) is greater than the standard deviation of New Jersey (1.32). For frustrated behaviour, both the mean score and standard deviation score from the empirical study are greater than those of New Jersey, which indicates that the measurements are reliable. The measure for intimate behaviour

was found to be unreliable due to its low Cronbach Alpha score, but its mean and standard deviation are greater than those of New Jersey.

3.7 Population and sampling

The population of the study describes the aggregate of all elements about which information is sought (Check & Schutt, 2012:92). This study targeted previously disadvantaged secondary schools that consistently achieved good pass rates in the National Senior Certificate examinations over three years, from 2015 to 2017. As pointed out earlier, these are schools predominantly located in impoverished township settlements. The research sites for this study therefore comprised well-performing previously disadvantaged secondary schools. Well-performing schools are considered as those schools that had achieved a pass rate of 60% and above in the National Senior Certificate examinations consistently for a number of years, without falling below their best average (Motshega, 2005).

For logistical and convenience purposes, the research sites were confined to the Gauteng Department of Education's Sedibeng and Johannesburg South districts. A snap survey of the districts conducted by the researcher and her supervisor indicated about 30 such schools. Consequently, a possible number of well-performing previously disadvantaged schools (N = 30) from these districts were selected as research sites.

The latest school performance report from the Department of Basic Education indicated that about 30 schools were consistently performing well and did not show large deviations where declines in percentage results were noted (DoBE, 2018:89, 96). This number was confirmed with the Institutional Support and Development Officers from the two districts. A conclusion was therefore taken to survey all teachers from these schools.

The population for this study comprised teachers at well-performing previously disadvantaged schools. At an estimated average of 35 teachers per school, an overall number of teachers (N = 1050) comprised the entire study population of teachers at well-performing previously disadvantaged schools. The complete population was surveyed.

The schools were assigned unique identification tags in the form of numbers on the envelopes used to retrieve the questionnaires so as to distinguish them within the data.

3.8 Quality criteria

The researcher was involved with the data collection through the literature review and the empirical study. The literature review entailed a meticulous review of the relevant literature pertaining to the topic of organisational climate and principal and teacher behaviour; as well as the accurate acknowledgement of sources consulted. It was ensured that the sources consulted during the literature review were acknowledged with in-text citations, and listed correctly in the reference list. The empirical study involved the self-distribution of questionnaires and ensuring that they were completed correctly. Personal administration to groups of teachers at schools was thus executed so as to circumvent some of the common disadvantages of the questionnaire as a research instrument, including such disadvantages as misunderstanding the questionnaire items and indicating responses incorrectly (Struwig & Stead, 2001:91). Furthermore, the analysis of the data was done by an expert from the North-West University's Statistical Services, which involved packaging of data into a scientific and interpretable form for reporting.

Although standardised and validated, the questionnaire was piloted to establish linguistic reliability for the target population (Delpont, 2002:177; McMillan & Schumacher, 2001:181) with teachers ($n = 20$) from the target District – these teachers were not part of the final population. This also involved the determination of the Cronbach Alpha values and comparing them to the standardised New Jersey prototypic Alpha values to determine the reliability of the questionnaire with the population of this study (Pietersen & Maree, 2007c:216).

Regarding validity, the OCDQ-RS is a standardised instrument that has been used in South Africa, and is therefore appropriate to measure what it is supposed to measure, namely the behavioural dimensions as aspects of organisational climate displayed by the school principal and teachers.

In addition, to ensure quality research, a meticulous literature review was conducted to ensure that relevant constructs were identified for the empirical study. Ensuring

quality also involved the application of measures to constantly check for validity and reliability by verifying findings and reporting in a way that is devoid of gross generalisations without evidence.

3.9 Ethical standards

The researcher has undergone research ethics training recently (see Annexure C). Ensuring quality involved applying ethical measures consistent with quantitative research as stipulated by various research experts.(Creswell, 2009; Strydom, 2002; McMillan & Schumacher, 2001; Mouton, 2001). The necessary permission protocols were followed with the applicable authorities, including an application to the Research Ethics Committee of the North-West University, the Gauteng Department of Education, the school governing bodies as school gatekeepers, and the principals of the schools (see Annexures D, E, and F).

Teachers were requested to be participants during the study's data collection phase. They were involved through completion of the OCDQ-RS, a questionnaire designed to measure the behavioural dimensions of principals and teachers as well as determine the type of organisational climate schools exhibit.

Participation was based on the respondents' informed consent, meaning that they only participated on the basis of their consent as informed by their full understanding of the implications of their participation. Consequently, it was not expected that there would be any threat, risk or discomfort to them. It was not anticipated that the completion of the questionnaire would lead to any uncomfortable experiences. Care was taken to make sure that respondents to the questionnaire were fully informed of their rights, which include the right to confidentiality, non-exposure to any risk or harm, and the right to see the research report after compilation (Struwig & Stead, 2001:66). To ensure that these rights were understood and consented to, respondents were requested to sign an informed consent form (see Annexure G) that detailed the conditions applicable to participation in writing.

Finally, the respondents are all professional adults who have possibly taken part in questionnaire completion at one stage or another during their careers. For this reason, it was expected that they knew how to complete the questionnaire, and they were informed that they were free not to respond to questions they felt uncomfortable

with, and were also free to withdraw their participation without any obligation to give reasons. The researcher, however, followed up on questionnaires that were not handed in, and politely accepted them or the refusal to return them.

Participant were selected and recruited on the basis of being teachers at well-performing schools that have done so consistently over a period of three years. Only teachers from schools in the previously disadvantaged areas (township schools) were selected. This is because the study investigated the organisational climates at well-performing schools and in township schools as previously disadvantaged areas.

Teachers from other schools not in the selected areas, teachers not willing to participate in the study and teachers from poorly performing schools were not included in the study.

3.10 The role of the researcher

Other than involvement in the processes described above, the researcher's role involved the recruitment of respondents by requesting them to participate. The recruitment of respondents was done at the selected schools – meetings with staff were requested and arranged for this purpose. The researcher first explained the purpose of the study and the request for respondents to participate in the completion of the questionnaire. Second, the permission from gatekeepers was provided to teachers as proof that the study had been allowed to take place at these schools. Third, the implications of their participation and conditions thereof were fully explained. Fourth, they were requested to sign the informed consent form as proof of their voluntary participation, right to withdraw and understanding of the process leading up to and involving questionnaire completion. In this regard, the researcher's colleague (who is also studying for a PhD degree) facilitated the signing and collection of consent forms, in accordance with the requirements of the North–West University Ethics Committee procedures.

In addition, it was explained to the participants that there would be no monetary compensation and that they would be provided with any publication involving this study. The researcher's colleague undertook the whole process of seeking and securing participants' consent. Finally, a teacher at each site was requested to assist with assigning teachers as participants.

3.11 **Summary**

This chapter presented the research methodology in terms of the research paradigm, design, research strategy and empirical study. The empirical study outlined such components as the data collection, data analysis and interpretation, population and sampling. Furthermore, quality criteria, ethical standards and the role of the researcher were outlined.

The following chapter presents the data analysis and interpretation.

Chapter 4

Analysis and interpretation

4.1 Introduction

This chapter presents a discussion of the results of the empirical study conducted to investigate the nature of the school organisational climate of well-performing previously disadvantaged schools. The data was collected by using the OCDQ-RS questionnaire, which measures the behavioural dimensions of both teachers and principals. The questionnaire was divided into two sections, namely section A: general information (also referred to as the demographic profile of the population) and section B: behavioural dimensions of school organisational climate as set out by the OCDQ-RS.

4.2 Demographic profile of participants

The demographic profile presents the features of the sampled population in relation to their biographical information. Maree (2010:164) points out that biographical information entails the gender, age and work experience of the participants, and this information is important to determine the profile of the sample. In this study, the biographical information questions were treated as independent variables, as they may influence the results in any way. The first biographical information profiled, was the gender of respondents.

4.2.1 Gender of participants

The gender of the respondents is important in so far as it relates to the gender profile of respondents in sampled schools as well as in drawing inferential statistics such as investigating whether it has any bearing in the responses of respondents as well as whether there are any significant statistical differences in their responses. Figure 4.1 depicts data on the respondents' gender.

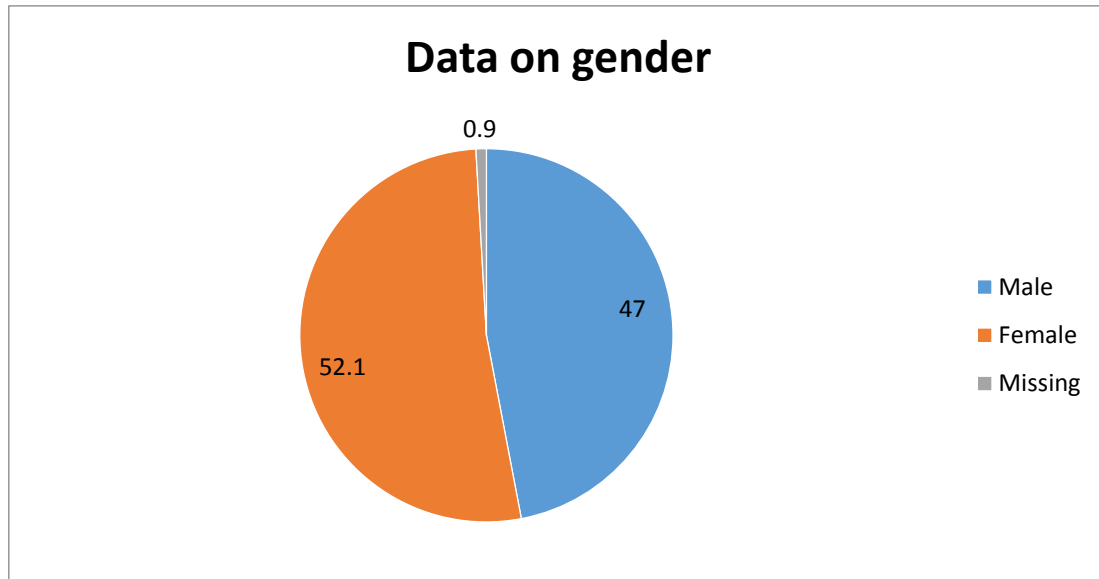


Figure 4.1 **Data on gender of the respondents**

Figure 4.1 shows the data related to the gender of the respondents. The results show that 52.1% were female, 47% male, and 0.9% did not respond to the question. This may reveal that most of the schools have more female staff members than male staff members and this may have an influence in determining the school's organisational climate.

4.2.2 **Age groups of the respondents**

The age groups of the respondents are important in that their ages could be a factor in how they perceive the organisational climates of their schools. This will be tested in the determination of statistical differences regarding their responses to items related to their behavioural dimensions. Figure 4.2 shows data on respondents' age groups.

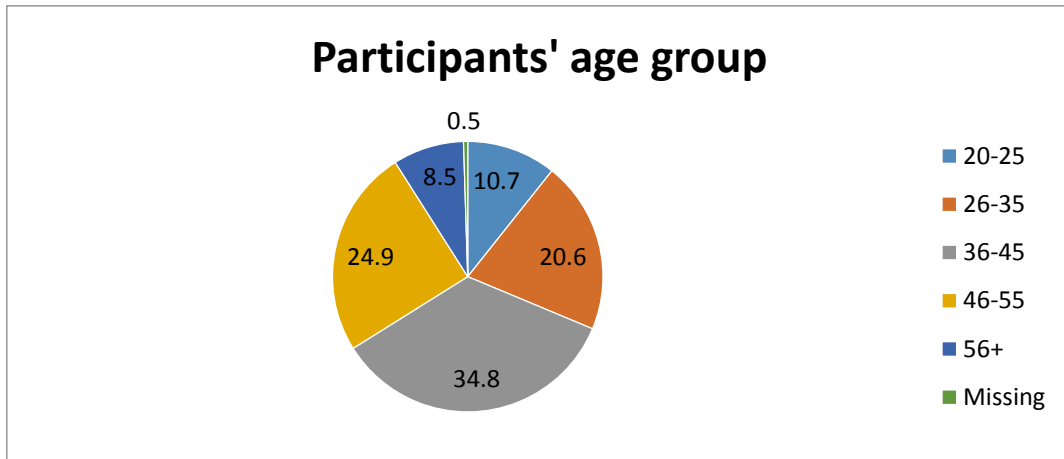


Figure 4.2 Data on respondents' age groups

Figure 4.2 displays the age groups of the respondents. The largest age group is 36-45 years (which constitutes 34.8% of the sample), followed by the group 46-55 years (24.9%). The combined age group with ages between 20-35 years made out 31.3% of the sample. This group can be considered as the young blood of the schools. The age group 56 or older, was found to be the smallest, at 8.5%. This is a group of respondents that can be considered well-experienced. An interesting finding is that this group is marginally smaller (almost equal) to the 20–25 year age group, who can be considered young and inexperienced teachers. It can be concluded that, at the research school sites, the number of the most experienced teachers is almost equal to that of inexperienced, young teachers.

4.2.3 Respondents' teaching experience

The teaching experience of the respondents is also important, because it may also have an effect on their perceptions of the organisational climates of their schools. Their experience could also influence their perceptions of the behavioural dimensions tested by the OCDQ-RS, as well as whether there are differences in their perceptions – and if these differences are statistically significant and of practical effect. Figure 4.3 below illustrates the data on teachers' teaching experience.

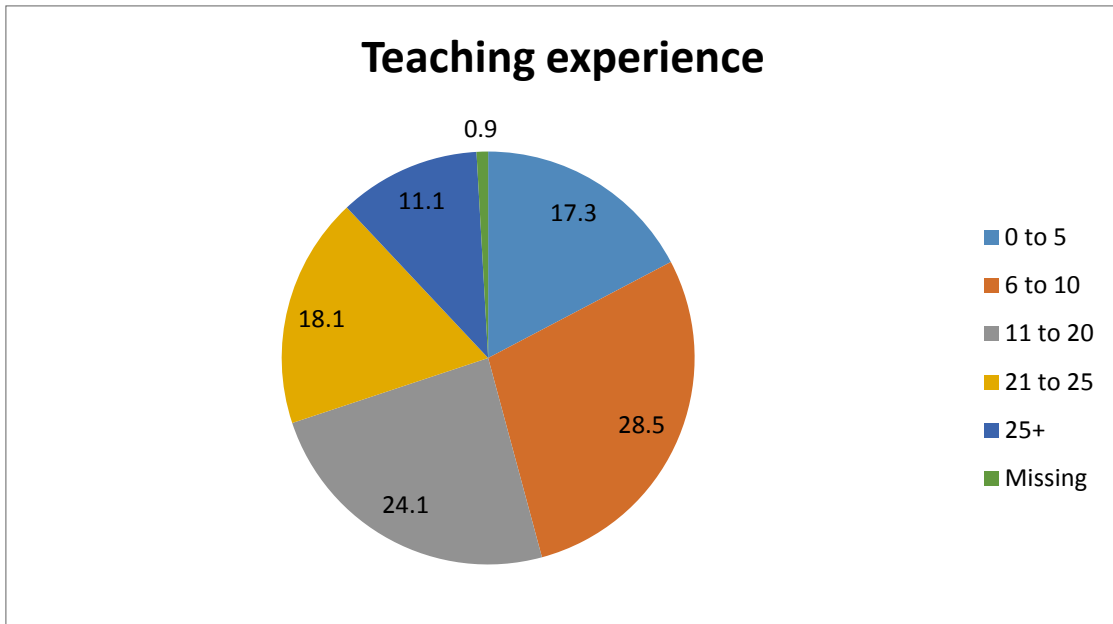


Figure 4.3 **Data on respondents' teaching experience**

Figure 4.3 indicates that 17.3% of the respondents had 0–5 years of experience; they may be considered novice teachers. This is followed by respondents with 6-10 years of teaching experience, at 28.5%. The majority of respondents fell within this group. The next interval is 11–20 years of teaching experience at 24.1%; then 21–25 years of teaching experience at 18.1% and finally, 11.1% of the respondents had 25 or more years of teaching experience. A remarkable observation is that at most of the surveyed schools, the majority of teachers (28.5%) had 6–10 years of teaching experience. These teachers can be considered as relatively inexperienced teachers. However, this inexperience is balanced by a sizeable 24.1% of teachers who had between 11 and 20 years of teaching experience. It can be concluded that the composition of teachers at the surveyed schools is a mix of inexperienced and experienced teachers. This indicates that the respondents of this study are experienced and are veteran teachers; it is therefore likely that their perceptions will be influenced by their long service in the organisation.

4.2.4 **Participants' positions at school**

The respondents' positions relate to positions they held, such as deputy principals, Heads of Departments (HoDs) or teachers on post level 1.

