ÖZET
Bu makalede ÖrgütSEL İKlim ve ÖrgütSEL İKLIMin ölçülmesi konusu tartışılmıştır. ÖrgütSEL İKlim İşgörenerlerin, örgütSEL Yaşamlarına ilişkin algılarını içerir. ÖrgütSEL İKlim İşgörenerlerin davranışlarını etkiler ve onların davranışlarından etkilenir.

Bu makalede örgütSEL İKlim konusundaki araştırmalar tartışılmış ve İlkokul müdürlerinin ve öğretmenlerinin örgütSEL İKlim ve iş doyumuna ilişkin algılarına ait bulgular sunulmuştur. Bu araştırmada İlkokul müdürleri ve öğretmenlerinin örgütSEL İKlimine ilişkin algıları ile iş doyumları arasında anlamlı ilişkiler bulunmuştur.

What is an Organizational Climate?
Organizational climate is the human environment within which an organization’s employees do their work. We cannot see climate or touch it, but it is there. Like the air in a room, climate is affected by almost everything that occurs in an organization. It is a systems concept (Davis, 1985:121).

Generally we can say that the climate of an organization is as unique as a fingerprint or a snowflake. As you know, every human act in their unique way. No two people can do exactly the same thing exactly the same way. Every organization’s climate is as unique as this way. As Keith Davis of Arizona State University (1985:122) points out, each organization has its own culture, traditions, and methods of action which, in their totality, constitute its climate.

Climate can influence individual’s bahaviour and it can be influenced by behaviour in an organization. We can say that every organization is different from the others. One can feel that, if you visit one organization and then move to another one, you can see the difference. Your feelings will tell you the difference.
Some organizations are quiet human, others are cold and hard. Some organizations are lively, busy and efficient, others are easygoing (Davis, 1985:122). Some organizations are dynamic, open, people are cheerfull and hard working and they are happy in what they are doing there. In other organizations may be because of the static and cold atmosphere, people are bored with lack of sense and with authority. One can feel frustration everywhere. In short, we can say as Andrew Halpin of Washington University (1966:131) said, every organization has its own personality. It is this "personality" we are trying to describe as an Organizational Climate.

Organization climate can influence motivation, performance and job satisfaction. It does this by creating certain kinds of expectations about what consequences will follow from different actions. Employees expect certain rewards, satisfaction and frustration on the basis of their perception of the organizational climate. Those expectations tend to lead to motivation (Davis, 1985:122).

As George Litwin and R. Stringer (1966) point out, we must remember that different individuals may expect different rewards and punishments for various kinds of behaviour. Climate should not act in the same way for all individuals as an arouser of needs or motives. The interaction between people and climate is very complex (Campbell et al., 1970:388).

Forehand and Gilmer (1964) feel that climate consists of set of characteristics that (1) describe an organization, (2) distinguish it from other organizations, (3) are relatively enduring over time and (4) influence the behaviour of the people in it (Campbell, 1970:389). Renato Taguri (1968) critises this explanation. He thinks while they pay enough attention to the organization, they don’t give enough importance to the perception of members of organizations.

According to some researchers such as Litwin (1968: 26), Wayne K. Hoy and Cecil Miskel (1982:185), Taguri, synonyms of the organizational climate are culture, environment, situation, atmosphere and fell. Taguri and Litwin (1968:26) point out that these sort of concept show as an organizations internal quality and especially organizations’ members experiences.

Hoy and Miskel (1982:186) point out that the definition of organizational climate as a set of internal characteristics is similar in some respects to early description of personality. In an educational organization, climate is an end product of the school groups-students, teachers,
administrators- as they work to balance organizational and individual aspect of a social system. According to Halpin (1966:131), personality is to the individual what Organizational Climate is to the organization.

The concept of organizational climate, like that of personality, has been used in a rather vague way. Several attempts have been made to define climate and to measure its basic components (Hoy and Miskel, 1982:186).

**Some Studies on Organizational Climate**

Several instruments have been developed for measurement of a firm’s organizational climate. The instruments typically measure a number of elements of climate, assign them numerical scores and then interpret the scores (Davis, 1985:124).

The most well-known conceptualization and measurement of the organizational climate in schools is the pioneering study of elementary schools by Halpin and Croft (Davis 1985:186). They analized the climate of 71 schools chosen from six different regions of the U.S. (Halpin, 1966: 133-249). This analysis was based on the description of those schools given by 1151 respondents. The Organizational Climate Description Questionnaire or OCDQ is composed of 64 Likert-type items which teachers and principals can use to describe the climate of their school. The 64 items in the IV. Version of the OCDQ were assigned to eight subtests which they had delineated by factor analytic methods. Four of these subtests refer to characteristics of the faculty group as a group, the other four to characteristics of the principal as a leader.

