Leadership as it Promotes a Culture of Trust and an Open School Climate: a Catholic Secondary School Perspective

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LEADERSHIP AS IT PROMOTES A CULTURE OF TRUST AND AN OPEN SCHOOL CLIMATE:
A CATHOLIC SECONDARY SCHOOL PERSPECTIVE

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ABSTRACT

Today’s Catholic schools not only have the obligation to educate in order to meet the economic needs of the individual and society as a whole, but also to educate for the Greater Good in order to serve the civic and ethical needs of society. The principals of these schools are responsible for creating a school-wide learning community for both teachers and students. Leaders are entrusted with facilitating spiritual growth, increasing the growth of human capital through academics and professional development, as well as, enhancing social capital through sustained, positive collective interactions with community members.

The purpose of this study is to examine the extent to which leadership promotes a culture of trust and an open climate in Catholic secondary schools within the Archdiocese of Newark. Furthermore, it investigates the relationship between organizational climate and trust in the principal, as well as, the relationship between trust in the principal and trust among faculty members. Lastly, it compares the means for openness and teacher behaviors. The study is a mixed method design which distributed surveys to faculties for the quantitative piece and interviewed principals to enrich the study qualitatively.
Eleven high schools participated in the study; surveys were returned by 199 teachers. Seven building principals agreed to be interviewed in order to tease out further information regarding trust and climate.

Findings suggest if a high level of openness exists then there tends to be trust in the principal within schools. Descriptive statistics were used to find correlations and the study implemented a comparison of the means with regard to teacher behaviors. Lastly, the analysis determined that if there was trust in the principal there would likely be trust among colleagues.

This study might act as a catalyst for change in Catholic secondary schools throughout the archdiocese. Recommendations include continuing Catholic school leadership seminars at the local level and sustaining university programs for newly appointed or emerging Catholic school leaders. It is also recommended that at the building level schools work to improve their scores for trust among colleagues which was determined to be just slightly above average.
Acknowledgements

This doctoral degree would not have been possible without the unconditional love and support of my husband Jim and our three children...Kristin, Erin and Ryan. Jim was always there with an encouraging word, a knowing look or an extended hand. I cannot put into words what it has meant to me to feel his presence and love throughout this process. The girls and Ryan made me laugh and made me believe; always letting me know that the end was in sight. You have each brought immeasurable joy into my life and I love you.

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computer glitch with both humor and patience.
Dedication

This dissertation is dedicated to my mother and father, Kay and Arthur Slavin, who instilled in me a strong faith, a love of life, an appreciation of learning and the belief that laughter is good for the soul. It is also dedicated to all my family, particularly those in the Ferris clan, who have encouraged and supported me in countless ways over the years.
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Chapter I
INTRODUCTION
Background

Culture can be analyzed as a phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with other people. When broken down to groups within the organization, one can see clearly how it is created, embedded, developed and ultimately manipulated, managed and changed. These dynamic processes of culture creation and management are the essence of leadership and make one realize that leadership and culture are two sides of the same coin. (Schein, 1992, p.1).

There is yet another two-sided coin to be considered; the culture and climate of an organization are linked inextricably also. As noted by Hoy (2008), a healthy/open school climate exists when there is institutional integrity: the principal has an integrated leadership style that is concerned with both the task at hand and the social well-being of the teachers; the principal has influence for needed resources; morale is high; and there is a general academic press for achievement by teachers, students, and parents.

The styles and frameworks of school leadership have changed drastically during the last fifty years, and these parameters
will undoubtedly continue to change as school leaders seek continuous improvement and educational innovation for teachers and students during the twenty-first century. Principals are responsible for encouraging and shaping the rituals, beliefs, ideals, and attitudes that make learning more connected, value driven, and meaningful (Deal & Peterson, 1994, p.8). As principal, the abilities to understand and be understood are correlated to consideration of the faculty and to the responsiveness of a staff striving for excellence in education. A synergistic school community recognizes that the power of the whole is greater than any individual within the organization, including the leader.

This researcher’s experience suggests that there is a fusion of culture and climate within educational institutions. How does the school’s leadership ensure that a positive, purposeful climate and a trust-filled culture are evident within the building? Tschannen-Moran and Hoy (2000) believe that an awareness of the atmosphere and a concern for cultivating an environment of trust are important components for providing an open and healthy climate in the school. When relationships are embedded in an organizational context, the dimensions and dynamics of trust have a real impact on the effectiveness and collective sense of efficacy in an organization (Tschannen-Moran & Hoy, 2000).
Bennis and Goldsmith (2003) argue that leaders who balance ambition with competency and integrity understand that building trust is their main objective. The authors continue to state that for trust to take hold, the first thing a leader must do is generate shared values, goals, visions, or objectives with those she wishes to lead. "The trust factor is critical" (Bennis & Goldsmith, 2003). Increasing trust in schools has been linked to increased participation among faculty in school reform efforts, greater openness to innovations among teachers, increased outreach to parents, and even higher academic productivity within the school (Kochanek, 2005).

Catholic schools across the country are at an educational crossroads. These historically successful schools need to attract and lure intelligent, articulate individuals to follow in the footsteps of those storied teachers who were dedicated to making a difference in the lives of their students.

Catholic school efforts and success in inner-city schools are beyond dispute. James Colman and Andrew Greeley provide statistical evidence to show, for example, that Catholic high schools are more economically efficient and educationally effective than are their public counterparts, and that Catholic high schools students acquire superior academic achievement. They attribute the latter to Catholic schools' academic curriculum; requirements of more courses in
mathematics, sciences, and foreign languages; more time on homework; and fewer disciplinary problems (Currence, C. as cited in Buetow, 1985, p. 54).

According to Bryk, Lee, and Holland (1993), Catholic high schools possess three critical components:

1. A set of shared values among members of the school community
2. A set of shared activities, both academic and nonacademic in nature
3. A distinctive set of social relations among school members fostered by two key organizational features: a diffused teacher role and faculty collegiality

Many of these faith-based schools are proud of their positive, professional, caring, academically successful, athleticism triumphant, and service oriented cultures. In some cases, generations of students have benefited from this type of culture; it is laden with traditions, stories, celebrations, and beliefs.

For the unfortunate schools whose culture is mired in negativity, a new type of leadership might well change the culture, but it is not something that can be changed overnight. In order to be successful, the incoming principal needs to take the time to understand the current culture and define the goals for future improvement. Not only do principals have the responsibility of motivating students to achieve their
intellectual potential, but they must also challenge and inspire
the faculty to become lifelong learners. The culture fostered by
collegial leadership is one of shared responsibility and joint
decision making, always anchored by the school’s philosophy and
mission statement. Collegiality is closely related to Harris and
Harris’s (1992) description of "dignity" as the recognition that
everyone is a person of worth, that all have equal value in the
partnership, and that equity and trust are characteristics of
all collegial relationships. There are two elements essential to
the development of this degree of collegiality: building strong
relationships and validation of colleagues as equals (Marlow,
Kyed & Connors, 2005). Certainly words such as "dignity" and
"equality" are compatible with the philosophies of Catholic
schools across our nation.

Wood and Gresso (1990) state:

Collegiality is the most important element in the successful
commitment to school improvement and it is the key component
to the effectiveness of teams. This leadership model cannot
be evidenced by coercion, persuasion, duplicity or
conditional positive regard. The levels of trust that are
established among and across role positions are the catalyst
for important and honest interaction among team members in a
school.

According to Hoy (2003), a school exhibiting an open climate
is one characterized by teacher relations that are professional, collegial, friendly, and committed to the education of the student. The principal is supportive and professional and does not restrict or direct with orders. Trust among all the community stakeholders is vital to a vibrant school. According to Boyer (1993) "Colleagues should ideally represent a close-knit community with an emphasis on the 'connectedness' between people" (as cited in Marlow, Kyed & Connors, 2005).

The sociologist Luhman (1979) believes that trust in the broadest sense exudes a level of confidence in one's expectations; also, to demonstrate trust is to anticipate the future. If administrators are to demand increased performance from our schools, then establishing a culture and climate that are conducive to teacher satisfaction and student achievement is of the utmost importance. The writing of Sztompka (1999) suggests that a culture of trust is historically rooted and depends on a sequence of collectively shared positive experiences with trust. "Tradition provides an anchorage for that 'basic trust' so central to the continuity of identity, that it is also the guiding mechanism for other trust relations (Gidden, 1994, as cited in Beck et al., p. 81).

According to Tschannen-Moran (2004), trust within schools can be fostered or diminished by the behavior of the leader. At the
heart of all relationships is trust; it is both concrete and illusive.

Tschannen-Moran (2004) suggests that to be a trustworthy principal is first and foremost to be known as a person of good will. The author continues to explain that teachers are confident that you have their best interests at heart if you will do whatever is possible to help them develop as professionals. As described by Hoy and Tschannen-Moran (1999), the five components of faculty trust are: benevolence, reliability, competence, honesty, and openness. Sergiovanni (2001) wrote that trust is the ability to be viewed as credible, legitimate, and honest, while Bryk and Schneider (2002) theorize that trust is positive discernments of respect and personal regard, along with positive discernments of competence and integrity. Within a cultural approach, it is thus important to gain a sense of common realities which make it possible for organizations to exist and to have a sense of purpose.