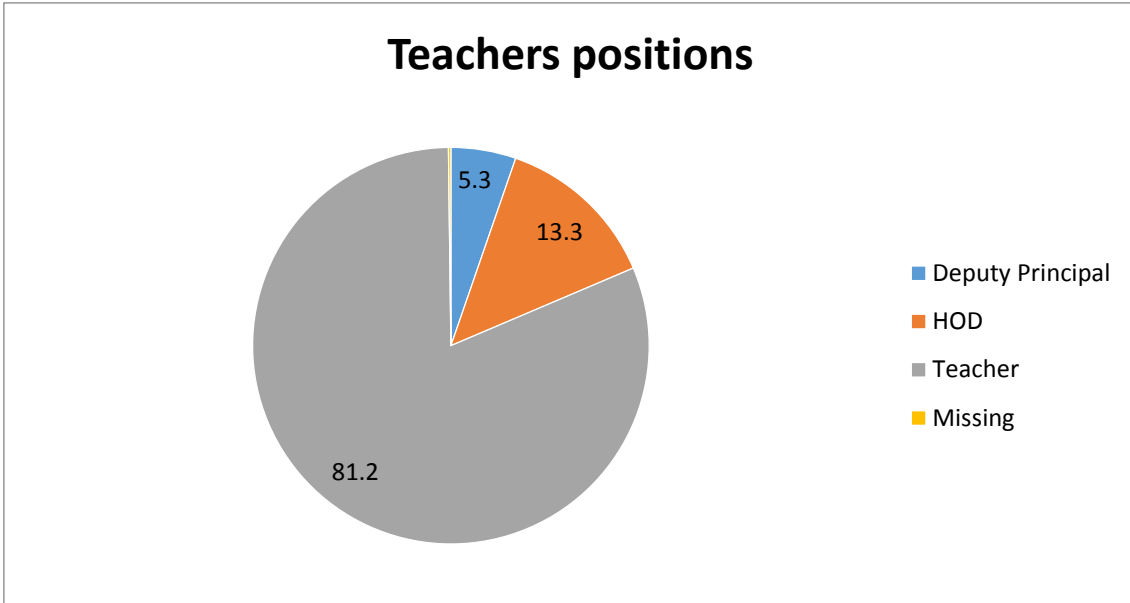


Figure 4.4 **Position of teachers**

Figure 4.4 indicates that many respondents were teachers (81.2%), 13.3% were HoDs, and 5.3% were deputy principals. A large number of respondents were teachers on post level 1 and are thus not part of the school management team.

4.2.5 **Grades that respondents teach**

Grades taught by respondents are considered an important factor, as it can influence the perceptions that respondents have of the organisational climates of their schools. This is mainly because the grades they teach relate to such issues as workload, learner behaviour, interactions with colleagues and their immediate managers, such as HoDs, grade leaders and subject heads. Figure 4.5 shows the grades that respondents teach.

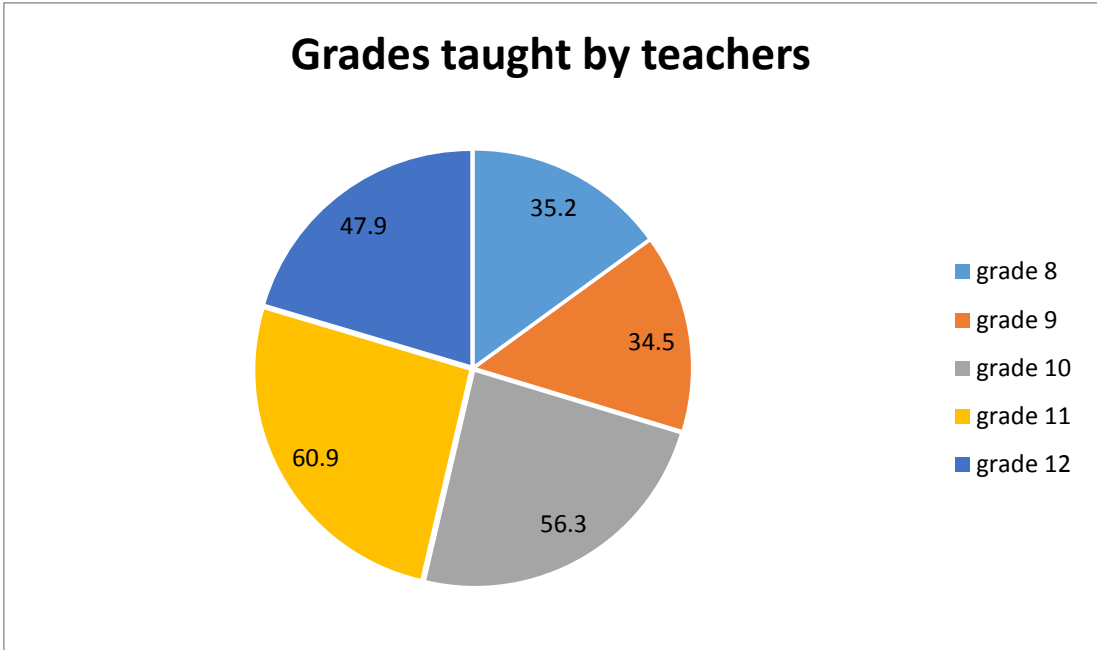


Figure 4.5 **Grades respondents teach at their schools**

Figure 4.5 displays the percentages of teachers who are responsible for teaching multiple grades. The highest percentages are found in the FET phase, being grade 10 to 12 (55% on average). The highest percentage is grade 11, with 60.9%, grade 10 is 56.3% and grade 12 is 47.9%. It is the FET phase's grade 12 results that inform the performance of a school so as to be considered as a well-performing school. The GET phase (grade 8 and 9) also lays a foundation for different subjects to be taught in the FET band, and it was found that 35.2% of the respondents teach grade 8 and 34.5% teach grade 9. The results displayed are important to this study, as it will be interesting to find out how this demographic feature affects respondents' perceptions of their school organisational climates, as well as how statistically significant and practically different their perceptions are, if at all.

It is noted that the percentages illustrated on the chart do not add up to 100% because the percentages illustrated include respondents teaching more than one grade.

4.2.6 Data on teachers' highest qualifications

The significance of the highest qualifications of the teachers for this study, is that they may influence how the respondents perceive their schools' organisational climates. A possible reason for this, is that the perception that high qualification are essential in increasing the knowledge and skill base of the teachers, and can influence the delivery of education to the learners. Figure 4.6 depicts the highest qualifications of the teachers in this study.

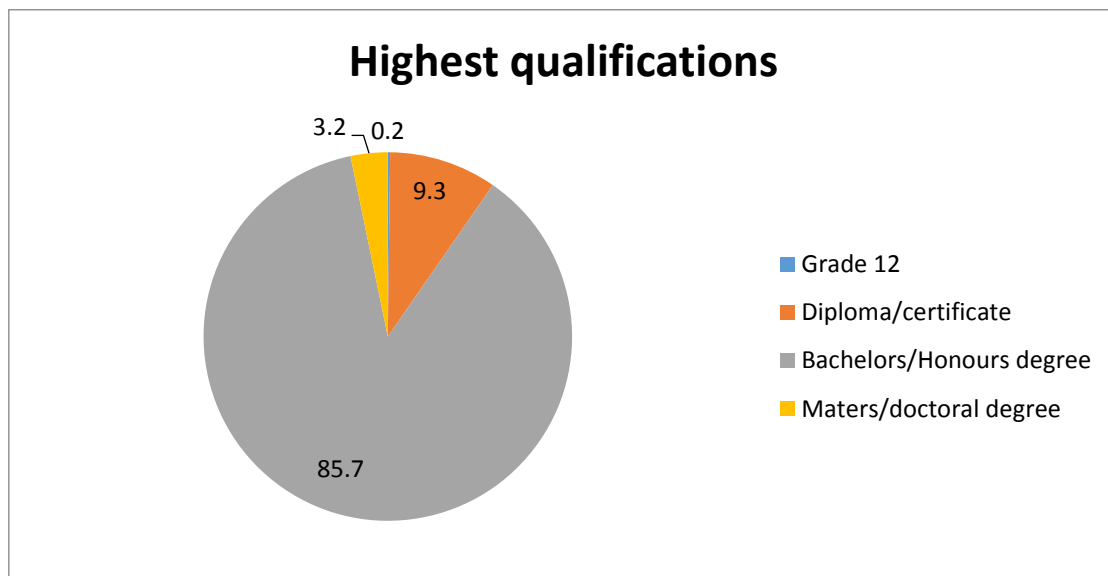


Figure 4.6 Respondents' highest qualifications

Figure 4.6 demonstrates that the majority of respondents (85.7%) have Bachelor's or Honours degrees, while those with diplomas or certificates make out 9.3%, followed by those who have Master's or Doctoral degrees, who make up 3.2%. In the past, teachers with grade 12 would be appointed, which explains why there are respondents with grade 12 only (0.2%). A positive indication is that 85.7% of teachers have either Bachelor's or Honours degrees – the standard that has been set by the Department of Education. This implies that the majority of teachers in these sampled schools are properly qualified to teach at secondary schools, and this may contribute to the fact that the surveyed schools are well-performing schools.

4.2.7 Settlements where the school is situated

The settlements where schools are situated links directly to the rationale of the study – investigating previously disadvantaged schools in poor socio-economic circumstances. It is noted that in these areas (mostly townships) there are two types of settlements, namely formal locations with formal settlements and formal infrastructure, and informal settlements which are characterised by, among other things, shack housing, no regular and formal infrastructure, and no sanitation, electricity or water. Figure 4.7 illustrates the data regarding the settlements where schools are situated.

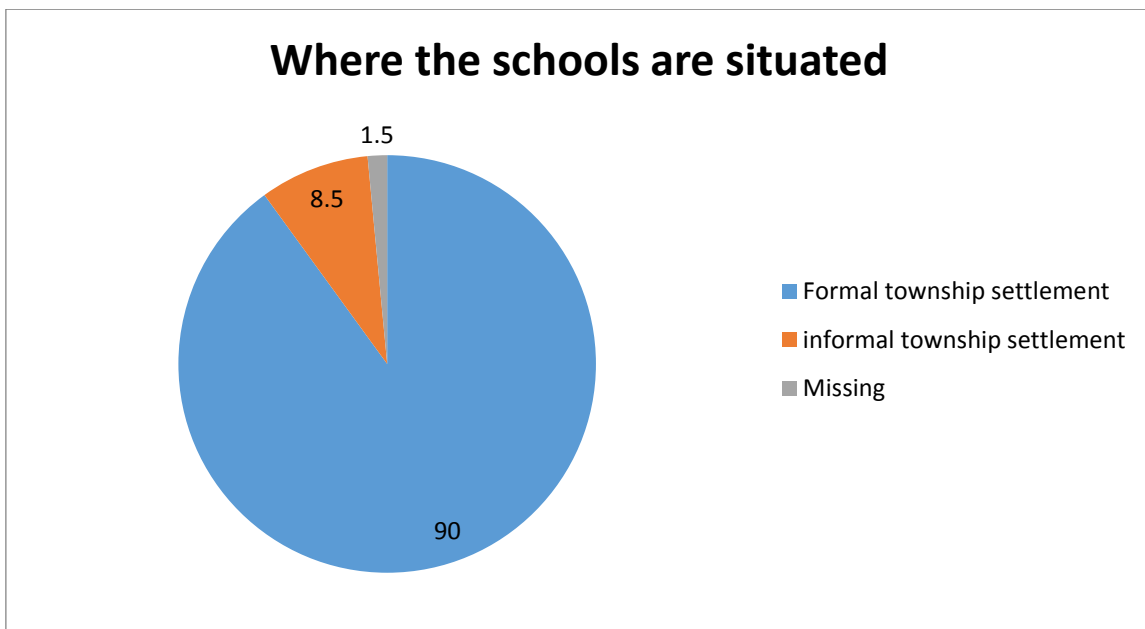


Figure 4.7 Settlements where the schools are situated

Figure 4.7 illustrates that 90% (the majority) of the schools are situated in formal townships, while only 8.5% of the schools are situated in informal townships. This is indeed true; all the sampled schools are found in townships, hence their status as previously disadvantaged schools. Some of the contextual and social factors that teachers face, may influence their behaviour and their perceptions of their schools' organisational climates.

4.2.8 The enrolment of learners in these schools

The school enrolment can be considered a factor that can have a bearing on the organisational climates of respondents' schools, because the number of learners in classes, the subjects presented and the school in general, influence issues such as overcrowded classrooms, how resource allocation and use is carried out, and discipline issues. Figure 4.8 depicts data on the enrolment of learners at surveyed schools.

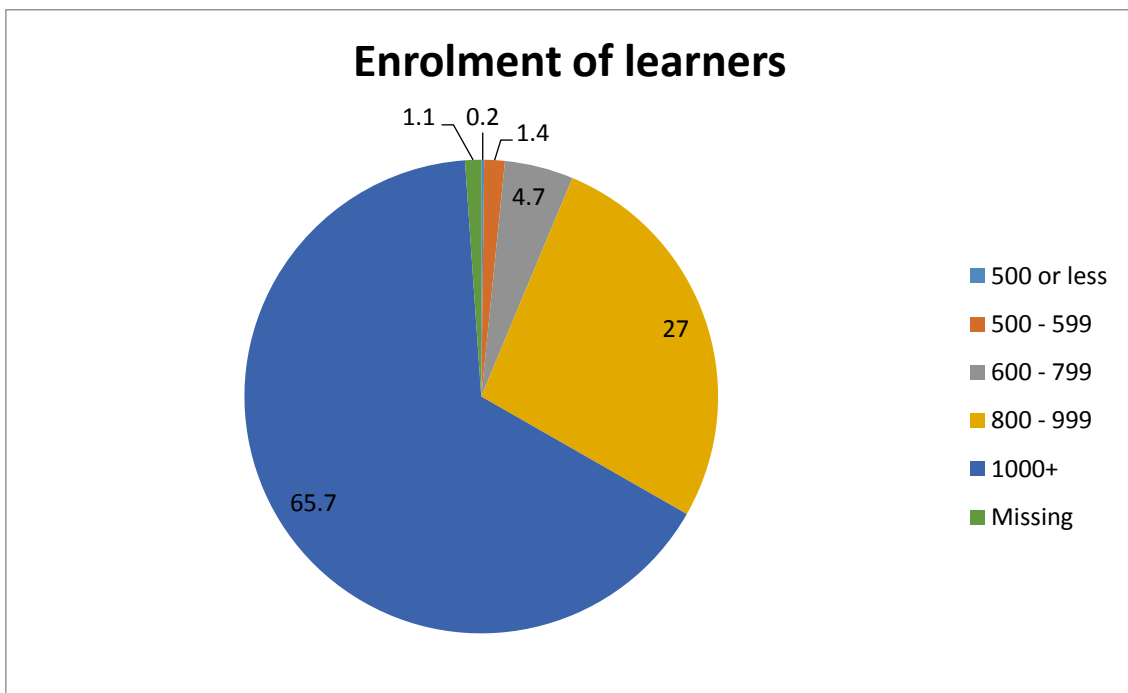


Figure 4.8 **Enrolment of learners in the surveyed schools.**

Figure 4.8 indicates that 65.7% of the schools have more than 1000 learners enrolled, 27% of the schools have between 800-999 learners enrolled, 4.7% of schools have between 600-799 learners enrolled, 1.4% of the schools have between 500-599 learners enrolled, and 0.2% of schools have 500 or fewer learners enrolled. This goes hand-in-hand with where the schools are situated, as it indicates a high number of schools in formal township settlements, which could explain why there are high numbers of learners enrolled. . The school enrolment will influence the behaviour of the teachers, which will indirectly inform the performance of the school.

4.3 Analysis and interpretation of responses to the OCDQ-RS items on the school organisational climate

This section presents responses to questions about respondents' perceptions on their school organisational climates as contained in section B of the OCDQ-RS questionnaire. This section thus comprises the individual behavioural dimensions as they relate to principals and teachers, as well as the aggregation of items used to determine the openness of the school organisational climate.

In this section, the data collected was used in identifying and analysing the principal behaviour, teacher behaviour and the correlation between the dimensions which led to determining the openness of the climates of the surveyed schools. Before the researcher determined the openness of a school in its entirety, the openness of principals and teachers was first determined and profiled according to the prototypic profile (shown in Table 4.1) according to the mean scores and as directed by the OCDQ-RS scoring guidelines.

Table 4.1 **The prototypic profile of secondary school organisational climate**

Above 600	Very high
551 – 600	High
525 – 550	Above average
511 – 524	Slightly above average
490 – 510	Average
476 – 489	Slightly below average
450 – 475	Below average
400 – 449	Low
Below 400	Very low

As indicated in Chapter 3, Table 4.1, compiled by Hoy et al. (2008:86) was used as a guiding tool to determine the level of openness of the school, as informed by principal and teacher behaviour. As can be seen from the table, scores between 551 and 600 indicate high openness, while scores below 400 denote very low openness. These scores are derived from prototypic profiles of

climates, and was constructed using the normative data from a diverse sample of schools from New Jersey (Hoy et al., 2000:151). Data collected from this study's schools is compared to this prototypic profile in order to determine the climate profile of the schools in the study.

4.3.1 **An analysis and interpretation of the individual behavioural dimension**

Hoy et al. (2000:15) indicate the procedures to be followed in order to score the results (Annexure B). To analyse both principal and teacher behavioural dimensions, the procedures outlined were followed. The SPSS (SPSS Inc., 2017) was used to calculate the scores of the surveyed schools, which helped the researcher to determine the principal and teacher behaviours as denoted in the mean scores, and it also enabled the researcher to determine the climate profiles of the surveyed schools.

4.3.1.1 **Analysis and interpretation of principal behaviour per dimension**

Table 4.2 indicates the mean scores per dimension relating to principal behaviour. According to the OCDQ-RS there are two dimensions of principal behaviour, namely supportive and directive behaviour dimensions.

Table 4.2 The standardised mean and standard deviation scores of principal behaviour

Behaviour	Dimension	Valid N	Mean	Std. Dev.
Principal	Directive	856	608.29	148.09808
	Supportive	856	464.23	143.74431

From table 4.2, it is evident that the principals of the surveyed schools are characterised by behaviours that are highly directive as shown by the mean score of 608.29. Hoy et al. (2008:46) point out that directive principal behaviour refers to rigid and domineering control, and the principal closely and constantly

monitors all teachers and school activities, down to the smallest detail. This is an important finding, because it implies that the principals of the surveyed schools in this study display these behaviours, that is, they display behaviours that are more directive than supportive. The highly directive behaviours of principals seem to a large extent to be supported by responses to individual items characterising highly directive behaviour. The frequency analysis for items relating to this dimension is represented in table 4.3.