*The eight subtests are:*

**Characteristics of the Group**

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

**Behaviour of the Leader**

5. Aloofness
6. Production Emphasis
7. Thrust
8. Consideration

They examined profiles for 71 schools to see whether profiles themselves would allow them to differentiate meaningful types of Organizational Climate. They were be able to identify six Organizational Climate. They found these could be arrayed along a continuum defined at one by an Open Climate and the other by a Closed Climate.

They identified six Organizational Climates. They termed these the “Open”, the “Autonomous”, the “Controlled”, the “Familiar”, the “Paternal”, and the “Closed”. Althought all eight points define each profile, it is evident that two of the subtests possess special significance in this definition: Esprit and Thrust. Esprit corresponds closely to what is referred...
to as “morale” in everyday language. Thrust represents a critical attribute of a leader’s behaviour, and an attribute which had failed to emerge from the original studies with the Leaders Behaviour Description Questionnaire or LBDQ.

Open Climate

Teachers work well together. They are not burdened by mountains of busywork or by routine reports. Group members enjoy friendly relations with each other. They are proud to be associated with their schools.

Principals’ behaviour can be viewed as genuine. Not only does he set an example by working hard himself, but depending upon the situation, he can either criticize actions of teachers or go out of his way to help a teacher. He is not aloof. He does not set up inflexible and impersonal rules and procedures. He does not have the emphasize production nor does he need to monitor teachers’ activities closely, because teachers do produce easily and freely. He is in full control of the situation, and clearly provides leadership for the staff.

The Autonomous Climate

Teachers do work well together and accomplish the task of the organization. The principal remains aloof from the teachers, for he runs the organization in a businesslike and a rather impersonal manner.

The Controlled Climate

Teachers are there to get the job done and they expect to be told personally just how to do it. They work hard, and there is little time for friendly relations with others or for deviation from established controls and directives. This climate is far from social needs satisfaction. The principal is aloof, he prefers to publish directives, of course, that are impersonal. He says, “may way of doing it is best and to hell with the way people feel.” He cares little about how people feel, the important thing is to get the job done, in his way!

The Familiar Climate

The main feature of this climate is the friendly manner of both the principal and teachers. There are too many people trying to tell others how things should be done. The principal does not burden teachers with routine reports, in fact, he makes it easy as possible for them to work. Teachers have established personal friendships among themselves and socially, at least, everyone is part of a big happy family.

The principal wants everybody to know that he, too, is one of the group, and that he is no way different from anybody else. No one works full
capacity, yet no one is ever wrong; also, the actions of members are not criticized.

The Paternal Climate

This climate is, of course, a partly Closed one. Teachers do not work together, they are split into factions. They do not enjoy friendly relations with each other. They have given up trying, and they let the principal take care of things as best he can. The principal is not aloof at all. He is everywhere at once, checking, what is going on. His view is “Dady knows best.”

The Closed Climate

The principal is ineffective in directing activities of teachers, at the same time he is not interested in their personal welfare. Teachers are disengaged and do not work well together; group achievement is minimal. Teachers are too old to move readily to another job, or have “looked into the system” by attractions of a retirement system. The principal is highly aloof and impersonal in controlling and directing activities of teachers. He emphasizes the production and frequently says that “We should work harder”. He does not motivate the teachers by setting a good personal example. What he says and what he does are two different things. He is not genuine. His cry of “let’s work harder” actually means, “YOU work harder”. He expects everyone else to take the initiative yet, he does not give them the freedom required to perform whatever leadership acts are necessary. This climate characterizes an organization for which the best prescription is radical surgery.

Halpin and Croft believe that a Closed Climate is undesirable, that it is crippling for both the faculty and students yet, they prefer to view a Closed Climate as unhealthy or sick not as evil. It is extremely difficult to change an organizational climate to be effective, any technique we use must take into full account the irrational element in men. Also, it must recognize psychodynamic factors within individual group members as well as within the organization as such; and finally, it must reflect a pattern of relationship similar to that between a patient and a psychotherapist. (Halpin, 1966: 137).

The OCDQ is not the only way to conceptualize or measure organizational climate, but remains the most frequently used method of studying climates of schools (Hoy and Miskel, 1982: 194). Rensis Likert has developed theory, research and specific of one such approach on two important volumes, New Patterns of Mangement (1961) and The Human Organization (1967).
 Likert developed an instrument that focuses on the management style used. The Likert survey covers eight elements listed as (Likert, 1961: 223-233):

1. Leadership processes,
2. Motivational forces,
3. Communication process,
4. Interaction-influence process,
5. Decision making process,
6. Goal-setting,
7. Control processes, and
8. Performance goals and training

Respondents are given a continuum of choices for each item to indicate whether in their view, the organization tends to have an autocratic, highly structured climate or a more participative and human oriented one. Steps along the continuum are called system 1, 2, 3 and 4 referring to different systems of management. Likert (1961: 223)’s managerial systems are:

System 1. Exploitive Authoritative
System 2. Benevolent Authoritative
System 3. Consultative
System 4. Participative group

Likert concludes that the more human oriented climate produces both a higher level of performance and job satisfaction (Davis, 1985: 125).