In her recent book about the concept of trust in schools, Kochanek (2005, p. 6) wrote:

Two sets of researchers have persistently explored the operation of trust in schools as well as its benefits. Hoy and his colleagues (Goddard et al., 2001; Hoy et al., 1992; Hoy & Tschannen-Moran, 1999; Tarter, Bliss, & Hoy, 1989; Tarter, Sabo & Hoy, 1995; Tschannen-Moran & Hoy, 1998)
worked from the school climate perspective to develop a
definition of trust in schools. From this perspective, trust
exists as a characteristic of the school and is maintained
as part of the school culture. Bryk and Schneider (1996 &
2002) conceptualized trust in schools as a product of the
everyday interactions that affect person-to-person
relationships in the school. From their perspective, trust
formed between individuals can build to become part of the
school culture as well as affect the structural
characteristics of the school. Although these two sources of
research developed simultaneously and separately, much of
the work is parallel and the results are similar.

The Purpose of the Study

The purpose of the study is to examine the relationship
between organizational climate and trust in Catholic secondary
schools. An attempt will be made to identify the impact of
leadership, the elements of school climate, and those factors
which create a culture of trust within the schools, including
collegiality. Research suggests that these components are
critical to the success of the school and its ability to grow as
a learning community.

Statement of the Problem

The specific problem is to determine the extent to which the
principal promotes an open/healthy organizational climate and
culture of trust within Catholic secondary schools in the Archdiocese of Newark.

Research Question

The main research question is: To what extent does an open organizational climate relate to trust in the leadership within Catholic secondary schools in the Archdiocese of Newark?

Subsidiary Questions

1. What influence does the organizational climate have on the behavior of the faculty in Catholic secondary schools in the Archdiocese of Newark?
2. To what extent does trust in the principal relate to trust among faculty in Catholic secondary schools in the Archdiocese of Newark?

Significance of the Study

This study will enable Catholic high schools in New Jersey to view the professed leadership of the school as it aligns with the perceived culture and climate. This researcher will attempt to provide a measurement of school climate and faculty trust. Therefore, the principals of these sample schools will be able to accurately gauge the vibrancy, openness, and health of their individual schools. The study might act as a catalyst for change in Catholic secondary schools throughout the region. It would also provide pertinent information to future school administrators regarding how leadership traits can positively
affect a healthy organizational climate and culture of trust in Catholic high schools, thereby ensuring the success and longevity of these schools.

Limitations

This study will be limited to a sample of Catholic secondary schools in the Archdiocese of Newark. Schools included in the study will have been in existence at least ten years and the principal will be in at least his/her second year as the school’s leader. The sample will be representative of both urban and suburban demographic areas. The study will include both single sex and coeducational schools. The student population size will be varied. The norms used for the survey instruments are public school norms, and therefore they should be used with caution. However, the study may provide a baseline norm for Catholic secondary schools.

Definition of Terms

1. School Culture - a distinctive set of beliefs, core values, traditions, and symbolic gestures that provide a sense of trust, mission, and identity for faculty, students, and parents.

2. School Climate - a "relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools" (Hoy, 2003).
3. **Collegial Leader** - a principal, who treats teachers as colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance (Hoy, 2005).

4. **Trust** - one party’s willingness to be vulnerable, based on the confidence that the other is benevolent, reliable, competent, and open (Tschannen-Moran, 2004).

**Organization of the Study**

Chapter one discusses the background, purpose of the study, statement of the problem, research questions, significance of the study, limitations, and definition of terms. Chapter two includes a review of related literature on trust, school climate, leadership, and collegial teacher behavior. Chapter three contains the methodology, research design, the population and sampling process, the instrumentation, and the data collection procedures. Chapter four presents an analysis of the data, as it relates to the research questions. Chapter five includes a summary of the study, conclusions, and recommendations for further research.
Chapter II

LITERATURE REVIEW

Overview

This chapter will examine relevant and related literature, as well as the research regarding the conceptual frameworks of an "open" organizational climate, the "trust factor" within an organization's culture, collegial teacher behavior, and the role of leadership in promoting an organizational environment that demonstrates both trustworthiness and openness.

During the past decade, the literature is replete with studies on school climate and culture, sometimes using the terms interchangeably and at other times using the terms independently; however, there is always a connection to leadership. Scheinder (1990) suggests that both climate and culture are important concepts, because in combination they can specify, fairly precisely, the context of human behavior in organizations. Sergiovanni (2001) suggested that it is rare to have an effective school without an effective leader, and continued to show that successful leaders have found alternatives to direct leadership, in ways that connect faculty to each other, to their teaching, and to their responsibilities. Adding teacher leadership to the equation ensures that school improvement becomes a way of life. If leadership influences the school's culture and climate, combining to create a dynamic
learning community, it is to the benefit of all stakeholders. In this study, not only is the relationship between climate and faculty behavior being examined, but also the relationship between trust in the principal as it relates to faculty trust within the school.

The very word "relationship" becomes a key term in this study because relationships are the building blocks for theories regarding leadership, collegiality, trust, culture, and climate. Sergiovanni (1999) suggests that striving to improve the quality of how we live and work together is a moral purpose of the highest order, and Fullan (2001) speaks of leading organizations in a culture of change by seeking synergy, cultivating leadership at all levels, and sustaining learning in complex, uncertain circumstances. The climate of the school is a composite of perceptions and actions of community members; for the purposes of this study, it will be the school’s administrator and faculty who are scrutinized.

According to Maxcy (1991), researchers provide statistical support for the view that the behavior of the school leader, as perceived by teachers, is related to school "productivity" as well as teacher morale. Maxcy (p.34) continues:

Looking closely at the kinds of climate conditions necessary to enhance leadership has resulted in a number of theories of organizational effectiveness: the open/closed (Halpin &
Croft, 1963); input/output (Bidwell, 1972); robust/non-
robust (Willower & Licata, 1975); needs/press (Silver,
1983); and coherent/non-coherent (Wynne, 1980).

Turner (1990) notes:

Organizations and organizational settings are seen as the
outcomes of continuous processes of social negotiation.
Authority is understood not to operate by decree; instead,
power is seen as a series of bilateral social relationships,
which need to be read against a background of prevailing
socially agreed assumptions (p. 90).

Within a cultural approach, it is thus important to gain a sense
of shared realities which enable organizations to exist and to
function (Strati, 1986, as cited in Turner).

Bolman and Deal (2003, p. 434) also address the leadership
and management of an organization. Considering the many roles
played by Catholic school principals and the mission of Catholic
schools, the following is particularly meaningful:

We need pioneers who embrace the fundamental values of
human life and human spirit. Such leaders and managers are
playful theorists who can see a complex organization
through a complex prism. They are negotiators able to
design elastic strategies that simultaneously shape events
and adapt to changing circumstances. They understand the
importance of knowing and caring for themselves and the
people with whom they work. They are architects, catalysts, advocates, and prophets who lead with soul. These words represent the essence of a Catholic school culture of trust, and the sentiment, if lived, would suggest a healthy organizational climate. These thoughts are an incredible challenge for the most experienced leaders and a guide for the future leaders of our schools.

A Culture of Trust

Saphier and King (1985) point out that cultures are built through the everyday business of school life. It is the way business is handled that both forms and reflects culture. Culture-building occurs through the way school people use their educational, human, and technical skills in handling daily events or establishing regular practices (as cited in Sergiovanni, 2001). School culture can be defined as, “the way we do things around here,” and consists of the organization’s shared beliefs, rituals and ceremonies, and patterns of communication (Deal & Kennedy, 2003). If trust does not exist then it is difficult to find a definitive culture within the school. As Cunningham and Gresso write:

Trust is the foundation upon which school effectiveness is built. An effective work culture cannot develop unless trust exists with the organization. Teams, vision, collegiality, diverse perspectives, personal/professional development,
long-term focus access to information, empowerment, and school-university partnerships create a synergistic effect, however, trust serves as the catalyst. Trust allows a rich culture to develop, and allows individuals to achieve their full potential” (as cited in Sergiovanni, 2001).

The culture is what makes each school different from all others in the district. Schools need cultural leaders and facilitators to foster unique sets of values that are congruent with their leadership styles (Krajewski, 1996). The style is the chosen manner with which a leader motivates, cajoles, directs, and influences the faculty and all other stakeholders. Leadership has the ability to act as a change agent and to initiate transformational practices for school improvement.

Tschannen-Moran (2004) suggests that not only is trust fostered or diminished by the behavior of the leader, but that teachers who are confident that the leader will facilitate their best interests will grow and develop professionally. At the heart of all relationships is trust; it is both concrete and illusive. Optimizing the trust factor requires balance and insight; trust is an ingredient which needs to be measured carefully. The cultivation of trust takes time and authentic trust is evident as colleagues develop a “deep and robust trust in each other, one that can endure an occasional disappointment or difference” (Tschannen-Moran, 2004, p. 61).
Principals must get to know the existing culture in their school to be able to develop a direction and sense of school culture that will be necessary for future success (Deal & Kennedy, 1983). Creating an organizational culture and infrastructure that supports leadership opportunities for everyone, a "leader-full" organization, requires principals to have an altogether different set of leadership skills than have been previously necessary (Ash & Persall, 1999). Leading effectively requires that the leader influence others not only to follow, but to think and act independently when necessary; it is important to encourage teacher leaders.