Table 4.3 **Data on principal directive behaviour**

Item	Frequencies %				
	RO	SO	OC	VFO	Missing
Teacher-principal meetings are dominated by the principal.	19.4	38.3	26.4	15.0	0.9
The principal rules with an iron fist.	28	32.6	23.8	13.3	2.2
The principal monitors everything teachers do.	12.4	31.9	33.5	21.3	1.2
The principal closely checks teacher activities.	13.6	37.6	32.7	14.4	1.8
The principal is autocratic.	32.1	31.7	23.6	10.4	2.2
The principal supervises teachers closely.	11.9	35.0	36.6	14.4	2.1
The principal talks more than he/she listens.	28.2	32.1	24.3	13.2	2.2

RO=Rarely occurs; SO=Seldom occurs; OO=Often occurs; VFO=Very frequently occurs

From Table 4.3, it can be seen that most items in this dimension were perceived to occur sometimes or to occur often. Most respondents (38.3%) perceived that teacher–principal meetings are sometimes dominated by the principal, 26.4% of respondents (a sizeable percentage) held the perception that teacher–principal meetings are often dominated by the principal, and 15% indicated that this

behaviour occurs very frequently. The last two responses combined, total 41.4%, indicating that teacher–principal meetings are dominated by the principal. Being highly directive and dominant in teacher–principal meetings may be related to principals of these schools being intent on giving direction and guiding teachers.

With regard to the principal ruling with an iron fist, the majority of respondents (32.6%) indicated that this behaviour sometimes occurs, while 28% of the respondents said it is something that rarely occurs. This response indicates that, although this response sometimes occurs, this was not the norm at the surveyed schools. However, 23.8% of the respondents indicated that this kind of behaviour often occurs, and 13.3% of respondents felt that it occurs very frequently. Therefore, 37.1% of the respondents do feel that the principals rule with an iron fist at the surveyed schools. However, it is notable that 23.8% of respondents indicated that this often occurs. This could be interpreted in the context of principals standing firm on issues of policy and regulations. This may also suggest that this behaviour is the principals' way of getting things done in time in order to ensure the schools remain well-performing. These demands may sometimes force him or her to rule with an iron fist or to insist on things done his or her way. This is related to the characteristic of principals being directive.

The third item relates to the principal monitoring everything teachers do. The majority of the respondents (33.5%) believed that this behaviour occurs often and a considerable number of respondents (21.3%) indicated that this occurs very frequently. Combined, this indicates that a significant majority (54.8%) state that their principals monitor everything teachers do. It is, however, noteworthy that 31.9% of the respondents indicated that this behaviour sometimes occurs, and 12.4% of the respondents indicated that it rarely occurs.

Close to 65.4% of the respondents experience a high level of monitoring in the behaviour of the principals. Though classified as directive behaviour, this may be indicative of the conscientiousness of the principals of the surveyed schools as leaders, to monitor what goes on at the schools. It must be noted that

monitoring here is considered to mean making sure that there is awareness of what teachers do in order to ensure that school processes are executed properly to ensure performance in the context of a school that is well-performing, and is under constant pressure to sustain that performance. It is also notable that 21.3% of the respondents indicated that monitoring behaviour very frequently occurs. This may be due to the fact that the principals want to make sure that teachers do what they are supposed to do, which essentially revolves around teaching. This behaviour can also be because principals want to ensure that the schools maintain high performance and excellent learner achievement.

The item that concerns whether the principal closely checks teachers' activities scored highest at 'sometimes occurs' (37.6%), and 13.6% of the respondents indicated that this rarely occurs. This was followed by 32.7% of the respondents indicating that it often occurs, and 14.4% of the respondents indicated that this very frequently occurs, and a total of 47.1% who feel this behaviour occurs often or frequently. While not a regular feature of schools, clearly this is something that happens. While this item is not so different from the previous item, the question is its context which may allude to checking work-related activities. It actually indicates the element of monitoring being done by the principal on all school activities. This can be regarded as an element of vigilance from the principals of these schools, which may explain in part the fact that these schools are well-performing.

The principal being autocratic was perceived by the majority of respondents (32.1% and 31.7) as rarely occurring and sometimes occurring respectively. This is significant, as it seems to lend weight to the notion of watching and monitoring teachers' activities not being necessarily negative or due to being autocratic. However, a significant percentage of respondents (23.6%) indicated that this often occurs (31.7%) and 10.4% indicated that this very frequently occurs. This shows that at times the principal becomes autocratic. It is possible that the principals behave in an autocratic way for the benefit of the school as an organisation.

The majority of the respondents (36.6%) indicated that behaviour that entails the principal supervising teachers closely occurs often, and 14.4% indicated that this behaviour very frequently occurs. This yields a combined majority of 51% of the respondents who perceive the principal as supervising teachers closely. Notably, 35.0% of the respondents indicated that this item sometimes occurs, and 11.9% indicated that it rarely occurs. This implies that this is something that occurs at the schools surveyed. This item is related to items of teachers' activities being monitored and checked closely. The implication could be that the principals are intent on seeing things done correctly and by the book. This could be meant to provide clear direction on matters that should take place, and it may be that the principals do this to make sure that performance standards are not compromised.

Most respondents (32.1%) perceived that the last item on this dimension, namely that the principal talks more than he or she listens, sometimes occurs, and 28.2% indicated that it rarely occurs. Other respondents (24.3% and 13.2%) indicated that this often occurs and very frequently occurs, which gives a combined total of 37.5% of respondents who consider that this actually occurs at their schools. While these figures imply that this behaviour does occur at the surveyed schools, it is remarkable that 28.2% of the respondents perceived this as something that rarely occurs. This is an indication of highly directive principal behaviour, and gives the impression that principals tended to be impatient with the teachers and hastened to give direction. This could happen where principals feel that teachers raise trivial issues and thus pre-empt teachers' views and hasten to push their own views.

The responses to the items that indicate very directive principal behaviour seem to resonate with Mine's (2009) assertion as cited by Duff (2013;41), that principals who believe in the principle of production, base all their actions on the viewpoint that employees work and produce their best when they are exposed to immense tension and pressure. This frequency analysis shows the possibility that the more teachers feel pressure due to close monitoring and supervision by the principal, the better they perform.

Although the principal directive behaviour was ranked high by the respondents, there seems to be a level of support being shown by the principals.

The principals of the surveyed schools were found to be below average on supportive behaviour, as indicated by the mean score of 464.23. According to Hoy et al. (2000:46), supportive principal behaviour is where the principal listens and is open to teacher suggestions, praise is given genuinely and frequently, and criticism is handled constructively. Hoy et al. (2000:147) further add that supportive behaviour is characterised by efforts to motivate teachers by setting an example through hard work. At the same time, the principal is helpful and genuinely concerned with the personal and professional welfare of teachers. Supportive behaviour is directed toward both the social needs and task achievement of the faculty (Hoy et al., 2000:147).

Supportive behaviour, ranked second, is indicated by a frequency analysis of items and its characterisation is displayed in Table 4.4.

Table 4.4 Data on principal supportive behaviour

Item	Frequencies %				
	Rarely occurs	Sometimes occurs	Often Occurs	Very frequently occurs	Missing
The principal sets an example by working hard himself/herself.	15.5	31.8	27.5	23.8	1.4
The principal compliments teachers	15.0	26.4	37.3	20.3	1.1
The principal goes out of his way to help teachers.	17.1	31.9	36.4	12.7	1.9
The principal explains his/her reason for criticism to teachers.	22.7	39.1	26.9	10.0	1.3
The principal is available after school to help teachers when assistance is needed.	19.2	35.3	28.2	16.5	1.1
The principal uses constructive criticism.	18.8	36.1	30.4	12.5	2.2
The principal looks out for the personal welfare of the staff.	15.8	28.7	39.8	12.9	2.8

RO=Rarely occurs; SO=Seldom occurs; OO=Often occurs; VFO=Very frequently occurs

Table 4.4 depicts how respondents perceived the items that outline supportive principal behaviour. The first item relating to whether the principal sets an example by working hard himself/herself, was scored as ‘often occurs’ and ‘very frequently occurs’ by 27.5% and 23.8% of the respondents respectively, which yielded a combined majority of 51.3%. Notably, 15.5% responded that this rarely happens, and a considerable percentage of respondents (31.8%) indicated that this sometimes occurs. This indicates that principals at the surveyed schools do

set an example by working hard themselves. This can influence teachers who see their principals working hard, even those who were unwilling and unable, to have a willing heart to work hard and execute their tasks.

The majority of respondents (37.3%) indicated that the item pertaining to whether the principal compliments teachers, occurs often, and 20.3% of the respondents indicated that it occurs very often. This totals 57.6% of the respondents, who consider that principals compliment teachers. It is also noteworthy that 26.4% of the respondents indicated that it sometimes occurs. Furthermore, 15% indicated that this rarely occurs.

The item that deals with whether the principal goes out of his or her way to help teachers, showed similar results to the responses for the three items that precede it. There were 31.9% of respondents who indicated that it sometimes occurs, 36.4% of the respondents indicated that it often occurs, and 12.7% considered that it occurs very frequently. The combined score for the last two responses (49.1%) indicate that this is something that happened at the surveyed schools. However, 17.1% of the respondents indicated that it rarely occurred. On the basis of the perceptions indicating that this behaviour sometimes occurs and often occurs, it can be concluded that the principals of the surveyed schools do go out of their way to help teachers. This may show that the principal will go out of his or her way to help teachers excel in their subjects (and possibly in other aspects of their work and private lives) in order to maintain the good image and high performance of a well-performing school. When teachers excel in their specific subjects, it will eventually benefit the school.

The following item in the set – concerning whether the principal explains his or her reasons for criticism to the teachers – was scored by the majority of the respondents (39.1%) as something that sometimes occurs, while 26.9% of the respondents said it often occurs. This can be seen as indicative of interactions between principals and teachers. It was also noted that 22.7% said this behaviour rarely occurs. This may indicate cases where the principal avoids criticising teachers, or does not criticise them at all. The last response to this

item possibly resonates with responses relating to the principal dominating meetings with teachers, occasionally being autocratic, and ruling with an iron fist.

On the principal being available after school to help teachers when assistance is needed, the majority of respondents (35.3%) indicated that this sometimes occurs, 28.2% said it often occurs and 16.5% said that this behaviour occurs very frequently. The last two responses make up 44.7% of the respondents, which indicates that this behaviour occurs at their schools occasionally or often. This may, as discussed earlier, be related to the fact that principals supervise and check teachers closely, as well as being available when teachers need help of some sort.

For the item that relates to whether the principal uses constructive criticism, 36.1% of the respondents said this behaviour sometimes occurs, 30.4% said it often occurs and 12.5% said it occurs very frequently. This implies that this does occur at the surveyed schools, though occasionally. However, a combined 42.9% of the respondents indicated that it occurs often or very frequently. This seems to resonate with the fourth item, which states that the principal explains his or her reasons for criticism to teachers. For that item, about 66% of the respondents answered similarly. When the principal explains his or her reasons for criticism to teachers in a constructive way, it may benefit the teachers. This indicates the positive traits of the principals of the surveyed schools.

The last item related to supportive principal behaviour concerned the principal looking out for the personal welfare of the staff. This behaviour was scored as 'often occurs' by 39.8% of respondents, and 'very frequently occurs' by 12.9%, which yielded a combined 52.7% of respondents. Further, 28.7% said it sometimes occurs. Knowing that they matter may be one of the things that would motivate the teachers to work harder. This indicates that the principals are concerned about the personal welfare of their staff members. This principal behaviour may motivate teachers to excel in what they do.

It is beneficial for teachers to be taken care of and knowing that they have the support of their principals. This may influence teachers to strive to achieve high performance in the subjects they teach. Hoy et al. (2008:46) assert that being supportive as a principal is directed towards both the social needs and task achievement of the staff, which is something possibly happening at the surveyed schools, albeit not highly scored. Although the principals of the surveyed schools are highly directive, they also seem to be very helpful, genuinely concerned about the teachers, and attempt to motivate them by using constructive criticism and by setting an example through hard work.

The analysis of the responses to individual items relating to directive principal behaviour and supportive principal behaviour, seem to exhibit a clear pattern – that most items are perceived as sometimes occurring and often occurring at the surveyed schools. There are lessons that can be derived from these responses, especially in consideration of organisational climates, as will be demonstrated later in this dissertation.

The OCDQ-RS also measures three dimensions of teacher behaviour, and these dimensions constitute the discussion in the following subsection.

4.3.1.2 An analysis and interpretation of teacher behaviour per dimension

In terms of teacher behaviour, the OCDQ-RS deals with three dimensions, namely engaged, frustrated and intimate teacher behaviours. The scores for the behavioural dimensions of teachers were calculated by following the scoring guidelines as presented in Annexure B.

The mean scores and standard deviations of teacher behaviour per dimension are shown in table 4.5.

Table 4.5 The standardised mean and deviation scores: educator behaviour

Behaviour	Dimension	N	Mean	Std. Dev.
Teacher	Intimate	856	566.42	233.03291
	Frustrated	856	543.36	160.92726
	Engaged	856	329.68	340.13736

Table 4.5 indicates that intimate teacher behaviour was scored highly, with a mean score of 566.42. It was followed by frustrated teacher behaviour with a mean score of 543.36, and lastly, engaged teacher behaviour with a mean score of 329.68. These scores indicate that teachers at the surveyed schools display intimate behaviour. According to Hoy et al (2008:45), intimate teacher behaviour is characterised by “cohesive and strong social relations among teachers where teachers know each other well, are close personal friends, socialize together regularly, and provide strong social support for each other”. However, Hoy et al. (2008:45) state that the “friendly social interactions that are the essence of this construct are limited, however, to social needs; in fact, task accomplishment is not germane to this dimension”.

This high level of intimacy suggests that teachers at these schools experience healthy relationships and they share personal issues with their colleagues. However, as pointed out in the previous chapter, this dimension scored a low reliability index. The Cronbach Alpha index for the dimension was scored at 0.29, which is very low, and implies a lack of, or poor, internal consistency of the items relating to the subscale or dimension denoting intimate behaviour. Considering this low score, it was decided to interpret this subscale with the utmost caution, especially with regard to inferential statistics. Table 4.6 depicts the data relating to intimate teacher behaviour.

Table 4.6 Data on teacher intimate behaviour

Item	Frequencies %				
	Rarely occurs	Sometimes occurs	Often Occurs	Very frequently occurs	Missing
Teachers' closest friends are other staff members at this school	12.9	30.6	36.9	18.5	1.1
Teachers know the family background of other staff members	23.0	42.5	24.1	9.2	1.2
Teachers invite other staff members to visit them at home	32.4	37.5	20.7	7.7	1.7
Teachers socialize with each other on a regular basis	14.3	34.1	31.0	18.3	2.3

RO=Rarely occurs; SO=Seldom occurs; OO=Often occurs; VFO=Very frequently occurs

Figure 4.6 depicts the four items that characterise intimate teacher behaviour. The first item concerns the teachers' closest friends being other staff members at the schools. Some respondents (30.6%) indicated that this situation sometimes occurs. Other respondents (36.9%) indicated that this is often the case, and 18.5% of the respondents indicated that this behaviour occurs very frequently. This yielded a combined 55.4% of the respondents, and implies concurrence on teachers' closest friends being other staff members at the schools. It is further notable that 12.9% indicated that this item rarely occurs.

For the item that relates to teachers knowing the family backgrounds of other staff members, the majority of respondents (36.3%) indicated that this often occurs and 19.6% of respondents indicated that this occurs very frequently, for a combined total of 55.9%. A sizeable number of respondents (42.5%) indicated that this state of affairs sometimes occurs and 23.0% indicated that it rarely occurs.

For the next item, 20.7% respondents indicated that teachers often invite other staff members to visit them at home, and 7.7% indicated they do so very

frequently – a combined total of only 28.4%. Notably, the majority of respondents (37.5%) indicated this behaviour sometimes occurs and a considerable 32.4% of respondents indicated that this behaviour rarely occurs.

On the item teachers socialise with each other on a regular basis, 31.0% and 18.3% of the respondents indicated often occurs and very frequently occurs respectively, which is almost half (49.3%) of the respondents. Furthermore, 34.1% of the respondents indicated 'sometimes occurs' while 14.3% indicated 'rarely occurs' on this item.

The next subscale or dimension of teacher behaviour is frustrated behaviour. Frustrated teacher behaviour refers to a general pattern of interference from both school management and colleagues that distracts from the basic task of teaching, with routine duties, administrative paperwork and assigned non-teaching duties are excessive, and also with teachers who irritate, annoy, and interrupt each other (Hoy et al., 2000:145). Table 4.7 depicts the frequency analysis of the frustrated teacher behaviour at the surveyed schools.

Table 4.7 Data on frustrated teacher behaviour

Item	Frequencies %				
	Rarely occurs	Sometimes occurs	Often Occurs	Very frequently occurs	Missing
Mannerisms of teachers at this school are annoying.	27.1	45.4	16.7	9.3	1.4
Teachers have too many committee requirements.	24.5	32.9	32.7	7.1	2.7
Routine duties interfere with the job of teaching.	22.9	38.7	24.8	11.9	1.8
Teachers interrupt other staff members who are talking in meetings.	37.4	34.8	18.7	7.9	1.2
Administrative paperwork is burdensome at this school.	20	35.6	23.9	18.3	2.1
Assigned non-teaching duties are excessive.	20.8	43.2	24.8	9.2	2.0

RO=Rarely occurs; SO=Seldom occurs; OO=Often occurs; VFO=Very frequently occurs

Table 4.7 shows how the items that relate to frustrated teacher behaviour were scored. For the first item (whether the mannerism of teachers at this school are annoying) the majority of respondents (45.4%) perceived that this sometimes occurs, while 27.1% of respondents perceived that this rarely occurs. It is noted that 16.7% and 9.3% – a combined number of only 26.0% – of the respondents indicated ‘often occurs’ and ‘very frequently occurs’ respectively. It is evident that it is not something that frequently occurs. This could be expected in light of the high score for intimate teacher behaviour.