In System 1, performance goals of members are not high. In brief, management is guided by Theory X assumptions about people, authority, and organization. At the other end of the spectrum, supportive leadership and highly motivated employees, who share in the decision making process, characterize System 4 of organizational structure. Team work, cooperation, sharing, group loyalty, responsibility for one’s action, extremely high performance goals and trust and confidence are typical of the participative system. In brief, Theory Y assumptions about people, authority, and organization have been successfully implemented (Hoy and Miskel, 1982: 194-196).

In one of few published research studies using the profile of a school, John W. Hall compared Likert and Likert’s measure of climate with that of Halpin and Croft. His results indicate that the two instruments are similar with a positive correlation of .59. Thus the more open climate the more participative the system.
Litwin and Stringer (1966) and Frederiksen (1966) have carried out laboratory studies using “climate” dimensions as independent variables. Litwin and Stringer created three different climates. The principal means for creating climate differences was the president of the company who was a member of a research staff and who adopted the appropriate leadership style. Significant differences in performance and job satisfaction were found (Campbell, 1970: 402).

Frederiksen (1966) worked on 260 middle managers employed by the state of California. Four treatment combinations designed to create differences in climate were arranged in a 2 by 2 design. Details of the analysis are too numerous to give here, but Frederiksen (1966: 13) summarizes them in the following statement (Campbell, 1970: 401):

“It appears that the amount of administrative work in the simulated job is more predictable in a climate that encourages innovation than in one that encourages standard procedures, and that in an innovative climate (but not in a rules climate) greater productive can be expected of people with skills and attitudes that are associated with independence of thought and action and the ability to be productivity in free, unstructured situations.”

In further analyses of the same study (Frederiksen, 1968) it was demonstrated that inconsistent climates also have a negative effect on productivity.

John Campbell (1970: 403) notes that while Litwin and Stringer worked from a specific cause (the behavior of the president of the company) to a general effect (organizational climate), Frederiksen worked from a general cause (organizational climate) to a specific effect (the behavior of one member or the company). The two studies adopted a very different view regarding the functional relationship of climate to performance. Litwin and Stringer emphasized the determinant of direct causal effects of climate differences, while Frederiksen viewed his experimental treatments as moderators of the relationship between other measures of individual differences and performance.

Jenks study focuses on building an effective and humane organizational climate as an important factor that contributes to the productivity and the quality of work life. In his study, there are four dimensions for organizational climate. They can be used to understand the climate that exists in any organization and weather that climate enhances or inhibits the productivity and the quality of work life. Dimensions are the total amount of energy in the system, distribution of the available energy
throughout the system, the amount of pleasure people experience in the system, and the amount of growth people in the system can experience. There are four key factors that determine organizational climate: physical settings, norms, communication patterns and management style (Meltzer, 1981: 441-448).

As you see, there are very different dimensions of organizational climate have been used and measured. Campbell suggests that there are similar items can be composed. Campbell (1970: 393-394)’s composite view of these recurring factors is as follows:

1. Individual autonomy
2. The degree of structure imposed upon the position
3. Reward orientation
4. Consideration, warmth, and support.

In Turkey, few research and studies have been done. Ertekin (1978) has compared the organizational climates of National Water Affairs and Ministry of the Interior. One of his findings is that organizational climate is not the only factor which effects motivation but also influences organizational effectiveness.

Peker (1978) studied high school teachers and principals’ perceptions about organizational climate. His findings proved that there is a significant relations between organizational climate and students’ success. As the climate of schools moves from close to open type, the success of students in the university entrance exam increases. A significant relation between organizational climate of school and student discipline records have been found in his research.

Güçlüol (1979) has developed a questionnaire and measured perceptions of the organizational climate in both the Ministry of Education and the Ministry of Culture. Ministry of Culture’s organizational climate was more warmer than the climate of the Ministry of Education, but both were away from the ideal hot climate.

Çetinkanat (Paknadel) carried out a study. The aim of the research was to identify primary school principals’ and teachers’ perceptions of Organizational Climate and Job Satisfaction, and to examine relationships between organizational climate and job satisfaction. The questionnaire used for this study were the OCDQ Form IV and Need FulFillment Deficiency Index (NDI).

Questionnaires were given to 18 primary schools and 452 teachers. Complete answers were obtained from 18 principals and 406 teachers. Some of the findings are as follows: There is a significant difference in teachers’
job satisfaction related to the organizational climate of their school. As the climate of schools moves from the open type to the closed type, teachers’ dissatisfaction is seen to increase. Significant relationships between organizational climate and teachers’ and principals’ job satisfaction have been found. Climates of these 18 schools were 1 open, 1 autonomous, 8 controlled, 2 familiar, 1 paternal, and 5 closed climate type, according to perceptions of teachers’. Principals’ perceptions were seen to more nearer to ideal type than the teachers’ perceptions (Pakradel, 1988).

REFERENCES