Young (2004) notes that the lack of collaboration in our field for decades has undermined efforts to identify, prepare, place, induct, and develop leaders for our nation's schools. Fukuyama suggests that the quality of the social networks within an educational institution might impact the efficacy of our schools. If high levels of social trust exist, then collaborative efforts to initiate and sustain school improvement, in theory, become more straightforward and less complicated (Fukuyama, as cited in Bryk & Schneider, 2002).

Catholic secondary schools not only have the obligation to educate in order to meet the economic needs of the individual and society as a whole, but also to educate for the greater good in order to serve the civic and ethical needs of society.
Educators are entrusted with the growth of human capital through academics and professional development, as well as the enhancement of social capital through sustained, positive collective interactions with community members. In order to build social capital, Coleman (as cited in Bryk & Schneider, 2002) suggested that the following two factors are important for the concept of trustworthiness to flourish as part of a social network: first, a high degree of interconnectedness among individuals makes communication easier and, secondly, the articulation of mutual expectations to ascertain that professional obligations are being met. Coleman (as cited in Bryk & Schneider, p. 14) notes, "Networks with a high degree of trustworthiness maintain socially desirable norms and sanction unacceptable actions." Kochanek (2005, p.80) agrees that trust develops through "the creation of positive conditions that set the stage for easing another’s sense of vulnerability and by entering into a series of successful social exchanges."

If trust is to be viewed as an organizational property, then all meaningful relationships between and among people must acknowledge the "trust factor." Trust and one’s comfort level with vulnerability dictate the amount of risk a person will take. Most worthwhile endeavors in science, government, the military, business, and education have historically involved a modicum of calculated risk. The willingness to risk money,
reputation or life itself with regard to an innovative idea, a scientific experiment, or a battle plan is correlated to trust in the "leader." Yukl (2006, p.192) states, "Integrity is a primary determinant of interpersonal trust. Unless one is perceived to be trustworthy, it is difficult to retain the loyalty of followers or to obtain cooperation and support from peers and superiors." Bennis and Goldsmith (2003) add that leaders engender trust by inspiring clear vision, being empathetic toward all members of the organization, behaving with consistency, and acting with undeniable integrity. According to Bryk and Schneider (2002), integrity is evidenced by a consistency of word and action; "In a deeper sense, integrity also implies that a moral-ethical perspective guides one's work" (p. 26). Therefore, integrity promotes a level of interpersonal behavior focused on the advancement of shared educational goals.

Teachers and principals are interdependent in their shared project of educating children in their school. As such they are vulnerable to one other. Thus, Tschannen-Moran (2004) believes that the principal-teacher relationship provides "a window into the dynamics of trust" within a school. This relationship is at times hierarchal in nature, due to the constraints of the organization's structure. Yet leaders who maintain a supportive behavior and advance participation in a collegial atmosphere nurture the trust necessary for a successful school environment.
Research by Tschannen-Moran and Hoy (1999) provides the following key facets of trust:

1. **Benevolence** - caring, extending good-will, having positive intentions, supporting teachers, expressing appreciation for staff efforts, being fair, and guarding confidential information

2. **Honesty** - having integrity, telling the truth, keeping promises, honoring agreements, having authenticity, accepting responsibility, avoiding manipulation, being real, and being true to oneself

3. **Openness** - engaging in open communication, sharing important information, delegating, sharing decision making, and sharing power

4. **Reliability** - having consistency, being dependable, demonstrating commitment, having dedication, and being diligent

5. **Competence** - setting an example, engaging in problem solving, fostering conflict resolution (rather than avoidance), working hard, pressing for results, setting standards, buffering teachers, handling difficult situations, and being flexible

School leaders all reside on a continuum of these facets of trust. Descriptions of school principals are replete with such words as: "incompetent," "knowledgeable," "attentive," "ego-
-centric," "reticent," "engaging," "responsible," and "manipulative."

As noted by McLoughlin et al. (1996), the distinctiveness of Catholic schooling culture and its educational leadership have been commented on in a variety of contexts: Hornesby-Smith (1978), Flynn (1985), Egan (1988), Angus (1988), O'Keefe (1992), and McLaren (1992). Bryk et al. (1993, p. 156) view the principal's role as critical:

Although much of the work of Catholic school principals is similar to that of their public school counterparts, we conclude that the nature of school leadership has a distinctive character here. Both public and Catholic school principals value academic excellence and students' educational attainment. For principals in Catholic schools, however, there is also an important spiritual dimension to leadership that is apt to be absent from the concerns of public school administrators. This spirituality is manifest in the language of community that principals use to describe their schools and in their actions as they work to achieve the goal of community.

If the school's leader is to establish a true community, the focus of every action, every effort and every encounter must be to build trusting relationships within the organization. Trust is a property that is instinctive, fragile, and evolutionary; it
in never static but always dynamic. A broken promise or forgotten agreement can create a fissure in the school community.

**Collegiality**

Hargreaves (1994) views school culture from two aspects: content and form. The content is described as the actions and comments of teachers in a community espousing shared values, beliefs, and assumptions. With regard to form, he continues to state:

The *form* of teacher cultures consists of the characteristic of patterns of relationships and forms of association between members of those cultures. The form of teacher cultures is to be found in how relations between teachers and their colleagues are articulated (p. 166).

Walker (1999) believes that trust based on personal relationships is at the heart of collaboration and collegiality. The rush to improve school climate led some institutions to embrace congeniality, which emphasizes a behavior mode in which teachers trust each other more and begin to work together in greater harmony. This researcher's experience suggests that this approach alone is insufficient, yet it provides the all-important fertile ground in which the theory of collegiality can take root and flourish. "Collegiality is less concerned with interpersonal themes and more concerned with norms and values"
that define the faculty as a community of like-minded people connected together in a common commitment. Colleagues share common work traditions and help each other" (Sergiovanni, 2001, p. 108). Barth (1990, p.32) suggests:

Collegiality requires that everyone be willing to give up something without knowing in advance just what that may be. But the risks and cost of interdependence are nothing next to the risks and costs of sustaining a climate of emotional toxicity, of working in isolation, in opposite corners of the sandbox.

Jarzabkowski (2001) argues that incorporating a social dimension into already existing aspects of teacher collegiality may have a constructive impact on school climate. Her research suggests dual benefits to be gained from such socialization: the promotion of better working relationships, which may advance the quality of teaching and learning, and the creation of positive social interaction, which may improve the health of the faculty at large by reducing emotional stress and burnout. This belief reinforces the research of Hoy and Miskal (1996), suggesting that school climate is an enduring quality of the entire school that is experienced by all members of the community and describes their collective perceptions of behavior, consequently affecting their attitudes and behaviors within that community (as cited in Sweetland & Hoy, 2000).
Perrie (1989) refers to Madeline Hunter, who frequently states in her presentations that the classroom teacher makes between 2000 and 5000 decisions in a single day. The same can be said of the educational leader. "Decisions are made about people, about processes, and about products. People-decisions include such things as communication, school climate, self-esteem, conflict resolution, stress management, and staff wellness." (p. 69) Senge (1990) refers to team learning as the fifth discipline; he notes that the art and practice of a learning organization provides a means of bringing about alignment or synergy. According to Senge, team learning has three critical dimensions: insightful thinking about complex issues, spontaneous coordinated action, and the fostering of learning teams throughout the organization. James and Vercruysee (2005, p. 91) note:

Since alignment must precede the empowerment of individual members of the team and that the dynamics involved in the coalescence of a team requires time and commitment to the fundamental purposes of Catholic education, it is necessarily incumbent upon all members of the administrative team to be equally committed to the school and to its leader, and be willing to spend the time necessary to make the relationship work.

Shartle (1958) notes that when studying behavior within an organization, these reference points should be considered: first,
individual behavior (acts of a particular person such as an administrator); second, organizational behavior (events occurring within the organization); third, environmental events (events outside the organization, such as those that occur within the community); and fourth, the interactions of the first, second, and third. Certainly for purposes of this study the principal's behavior, the level of faculty engagement with the administration and the community, the financial, governmental and societal stresses lying just outside the gates of the school, and finally the interaction of these indicators are important. These will gauge the openness and health of the school's climate as well as the level of trust evident in the organization. Halpin (1958) found early measures of climate, and he formulated a model for predicting organizational behavior. Leadership style is often driven by the events and circumstances of the time.

The premise of The Catholic School and the Common Good is that Catholic schools are indeed distinctive from public schools with regard to their culture and morals:

Two important ideas shape life in Catholic schools, making them very different from their organizational counterparts in the public sector: Christian personalism and subsidiarity. Christian personalism calls for humaneness in the myriad of mundane social interactions that make up daily life. . . . It signifies a moral conception of social
behavior in a just community . . . subsidiarity means that the schools rejects a purely bureaucratic conception of an organization. . . decentralization of school governance is not chosen purely because it is efficient. . . rather decentralization is predicated in the view that personal dignity and human respect are advanced when work is organized in small communities where dialogue and collegiality may flourish (Bryk et al. 1993, pp. 301-302). Collegiality in its simplest form is the appreciation of a colleague’s strengths, a willingness to share professional talents and personal insights, as well as an acknowledgement of the equality between teachers and administration. In a building that values collegiality, an atmosphere of empowerment, an opportunity for growth, and a sense of contributing to the greater good will be evidenced.