The second item, which entails teachers having too many committee requirements, was scored by 32.9% of the respondents as ‘sometimes occurs’, marginally more than the percentage of responses that indicated that this

behaviour often occurs, at 32.7%. A very notable finding was that 32.7% and 7.1% of the respondents respectively indicated 'often occurs' and 'very frequently occurs', which gives a combined total of 39.8%. This is indicative of frustrated behaviour as a result of too many committee requirements. This can indeed cause teachers to be frustrated, as they must concentrate on teaching effectively, while burdened with the many committee requirements that they have to participate in. This may suggest that they get frustrated as they cannot just ignore their committee requirements, because all these committees also play a big role in the functionality of the school.

For the item that deals with whether routine activities interfere with the job of teaching, the majority of respondents (38.7%) perceived that this item sometimes occurs, 24.8% of the respondents said it often occurs, and 11.9% indicated that it occurs very frequently. This tells us that this is something that does take place at the surveyed schools. It frustrates the teachers, because they have directive principals who would, according to their directive behaviour, at times closely check up on teachers' activities – including, perhaps, ensuring that they do not neglect the routine activities that they have to do.

In response to the item about teachers interrupting other staff members who are talking in meetings, the perceptions of most respondents (37.4%) indicated that this rarely occurs, 34.8% of the respondents indicated that this sometimes occurs, 18.7% indicated that this behaviour often occurs and 7.9% of respondents indicated that it occurs very frequently. The last two responses combined constitute 26.6% of the respondents. This may be something that rarely occurs, because meetings are dominated by the principal, which may minimise the level of interruption from other teachers.

The majority of respondents (35.6%) indicated that they sometimes find administrative paperwork burdensome, 23.9% of respondents indicated that this is often the case and 18.3% indicated that this is very frequently the case. The last two responses combined give a 42.2% majority, which suggests that there is indeed burdensome administrative paperwork. It is evident that this frustrates teachers, as they have to teach, execute committee requirements and they

have much administrative paperwork to deal with. This can be understood within the context of the new curriculum, which is widely believed to involve significant amounts of administrative paperwork.

Finally, the majority of respondents (43.2%) indicated that assigned non-teaching duties are sometimes excessive, and 20.8% of respondents felt that this was rarely the case. Further, 24.8% of respondents indicated that this often occurs, and 9.2% indicated that assigned non-teaching duties are frequently excessive. The last two responses combined, indicate that 34.0% of respondents consider assigned non-teaching duties excessive. This indicates that most respondents perceived this item as occurring at their schools occasionally. This may cause frustration for teachers, as they need to balance these non-teaching activities with teaching activities. In a well-performing school, one must excel at balancing these two tasks, while ensuring that learners attain good marks.

The response to this item also confirm that the teachers of the surveyed schools felt that there were other tasks that interfered with their teaching activities, and placed a burden on them to make sure that they succeed in maintaining high learner performance.

The last dimension is engaged teacher behaviour. This dimension scored low, with a mean score of 329.68. According to Hoy et al. (2000:147), engaged teacher behaviour is reflected by high staff morale, where teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, are concerned about each other, are committed to the success of their learners, are friendly with them, trust them and are optimistic about the ability of learners to succeed.

Table 4.8 below depicts the frequency analysis of the items related to engaged teacher behaviour.

Table 4.8 Data on engaged teacher behaviour

Item	Frequencies %				
	Rarely occurs	Sometimes occurs	Often Occurs	Very frequently occurs	Missing
Teachers spend time after school with learners who have individual problems.	17.8	43.7	28.4	9.5	0.7
Teachers are proud of their school.	13.0	30.1	36.3	19.6	0.9
The Representative Council of learners has an influence on school policy.	33.6	29.3	29.2	6.4	1.4
Teachers are friendly with learners.	14.8	31.3	33.1	19.3	1.5
Teachers help and support each other.	10.6	28.2	39.1	20.9	1.2
Learners solve their problems through logical reasoning.	20.6	42.6	27.3	7.2	2.2
The morale of teachers is high.	15.0	37.1	31.9	13.9	2.1
Teachers really enjoy working here.	14.4	30.7	34.7	18.5	1.8
Learners are trusted to work together without supervision.	26.6	40.2	23.6	7.8	1.8
Teachers respect the personal competence of their colleagues.	13.6	35.2	34.8	15.3	1.2

RO=Rarely occurs; SO=Seldom occurs; OO=Often occurs; VFO=Very frequently occurs

Table 4.8 shows items that characterise engaged teacher behaviour. The first item relates to teachers spending time after school with learners who have individual problems. The majority of respondents (43.7%) indicated that this sometimes occurs. A sizeable percentage (28.4%) of respondents indicated that this often occurs, while 9.5% indicated that this occurs very frequently. This adds up to 37.9% of respondents who affirm that this occurs at their schools.

Notably, almost a fifth (17.8%) of the respondents indicated that this rarely occurs.

Although this may be one of the strong points of these schools, and ensures that they are well-performing, it must be noted that due to the challenges that these surveyed schools face, this may not always be possible; hence the high percentage of respondents that indicated that this sometimes occurs. Among other challenges, overcrowding, learner ages and progression policies are common.

On teachers being proud of their school, 36.3% of the respondents said it often occurs and 19.6% indicated that it very frequently occurs. Combined, these responses indicate that a 55.9% majority perceived themselves as being proud of their schools, which is understandable and of no surprise, because they are very proud of their schools as they keep on maintaining their positions as well-performing school.

Items that relate to learners, such as 'Representative Councils of Learners have an influence on school policy', 'Learners solve their problems through logical reasoning' and 'Learners are trusted to work together without supervision', can be considered as indicative of teachers' engaged behaviour, which translates to teachers who are committed to the success of their learners, that they trust them and are optimistic about their ability to succeed. In fact, Hoy et al. (2000:51) state that engaged teacher behaviour involves teacher relationships with learners and positive learner outcomes, it involves behaviour and orientations toward learners, and it is most likely related directly to learner achievement, and addresses the question: "To what extent does climate openness affect such learner outcomes as self-concept, commitment to school, motivation, absenteeism, vandalism, and achievement?"

Regarding the item on 'Representative Councils of learners having an influence on school policy', respondents mostly indicated that this rarely occurs (33.6%), or that it sometimes occurs (29.3%). This is followed by 29.2% of the respondents who indicated that it often occurs, and 6.4% who indicated that it

very frequently occurs, which, when combined, yielded a score of 35.6%. These scores indicate ambivalent responses to this item.

The majority of respondents (33.1%) indicated that teachers are often friendly with learners, and 19.3% indicated that this behaviour occurs very frequently. A further 31.3% of the respondents indicated that this sometimes occurs, and overall it can be said that teachers are indeed friendly with learners at the surveyed schools, even though they seem less engaged; they seem to be concerned about matters that would influence learner performance.

The item on teachers helping and supporting each other was scored as 'often occurs' by the majority of respondents (39.1%) and 20.9% of respondents indicated that it very frequently occurs. Therefore, 60% of the respondents concur on this item. To become a well-performing school, the teachers need to work as a collective, so that each subject being taught by different teachers will excel. This may also suggest that even teachers in the same department, within the same school would collaborate in order to achieve high pass rates. It is, however, remarkable that 28.2% of the respondents indicated 'sometimes occur' on this item. This might be due to the pressure related to performance on their individual tasks; they may only occasionally manage to help and support each other.

'Learners solving their problems through logical reasoning' was scored by 42.6% of the respondent as 'sometimes occurs'. Furthermore, a combined 35.5% (27.3% and 7.2%) of the respondents scored the item as often occurs and very frequently occurs while a fifth of respondents (20.6%) indicated it 'rarely occurs'.

The item on the morale of teachers being high was perceived by most respondents (37.1%) as occurring sometimes, while 31.9% indicated that the behaviour described by this item often occurs, and 13.9% of respondents indicated that it very frequently occurs. The last two scores yielded a combined total of 45.8%. A further 15% of the respondents indicated that this behaviour rarely occurs. Overall, it is encouraging that teachers at the surveyed schools

indicate having high morale despite their disadvantaged circumstances. It may be that their morale is high due to being complimented by the principals, likely on the good work that they do, and knowing that their personal welfare is taken care of by the principal. In this sense, it motivates and fulfils them when they perform well under the leadership of their principals.

On teachers really enjoying working at their schools, the majority of the respondents (34.7% and 18.5%) indicated 'often occurs' and 'very frequently occurs' respectively, which yielded a majority score of 53.2%. This shows that it is something that happens in their schools and that they enjoy working there, due to the various reasons discussed earlier. However, some respondents (14.4%) expressed 'rarely occurs' on this item, and a sizeable 30.7% of respondents indicated that this feature sometimes occurs. This may be due to factors that cause frustrated behaviour, which in turn causes the teachers to be disengaged. It could also be because of mismatched expectations between their own ideals, and the expectations of their schools as organisations, as located perhaps in the school cultures.

The item 'Learners are trusted to work together without supervision' yielded scores of 23.6% for 'often occurs', 7.8% for 'very frequently occurs' and 26.6% for 'rarely occurs'. The majority of the respondents (40.2%) indicated that the behaviour described in this item sometimes occurs.

Regarding whether teachers respect the personal competencies of their colleagues, the majority of the respondents (34.8% and 15.3%), a total of 50.1% indicated 'often occurs' and 'very frequently occurs' for this item. Further, 13.6% of the respondents indicated that this item rarely occurs. This item relates to healthy interpersonal relationships, and is indicative of a spirit of teamwork and integrity. This could also mean that teachers at the surveyed schools do not solely focus on their work, but also focus on collegiality as co-workers who pursue the same goal: being at well-performing schools.

Being ranked low in engaged behaviour can be seen as a statistical result that requires further scrutiny. It is, however, evident from the frequency analysis of

the individual items for this dimension that the surveyed schools have elements of engaged teacher behaviour, but at medium levels.

4.3.2 Summary of findings and conclusions about behaviour dimensions

The findings that relate to the individual behavioural dimensions of principals and teachers revealed numerous issues about the surveyed schools. Table 4.8 summarises the findings on the individual behavioural dimensions pertaining to principals and teachers.

Table 4.9 Individual behaviour dimensions for principals and teachers

Behaviour	Dimension	Valid N	Mean	Std. Dev.
Principal	Directive	856	608.29	148.09808
	Supportive	856	464.23	143.74431
Teacher	Intimate	856	566.42	233.03291
	Frustrated	856	543.36	160.92726
	Engaged	856	329.68	340.13736

As illustrated in Table 4.9, it was found that principal behaviour was highly directive, with a mean score of 608.29 (see Table 4.1). Furthermore, the principals were found to be below average on supportive behaviour, with a score of 464.23. It is important to note that the findings relate to a comparison with the prototypical score of secondary school organisational climates as determined by Hoy et al. (2000). These findings indicate that principals at the surveyed schools display directive behaviour that is 84% more than the prototypical directive behaviour of principals in the profile compiled by Hoy et al. (2000:142).

The frequency score analysis showed that the surveyed schools are headed by highly directive principals, and according to the mean scores on items denoting teacher behaviour, teachers of the surveyed schools display intimate behaviour.

Furthermore, it was also found that teachers displayed frustrated behaviour, indicated by a score of 543.36, which is above average. This frustrated behaviour may be due to large amounts of administrative paperwork, excessive non-teaching duties, as well as requirements from the committees on which they serve.

Trying to strike a balance between teaching and other aspects that require teacher involvement can also cause teachers to exhibit frustrated behaviour. It was also noticed that the directive behaviour of the principal works positively for the school, as it maintains the good performance and overall functionality of the school. This may explain why the frequency analysis showed that the teachers are proud of their schools. It was also discovered that, as much as the principals check and supervise teachers closely, they are also available to help teachers when they are needed, and they set an example by working hard themselves. It was also seen that, as much as the principals are directive, they are not emotionally cold, as they take good care of the personal welfare of the teachers, which in turn contributes to raising the morale of the teachers.

After the analysis and interpretation of the individual behaviours of principals and teachers, the next phase of this study relates to the analysis and interpretation of the nature of the organisational climates of the surveyed schools, in terms of whether they are open or closed. To determine this, the standardised scores were calculated. This revealed the level of openness of these schools, based on the openness of teacher and principal behaviour. The following section presents an analysis and interpretation of the standardised scores, in order to determine the organisational climate profile of the surveyed schools.

4.4 Analysis and interpretation of the school organisational climate profile of surveyed secondary schools

The scores for the surveyed schools were used to compute their organisational climate profiles. To determine the type or nature of the organisational climates of these schools, the openness of principal and teacher behaviour was

calculated according to the guidelines provided by Hoy et al. (2000:143). The calculated organisational climates of the surveyed schools are depicted in Table 4.8 below. The first scores to be considered were the standardised scores for all the dimensions against the normative data provided in the New Jersey sample (Hoy et al., 2000:142). The steps outlined by Hoy et al. (2000:142) were followed to standardise the score. This involved firstly, converting the school subtest scores to standardised scores, with a mean of 500 and a standard deviation of 100, and then using the following formulae:

$$\text{SdS for D} = 100 \times (D - 13.96) / 2.49 + 500$$

$$\text{SdS for S} = 100 \times (S - 18.19) / 2.66 + 500$$

$$\text{SdS for E} = 100 \times (E - 26.45) / 1.32 + 500$$

$$\text{SdS for F} = 100 \times (F - 12.33) / 1.98 + 500$$

$$\text{SdS for Int} = 100 \times (\text{Int} - 8.80) / .92 + 500$$

After the scores were standardised, the general openness index for the school climate was calculated using the following formula:

$$\text{Openness} = \frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (\text{SdS for E}) + (1000 - \text{SdS for F})}{4}$$

4

The scores derived from these calculations are depicted in Table 4.9, and were used to determine openness of the organisational climate of the surveyed schools.

Table 4.10 **Standardised schools' organisational climate openness**

Dimension	N	Score	SD	Profile
SDS-S	855	464.23	143.74431	below average
SDS-D	856	608.29	148.09808	very high
SDS-E	856	329.68	340.13736	very low
SDS-F	856	543.36	160.92726	above average
SDS-I	853	566.42	233.03291	high
Principal	856	428		Low
Educator	856	435		Low
TOTAL	856	410		Low

The scores were compared against Table 4.1, which is reproduced here as Table 4.10 with all the scores.

Table 4.11 **Data on climate profile for the openness of the climate of the surveyed schools' climate openness**

Principal behaviour	Score
Supportive	464 Below average
Directive	608 Very high
Teacher behaviour	
Engaged	329 Very low
Frustrated	543 Above average
intimate	566 High
Principal	428 Low
Teacher	435 Low
Openness of surveyed schools	410 Low

The following are findings are derived from Table 4.11:

- Supportive principal behaviour, as pointed out earlier, was scored below average at 464.23.

- Directive principal behaviour received a very high score of 608.29.
- Engaged teacher behaviour was scored very low at 329.68.
- Frustrated teacher behaviour received an above average score of 543.36.
- Intimate teacher behaviour was scored high at 566.42.

The total openness of the principal behaviour was scored at 428, which is interpreted as low. The total openness of teacher behaviour was scored at 435, which is also profiled as low. This openness of principal and teacher behaviour laid the foundation for determining the organisational climate profiles of the surveyed schools.

Following the formula provided by Hoy et al. (2000:143), the score of the schools' openness was found to be 410. With an openness score of 410, the surveyed schools are characterised by closed organisational climates. According to Hoy et al (2000:136), closed school organisational climates are characterised by closed principal and teacher behaviours. Prominent features of the surveyed schools are directive principal behaviours, (very high) and frustrated teacher behaviours (above average). As pointed out earlier, this implies that the principals are generally characterised by behaviours that include rigid and domineering supervision, with the principal maintaining close and constant control over all the teachers and school activities, down to the smallest detail (Hoy et al., 2000:147).

Furthermore, the low levels of principal and teacher openness are attested to by the below average scores for supportive principal behaviour, and very low scores for engaged teacher behaviour. This implies that the principals work very hard themselves, but are faced with teachers who show very low engagement and experience above average levels of frustration. This is a surprising characteristic of the organisational climates and behaviour of the surveyed schools, since these are well-performing schools. However, it should be noted that the dimensions do not necessarily measure the scale of behaviours, but

their positioning in relation to the prototypic profiles of Hoy et al.'s (2000:142) sample of schools. This observation is made with regard to the frequency analysis of individual items relating to these dimensions.

According to the frequency analysis, it was found that although the principals' behaviour was directive and below average in supportive behaviour, principals appeared to be supportive on some items. For example, they were found to work hard themselves, they complimented teachers, went out of their way to help teachers, they were available after school to help teachers when assistance was needed, used constructive criticism and looked out for the personal welfare of the staff.

It was also found that the frustrated behaviour was mostly caused by too many committee requirements, routine duties interfering with actual teaching, burdensome administrative paperwork and excessive assigned non-teaching duties.