The Concept of School Climate

The theologian Thomas Groome (1998) explains that Catholics possess a sacramental view of society, the world, and the human experience. The question then becomes whether or not this frame of reference presupposes and supports a gospel-driven climate in Catholic schools. Researchers have often described climate as a school’s personality, ethos, and character; some early conceptualizations of organizational climate were essentially adaptations of individual personality theory. Thus, school
climate can be defined as the pervasive character of a school environment experienced by students and staff which affects their behavior (Hoy & Sabo, 1998).

There are a variety of ways to measure school climate; most of them consist of surveys questioning the level of satisfaction of teachers, students, and parents. Hoy and Sabo (1998) further note that areas contributing to school climate in a positive way include: a collegial style of leadership, the professionalism of the faculty, the pressure to achieve academic success, and the involvement of the community in school life. Each of these factors represents a crucial relationship among members of the community, and these components will be studied to determine the health and openness of the organization.

Kelley (1980) notes that if we are to improve school climates by improving the conditions which foster desired climate outcomes, then it is incumbent upon the building’s educational leaders “to seek a state of ‘creative tension’ i.e., commitment to the belief that schools can be better and a willingness to test approaches to improve school environments” (p.70). Schutolloffel (1999) gives four assumptions which provide the substantive foundation of Catholic educational leadership:

1. [Principals] minister for the Church
2. [Principals] serve the school community
3. [Principals] make decisions informed by their values, beliefs, and experiences

4. [Principals] advance the holistic growth and development of every member of the school community

These suppositions require the principal to model multiple leadership styles: spiritual, servant, collegial, transformational, benevolent, and situational. Grounded in faith and supported by a value system which has a bias to inclusion, collaboration among colleagues is intrinsic to Schuttloffel’s assumptions. Effective educational leaders must be decisive, yet the method of good decision making is a learned one.

Your ability to suspend judgment, some call it tolerance for ambiguity, until all the facts are in and sufficiently analyzed, will make your decisions better. Give decisions time to mature before pronouncing them. Consult, consult, consult, and your decisions will be better still. Finally, share credit for right decisions; take full responsibility for wrong ones (Caulfield, 1989).

Educational researchers view school climate from many different perspectives. Taylor, Jones, Shindler, and Cadenas (2004) compare the accidental climate school to the intentional climate school. They describe schools with an accidental school climate as fractional or in survival mode, focused on short-term outcomes, viewing students as incapable of success and operating
with an external locus of control mentality. On the other hand, the intentional climate school is defined as collaborative, focused on long-term outcomes, expecting student achievement, and exercising an internal locus of control mentality. Whether or not a school exhibit an accidental or intentional climate becomes critical as new teachers enter the building and begin their acculturation process.

The principal appears to be the stakeholder who is in the best position to create the intentional climate that will promote a sound coherent induction climate. In the absence of administrative leadership the most powerful teacher constituency will dictate climate (p.277).

The literature confirms one's intuition that leadership is integral to the success of the organization (Burns, 1978; Bennis & Goldsmith, 2003).

Organizations and organizational settings are seen as the outcomes of continuous processes of social negotiation. Authority is understood not to operate by decree. Instead, power is seen as a series of bilateral social relationships, which need to be read against a background of prevailing socially agreed assumptions (Turner, 1990, p. 90).

The connections that exist among such variables as leadership, culture, and climate are widely accepted in the educational community. Schneider (1990, p.288) posed the
following questions: "To what extent do organizational practices reflect cultural influences? And what is the connection, in turn, between an organization's practices and its climate and productivity?" Schneider attempts to answer his questions in Figure 1. A Model of Climate, Culture, and Productivity. Under the "umbrella" of organizational culture, the model's "bookends" of human resource management practices and subsequent organizational productivity are dependent on the following: Organizational Climate, Cognitive and Affective Status, and Salient Organizational Behaviors. In the educational arena "productivity" translates to "professional growth" and "academic achievement." The supposition is that in order to have a positive and effective climate, the emphasis needs to be on goals and means, as well as task and socio-emotional support. Work motivation and job satisfaction will follow, and demonstrated behaviors of attachment, performance, and citizenship will be exhibited. Parallels can be drawn and connections made between this model and the theories of open school climate and the facets of trust suggested by Hoy and Tschannen-Moran, respectively.
Tschannen-Moran and Hoy (1997) posited that faculty trust in both colleagues and the principal has been linked to school effectiveness (Hoy, et al., 1992; Tartar, et al., 1995), as well as positive school climate (Hoy, et al., 1996; Tartar, et al., 1989), and principal authenticity (Henderson & Hoy, 1983; Hoy & Henderson, 1983; Hoy & Kupersmith, 1986). These relationships form the core of school life and interact on a constant basis with other variables such as the socio-economic conditions of the school community, the level of professional expertise and experience within the building, bureaucratic constraints, and the political framework of the organization. All these extant forces must be considered and acknowledged as potential factors affecting the measure of school climate and culture, particularly in Catholic high schools in the district. Perrie (1989, p. 74) notes that:
The Catholic school principal chooses to become an instructional enabler whose all consuming purpose is to raise the probability that each and every teacher in the school is a successful and artistic instructor of the total person - spiritually, academically, socially, emotionally, and morally. This is carried out in a climate which manifests God’s unconditional love.

This is the mission of Catholic education: although similar in part with other organizational models, the paradigm is unique.

Climate from a meteorological perspective is an unchangeable phenomenon we learn to live with, or escape from to more palatable climes during vacations and in retirement. However, climate from an organizational point of view is not only “man-made,” but it envelops every moment of our professional day. It is incumbent upon leadership to integrate essential factors necessary for an open and healthy climate to burgeon.
Chapter III

METHODOLOGY

Introduction

The purpose of this chapter is to describe the subjects, materials, procedures, data collection, and data analysis used in investigating the relationships between organizational climate and a culture of trust in Catholic secondary schools of the Newark Archdiocese. An attempt will be made to profile the overall organizational climate and its relationship to faculty behavior, as well as to determine evidence of faculty trust as it relates to trust in the principal.

Sample Population

The sample population will be limited to Catholic high schools within the Archdiocese of Newark, which are located in Bergen, Hudson, Essex, and Union counties, located in northern New Jersey. All Catholic secondary schools, both single sex and coeducational, will be given the opportunity to participate, regardless of size. The schools are located in both urban and suburban areas with a varied socio-economic demographic component. The sample analyzed will include all the schools responding to the invitation to take part in the study.

Permission to conduct the study was requested from the Superintendent of Schools for the Archdiocese of Newark, Rev. Kevin H. Hanbury, Ed.D. The researcher will seek the approval of
the Institutional Review Board of Seton Hall University for the proposed study. Prior to the distribution of the surveys and request for interviews, a letter of information, as well as a letter of informed consent will be sent to the principals and faculties of participating schools.

There are thirty-three Catholic secondary schools in the counties sampled; 48% are in urban areas and 52% are in the suburban areas. Total enrollment for 2008-09 was 15,203 students. Twelve schools enroll females exclusively; eight enroll males exclusively; and thirteen are coeducational. The schools represent a diverse population and minority enrollment is 50%. The ethnic breakdown of this minority population is as follows: 17% are Latinos, 19% are African Americans, 9% are Asians, and 6% are multiracial. Roman Catholics comprise 74% of the high school population. The principal/president model is represented in fifteen high schools and eighteen are directed by principals. Religious communities or archdiocesan priests administer 56% of the high schools; lay leaders administer 44%. These figures are supplied by the Archdiocese of Newark (2009).

Investigative Instruments

The Organizational Climate Descriptive Questionnaire-RS and the Omnibus T-Scale survey will be used to analyze the following questions:
Research Question - To what extent does organizational climate relate to trust in the leadership within the Catholic secondary schools in the Archdiocese of Newark?

Subsidiary Question 1 - What influence does the organizational climate have on the behavior of the faculty within Catholic secondary schools in the Archdiocese of Newark?

Subsidiary Question 2 - To what extent does trust in the principal relate to trust among faculty members at Catholic secondary schools within the Archdiocese of Newark?

The researcher intends to implement the Organizational Climate Descriptive Questionnaire for Secondary Schools (OCDQ-RS). This was developed by Hoy, Tartar and Kottkamp (1989). The profile climate scores of the Archdiocese of Newark will be compared with the standardized scores from a large and diverse sample of public secondary schools in the state of New Jersey. According to Hoy et al. (1991, p.54), the index has five dimensions, two describing principal behavior and three depicting teacher behaviors:

1. **Supportive principal behavior** is directed toward both the social needs and task achievement of the faculty. The principal is helpful and genuinely concerned with teachers; he or she attempts to motivate them by using constructive criticism and setting an example through hard work.
2. **Directive principal behavior** is rigid with domineering control. The principal maintains close, constant monitoring of all teachers and school activities down to the smallest detail.