It was also found that intimate teacher behaviour was high, indicating staff cohesiveness and socialising together. Hoy et al. (2000:148) point out that intimacy is a facet of a secondary school climate that stands alone; unlike primary school climates, intimacy is not part of the openness construct. The friendly social interactions that are the essence of this construct are limited to social needs and, in fact, task accomplishment is not germane to this dimension. Therefore, conclusions which imply that intimacy has an influence on task accomplishment cannot be drawn.

This, however, can indicate the relatedness of teacher behaviour dimensions as well as interactions with principal behaviour dimensions. It can be said that in a school where the openness of the organisational climate is low, teachers tend to be intimate and frustrated. What frustrates them is not the work of teaching, but issues that interfere with the job of teaching. This could be the reason for the high intimate behaviour.

The relatedness of the behavioural dimensions and organisational climates of the surveyed schools require further 'work', due to their surprising nature, as

mentioned before. For this reason, the next section determines the relationships between the dimensions, the demographic factors, and the organisational dimensions. To this end, correlation tests, as well tests for statistical differences and practical effects, were calculated.

4.4.1 Analysis of the correlation between principal and educator behavioural dimensions.

The data that has been analysed and interpreted thus far, has shown that principal behaviour, either supportive or directive, has an effect on teacher behaviour, be it engaged, frustrated or intimate. The relations between principal and teacher behaviour also inform the organisational climate of the school. The scores on the different organisational openness dimensions can be used to determine how the behaviour dimensions affect each other and how they are affected by the demographic variables of the respondents. These will be determined through the use of correlation tests. To this end, Babbie (2007) as cited in Vos et al. (2011:96) explains correlation as an instance when an actual relationship exists between variables. In this sense then, a correlation coefficient was calculated in order to establish how these dimensions correlate.

Maree (2016:264) defines a correlation coefficient as a measure of the strength of a linear relationship between two variables, and whether it is statistically significantly different from zero. This means the correlation coefficient links the two variables and is always between +1 and -1. To determine the meaning behind the strength of these variables as expressed statistically, Salkind's (2016:96) interpretation table of the strength of the correlation coefficient in Table 4.12 was used to guide the analysis.

Table 4.12 **Strength of a correlation coefficient**

Size of correlation coefficient	General interpretation
0.8 to 1.0	Very strong relationship
0.6 to 0.8	Strong relationship
0.4 to 0.6	Moderate relationship
0.2 to 0.4	Weak relationship
0.0 to 0.2	Weak or no relationship

Source: Salkind (2016:96)

For the purpose of this study, two correlations were made. The first correlation coefficient was made between the behavioural dimensions related to principal behaviour, and the behavioural dimensions of the teachers. The second correlation report was made against the demographic variables of respondents.

4.4.2 **The correlation between principal behaviour and teacher behaviour**

The correlation coefficients between principal behaviour and teacher behaviour were calculated for the behavioural dimensions (supportive, directive, engaged, frustrated and intimate behaviour) that were used to determine the organisational climates of the surveyed schools.

Table 4.13 outlines the correlation coefficients for the dimensions of the organisational climates of the surveyed schools.

Table 4.13 Correlations coefficient on school organisational climate dimensions

		Supportive	Directive	Engaged	Frustrated	Intimate
Supportive	Correlation Coefficient	1.000	.140****	.396**	-.085**	.231**
	Sig. (2-tailed)		0.000	0.000	0.013	0.000
	N	855	855	855	855	853
Directive	Correlation Coefficient	.140****	1.000	.280****	.268****	.266****
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	855	856	856	856	853
Engaged	Correlation Coefficient	.396****	.280****	1.000	-0.001	.253****
	Sig. (2-tailed)	0.000	0.000		0.965	0.000
	N	855	856	856	856	853
Frustrated	Correlation Coefficient	-.085**	.268****	-0.001	1.000	.175****
	Sig. (2-tailed)	0.013	0.000	0.965		0.000
	N	855	856	856	856	853
Intimate	Correlation Coefficient	.231****	.266****	.253****	.175****	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	853	853	853	853	853

* Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 details the correlation between the dimensions of principal behaviour and teacher behaviour in terms of their relationship strength, as interpreted through Salkind's interpretation table (see Table 4.12). The following discussion concerns the findings of this analysis.

- *Supportive and directive behaviour*

There was a correlation between supportive and directive behaviour of 0.140. This correlation means that supportive principal behaviour has an

effect on his or her directive behaviour. However, Salkind's interpretation of correlation coefficients indicates that for a correlation between 0.0 and 0.2, the relationship is weak or there is no relationship. This implies that an increase or decrease in one of the variables does not have an effect on the other. This could explain the reasons for the perceptions of respondents on principals' supportive behaviour even though the principals are perceived as displaying highly directive behaviours (see Table 4.4 and subsequent discussion of individual supportive behaviour items).

- *Supportive and engaged behaviour*

Between supportive and engaged behaviour, there was a correlation of 0.396, which is considered a weak relationship (Table 4.12). This also means that there is a weak or negligible relationship between supportive principal behaviour and engaged teacher behaviour. This could explain the reasons for teachers' engaged behaviour on some items denoting engaged teacher behaviour being very low statistically, as well as principals' very high directive behaviour and below average supportive behaviour.

- *Supportive and frustrated behaviour*

There was a negative correlation of -0.085 between supportive and frustrated behaviour. This shows an indirect correlation, which means that the more supportive the principal may be, the less frustrated the teachers will be. According to Salkind (2016:89), this is a strong negative correlation, which implies that an increase in one variable leads to a decrease in the other. In the case of the surveyed respondents, the below average supportive principal behaviour has an effect on engaged teacher behaviour, which had a very low mean score of 329 (see Table 4.8).

- *Supportive and intimate behaviour*

The correlation coefficient for supportive principal behaviour and intimate teacher behaviour was 0.231. According to Table 4.10, this is a weak correlation. This tells us that supportive and intimate behaviour shows a weak relationship, which indicates that these variables do not influence each other. Hoy et al. (2000) (as discussed earlier) explains that intimate teacher behaviour is a facet of the secondary school that stands alone in “the friendly social interactions that are the essence of this construct are limited, however, to social needs; in fact, task accomplishment is not germane to this dimension”.

- *Directive and engaged behaviour*

There was a correlation coefficient score of 0.280 for directive principal behaviour and engaged teacher behaviour. Therefore, the relationship between these two variables is weak (see Table 4.10). This correlation affirms the assertion that the more directive principal behaviour is, the less engaged teacher behaviour is (see Tables 4.2 and 4.5).

- *Directive and frustrated behaviour*

The correlation between directive and frustrated behaviour was 0.268, which, according to Table 4.10, indicates a weak relationship. This shows that the more directive principal behaviour is (with regards to work-related matters), teachers become frustrated.

- *Directive and intimate behaviour*

The correlation coefficient for directive and intimate behaviour was 0.266. In terms of Salkind’s guidelines (see Table 4.10), this is a weak relationship, and bears no significance or effect. This can be understood in the context of Hoy et al.’s (2000:148) assertion about intimate teacher behaviour, as not germane to task accomplishment. This can also show that this relationship depends on how directive the principal becomes: the more he or she becomes directive, the more teachers find comfort in being intimate and creating stronger social bonds.

- *Engaged and frustrated behaviour*

The correlation coefficient for engaged and frustrated behaviour was -0.001. This indicates a very weak relationship with a negative correlation, which implies that that if engaged teacher behaviour increases, frustrated teacher behaviour would decrease. As it stands, respondents in the surveyed schools perceived their behaviour to be very low with regard to engaged behaviour, and above average with regard to frustrated behaviour. This also indicates that these two behaviours do not influence each other, as their very low engaged behaviour and above average frustrated behaviour seem to be related to the fact that principals are highly directive, and below average with regard to supportive behaviour, as attested to by some of the items in the frequency analysis.

- *Engaged and intimate behaviour*

A correlation of 0.253 was found between engaged behaviour and intimate behaviour. Although this coefficient relationship is classified as being weak, it reveals that the more engaged teachers are, the more intimate they become. It can be concluded that these two behaviours do not influence each other, as these behaviours can also be a consequence of directive and supportive principal behaviour, which seemed to move in opposite directions – high and below average.

- *Frustrated and intimate behaviour*

A correlation coefficient 0.175 was found for frustrated and intimate behaviour, which indicates a very weak relationship (see Table 4.19). The correlation shows that due to frustration, the level of intimacy increases, although it is weak according to Salkind (see Table 4.12) in the case of the surveyed teachers. This correlation coefficient has no bearing on task completion, but can be regarded as a result of principal behaviours – high directive and below average supportive behaviours.

Although the significant correlations were discovered in all the dimensions, it is also seen that the correlations were rated as being weak and very weak (see

Table 4.12). This may be due to the high level of directive principal behaviour, and the below average level of supportive behaviour.

On the basis of the correlation coefficients mostly indicating no relationships between the organisational climates of the surveyed schools, it was decided to investigate if demographic features of the respondents had any bearing on the dimensions of the organisational climates of the surveyed schools.

4.4.3 **The correlation between demographics and teacher behaviour**

There were eight demographic variables in the survey. Firstly, t-tests for the significance of the correlation coefficients were calculated, in order to determine the statistical differences between two variables (Salkind, 2004:162). The t-test measures the difference between two mean scores. The score or value obtained, indicates if the differences are statistically significant or not, and are expressed as p-values. A p-value is statistically significant if it is less than 0.05.

Furthermore, the t-test effect sizes were calculated. The t-test effect size indicates whether or not the difference between two group means is large enough to have practical meaning (Statwing, 2018:1). According to Salkind (2004:169), the effect sizes can be of:

- small effect (0.0 to 0.20);
- medium effect (0.20 to 0.50); and
- large effect (0.50 and above).

Statwing (2018:1) explains that a small effect is hardly noticeable or is hardly visible, a medium effect means that the difference is observable or noticeable, and a large effect is plainly evident.

The following section presents the t-test scores for demographic variables between groups of respondents on more than one variable.

- **Statistical differences between male and female respondents**

As mentioned above, the t-test measures the differences between two means. In this case, it was used to measure the means of the scores between the male and female respondents, on the demographic variable gender's correlation coefficient, as indicated by Levene's equality of variances, the t-test for equality of means (as indicated by the t-test score) and the significance of (two-tailed) correlation coefficients.

Table 4.14 depicts t-test and effect size scores between males and females on the organisational climate dimensions.

Table 4.14 T-test and Effect sizes for gender

Dimension	Levene's test for equality of variances		t-test for equality of means							Cohen's D
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	% Confidence Interval of the difference		Effect sizes
								Lower	Upper	
Supportive	0.610	0.435	1.610	845	0.108	0.418	0.260207	-0.0916	0.9279	0.11
Directive	0.960	0.328	1.817	846	0,069	0.458	0.25231	-0.0366	0.9538	0.12
Engaged	0.059	0.809	1.343	846	0,180	0.409	0.30504	-0.1891	1.0083	0.09
Frustrated	0.536	0.464	1.382	846	0.703	0.083	0.21784	-0.3443	0.5108	0.03
Intimate	0.053	0.818	0.108	843	0,914	0.015	0.14723	-0.2730	0.3049	0.01

Table 4.14 shows the results of three tests. Firstly, Levene's test for equality of variance was used to confirm that the variance can be regarded as being the same; and the scores were all indicative of no significant differences on all datasets profiling the organisational climate dimensions of the respondents' schools ($p > 0.05$ on five dimensions of organisational climate). This implies that there were no statistically significant differences on the perceptions of the respondents on these dimensions.

Further, the t-test scores are also indicative of no statistically significant differences between male and female respondents. As read from t-test scores and Sig. (2-tailed) score; in all cases the p-values were greater than 0.05. Furthermore, effect sizes for the scores of male and female respondents were all of no practical significance. A conclusion drawn from these scores is that the perceptions of respondents on the organisational climate dimensions of their schools were not statistically significant and were not of any practical effect, which means that being male or female had not effect on respondents' perceptions of the organisational climate dimensions.

- **Statistical differences between grades respondents were teaching**

This statistical computation sought to determine if there were statistically significant differences caused by the grades that respondents teach. This would indicate, among other things, respondents' workloads and resource availability and allocations. Table 4.15 shows the data in this regard.

Table 4.15 T-test and effect sizes for grades respondents were teaching – grade 8

Dimension	Levene's test for equality of variances		t-test for equality of means							Cohen's D
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	% Confidence Interval of the difference		Effect sizes
								Lower	Upper	
Supportive	0.694	0.405	0.286	853	0,775	0,07846	0,27394	-0,45921	0,61613	0,02
Directive	0.314	0.575	-0.426	854	0,670	-0,11254	0,26410	-0,63089	0,40582	0,03
Engaged	0.117	0.732	-0.439	854	0,661	-0,14103	0,32154	-0,77214	0,49008	0,03
Frustrated	2.769	0.096	-0.536	854	0,592	-0,12241	0,22818	-0,57027	0,32546	0,04
Intimate	0.952	0.329	-1.370	851	0,171	-0,21071	0,15377	-0,51252	0,09110	0,10

Table 4.15 shows a complete analysis of the statistical differences and the effect sizes of respondents' perception regarding the grade they teach, compared to the organisational climate dimensions of their schools. From the table, it can be seen that there were no significant differences in relation to variance equality. There were also no indications of statistical differences in terms of correlation t-test scores and significant scores (two-tailed) for respondents teaching grade 8 classes.

The effect sizes also indicated that there were small effect sizes, which are interpreted as hardly noticeable and therefore, not of practical effect. It must be mentioned that the comparison was between those respondents teaching grade 8 classes and those who were not.

Tables 4.16 to 4.19 depict the data regarding respondents who teach grades 9 to 12. Only the effect sizes are illustrated, since the t-test for correlation, significance (two-tailed) indicated no statistical differences as a result of teaching these grades.

Table 4.16 **Effect size for grades taught: grade 9**

Dimension	Grade 9	N	Mean	Standard deviation	Standard error mean	Effect sizes
Supportive	1	294	17,0480	3,82350	0,22299	0,08
Directive	1	295	16,7184	3,77139	0,21958	0,03
Engaged	1	295	23,9345	4,35488	0,25355	0,09
Frustrated	1	295	13,1139	3,42077	0,19917	0,03
Intimate	1	293	9,3732	2,05229	0,11990	0,03

Table 4.17 **Effect sizes for grades taught: Grade 10**

Dimension	Grade 10	N	Mean	Standard deviation	Standard error mean	Effect sizes
Supportive	1	481	17,2121	3,81926	0,17414	0,02
Directive	1	482	16,6101	3,70580	0,16879	0,03
Engaged	1	482	24,3366	4,26162	0,19411	0,06
Frustrated	1	482	13,2207	3,00133	0,13671	0,02
Intimate	1	481	9,4054	2,09295	0,09543	0,01

Table 4.18 **Effect sizes for grades taught: Grade 11**

Dimension	Grade 11	N	Mean	Standard deviation	Standard error mean	Effect sizes
Supportive	1	520	17,1060	3,93928	0,17275	0,09
Directive	1	521	16,5380	3,68512	0,16145	0,08
Engaged	1	521	24,1419	4,57280	0,20034	0,03
Frustrated	1	521	13,3722	3,32708	0,14576	0,14
Intimate	1	518	9,3893	2,12374	0,09331	0,03

Table 4.19 Effect sizes for grades taught: Grade 12

Dimension	Grade 11	N	Mean	Standard deviation	Standard error mean	Effect sizes
Supportive	1	409	17,3740	3,92767	0,19421	0,07
Directive	1	410	16,6170	3,70104	0,18278	0,02
Engaged	1	410	24,2732	4,47087	0,22080	0,03
Frustrated	1	410	13,2702	3,12868	0,15451	0,05
Intimate	1	408	9,5172	2,26807	0,11229	0,09

The data depicted in Tables 4.16 to 4.19 indicate the effect sizes, which were found to be of small effect and therefore of no practical significance to respondents teaching different grades. What this implies is that there was no relationship between teachers teaching different grades and the organisational climate dimensions of their schools, which further means teaching a specific grade or grades did not have a bearing on how surveyed teachers perceived the organisational climate dimensions of their schools.

- **Statistical differences between respondents regarding the areas where their schools are situated**

The areas where schools are located were considered from the context of formal and informal settlements in township areas. This, as discussed earlier, could have an effect on how respondents perceived the dimensions of their schools' organisational climates. This could be in terms of resource availability, school safety, overcrowding, sanitation and the availability of services like electricity, running water and refuse removal. These factors would be more adversely affected in informal settlements than in formal settlements. Table 4.20 depicts the data on the t-tests and effect sizes in this regard.

Table 4.20 T-test and Effect sizes for the situation of respondents' schools

Dimension	Levene's test for equality of variances		t-test for equality of means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	% Confidence Interval of the difference		Effect sizes
								Lower	Upper	
Supportive	6.146	0.013*	-0.669	840	0.504	-0.31141	0,27394	0.46574	-1.22555	0,07
Directive	2.236	0.135*	-2.917	841	0.004	-1.29921	0,26410	0.54216	-2.56593	0,033
Engaged	5.399	0.020*	-2.770	841	0.006	-0,14103	-1.50178	0.54216	-2.56593	0,28
Frustrated	0.223	0.637	3.475	841	0.001	-0,12241	1.34366	0.64282	-2.78073	0.42
Intimate	8.196	0.004*	3.502	839	0.000	-0,21071	0.90513	0.25843	0.39789	0.35

Levene's test gives scores that indicate significant differences regarding the equality of variance on supportive principal behaviour and on engaged and intimate teacher behaviour. Notably, the t-test scores all indicated no statistical significance on all the behavioural dimensions, while the two-tailed significance indices all indicated significant differences on all behavioural dimensions. Considering the t-test scores, it can be concluded that there was no indication of a relationship between respondents and where their schools are situated. This makes sense, as all the schools are in previously disadvantaged areas. However, the t-test for equality of the means, the two-tailed significance score indicated statistically significant differences. This implies that the surveyed teachers do have differences in perceptions of the dimensions of their schools' organisational climates, as a result of schools being located in informal settlements, where the infrastructural amenities are very poor; and formal settlements, where there is some semblance of formal and functional infrastructure.