3. **Engaged teacher behavior** is reflected by a faculty in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, and are committed to the success of their students.

4. **Frustrated teacher behavior** is depicted by a faculty that feels itself burdened with routine duties, administrative paperwork, and excessive assignments unrelated to teaching.

5. **Intimate teacher behavior** is reflected by a strong and cohesive network of social relations among the faculty.

Each of these dimensions was measured by a sub-test of the OCDQ-RS. According to Hoy (2005), the reliability scores for the scales were relatively high: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and Intimate (.71). A factor analysis of the instrument supports the construct validity of the concept of school climate (Hoy et al., 1991).

According to Hoy, the scoring assigns 1 to "rarely occurs," 2 to "sometimes occurs," 3 to "often occurs," and 4 to "very frequently occurs." Each item is scored for each respondent, and then an average school score for each item is computed by averaging the item responses across the school; the school is
the unit of analysis. The average school scores for the items defining each subtest are added to yield school subtest scores. The five subtest scores represent the climate profile for the school.

The Omnibus T-Scale was developed by Hoy and Tschannen-Moran (2004) to examine trust in the principal, trust in colleagues, and trust in clients. For the purposes of this study only trust in the principal and trust in colleagues will be scrutinized. The survey is a 26-item Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree). According to Hoy and Tschannen-Moran, the standardized scores are presented on a scale with a mean of 500 and a standard deviation of 100, much like an SAT or GRE score. For example, a school with a score of 600 is higher than 84% of the schools. The scores from this study may be viewed against the public school normative data provided in a sample of Ohio schools. Hoy and Tschannen-Moran state that the reliabilities of the three subscales are typically from .90 to .98 and the factor analytic studies for both measures support the construct validity.

Hoy and Tschannen-Moran recommend that the OCDQ-RS and the Omnibus T-Scale are best administered at a faculty meeting and the process will take about 20-25 minutes. It is essential to assure the anonymity of the teacher respondent; no identifying code is placed on the form. The importance of a candid response
is crucial, and it is best not to have an administrator collect the data. Permission has been granted to use these instruments as a framework for scholarly research.

A mixed method approach will be implemented by the researcher. According to Hoy, Tartar, and Kottkamp (1991), the measurement of climate or perceptions of behavior are ably measured by the use of survey instruments. These research techniques examine climate as an independent variable, and the finding will bring knowledge to improve the organization. However, Hoy et al. (2002) note that culture focuses on shared assumptions, values, and norms, and therefore the study of culture is best served through the used of ethnographic techniques. (See Figure 2.)

<table>
<thead>
<tr>
<th></th>
<th>CLIMATE</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCIPLINE</td>
<td>Psychology and Social Psychology</td>
<td>Anthropology and Sociology</td>
</tr>
<tr>
<td>METHOD</td>
<td>Survey Research</td>
<td>Ethnographic Techniques</td>
</tr>
<tr>
<td></td>
<td>Multivariate Statistics</td>
<td>Linguistic Analysis</td>
</tr>
<tr>
<td>Level of Abstraction</td>
<td>Concrete</td>
<td>Abstract</td>
</tr>
<tr>
<td>Content</td>
<td>Perceptions of Behavior</td>
<td>Assumptions and Ideology</td>
</tr>
</tbody>
</table>

*Figure 2.*
In attempting to discover whether a culture of trust exists in high schools within the Archdiocese of Newark, the researcher will invite principals to be interviewed. Open ended questions will be used to illicit rich responses regarding their perceptions of the climate and culture present in their buildings. Stephen Denning (2001, as cited in Patton) notes that storytelling is a powerful force for organizational change and knowledge formation. Qualitative inquiry can be used to discover, capture, preserve, and interpret life within the organization. Anonymity will be guaranteed to all who agree to participate.

The question of whether or not a school culture of trust and a healthy organizational climate are dependent on or independent of the leader’s influence is complex and intriguing. By using a combination of quantitative and qualitative analysis the researcher is more likely to get an accurate picture of leadership as it promotes a culture of trust and a healthy climate. Catholic secondary schools in the Archdiocese of Newark will benefit from an analysis of these dimensions of climate and trust.

Data Collection and Analysis

The researcher will collect all surveys from the high schools when teachers submit them after a faculty meeting. In
order to analyze the results, the researcher will use the data analysis package recommended by Hoy, Tartar and Kottkamp (1991). Levels of principal and teacher behavior will determine whether the school's climate is healthy/open or unhealthy/closed.

According to Patton (2002), "content analysis is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings (p. 453)." Questions would be used to tease out more information than was gained from the teachers in the surveys. After the interviews, the researcher will transcribe and summarize the findings to assess recurring themes and patterns regarding the principals' perceptions of climate and culture in the participating schools. Through a process of inductive reasoning conclusions will be reached regarding the culture of trust manifested in the sample schools. The researcher acknowledges that the views of members of the administration and faculty of Catholic high school may be biased toward Catholic education in general; but the purpose of the study is to ask principals to describe the climate and culture of trust evident in their particular school.

Summary

Chapter III presented the strategy of the study, which will be both quantitative and qualitative in nature. This mixed method approach will provide the researcher with opportunities
for applying deductive and inductive reasoning to the study. The chapter outlined the sample population, the data collection methods, and a tactic for analysis. It should be noted that the norms for the investigative instruments apply to public schools and the unit of analysis in this study is Catholic schools; therefore, caution should be used when interpreting the data.
Chapter IV

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to investigate the relationship between organizational climate and trust in the leadership of the Catholic secondary schools within the Archdiocese of Newark. Chapter I provided an overview of ideas regarding an open climate, a culture of trust, and the role of leadership. The scope of the study was narrowed to examine one primary research question and two subsidiary questions. The primary question was: To what extent does organizational climate relate to trust in the leadership of Catholic secondary schools in the Archdiocese of Newark? The two subsidiary questions were:

1. What influence does the organizational climate have on faculty behavior in the Catholic secondary schools within the Archdiocese of Newark?

2. To what extent does trust in the principal relate to trust among faculty members within the Catholic secondary schools in the Archdiocese of Newark?

Chapter II provided a synthesis of current literature and research regarding each of these concepts. The methodology outlined in Chapter III provided the information for analysis in
this chapter. Chapter IV will examine the data, quantitative and qualitative, collected from the participating schools. The researcher mailed thirty-three letters to high school principals requesting that each of the secondary schools within the Archdiocese of Newark participate in the study. Fourteen schools responded: eleven said they would participate and four were unable to participate at this time. The response rate was 42% with a participation rate of 33%. There was no particular pattern of responding schools: six were single sex, five coeducational, four urban, seven suburban, and the size of the student populations were varied. The responding schools were also representative of different socio-economic demographics.

The researcher sent or delivered 438 packets of faculty surveys to the participating schools. Each packet contained the Organizational Climate Descriptive Questionnaire-RS and the Omnibus T-Scale, as well as a stamped return envelope. The surveys were not coded, and therefore the responses from teachers in the district were anonymous. A total of 199 surveys were returned, making a return rate of 45%. Some items on the survey were not answered by all 199 respondents, and this accounts for those missing respondents.
Results of Analysis

Climate

The OCDE-RS survey was used to measure the openness of climate in the participating Catholic high schools, and the Omnibus T-Scale was used to determine the level of trust within the same schools. The population sample comprised the teachers from the eleven responding schools. SPSS was used only for correlations. Standardized scores with a mean of 500 and a standard deviation of 100 were found using back of the envelope with formulas from Hoy (2005) which, along with the results of the Organization Climate Descriptive Questionnaire-RS (OCDQ) survey, can be found in Table 1.

<table>
<thead>
<tr>
<th>Behavioral Type</th>
<th>Score Range</th>
<th>Formula</th>
<th>Standardized Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Behavior</td>
<td>(22.37 - 18.19)</td>
<td>SB = 100 (SB - 18.19) / 2.66 + 500</td>
<td>657.14</td>
</tr>
<tr>
<td>Directive Behavior</td>
<td>(14.39 - 13.96)</td>
<td>DB = 100 (DB - 13.96) / 2.49 + 500</td>
<td>517.27</td>
</tr>
<tr>
<td>Engaged Behavior</td>
<td>(28.49 - 26.45)</td>
<td>EB = 100 (EB - 26.45) / 1.32 + 500</td>
<td>654.54</td>
</tr>
<tr>
<td>Frustrated Behavior</td>
<td>(10.48 - 12.33)</td>
<td>FB = 100 (FB - 12.33) / 1.98 + 500</td>
<td>406.57</td>
</tr>
<tr>
<td>Intimate Behavior</td>
<td>(8.49 - 8.80)</td>
<td>IB = 100 (IB - 8.80) / .92 + 500</td>
<td>466.30</td>
</tr>
</tbody>
</table>

Table 1. Archdiocese of Newark Scores OCDQ-RS
According to Hoy's research, the following applies regarding the scores in the New Jersey sample schools:

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.

The data revealed that when the sample schools of the Archdiocese of Newark are compared to the sample public school norm, a score of 657.14 for supportive behavior exhibited by the principals is higher than 84% of the schools; a score of 517.27 for directive behavior exhibited by the principals is average; a score of 654.54 for engaged behavior exhibited by the faculty is higher than 84% of the schools; a score of 406.57 for frustrated behavior exhibited by the faculty is lower than 84% of the schools; and a score of 466.30 for intimate behavior exhibited by the faculty is lower than 84% of the schools.

Hoy also provided a formula for computing the general openness index for school climate, which is found in Table 2, along with the overall openness score used for measuring climate in the secondary schools in the Archdiocese of Newark.
From the Organizational Climate Descriptive Questionnaire-RS, only the scores for Engaged Behavior and Frustrated Behavior (faculty behaviors) were measured, regarding their effect on the general score for climate openness. The researcher contacted Hoy to find out why the last faculty behavior Intimate Behavior was not included in the equation. Hoy indicated:

For our sample of secondary schools, intimacy was not part of the openness pattern because when we did a second-order factor analysis of the OCDQ subtests, intimacy did not load with the other subtests on the openness factor. It was relatively independent of the openness factor. In other words, you can have a school with intimacy that is either open or closed (personal communication, 2008).

It should also be noted that the reliability for intimate behavior was the lowest (.71) and intimate behavior by its very nature tends to be "closed" rather than open.

<table>
<thead>
<tr>
<th>Openness</th>
<th>657.14+(1000-517.27)+654.54+(1000-406.57)=2387.84/4=596.96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoy Formula (SdS means Standardized Score):</td>
<td>(Sds for SB)+(1000-SdS for DB)+(SdS for EB)+(1000-SdS for FB)/4</td>
</tr>
</tbody>
</table>

Table 2. Openness Score for the Archdiocese of Newark Secondary Schools
According to Hoy, 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. The numbers are changed into categories ranging from high to low by using the following conversion chart:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 600</td>
<td>VERY HIGH</td>
</tr>
<tr>
<td>551-600</td>
<td>HIGH</td>
</tr>
<tr>
<td>525-550</td>
<td>ABOVE AVERAGE</td>
</tr>
<tr>
<td>511-524</td>
<td>SLIGHTLY ABOVE AVERAGE</td>
</tr>
<tr>
<td>490-510</td>
<td>AVERAGE</td>
</tr>
<tr>
<td>476-489</td>
<td>SLIGHTLY BELOW AVERAGE</td>
</tr>
<tr>
<td>450-475</td>
<td>BELOW AVERAGE</td>
</tr>
<tr>
<td>400-449</td>
<td>LOW</td>
</tr>
<tr>
<td>Below 400</td>
<td>VERY LOW</td>
</tr>
</tbody>
</table>

**Figure 3. Conversion Chart**

The data collected from the OCDQ survey within the secondary schools of the Archdiocese of Newark indicate an overall openness score of 596.96. The research suggests that there is a high level of openness in these secondary schools: in other words, an open school climate exists.
Trust

The researcher employed the Omnibus T-Scale survey to determine the perceived level of trust in the principal and the apparent levels of trust among faculty. Standardized scores with a mean of 500 and a standard deviation of 100 were found using the back of the envelope with Hoy's formulas, which along with the Omnibus T-Scale survey results can be found in Table 3.

<table>
<thead>
<tr>
<th>Trust in Principal</th>
<th>$100(5.03-4.42)/.725+500 = 584.14$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoy formula for TP:</td>
<td>$100(TP-4.42)/.725+500$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trust among colleagues</th>
<th>$(4.63-4.46)100/.443+500 = 538.37$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoy formula for TC:</td>
<td>$100(TC-4.46)/.443+500$</td>
</tr>
</tbody>
</table>

Table 3. The Omnibus T-Scale Survey scores for the secondary schools in the Archdiocese of Newark

According to the sample public school norms of Hoy's research:

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.
The Findings

Research question - To what extent does organizational climate relate to trust in leadership within the Catholic secondary schools in the Archdiocese of Newark?

In order to analyze the primary research question, a Pearson r was utilized. The correlation between an open school climate and trust in the principal was examined using the overall climate openness score of 597, as it related to the overall trust in the principal score of 584. The openness score of 597 was obtained using Hoy’s formula for general climate index; an openness mean of 18.86 reflects an average of the individual teacher scores (n=156). The trust in the principal score of 587 is a result of the application of Hoy’s formula for finding the trust in the principal score. The trust in principal mean of 40.20 is an average representing the individual responses of the 156 teachers. When interpreting the size of the correlation coefficient, the researcher referred to terminology such as “very high,” “high,” “moderate,” “low,” and “little if any” correlation. These are rule of thumb interpretations recommended by Hinkle, Wiersma and Jurs (2003, p.109).

The correlation matrix from the SPSS output for the overarching research question suggests the following: there is little if any correlation between climate (as measured by openness) and trust in leadership (principal) within the
Catholic secondary schools of the Archdiocese of Newark.

However, it is significant .029 at the p<.05 level. The Pearson correlation coefficient (r) is .175 with an r^2 of .03.

Therefore, 3% of the variance in openness can be explained by trust in the principal and 97% of the variance is unexplained. Although there is little if any relationship between climate (as measured by openness) and trust in the leadership (principal), it is still statistically significant. It would suggest that when there is an open school climate, there tends to be a level of trust in the principal. The results of the SPSS output are found in Table 4.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
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</thead>
<tbody>
<tr>
<td>Trust in Principal</td>
<td>40.2060</td>
<td>4.45208</td>
<td>199</td>
</tr>
<tr>
<td>(tp)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness School Climate</td>
<td>18.8686</td>
<td>2.34253</td>
<td>156</td>
</tr>
<tr>
<td>(open)</td>
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Descriptive Statistics
Table 4. Correlation Matrix for Openness of School Climate and Trust in Principal

<table>
<thead>
<tr>
<th></th>
<th>tp</th>
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<tbody>
<tr>
<td><strong>Correlation</strong></td>
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<tr>
<td>t_p Pearson</td>
<td>1.000</td>
<td>.175*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
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<td></td>
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<tr>
<td>N</td>
<td>199</td>
<td>156</td>
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</table>

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

Subsidiary Question 1 - What influence does organizational climate have on the behavior of faculty members in the Catholic secondary schools of the Archdiocese of Newark?

Initially the researcher attempted to implement an ANOVA, but there was an inequality among the groups and these numbers did not support an ANOVA as a viable investigative instrument. The majority of teacher respondents fell into group 3 (n=142), with much smaller numbers in group 2 and group 4 (n=6 and n=8 respectively); group 1 had no respondents. Therefore, the ANOVA
could not be done, so the influence of organizational climate on faculty behavior was analyzed by describing the means of the groups.

The sample population of teachers (n=156) had a mean of 18.86 for the openness with regard to school climate. Using Hoy's formula, the average score for openness on the climate index is 500; the Archdiocese of Newark scored 597, which indicates a highly open climate. So what influence did openness have on teacher behavior?

In analyzing the behavior results, the teachers were grouped as follows: in group 1, n=0; group 2, n=6; group 3, n=142; and group 4, n=8. The comparison of the means for engaged teacher behavior is as follows: group 2=9.83; group 3=28.26; and group 4=32.63; the standardized mean for the norm group of New Jersey public high schools is 26.45. There is a mean difference of 8 when group 2 is compared to group 3; a mean difference of 12 when group 2 is compared to group 4; and a mean difference of 4 when group 3 is compared to group 4. It is important to note that due to the small sample size of groups 2 and 4 very little confidence can be placed in the means of those particular groups. The engaged behavior score for the Archdiocese of Newark is 656, which suggests highly engaged behavior; the average is 500, falling equidistant between a possible low score of 200 and a possible high score of 800. This high score for engaged behavior
is mainly reflective of the survey results from group 3 (n=142); in other words, it mirrors the perceptions of the vast majority of teacher respondents. Group 2 (n=6) and group 4 (n=8) can be considered aberrations from the prevailing mode.

The groups for frustrated behavior were grouped as follows: in group 1, n=0; group 2, n=6; group 3, n=142; and group 4, n=8. The means were as follows: group 2=10.00; group 3=10.30; and group 4=13.00. The standardized Public school norm is 12.33. The mean difference between group 2 and group 3 was minimal at .30 and the mean difference between group 2 and group 4 was 3.00. A mean difference of 2.70 exists between group 3 and group 4. The score for frustrated teacher behavior in The Archdiocese of Newark was 407, below the standardized average score of 500. The score suggests a low level of frustrated teacher behavior within the district, and this score reflects the feelings of the majority of teachers that fell into group 3 (n=142). Groups 2 and 4 (n=6 and n=8 respectively) can be looked upon as outliers; once again these groups are not aligned with the prevalent mode.

Since the secondary schools in the Archdiocese of Newark have a highly open climate (score=597), results of this study seem to suggest that if an open climate exists then teachers tend to have a high level of engaged behavior, and they tend to have a low level of frustrated behavior.
Subsidiary Question 2 - To what extent does trust in the principal relate to trust among faculty members in the secondary schools of the Archdiocese of Newark?