Despite the significant differences indicated by the two-tailed significance scores, it was found that only engaged, frustrated and intimate teacher behaviour registered medium effect scores of 0.28, 0.42 and 0.35 respectively. This implies that in practice, the settlements where schools are located, do have an influence on engaged, frustrated and intimate teacher behaviour. However, these scores are of medium effect, and imply that the effects of the settlements where the surveyed schools are situated are noticeable or observable, but are not large enough to require changes in practice.

- **Statistical differences between respondents regarding the positions respondents hold at schools**

Further data analysis indicated that there was a demographic feature that had more than two means, and thus required an analysis for variance (ANOVA test). This feature relates to the surveyed teachers' positions at schools – deputy principal, HoDs and post level 1 teachers. The ANOVA

or the one-way analysis of variance, measures variances due to differences between individuals within groups, and differences between groups, which are then compared to one another (Salkind, 2008:202). Salkind (2004:197) further explains that the ANOVA test is a measure of the difference between the means of more than two groups on one factor or dimension. Table 4.21 depicts data in this regard.

Table 4.21 **ANOVA test scores for deputy principals, HoDs and teachers**

Dimension	Source	Sum of Squares	df	Mean Square	F	Sig.
Supportive	Between Groups	39.520	2	19.760	1.355	0.259
	Within Groups	12400.059	850	14.588		
	Total	12439.579	852			
Directive	Between Groups	121.279	2	60.639	4.509	0.011*
	Within Groups	11443.602	851	13.447		
	Total	11564.881	853			
Engaged	Between Groups	55.540	2	27.770	1.386	0.251
	Within Groups	17056.823	851	20.043		
	Total	17112.363	853			
Frustrated	Between Groups	30.572	2	15.286	1.505	0.223
	Within Groups	8642.077	851	10.155		
	Total	8672.649	853			
Intimate	Between Groups	20.719	2	10.360	2.268	0.104
	Within Groups	3873.908	848	4.568		
	Total	3894.627	850			

The ANOVA tests in Table 4.20 indicate that there were statistically significant differences within and between the groups of respondents to directive principal behaviour; and no differences with regard to the other behavioural dimensions. This is indicated by the significance value of 0.011, which is less than 0.05. In essence, this implies that the perceptions of directive principal behaviour differ

significantly among respondents. However, the ANOVA score only points out that there are significant differences between and within groups of respondents. It does not identify which groups experience such differences. For this reason, the effect size was subsequently used to do so. Table 4.22 depicts data that identifies the groups that differ significantly with regard to directive principal behaviour.

Table 4.22 Effect sizes of differences between and among deputy principals, HoDs and teachers

Dimension	Demographic feature	N	Mean	Std. Deviation	Effect sizes	
					1 met	2 met
Supportive	Deputy principal	45	18.0444	4.41565		
	HoD	114	17.4327	3.62457	0.14	
	Teachers (Post level 1)	694	17.1452	3.80961	0.20	0.08
	Total	853	17.2311	3.82105		
Directive	Deputy principal	45	17.6889	3.66694		
	HoD	114	17.3155	3.50231	0.10	
	Teachers (Post level 1)	695	16.4712	3.69318	0.33	0.23
	Total	854	16.6480	3.68210		
Engaged	Deputy principal	45	25.2519	5.68147		
	HoD	114	23.9971	4.45489	0.22	
	Teachers (Post level 1)	695	24.1608	4.39313	0.19	0.04
	Total	854	24.1964	4.47899		
Frustrated	Deputy principal	45	13.7778	3.58589		
	HoD	114	13.4825	3.34749	0.08	
	Teachers (Post level 1)	695	13.1029	3.13253	0.19	0.11
	Total	854	13.1891	3.18861		
Intimate	Deputy principal	44	9.8182	2.92760		
	HoD	114	9.6930	2.32262	0.04	
	Teachers (Post level 1)	693	9.3314	2.04564	0.17	0.16
	Total	851	9.4050	2.14054		

Table 4.22 presents the effect sizes of the deputy principals, HoDs and teachers regarding the dimensions of the schools' organisational climates. As

indicated in the previous subsection, there were differences between and within groups on directive principal behaviour. The effect sizes seem to indicate a similar picture. The effect sizes on supportive, frustrated and intimate principal behaviour were between 0.0 and 0.20 and therefore of no practical effect . However, the effect size for directive principal behaviour is 0.33, and the difference occurs between the groups of deputy principals and teachers at post level 1. The effect size for directive principal behaviour is 0.23, and the difference occurs between the groups deputy principal and HoD. In both cases, the effect size is medium, and thus observable or noticeable. Though not large, the effect sizes between deputy principals, HoDs and teachers may be because of positional reasons and perceiving issues from different perspectives. For example, directive principal behaviour would be seen differently by teachers who are two layers below the position of principal, while deputy principals are closer to the principal and would thus perceive directive behaviour differently, especially the items related to it.

There was also a medium effect of 0.22 between deputy principals and HoDs, although this dimension did not register any significant statistical difference.

There were also demographic features of the respondents that showed statistically significant correlations, as depicted in Table 4.23.

Table 4.23 **Correlation between demographics and principal and teacher behaviour**

Demographic Correlations					
Dimension		Age group	Teaching experience	Highest educational qualification	Learners enrolment
Supportive	Correlation Coefficient	0.045	0.054	-0.033	.097**
	Sig. (2-tailed)	0.185	0.114	0.334	0.005
	N	851	848	842	846
Directive	Correlation Coefficient	-0.051	-0.017	0.013	-.068*
	Sig. (2-tailed)	0.136	0.631	0.703	0.049
	N	852	848	843	847
Engaged	Correlation Coefficient	-0.054	-0.050	-0.043	0.067
	Sig. (2-tailed)	0.119	0.145	0.215	0.052
	N	852	848	843	847
Frustrated	Correlation Coefficient	0.028	.104**	.073*	-0.053
	Sig. (2-tailed)	0.421	0.002	0.033	0.121
	N	852	848	843	847
Intimate	Correlation Coefficient	-0.044	0.023	0.061	-0.058
	Sig. (2-tailed)	0.200	0.506	0.077	0.094
	Total	849	846	840	844

* Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Table 4.23 presents data indicating the correlation coefficients between the demographic variables and the behavioural dimensions, namely supportive and

directive principal behaviour, and engaged, frustrated and intimate teacher behaviour. Out of eight demographic variables, four were found to be of no statistical significance, as presented in the previous sections. In terms of Table 4.22, the age group variable was found to have no correlation with the dimension of organisational climate of the respondents' schools. Only three were significantly different statistically, as reported below.

- **Their experience in teaching**

The teaching experience of respondents had a positive correlation with frustrated behaviour. The correlation was 0.104, and according to Table 4.11, is a very weak relationship. This implies that, the more experienced teachers are, the more frustrated they become, perhaps because of the high level of directive principal behaviour and below average supportive principal behaviour.

- **Their highest educational qualifications**

There was a positive, statistically significant correlation between the highest educational qualifications of respondents and frustrated behaviour. The correlation coefficient was 0.073. The correlation is very weak, but it reveals that the more qualified teachers are, the more frustrated they become.

- **The enrolment of learners**

For this demographic feature, two correlations were discovered. There was a positive correlation between learner enrolment and supportive principal behaviour (0.097), and a negative correlation between learner enrolment and directive principal behaviour (-0.068). Both of these correlations are very weak, and indicate a weak relationship between the three factors. This could imply that the more learners enrolled in a school, the more supportive and less directive the principal behaves.

4.5 **Conclusion**

The findings of this study indicated that the dominant principal behaviour of the surveyed schools was directive and that teachers of these schools are highly intimate and frustrated. The primary aim of the study was to determine the nature of the school organisational climate of well-performing previously disadvantaged schools by determining the openness indices and scores of the schools as stipulated by Hoy et al. (2000:147). The organisational climates were found to be at an openness index of 410, which was profiled as being low. Therefore, the school organisational climates of these well-performing schools are closed.

There were significant correlations of demographic variables between all the behavioural dimensions, namely, supportive, directive, engaged, frustrated and intimate. These correlations were, however, found to be weak. The researcher also found that there were correlations among supportive, directive and frustrated behaviours among the three dimensions. The correlation on demographics with the dimensions was also conducted and some demographic variables such as experience in teaching correlated with the frustrated teacher behaviour. Their highest qualifications of teachers also correlated with frustrated teacher behaviour and the learner enrolment correlated with supportive principal behaviour. These findings culminated to the conclusion that principal behaviour and teacher behaviour were both closed.

4.6 **Summary**

The chapter presented the results from the survey, where 856 teachers responded. The data was analysed and interpreted to a point where the nature of the organisational climate and the correlations between various dimensions were determined. The following chapter will present a summary of the study, discuss the findings and make recommendations for further research.

CHAPTER 5

Summary, conclusions and recommendations

5.1 Introduction

This chapter presents a summary of the study, and discusses the findings of the literature review and the empirical study. Further, recommendations for future research are suggested. The study is summarised in terms of the objective of the study, namely the nature of the school organisational climate of well-performing, previously disadvantaged schools.

5.2 Summary

Chapter 1 set out the orientation and the rationale of the study. The primary research question was: “What is the nature of the school organisational climate of well-performing, previously disadvantaged schools?” The secondary research questions and their objectives were also outlined (1.2). The conceptual framework laid a foundation that directed the researcher on the principal–teacher behaviours used in OCDQ-RS, which guided the study to determine the type of climates that the surveyed schools have, which could either be open or closed. The methodologies used, as well as the ethical processes followed, were also introduced.

Chapter 2 presented the literature review on the nature of school organisational climate. The researcher first discussed the school as an organisation (2.2). Secondly it was important to outline organisational culture (2.2.1) and organisational climate (2.2.2), as they are sometimes used interchangeably. Thereafter, the notion of school organisational climate was explored (2.2.3). It was necessary to point out the types of school organisational climates (2.2.4), of which open (2.2.4.1), closed (2.2.4.2), engaged (2.2.4.3), disengaged (2.2.4.4), controlled (2.2.4.5), autonomous (2.2.4.6), paternal (2.2.4.7) and familiar (2.2.4.8) were discussed. As the study concerned the perceptions of teachers, it was important to discuss the school climate and principal behaviour (2.3), which is made out of three types of behaviour, namely supportive behaviour (2.3.1), directive behaviour (2.3.2) and restrictive behaviour (2.3.3). Teacher behaviour (2.4.) followed and the types of teacher behaviour were found to be collegial (2.4.1), intimate (2.4.2), disengaged (2.4.3.), frustrated (2.4.4) and engaged behaviour (2.4.5).

It was also necessary to investigate the findings of other related studies in South Africa (2.5). It was found that there were other organisational climate measures used to determine organisational climates of schools (2.6). A suitable measure for this study was finally selected and discussed (2.7).

Chapter 3 presented the research methodology used in the empirical study. This entailed a presentation of the research paradigm (3.2), the research design (3.3), the non-experimental, quantitative, descriptive survey-research strategy (3.4), the data collection method (3.5), data analysis and interpretation (3.6) and the population and sampling methods (3.7). In addition, the quality criteria in terms of data collection from the literature review and empirical study, the reliability and validity of the questionnaire as a tool used to collect data, and the ethical standards which were considered for this study, were discussed (3.8).

Chapter 4 focused on data analysis and interpretation. Respondents' demographics were presented in 4.2. Analyses of responses to the OCDQ-RS items on school organisational climate were discussed (4.3) and the analyses of the individual behavioural dimensions were presented (4.3.1). Thereafter, a frequency analysis per item for each question was done on all the behavioural dimensions. The analysis of the school climate profile of surveyed secondary schools (4.3.2), the analysis of the correlation between principal and teacher behavioural dimensions (4.3.3) and the correlation between demographics and teacher behaviour (4.3.3.2) were also presented.

The following section discusses the findings of this study.

5.3 Findings from the research

The following research findings are discussed in the context of the research aims stated in Chapter 1.

5.3.1 Findings with regard to aim number 1

The first aim of this study was to conduct a literature review with regards to the organisational climate of schools. It was found that a school's organisational climate is not necessarily the culture of the school, but represents all the constituent aspects of the school, be it the physical, social, academic and affective aspects of the school;

and is the set of dimensional characteristics that distinguish one school from another and influence the behaviours of each member of the school community (2.2.3).

The school organisational climate was defined as the heart and soul of a school, where the psychological and institutional attributes that give a school its personality, which in turn can be defined as a relatively enduring quality of the entire school experienced by its members, and describes their collective perceptions of routine behaviour, and affects their attitudes and behaviour in the school.

It was also found that the nature of the organisational climate deals with:

- the “spirit” or atmosphere in the school;
- the teachers’ experience of their working environments; and
- characteristics of the school resulting from the contributions of managers, teachers and learners (2.2.3)

With regard to the organisational climate of a school , there are different types of organisational climate that a school can possess (2.2.4). The different types of school climates are open (2.2.4.1), closed (2.2.4.2), engaged (2.2.4.3), disengaged (2.2.4.4), controlled (2.2.4.5), autonomous (2.2.4.6), paternal (2.2.4.7) and familiar (2.2.4.8).

It was found that most of the schools may have an open or closed climate, and that would also bring in engaged and disengaged teacher behaviour, depending on the type of climate of the school. It was discovered that open teacher behaviour is sincere, positive, and supportive; staff relations are warm, close, and friendly; and teachers have mutual respect for each other and are tolerant of divergent teacher ideas and behaviour (2.2.4.1).

Closed behaviour, by contrast, was found to be ritualistic, divisive, apathetic, intolerant, and disingenuous. The principal in a closed climate was also found to be rigid, inconsiderate, unsupportive, uncommitted and controlling, while the teachers are intolerant, disrespectful, frustrated, divided and inefficient (2.2.4.2).

It was also found that two general dimensions of teacher openness and principal openness can be used to classify school climates into one of four types, namely, open, closed, engaged, or disengaged.

Furthermore, the climate of the school is influenced by the principal and teachers, as they set the tone of the school. Hence it was stipulated that the development of the organisational climate is influenced by four main factors, namely (2.3):

- founder and leaders who bring certain values, climate, goals and structures to the table;
- the exposure of the employees to the same organisational characteristics;
- the recruitment and selection process; and
- the social interaction between employees.

It was also found that the organisational climate is a multidimensional construct that includes a range of dimensions within the work environment. In a secondary school, these dimensions relate to principal and teacher behaviour. The dimensions of principal behaviour are supportive and directive; the dimensions of teacher behaviour are intimate, frustrated and engaged (2.3).

5.3.2 Findings with regard to research aim number 2

The second aim of this study was to determine the behavioural dimensions of principals and teachers of well-performing, previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education. The OCDQ-RS questionnaire was used to collect data at the surveyed schools. The OCDQ-RS measures five dimensions of both the principal and teacher behaviour. For principal behaviour, supportive and directive behaviours were measured, while for teacher behaviour, engaged, frustrated and intimate behaviours were measured.

The following discussion details the findings that were made with regard to the dimensions of principal behaviour.

- Directive behaviour was perceived to be the highest by the respondents (4.3.1.1). In line with the standardised mean scores that found principal behaviour to be high, a frequency analysis showed the aspects that resulted in the principal being perceived as directive. The examples from the frequency analysis related to the principal closely checking teachers' activities, teacher-principal meetings being dominated by the principal, and the principal monitoring everything teachers do (see. Table 4.9).

- Supportive behaviour was found to be below average (4.3.1.1). Although the difference between the mean scores for directive and supportive behaviour, as well as the frequency analysis, showed that the principals of the surveyed schools were still considered supportive by the respondents. On items like the principal setting an example by working hard himself or herself, the principal complimenting teachers, the principal going out of his or her way to help teachers, being available after school to help teachers when assistance is needed, and using constructive criticism, respondents seemed to agree with the items.

After the behaviour of the principals was analysed, the study went on to consider teacher behaviour.

- Intimate teacher behaviour was found to be high, with a mean score of 566.42. The mean score was higher than those of frustrated and engaged behaviours. Intimate behaviour had a Cronbach Alpha score of 0.29 and therefore it was statistically not reliable. With that being said, the intimate behaviour was reported in a manner outlining the frequency analysis, but cautiously interpreted, especially where inferential statistics were concerned. This implies that the generalisations were not regarded as absolute, although cognisance was taken of the frequency analysis.
- Frustrated behaviour ranked second, with a mean score of 543.36, which indicates that frustrated behaviour was above average. The frequency analysis was done to check aspects of the workplace that frustrate teachers. It was found that too many committee requirements, routine duties that interfere with teaching, burdensome administrative paperwork and excessive assigned, non-teaching duties that frustrate teachers, as they were perceived as occurring often or very frequently often.
- Engaged teacher behaviour was found to be low, with a mean score of 329 (the lowest mean score of all the dimensions of teacher behaviour). However, the frequency analysis showed that teachers were proud of their schools, spent time after school with students who have individual problems, teachers were friendly with learners, teachers helped and supported each other, their morale was high and they respected their colleagues' personal competencies

and enjoyed working at their schools. Although it received a low score, it was found that the surveyed teachers regarded their work, and the performance of the learners, to be important enough to them. This could also be attributed to the supportive and directive behaviour of principals, especially if the supportive behaviour related to a concern for the wellbeing of teachers, and the directive behaviour related to providing teachers with direction, instructions for performance and monitoring their work in order to support and enhance their performance abilities.