In order to answer subsidiary question 2, a Pearson r was employed. The correlation matrix from the SPSS output (Table 5) for subsidiary research question 2 suggests the following: there is moderate positive correlation between trust in the principal and trust among faculty members within the Catholic secondary schools of the Archdiocese of Newark. However, it is significant .000 at the p<.05 level. The Pearson correlation coefficient (r) of .639 indicates a moderate positive relationship. Once again, the rule of thumb for correlation interpretations (Hinkle, et al., p. 109) was implemented. The r2 is .408; approximately 41% of the variance in trust in the principal can be explained by trust among faculty members. The remaining 59% of the variance is unexplained. The relationship between openness and trust in the principal is moderate, and it is statistically significant. Therefore, it can be stated with confidence that when trust in the principal exists within the sample secondary schools, these same schools will tend to have trust among colleagues.
Descriptive Statistics

<table>
<thead>
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<th></th>
<th>Mean</th>
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<th>N</th>
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<tbody>
<tr>
<td>Trust in Principal (tp)</td>
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<tr>
<td>Trust among Colleagues (tc)</td>
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<td>199</td>
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Correlations

<table>
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</thead>
<tbody>
<tr>
<td>tp</td>
<td>Pearson Correlation</td>
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<tr>
<td></td>
<td>Sig. (2-tailed)</td>
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<td></td>
<td>N</td>
<td>199</td>
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<tr>
<td>tc</td>
<td>Pearson Correlation</td>
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<td>Sig. (2-tailed)</td>
<td>.000</td>
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<tr>
<td></td>
<td>N</td>
<td>199</td>
</tr>
</tbody>
</table>

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

Table 5. Correlation Matrix for Trust in Principal and Trust among Colleagues

Principal Interviews

In order to enrich the quantitative findings, the researcher interviewed principals to add the qualitative piece to this mixed method research design. Patton (2002, p. 4) states,
"Interviews yield direct quotations from people about their experiences, opinions, feelings, and knowledge." The researcher interviewed seven highly experienced secondary school principals from the Archdiocese of Newark, seeking to gain their perspective with regard to trust levels and the openness of the school climate within their respective high schools. These seven schools were both single sex and coeducational; they were located in both urban and suburban settings.

The interviews were conducted either in person or over the phone and were semi-structured in nature. They lasted between twenty-five and thirty minutes. In order to continue the in-depth study of trust and climate, the questions referred back to the OCDQ-RS survey and the Omnibus T-Scale survey which had been given to teachers in the district and attempted to tease out further responses from the principals. In researching openness in schools, Hoy had used the following factors: supportive and directive behavior measured for principals; then engaged behavior, frustrated behavior, and intimate behavior for teachers. Hoy disregarded intimate behavior in his formula for measuring openness in the climate of schools; this fact was mentioned previously in this chapter. The researcher designed the interview questions to address these four dimensions of climate. With regard to the question of trust, the researcher returned to Hoy and Tschannen-Moran (1997) looking for the
concepts of benevolence, reliability, competence, honesty, and openness to surface during the interviews. The interview questions are found in Appendix A.

Principal Experience

The principals interviewed had many years of experience in Catholic education; only one had spent time in a public school setting as an administrator and teacher. Table 6 gives the total years of experience as a Catholic school educator and the number of years in their present schools.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Total</th>
<th>Present School</th>
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<tbody>
<tr>
<td>Principal 1</td>
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<td>18</td>
</tr>
<tr>
<td>Principal 2</td>
<td>37</td>
<td>21</td>
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<td>Principal 3</td>
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<td>9</td>
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<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Principal 7</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

*Table 6. Catholic School Educator Experience*

In keeping with the survey questions given to faculties, the researcher was searching for references to school climate by the principals: supportive behavior or directive behavior on their part and comments regarding engaged, frustrated, or
intimate behavior on the part of the school's teachers. Also, the researcher looked to ask the principals to elaborate on the perceived levels of mutual trust in each building. Several themes and patterns emerged from these interviews regarding the secondary schools of the Archdiocese of Newark.

Community

Every principal spoke of his or her school as a community; communities are bound by faith, shared values, a desire for communication, academic press, a core of dedicated teachers, a commitment to service, and supportive parents. Each principal interviewed spoke with conviction regarding the sense of community that is evident in their buildings. Those who had historically been attached to a religious order spoke to the specific charism in which the school was rooted. Whether it be the Salisians, the School Sisters of Notre Dame, the Marist Brothers, the Irish Christian Brothers, the Dominicans, or the Benedictines, each has a commitment to fostering the faith, nurturing students, serving those in need, and creating leaders for the future. First and foremost, all those interviews spoke of building a faith community.

Within the framework of community, one principal said, "There is a oneness here: faculty members, students and parents are present to each other and support each other." The word "family" was liberally interspersed in the conversations; six
out of seven principals stated, "We are like a family." Many
principals said the faculty considered the school their second
home; teachers and students enjoy spending time together at
after school activities. Five principals used the phrase
"relationship building" as a primary part of the focus of their
ministry.

Echoing Hoy (2005), several principals spoke to the
importance of being supportive of the faculty, and by modeling
this behavior, they began to observe faculty members supporting
each other in professional and personal situations. One
principal shared a story about giving a teacher a leave of
absence for a few weeks because of a health issue in her family;
this administrative decision had a ripple effect on the rest of
the faculty. Teachers were asked to give up prep periods and
assume extra duties to cover for that teacher. After some
initial "griping by a few," teachers settled into a supportive
mode and came to the realization that if they were in the same
situation it would also be done for them.

Many of the conversations reflected supportive behavior by
the principals and engaged behavior on the part of the teachers.
However, one principal stated that he had come to a school
"without structure," and direction was needed to improve the
effectiveness and efficiency of the school. Bolman and Deal
(2002, p.67) would agree with this principal's assessment, since
they said that, “If structure is overlooked an organization often misdirects energy and resources.” The principal displayed directive behavior for his first two years: he said that during that time he used comments such as, “You are either on or off the bus,” and he urged teachers “to see the possibilities rather than wallow in a school-wide inferiority complex.” He wanted to be perceived as an “agent of change,” and in time he reached an “uneasy peace” with the staff.

This principal admitted to an autocratic type of behavior during the first year he was principal, and said he became more consultative during the second year. According to Yukl (2006, p.443), “The manner in which a leader exercises power largely determines whether it results in enthusiastic commitment, passive compliance, or stubborn resistance.” According to this principal, those who resisted were asked to leave after the first year and those who were passive were given time to adjust to the new climate. After a few years learning and behavior expectations mostly embraced and contributed to the new atmosphere in the building across the board. The principal has instituted a leadership academy at the school, and student scores are on the rise; his behavior has become less directive as teachers have begun to assume leadership roles.

Several principals spoke of encouraging faculty engagement through the use of curriculum committees. One called it a “think
tank," another referred to it as her "academic council," and yet another wanted to see joint decision making regarding curriculum changes, so he established department seminars each spring.

Fostering collegiality was important to all the principals; five said they worked hard to establish a "collegial environment." One principal wanted a school where "ideas would flourish, risks would be taken, and all would grow as capable and caring teachers." Three principals spoke of faculties where the teachers appreciated each other's strengths and collaborated to channel these factors for the common good of all.

That is not to say these principals did not observe some frustrated and disgruntled behaviors on the part of teachers. There is no utopia, and almost all teachers at some point or another complain about the endless paperwork, assigned duties or the building administrator. That is the nature of a community or a "family." One principal said the "normal grumblings" during the year usually resolve themselves; he won't tolerate "prolonged negativity."

Trust

All principals believed they were trusted implicitly by their faculties. Each perceived themselves to be a person of integrity, who fulfilled promises and acted in the best interest of teachers. They also spoke about trust among colleagues and
explained situations where teachers allowed themselves to be vulnerable to each other. Kochanek (2005) believes trust needs two avenues in order to thrive: positive conditions which alleviate the sense of vulnerability and continued social exchanges which bring about successful endeavors.

One principal related that when a faculty member was diagnosed with a debilitating and terminal illness, she had to open herself to others and accept help. “Although difficult to let fellow teachers see her in this weakened state, the established culture of the school had teachers volunteering to help before she had to ask.” During those long months the staff became closer not only because of their support network for the sick teacher, but also because they realized that if they needed similar assistance they could trust that it would be there for them.

Several principals relayed comparable stories, each highlighting the kindness and generosity of the faculty when one of their own was at his or her most vulnerable. Another principal with a similar story said the teacher in question would not have “revealed himself in this way if there weren’t the safety net of friends and fellow teachers.” Trust is about expectations and a culture of trust is strengthened by such experiences. As one principal said, “Teachers have no doubt that there will be confidentiality with regard to sensitive issues.”
Another common theme with regard to the trust factor is centered on colleagues mentoring each other, sharing technology skills, and peer observations; faculty members were willing to risk scrutiny by a colleague because these schools established a climate where they felt safe revealing that they were in need of professional development on some level. The willingness of a teacher to take a risk in front of colleagues is usually an indication of a trusting environment. In one case a principal began giving a "State of the School" address in order to build trust and confidence among all the stakeholders; this communication tool allowed for transparency regarding current issues and encouraged strategic planning.