The dimensions were tested for correlations. The first test was the t-test of the correlation coefficient for the dimensions of principal and teacher behaviour (see Table 4.12). According to Salkind's interpretation of the strength of relationships (see Table 4.11), the following conclusions were made for the first test, the correlation coefficients of which yielded the following results:

- Supportive and directive behaviours

There was a correlation between supportive and directive behaviour, which meant that supportive principal behaviour had an effect on directive principal behaviour. However, Salkind's interpretation of the strength of the relationship was weak. This showed that these dimensions did not necessarily influence each other (see Table 4.4).

- Supportive and engaged behaviours

There was a weak correlation between supportive and engaged behaviour (see Table 4.11). This explained the reasons for teachers' engaged behaviour for the items that denoted engaged teacher behaviour, despite their statistically very low engaged behaviour, principals' very high directive behaviour and below average supportive behaviour.

- Supportive and frustrated behaviours

There was a negative correlation between the supportive and frustrated behaviour. It showed an indirect correlation which meant that the more supportive the principals were, the less frustrated the teachers were. In the case of the respondents, the below average supportive principal behaviour

had an effect on engaged teacher behaviour, which had a very low mean score of 329 (see Table 4.9).

- Supportive and intimate behaviours

The correlation between supportive principal behaviour and intimate teacher behaviour was found to be weak and therefore, these two dimensions did not influence each other.

- Directive and engaged behaviours

There was a weak correlation between directive principal behaviour and engaged teacher behaviour. The correlation coefficient between directive principal behaviour and engaged teacher behaviour in this study confirmed the assertion that the more directive the principals' behaviour, the less engaged the teacher behaviour (see Tables 4.2 and 4.5).

- Directive and frustrated behaviours

There was also a weak correlation between directive principal behaviour and frustrated teacher behaviour. This showed that the more directive the behaviour of the principal, the more frustrated teachers became, as the principal would put pressure on teachers with regard to for example, submissions and burdensome paperwork (see Table 4.7).

- Directive and intimate behaviours

The correlation between directive and intimate behaviour was weak. This showed that this relationship depended on how directive the principals were: the more they became directive, the more teachers found comfort in being intimate and creating stronger social bonds (see 4.2.3.1). However, it was noted that the dimension of intimate behaviour had a very low reliability. Thus, this cannot be considered an absolute generalisation from the surveyed schools.

- Engaged and frustrated behaviours

There was a very weak negative correlation between engaged and frustrated behaviour, which implies that if engaged teacher behaviour increased,

frustrated teacher behaviour would decrease (see 4.2.3.1). As it stands, respondents in the surveyed schools perceived their behaviours to be very low in engaged behaviour and above average in frustrated behaviour (see Table 4.10).

- Engaged and intimate behaviours

Between engaged behaviour and intimate behaviour, the correlation was found to be weak. These behaviours did not influence each other, and this could also be a consequence of directive and supportive principal behaviours, which seemed to move in opposite directions – high and below average (see 4.2.3.1).

- Frustrated and intimate behaviours

The correlation between frustrated and intimate behaviour was found to be very weak (see Table 4.20). The correlation shows that due to workplace frustration, the level of intimacy on social network spaces increased: teachers became closer, and could even become friends. It must be kept in mind, however, that this correlation coefficient had no bearing on task completion, but could be regarded as a result of strong directive and below average levels of supportive principal behaviours (see 4.2.3.1).

In addition to the exposition above, correlations between demographic variables and teacher behaviours were calculated. There were eight demographic variables. Firstly, t-tests for the significance of the correlation coefficient were calculated to determine statistical differences between means of two variables. The score or value obtained indicated whether or not the differences were statistically significant according to Salkind's explanation of effect sizes (see 4.3.2.2).

Statistical differences between male and female respondents were found to be of no significance, due to very small effect sizes (see Table 4.13). Statistical differences between the grades that respondents teach were calculated per grade. The effect sizes for grades 8 to 12 were very small (see Table 4.14 to Table 4.18), which indicates that these were of no practical effect. Statistical differences between respondents regarding areas where their schools were situated for engaged, frustrated and intimate teacher behaviour, registered medium effect scores (see

Table 4.19). Therefore, the effects were considered noticeable or observable, but were not large enough to necessitate changes in practice.

The third test done was the one-way analysis of variance (ANOVA), which measures variances due to differences between individuals within groups and between groups, which are then compared with one another. The demographic feature that had more than two means, and thus required the ANOVA test, related to teachers' positions at schools – deputy principal, HoDs and post level 1 teachers. There were statistically significant differences within and between the groups of respondents with regard to directive principal behaviour, and no differences with regard to the other behavioural dimensions. However, the effect sizes were found to be small and medium for directive behaviour (see Table 4.21).

There were correlation coefficients which were found to be of statistical significance from the demographic variables. The following findings were made:

- Teaching experience

Teaching experience had a positive correlation with frustrated behaviour, but according to Table 4.12, it is a very weak relationship. This implies that the more experienced teachers were, the more frustrated they became, perhaps because of the high levels of directive principal behaviour and below average supportive principal behaviour (see Table 4.22).

- Highest educational qualifications

There was a statistically significant positive correlation between the highest educational qualifications of teachers and frustrated behaviour. The correlation was very weak, but it indicated that the more qualified teachers were, the more frustrated they became (see Table 4.22).

- Learner enrolment

In this regard, two correlations were found. There was a positive correlation between learner enrolment and supportive principal behaviour, and a negative correlation between learner enrolment and directive principal behaviour. Both the positive and negative correlations indicated a very weak relationship between the three factors. This implies that the more learners enrolled in a

school, the more supportive and less directive the principals' behaviours (see Table 4.22).

5.3.3 Findings for aim number 3

The third aim of this chapter was to determine the nature of the organisational climates of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education. Chapter 2 found that the school organisational climate is derived from the principal behaviour and teacher behaviour. The profiling of the principal behaviour and teacher behaviour was calculated for all the scores of the dimensions.

The overall climate was calculated on both principal and teacher dimensions. Supportive principal behaviour was scored below average, and directive principal behaviour was scored very high. Engaged teacher behaviour was scored very low, frustrated behaviour was above average and intimate behaviour was scored high (see 4.3.2).

The total openness of both principal and teacher behaviour was scored and interpreted as low (see 4.11). This openness of principal–teacher behaviour laid the foundation leading to the determination of the school organisational climate profile of the surveyed schools. According to Hoy et al. (2000), this indicates that the surveyed schools had closed organisational climates.

5.3.4 Findings for aim number 4

The final aim of this study was to discover examples of good practice from the organisational climates of well-performing previously disadvantaged secondary schools. The surveyed well-performing schools had examples of good practices. The directive behaviour of the principals seemed to be aimed at ensuring that work is done to enhance performance. The principals of these schools did not seem to dictate and were not autocratic. Their domination in meetings seemed to be aimed at giving clear instructions and feedback and ensuring that teachers did not deviate from the goals of the schools and objectives for performance. This was coupled with their vigilance, as they monitored everything teachers did, closely checking their activities and supervising them closely.

While just below average, principals' supportive behaviour was found to be noticeable and seemed to be typified by principals setting an example by working hard themselves, complimenting teachers, and always being available to help teachers in order to remain well-performing schools. They took good care of the welfare of teachers, which made it easy for teachers to follow and execute the tasks principals expected from them. They used constructive criticism that develops and encourages teachers to maintain and increase their standards, and to make them feel like that they mattered. They were also available after school to help teachers when this was required.

For practices relating to teacher behaviour, it must be kept in mind that frustrated teacher behaviour was above average. The lesson in this is that attempts must be made to reduce frustrated teacher behaviour by increasing supportive behaviour from the principals, and decreasing directive behaviour. Issues that frustrate teachers did not seem to be about interpersonal relations. A remarkable observation is that more frustration was recorded on such issues as having too many committee obligations, routine duties interfering with teaching, burdensome administrative paperwork and excessive assigned non-teaching duties. This implies that teachers at these schools did not want anything to interfere with their teaching time.

Engaged teacher behaviour scored very low. Despite the very low score, teachers at these schools seemed to spend time after school with learners who have individual problems, teachers were proud of their schools, including the pride of trusting their learners to work without supervision, they allowed learners to solve problems through logical reasoning and learner leaders being part of school policy making. These are issues that demonstrate engaged behaviour. In fact, teachers at these schools seem to enjoy working at their schools, respected the competence of their colleagues, helped and supported each other and seemed to have high morale. Furthermore, teachers at these schools collaborate and engage in team-teaching – it was indicated by the majority of the respondents that they help and support each other. It is also noted that teachers being friendly with learners would make learners feel free to talk to their teachers, which would enable them to notice any problems which may affect learners' studies. Finally, the teachers train and channel their learners to conduct themselves in a good manner and take responsibility. The low score on this dimension may be due to excessively high directive principal behaviour.

Intimate teacher behaviour scored the highest. However, the research takes cognisance of the low reliability index on items for this dimension. Notwithstanding this fact, based on the frequency analysis it is commented upon with caution (keeping statistical reliability in mind) that teachers at these schools seemed to enjoy high intimacy with their colleagues. This could be because of the highly directive behaviour and below average supportive behaviour of the principals. Lessons from this include social networks among teachers and the importance of encouraging them, bearing in mind that this is for social purposes, and does not influence task accomplishment.

Lessons from the analysis of responses of the teacher respondents pave the way for making recommendations for enhancing the organisational climates of schools.

5.4 Recommendations

Recommendations are made for practice in schools and for further research.

5.4.1 Recommendations for practice

The empirical study found that the principals and teachers of the surveyed well-performing schools displayed low openness, which in turn led to the low openness of the organisational climates of the schools (in other words, the schools have closed organisational climates). Directive principal behaviour was profiled as high, and supportive principal behaviour was just below average. The following are recommendations made for principals, who set the tone for the organisational climate of the school.

Recommendation 1

Principals should couple directive behaviour with supportive behaviour.

The ideal situation at a school would be where directive principal behaviour is low and supportive behaviour is high. Because some work demands are 'must-dos', for example paperwork and administration, it is necessary for directive principal behaviour to be high. However, if this is coupled with high supportive behaviour, it will reduce frustrated teacher behaviour. This balance should be based on leadership that directs through guidance, provides clarity and delegates effectively, and sets out clear policies for executing tasks that may appear routine and burdensome.

Recommendation 2

Supportive principal behaviour must include establishing clear systems for administrative work and routine tasks, so that these tasks do not interfere with teaching.

To achieve this, the capacity building of teachers through methods that ease the performance of tasks other than teaching is necessary. Teacher capacity building must include skills for using technology that simplifies administrative tasks. For example, the use of computer programmes to make administrative tasks easy and less time-consuming should be prioritised for teacher capacity building. In addition, clear job descriptions for administrative staff should be developed and functional time schedules should be established and implemented to reduce frustration as a result of the pressure to complete administrative tasks during times meant for teaching.

Recommendation 3

Principals of well-performing schools should be encouraged to mentor principals of underperforming schools.

Mentoring the principals of underperforming schools can help to share the good practices of their schools and how well the behavioural patterns (such as directive and supportive behaviour) work for them. They must then assess the results of the schools based on the new behavioural patterns that the principal exercised.

Recommendation 4

The findings of studies such as this one should be compiled by the department of education and disseminated to schools through written pieces and addresses by authors of the studies during cluster meetings with principals and during departmental programmes for induction of newly appointed principals.

When principals are appointed, the Department of Education conducts formal induction and orientation workshops for newly appointed principals. During such workshops, they should give the newly appointed principals this information, so that they can have an idea of which the leadership behaviour they can exercise, and how.

Recommendation 5

The organisational climates of schools should mirror those of departmental offices that are aimed at developing and supporting schools.

Institutional Development and Support Officers (IDSOs) should also exercise exemplary leadership by creating conditions for open behaviour with principals, so that the organisational climates at the level of IDSOs and principals are also open. In other words, IDSOs must exhibit balanced directive and supportive behaviour towards principals in their clusters or circuits.

5.4.2 Recommendations for further research

The findings of this research study showed that the organisational climates of the surveyed schools were closed, however, these schools remain well-performing. The following recommendations are made for further research.

Case studies on the nature of the organisational climate of well-performing previously disadvantaged schools should be conducted using mixed methods research to understand climates that characterise those schools in depth. The value here will be derived in qualitative exploration of areas not explained by quantitative means. For example, it would be valuable to find out exactly what causes frustrated teacher behaviour and high directive principal behaviour and below average supportive behaviour.

A study that investigates the school organisational climates of well-performing and underperforming schools could be conducted for comparative analysis, and to confirm the findings of this study.

Case studies that focus on hypotheses relating to demographic variables such as gender, age, and teaching experience may shed more light on the nature of school organisational climates.

A study that combines variables such as climate and health, climate and job satisfaction, climate and teacher morale may shed more light on the phenomenon of a school's organisational climate.

5.5 Limitations of this research

The following factors contributed to the limitations of this study:

- The return rates of questionnaires could have been higher. However, despite follow up visits, some questionnaires were not returned.
- Some consent forms were not returned, as teachers were concerned about being identified, despite being assured of confidentiality.

5.6 Conclusion

The current study aimed to determine the nature of the school organisational climate of well-performing previously disadvantaged schools. This objective was achieved, in that the organisational climates of these schools were found to be closed. The study confirmed the literature review of other studies, as it was found that principal behaviour does influence the climate of the school and teacher behaviour. As much as the principals were perceived as highly directive, the respondents did not perceive them as ruling with an iron fist.

The study also showed a need for principals to be directive and supportive at the same time. In a situation where teachers receive good direction, and are supported in that process, it will be easy for them not to compromise teaching and learning, and make them proud to work at their schools. This will also unleash the potential of teachers to excel in everything that they do, for both curricular and extra-curricular activities.

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ANNEXURES

ANNEXURE A: The Organisational Climate Descriptive Questionnaire-RS

2018

The School Organisational Description Questionnaire

OCDQ-RS

Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. 2005-2015. *Open Schools/Healthy Schools: Measuring organisational Climate*. London: Sage Publication.
Available online at:
http://www.waynekhoy.com/open_schools.html

Mrs Salome Kelly Mofokeng
North-West University
Faculty of Education
Edu-Lead Niche
7/4/2018

The Organisational Climate Descriptive Questionnaire-RS (OCDQ-RS)

Please indicate your response to this section by means of a X.

Instructions for completing the questionnaire:

- A. This questionnaire is strictly intended for research purposes only. Please do **not** fill in your name, the name of your school, your school stamp or signature anywhere in this questionnaire. Your honest response will therefore be of great value to the research and will accordingly be treated anonymously. Kindly note that there are no wrong or right answers, only honest ones.
- B. The questionnaire comprises two sections, viz. Section A: General information, and Section B: The OCDQ-RS.

SECTION A: GENERAL INFORMATION

Please put a cross (X) in the appropriate block that applies to your own situation or you're your present school.

SECTION A: GENERAL INFORMATION

Please put a cross (X) in the appropriate block that applies to your own situation or you're your present school.

1.	Your gender	Male	Female
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2.	Your age group	20 – 25 years	26 – 35 years	36 – 45 years	46 – 55 years	56 + years
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3.	Experience in teaching	0 – 5 years	6 – 10 years	11 – 20 years	21 – 25 years	25+ years
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4.	Your position at school	Principal	Deputy Principal	HOD	Teacher
----	--------------------------------	-----------	------------------	-----	---------

5.	Which grade are you teaching	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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6.	Your highest educational qualification	Grade 12	Diploma / Certificate	Bachelors / Honours degree	Masters / Doctoral Degree
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7.	Your school is situated in	Formal township settlement	Informal township settlement
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8.	The enrolment of learners in your school	500 or less	500 - 599	600 - 799	800 - 1000	1000 +
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SECTION B:

This section comprises the behavioural dimension of school organisational climate as identified by research. Kindly indicate the measures that apply in your school circumstances.

Column 1: identifies the behavioural dimensions/factors

Column 2: indicates the extent / level of agreement with the dimensions/factors as identified in research. Kindly indicate the measure that best describes your school circumstances.

In each case below draw a cross (×) in the appropriate block.

Key: RO = Rarely occurs; SO = Sometimes occurs; O = Often Occurs; VFO = Very frequently occurs

1. The mannerisms of teachers at this school are annoying	RO	SO	O	VFO
2. Teachers have too many committee requirements	RO	SO	O	VFO
3. Teachers spend time after school with students who have individual problems	RO	SO	O	VFO
4. Teachers are proud of their school	RO	SO	O	VFO
5. The principal sets an example by working hard himself/herself	RO	SO	O	VFO
6. The principal compliments teachers	RO	SO	O	VFO
7. Teacher-principal meetings are dominated by the principal	RO	SO	O	VFO
8. Routine duties interfere with the job of teaching	RO	SO	O	VFO
9. Teachers interrupt other staff members who are talking in meetings	RO	SO	O	VFO
10. Representative Council of learners has an influence on school policy	RO	SO	O	VFO
11. Teachers are friendly with learners	RO	SO	O	VFO
12. The principal rules with an iron fist	RO	SO	O	VFO
13. The principal monitors everything teachers do	RO	SO	O	VFO
14. Teachers' closest friends are other staff members at this school	RO	SO	O	VFO
15. Administrative paper work is burdensome at this school	RO	SO	O	VFO
16. Teachers help and support each other	RO	SO	O	VFO
17. Pupils solve their problems through logical reasoning	RO	SO	O	VFO
18. The principal closely checks teacher activities	RO	SO	O	VFO
19. The principal is autocratic	RO	SO	O	VFO

20. The morale of teachers is high	RO	SO	O	VFO
21. Teachers know the family background of other staff members	RO	SO	O	VFO
22. Assigned non-teaching duties are excessive	RO	SO	O	VFO
23. The principal goes out of his/her way to help teachers	RO	SO	O	VFO
24. The principal explains his/her reason for criticism to teachers	RO	SO	O	VFO
25. The principal is available after school to help teachers when assistance is needed	RO	SO	O	VFO
26. Teachers invite other staff members to visit them at home	RO	SO	O	VFO
27. Teachers socialize with each other on a regular basis	RO	SO	O	VFO
28. Teachers really enjoy working here	RO	SO	O	VFO
29. The principal uses constructive criticism	RO	SO	O	VFO
30. The principal looks out for the personal welfare of the staff	RO	SO	O	VFO
31. The principal supervises teachers closely	RO	SO	O	VFO
32. The principal talks more than listens	RO	SO	O	VFO
33. Learners are trusted to work together without supervision	RO	SO	O	VFO
34. Teachers respect the personal competence of their colleagues	RO	SO	O	VFO

ANNEXURE B: Scoring the OCDQ-RS

Wayne K. Hoy

**Fawcett Professor Emeritus in Educational
Administration**

OCDQ-RS

THE ORGANIZATIONAL CLIMATE DESCRIPTION

For Secondary Schools (OCDQ-RS)

Dimensions (Subtests of the OCDQ-RS)

Supportive principal behavior is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. At the same time, the principal is helpful and genuinely concerned with the personal and professional welfare of teachers. Supportive behavior is directed toward both the social needs and task achievement of the faculty.

Directive principal behavior is rigid and domineering supervision. The principal maintains close and constant control over all teachers and school activities down to the smallest details

Engaged teacher behavior is reflected by high faculty morale. Teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other, they are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed.

Frustrated teacher behavior refers to a general pattern of interference from both administration and colleagues that distracts from the basic task of teaching. Routine duties, administrative paperwork, and assigned nonteaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other.

Intimate teacher behavior reflects a strong and cohesive network of social relationships among the faculty. Teachers know each other well, are close personal friends, and regularly socialize together.

Reliability

Each of these dimensions was measured by a subtest of the OCDQ-RS. The reliability scores for the scales were relatively high: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and Intimate (.71).

Construct Validity

A factor analysis of several samples of the instrument supports the construct validity of the concept of organizational climate (Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997). In addition, the predictive validity has been supported in other studies. See Hoy, Tarter, and Kottkamp (1991) for a review of that literature.

Administering the Instrument

The OCDQ-RS is best administered as part of a faculty meeting. It is important to guarantee the anonymity of the teacher respondent; teachers are not asked to sign the questionnaire and no identifying code is placed on the form. Most teachers do not object to responding to the instrument, which takes less than ten minutes to complete. It is probably advisable to have someone other than an administrator collect the data. It is important to create a non-threatening atmosphere where teachers give candid responses. All of the health and climate instruments follow the same pattern of administration.

Scoring

The responses vary along a four-point scale defined by the categories “rarely occurs”, “sometimes occurs”, “often occurs”, and “very frequently occurs.” (1 through 4, respectively).

Step 1: Score each item for each respondent with the appropriate number (1, 2, 3, or 4).

Step 2: Calculate an average school score for each item. If the school, for example, has 70 teachers, one would add all 70 scores on each item and then divide by 70. Round the scores to the nearest hundredth. This score represents the average school item score. You should have 34 average school item scores before proceeding.

Step 3: Sum the average school item scores as follows:

Supportive Behavior (S)=5+6+23+24+25+29+30
 Directive Behavior (D)=7+12+13+18+19+31+32
 Engaged Behavior (E)=3+4+10+11+16+17+20+28+33+34
 Frustrated Behavior (F)=1+2+8+9+15+22
 Intimate Behavior (Int)=14+21+26+27

You may wish to compare your school profile with other schools. We recommend that you convert each school score to a standardized score. The current data base on secondary schools is drawn from a large, diverse sample of schools in New Jersey. The average scores and standard deviations for each climate dimension are summarized below:

	Mean (M)	Std. Deviation (SD)
Supportive Behavior (S)	18.19	2.66
Directive Behavior (D)	13.96	2.49
Engaged Behavior (E)	26.45	1.32
Frustrated Behavior (F)	12.33	1.98
Intimate Behavior (Int)	8.80	0.92

To make the comparisons easy, we recommend you standardize each of your subtest scores. Standardizing the scores gives them a “common denominator” that allows direct comparisons among all schools.

Computing Standardized Scores of the OCDQ-RS

First: Convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100, which we call SdS scores. Use the following formulas:

$$\text{SdS for S} = 100(S - 18.19) / 2.66 + 500$$

Then compute the difference between your school score on S and the mean for the normative sample (S-18.19). Then multiply the difference by one hundred [100(S-18.19)]. Next divide the product by the standard deviation of the normative sample (2.66). Then add 500 to the result. You have computed a standardized score (SdS) for the supportive behavior subscale (S).

Next: Repeat the process for each dimension as follows:

$$\text{SdS for D} = 100(D - 13.96) / 2.49 + 500$$

$$\text{SdS for E} = 100(E - 26.45) / 1.32 + 500$$

$$\text{SdS for F} = 100(F - 12.33) / 1.98 + 500$$

$$\text{SdS for Int} = 100(\text{Int} - 8.80) / .92 + 500$$

You have standardized your school scores against the normative data provided in the New Jersey sample. For example, if your school score is 600 on supportive behavior, it is one standard deviation above the average score on supportive behavior of all schools in the sample; that is, the principal is more supportive than 84% of the other principals. A score of 300 represents a school that is two standard deviations below the mean on the subtest. You may recognize this system as the one used in reporting individual scores on the SAT, CEEB, and GRE. The range of these scores is presented below:

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

There is one other score that can be easily computed and is often of interest, the general openness index for the school climate.

$$\text{Openness} = ((\text{SdS for S}) + (1000 - \text{SdS for D}) + (\text{SdS for E}) + (1000 - \text{SdS for F})) / 4$$

This openness index is interpreted the same way as the subtest scores, that is, the mean of the “average” school is 500. Thus, a score of 650 on openness represents a highly open faculty.

We have changed the numbers into categories ranging from high to low by using the following conversion table:

Above 600 VERY HIGH
551-600 HIGH
525-550 ABOVE AVERAGE
511-524 SLIGHTLY ABOVE AVERAGE
490-510 AVERAGE
476-489 SLIGHTLY BELOW AVERAGE
450-475 BELOW AVERAGE
400-449 LOW
Below 400 VERY LOW

We recommend using all the dimensions of OCDQ-RS to gain a finely tuned picture of school climate.

For further information:

Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage.

Hoy, W. K., & Tarter, C. J. (1997). *The road to open and healthy schools: A handbook for change, Elementary Edition*. Thousand Oaks, CA: Corwin Press.

ANNEXURE C: Research Ethics Training Certificate



Certificate

April 12, 2018

This is to certify that Ms. Salome Mofokeng has successfully completed the Macquarie University Human Research Ethics Online Training Module for the Social Sciences and Humanities.

Macquarie University

ANNEXURE D: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	04 May 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/49
Name of Researcher:	Mofokeng S.K
Address of Researcher:	20 Donkin Street Vanderbijlpark, SE2 1910
Telephone Number:	016 988 3014 078 413 2008
Email address:	shalomfentse@gmail.com
Research Topic:	The nature of a school organisational climate of well-performing previously disadvantaged secondary schools.
Type of qualification	Master's in Education Management
Number and type of schools:	Thirty Secondary Schools
District/s/HO	Johannesburg South, Sedibeng East, Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

04/05/2018
1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 04/05/2018



P.O. Box 1174
Vanderbijlprk
1900
<http://www.nwu.ac.za>

April 2018

The School Governing Body Chairperson

..... Secondary School

P.O. Box

.....

.....

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SECONDARY SCHOOL

I hereby request permission to conduct research at your school with the teachers. The research will take the form of a questionnaire for about 15 minutes outside contact time. It will be done as unobtrusively as possible and thus no disruption of the school processes will be caused as a result.

The purpose of this research project is to determine the nature of the organisational climates of previously disadvantaged well-performing schools. This is based on evidence indicating the effect of organisational climate on learner achievement and by extension, school performance and the fact that there are previously disadvantaged secondary schools that perform well despite their circumstances.

The teachers will be requested to participate on a voluntary basis and they can refuse to participate or even withdraw if they so feel. Furthermore, the research will be conducted in a way that ensures confidentiality. Therefore, the school's name or identity will not be revealed in any way. This is an assurance that no harm of any sort will be caused to the school, its reputation as well as to the Gauteng Department of Education.

The research content and procedure has been accepted by the Research Ethics Committee of the Faculty of Education. This committee can be contacted through Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656 if you have any ethics concerns that were not answered about the research or if you have complaints about the research.

I enclose herewith, the questionnaires I will request teachers to respond to. If you have any questions or concerns about the research, please feel free to contact me or my study leader at:

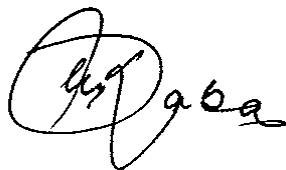
IDENTIFICATION OF INVESTIGATORS

Principal investigator: SK Mofokeng
Cell no. 078 413 2008
shalomfentse@gmail.com
Work tel. no.: 016 988 3014
Work Address: 1997 Sekati Street
Boipatong

Thanking you



SK MOFOKENG



RESEARCH SUPERVISOR: Prof. MI Xaba

ADDRESS: North-West University: Faculty of Education; School for Professional Studies in Education; P.O. Box 1174, Vanderbijlpark, 1900.

CONTACT NUMBER: 016 910 3068

Email: Ike.Xaba@nwu.ac.za

ANNEXURE F:

LETTERS REQUESTING PERMISSION – PRINCIPAL



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

P.O. Box 1174
Vanderbijlaprk
1900
<http://www.nwu.ac.za>

April 2018

The Principal

..... Secondary School

P.O. Box

.....

.....

Dear Sir/Madam

REQUEST FOR YOUR PARTICIPATION IN RESEARCH

I hereby request the participation of your teachers in a research project entitled: **An investigation of the school organisational climate of well-performing previously disadvantaged secondary schools**. The research will be undertaken from May 2018 to November 2018. Their participation will be highly appreciated because they are staff members of an evidently well-performing secondary school as is evident from the grade 12 results of the past three to five years.

The research team consists of the researcher, who is a Masters student at the university and a colleague, who is a PhD student at the university. They will visit the school to administer the questionnaire.

The research content and procedure has been accepted by the Research Ethics Committee of the Faculty of Education. This committee can be contacted through Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656 if you have any ethics concerns that were not answered about the research or if you have complaints about the research.

The researcher also received permission from the Research Unit of the Gauteng Department of Education to conduct the research in the selected schools in the Sedibeng Districts and the Johannesburg South District. The schools have been selected based on their academic performance in the grade 12 examinations and the fact that these schools were previously disadvantaged but are now consistently performing well.

PURPOSE OF THE RESEARCH

The purpose of this research is to determine the nature of the organisational climates of previously disadvantaged well-performing secondary schools. This is based on evidence indicating the effect of organisational climate on learner achievement and by extension, school performance and the fact that there are previously disadvantaged secondary schools that perform well despite their circumstances.

RESEARCH PROCEDURES

Dates and time

The dates and times will be negotiated with you once we have permission to issue questionnaires. The questionnaire will be provided for about 2 to 3 days so that it can be completed at participants' most convenient times and will last for more or less 15 minutes and will not disrupt teaching and learning in any way.

Location

A convenient venue where the questionnaires can be filled without interruptions, selected by the participants, will be used. This can most preferably be the staff room or any other convenient location for them.

POTENTIAL RISK AND DISCOMFORT

I do not foresee any potential risk or harm to you, the teachers, your school or the Gauteng Department of Education through participation in this research.

ETHICAL STANDARDS

Please note that the teachers' participation will be completely voluntary and they are free to decline to participate and will not be affected their negatively in any way whatsoever. They are also free to withdraw from the study at any point, even if they do agree to take part. The investigator may also withdraw any participant from this research if circumstances arise which warrant doing so.

The research will be in the form of answering a questionnaire for about 15 minutes at a time. Teachers' participation will be anonymous in that they will not be identified and the data they share will be handled with the utmost confidentiality. To this end, no harm whatsoever will befall them as a result of their participation in the research.

Data collected will be in the study leader's safe-keeping – in a locked cabinet where he alone will have access.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Teachers and schools will possibly benefit from lessons of good practice regarding behavioural dimensions as derived from well-performing schools. Teachers might also benefit from self-reflection gained from responding to questionnaire items.

The results may also assist in developing guidelines to suggest ways of enhancing organisational climates for teachers, especially those in poorly performing schools.

Finally the Department of Education might find the findings useful in its endeavours to help schools develop, enhance and maintain healthy open school organisational climates.

PAYMENT FOR PARTICIPATION

Participation in this research is voluntary and there will be no remuneration for taking part in it.

INFORMATION DISSEMINATION

A research paper will be written and submitted for publication. Each school selected will be provided with at least 5 copies of the paper and principals will be requested to avail these to the teachers and or even discuss them with teachers. The researcher will extend readiness and willingness to be invited to discuss the study's findings

IDENTIFICATION OF INVESTIGATOR

If you have any questions or concerns about the research, please feel free to contact the study leader whose details are indicated at the end of this correspondence:

Principal investigator: SK Mofokeng
Cell no. 078 413 20:
shalomfentse@gmail.com
Work tel. no.: 016 988 3014
Work Address: 1997 Sekati Street
Boipatong

I enclose herewith with the questionnaires I will request you to respond to. For more information and clarity, please feel free to contact me.

Thanking you



SK MOFOKENG

A handwritten signature in black ink, appearing to read 'Ike Xaba', with a large, stylized initial 'I'.

Research supervisor: Prof. MI Xaba

Address: North-West University: Faculty of Education;
School for Professional Studies in Education;
P.O. Box 1174,
Vanderbijlpark,
1900.

Contact number: 016 910 3068

Email: Ike.Xaba@nwu.ac.za

ANNEXURE G: PARTICIPANTS' CONSENT FORM



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018299-1111/2222

Web: <http://www.nwu.ac.za>

Faculty of Education

(Edu-Lead Niche Area)

Tel: 018 111/1111

Email: Name.Surname@nwu.ac.za

(Recipientname)

(Recipient address)

(Recipient address)

(Recipient address)

Date

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves teachers from previously disadvantaged well-performing secondary schools. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH:

An investigation of the school organisational climates of well-performing previously disadvantaged secondary schools

PROJECT SUPERVISOR: Prof MI Xaba

CO-SUPERVISOR: N/A

ADDRESS: North-West University, Vaal Campus, P.O. Box 1174, Vanderbijlpark, 1900.

CONTACT NUMBER: 016 910 3068

MEd-Student: SK Mofokeng

ADDRESS: 20 Donkin Street, Vanderbijlpark. 1901.

CONTACT NUMBER: 078 413 2008

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Department of Basic Education as well as the school principal and school governing body.

What is this research about?

The aim of this study is to answer the question:

- *What is the nature of the organisational climates of well-performing previously disadvantaged?*

by:

- examining the nature school organisational climate through a literature review;
- determining the behavioural dimensions of principals and teachers of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education through empirical study;
- To determining the nature of the organisational climates of well-performing previously disadvantaged schools in the Sedibeng and Johannesburg South Districts of the Gauteng Department of Education through empirical study;
- deriving examples of good practice from the organisational climates of well-performing previously disadvantaged secondary schools.

Participants

- Teachers and of well-performing previously disadvantaged schools. For logistical and convenience purposes, the research sites will be confined to the Gauteng Department of Education's Sedibeng and Johannesburg South districts.

What is expected of you as participant?

You will be involved in completing the questionnaire at your own convenience in terms of time and location.

Benefits to you as participant

Teachers and schools will possibly benefit from lessons of good practice regarding behavioural dimensions as derived from well-performing schools and schools.

Teachers might benefit from self-reflection gained from responding to questionnaire items.

Risks involved for participants

No dangers or risks are envisaged.

Confidentiality and protection of identity

Questionnaires are completed anonymously and in the write up, names of respondents and or names of their schools or any identifying features are not written or stated. In addition, the data analysis and interpretation use only statistics and do not in any way, mention names or identifying features as these are always aggregated. The data collected and questionnaire will be kept in the supervisor's (Prof. Ml Xaba) custody for 7 years as required by the University.

Dissemination of findings

A research paper will be written and submitted for publication. Each school selected will be provided with at least 5 copies of the paper and principals will be requested to avail these to the teachers and or even discuss them with teachers. The researcher will extend readiness and willingness to be invited to discuss the study's findings.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.



Principal investigator: SK Mofokeng
Cell no. 078 413 20:
shalomfentse@gmail.com
Work tel. no.: 016 988 3014
Work Address: 1997 Sekati Street
Boipatong



Research supervisor: Prof. MI Xaba
Address: North-West University: Faculty of Education;
School for Professional Studies in Education;
P.O. Box 1174,
Vanderbijlpark,
1900.
Contact number: 016 910 3068
Email: Ike.Xaba@nwu.ac.za

DECLARATION BY PARTICIPANT:

By signing below, I, agree to take part in a research study entitled:
An investigation of the school organisational climates of well-performing previously disadvantaged secondary schools

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) Vanderbijlpark on (date) / /20

Signature of participant

Signature of witness