Four of the principals spoke about the trust and open communication necessary to go through a contract negotiation. The faculty union representative had to believe that the principal was a person of good will and would be fair concerning compensation and benefits. Sometimes the leadership is called on to bring the bad news regarding budget cuts, enrollment concerns, or legal issues; it is at this time that previous behavior on the part of the principal is of the utmost importance. If he or she has been open, honest, competent, and reliable then they have a track record of trustworthiness and stand on solid leadership ground. Covey (1991) would say that these principals had made previous deposits in the "emotional
bank accounts” of the teachers. One principal said, “The faculty knows that at the appropriate time all issues will be discussed openly and fairly.”

Core values

Each principal mentioned shared values as the “bedrock” of their schools. One principal said that although the student body over the last decade has become diverse with regard to race and religion, the parents and teachers still share an educational partnership where respect, responsibility, kindness, and work for the greater good in a caring Christian environment are of the utmost importance.

The word “integrity” surfaced on multiple occasions during the interview process: the integrity of the institution, the integrity of the leader, the integrity of the teachers, and modeling that integrity for the students. A principal shared that he was “only as good as his word;” he went on to say “a promise broken was rarely forgotten by a teacher.” Another spoke of being “authentic and consistent” in order to insure the integrity of the school’s leadership; he had been principal for two years and he was trying to mend broken fences left by a previous administrator.

Competence

Principals as well as teachers have a responsibility to continually seek professional development in order to implement
current practices which benefit the entire school community. One principal stated that “Teachers recognize competence when they see it, just as they recognize ineptitude.”

Striving for “excellence” was a pervasive theme, and this pursuit of intellectual rigor was multi-layered. The principal expected to find academic distinction in fellow administrators, teachers, and students. Several principals posited that this high level of expectation for all community members is what has distinguished the Catholic school experience from other educational endeavors.

Leadership

The researcher also discovered that the principals interviewed exhibited what Covey (pp.33-39) referred to as “principle-centered leadership traits.” These traits are tightly woven into the fabric of schools that have an open school climate and a culture of trust. During the interview process the researcher determined that the principals participating in the study are open to continuous learning; are service-oriented; radiate positive energy; believe in other people; lead balanced lives; see life as an adventure; and exercise themselves in pursuit of self-renewal, in terms of their intellectual, physical, emotional, and spiritual well-being.

This information gleaned from the conversations was both interesting and somewhat predictable given the principals’
professional commitment to Catholic education. One respondent spoke of getting away week-ends whenever possible to a country home to gain perspective and "re-balance" after the hectic activities of the week. Several said they sought countenance and advice from fellow principals with regard to difficult issues. Six subjects shared that they either had or were pursuing a degree in higher education, and all regularly attended professional development seminars, modeling the need for life-long learning.

All talked of believing in the abilities of their staff and their student body. They expressed a belief that high expectations and affirmation of results helped produce not only greater academic achievement, but also more articulate, focused, and responsive members of the school community.

Each school represented in the study has a mission statement that includes dedication to social justice issues and serving the poor. Each principal spoke eloquently about how this gospel-driven message was preached and practiced by faculty and students alike, irrespective of the socio-demographics of the school. Working in soup kitchens, sponsoring winter coat drives for homeless shelters, providing Christmas gifts for inner city elementary schools, volunteering at Habitat for Humanity, and visiting the elderly were part and parcel of life at these schools.
The last of the Covey characteristics was seeing life as an adventure and radiating positive energy were woven into the conversations. Comments related to the power of positive thinking when surmounting what seems to be an impossible task and taking each day as it comes as a “gift from God,” to be lived to the fullest by “appreciating the efforts of teachers and students alike as they share in the journey of Catholic education.”

Summary

Quantitative Analysis

This chapter presented the results of a study that analyzed first, the relationship between organizational climate (as measured by openness) and trust in the principals of the secondary schools in the district; second, the effect of organizational climate (as measured by openness) on faculty behaviors, particularly engaged behavior and frustrated behavior; and third, the relationship between trust in the principal and trust among colleagues in these high schools within the Archdiocese of Newark.

The researcher, using Hoy’s surveys, determined that secondary schools within the Archdiocese had a high degree of openness in the school climates, as demonstrated by a general score of 597. These sample schools also revealed very high scores for supportive principal behavior (657) and engaged
teacher behavior (656), both of which were higher than 84% of the norm public school scores. The directive principal behavior score was average (517). The frustrated teacher behavior was low (406). The Omnibus T-Scale survey demonstrated above average scores for trust in the principal (584) and trust among colleagues (538).

The study found that with a correlation coefficient $r = .175$ there was little if any correlation between school climate (as measured by openness) and trust in the principal; but it was positive and statistically significant at the .029 level. Therefore, secondary schools within the Archdiocese of Newark that demonstrated an open school climate tended to have trust in the principal. An analysis of the means revealed that an open school climate influenced teacher behavior. An open school climate is likely to influence both engaged and frustrated teacher behaviors in the secondary schools of the Archdiocese of Newark.

The final quantitative finding using the Pearson $r$ determined that with a coefficient of $r = .639$ there was a moderate positive correlation between trust in the principal and trust among faculty members. An $r^2$ of .408 would suggest that approximately 41% of the variance in trust among faculty members can be explained by trust in the principal, and it is significant at the .000 level.
Qualitative Analysis

Community was the dominant theme of these interviews. In many Catholic school environments, it is acknowledged that leadership is communal and educators with a common goal have a shared philosophy which is embedded in the organizational culture; it is distinctive and identifiable. Educational leadership is at the heart of this mission. In a Catholic learning community, leadership is seen as a means of empowering others to develop individual leadership gifts and talents. Leaders are accountable for the Catholic character of their school, and it is the principal's responsibility to cultivate all facets of school life. The spiritual, academic, emotional, and moral well-being of all community members are of paramount importance.

The researcher found that the principals believe in the integrity of their office and in the greater importance of their ministry. Each principal spoke of a pride in their mission, a pride in the camaraderie of the faculty, and a pride in the achievements of the student body. All noted the importance of trust and how broken trust is difficult to heal. Most agreed with Tschannen-Moran (2004), who theorized that teacher morale is strongly related to faculty trust in colleagues, as well as trust in the principal.
Chapter V will review these findings, discuss the conclusions, and determine implications for policy and current practice. The next chapter will also suggest topics for further research.
Chapter V

CONCLUSIONS AND RECOMMENDATIONS

The investigation of the concepts of trust, climate, and leadership has been the focus of this study. The exploration of the connections among those factors, as manifested in the Catholic secondary schools of the Archdiocese of Newark, always returned to the relationships and the behaviors of community members. School climate provides the backdrop; trust provides the foundation; and leadership provides an awareness of and a concern for behaviors in the building. The combination of these dimensions is intrinsic to the ebb and flow of life within the organization called a school. It is not only essential to the day to day events within the school, but also, the long-term success of that school. The researcher seeks to analyze leadership as it promotes a culture of trust and an open school climate within the Catholic high schools in the Archdiocese of Newark.

This chapter is divided into four parts: (a) a summary, (b) some conclusions, (c) recommendations for policy, and (d) current practice and suggestions for further research on the study’s topics.

Summary

Chapter I provided the reader with a rationale for the study. The concepts of school climate, trust within schools, and
school leadership as exercised by the principal were explained within the context of the current research. The problem was analyzed in order to determine the extent to which the principal promotes an open/healthy organizational climate and culture of trust within Catholic secondary schools in the Archdiocese of Newark.

Chapter II examined the literature on school culture and climate; trust within organizations; and the impact of leadership on institutional success.

Chapter III presented the methodology employed by the researcher. It was a mixed method approach, utilizing both quantitative and qualitative analysis. The Organizational Climate Descriptive Questionnaire for secondary schools and the Omnibus T-Scale surveys were distributed to teachers in participating Archdiocesan high schools. The survey data were examined using two Pearson r correlations for climate and trust; a comparison of the means was used to determine the influence of certain behavioral variables, namely engaged and frustrated teacher behavior, on the openness of school climate. The principals' perspective on these issues of climate and trust were gained through the interview process of qualitative research. The researcher sought to find themes and patterns emerging from these semi-structured conversations.
Chapter IV presented the findings for the overarching research question, as well as the two subsidiary questions. According to the conversion chart provided by Hoy, the following scores are applicable to the secondary school schools in the district: Teacher surveys revealed the presence of a very high open school climate with a score of 597; very high supportive behavior on the part of the principal with a score of 657; and very high engaged behavior on the part of the teachers with a score of 655. The directive principal score was slightly above average at 517, while the frustrated teacher behavior score was low at 407. The teacher respondents had a high level of trust in their respective principals reflected by the score of 584, and an above average trust in colleagues with a score of 538. Therefore, the teacher responses suggest that there is an evident level of trust in these schools.

These results depict principals who genuinely care about their faculties, and who know how to motivate and to model a work ethic. Trust in the principal further indicates the recognition of a benevolent leader: one who inspires confidence through open communication, competence, and unquestionable integrity. However, in some situations, these same principals are perceived as being directive; they closely monitor school personnel and activities with strict regard for the smallest details.
Teachers in the high schools participating in the study perceive themselves as highly engaged. They are proud of the school, committed to its mission, and display a collegial attitude. The low score for frustrated teacher behavior points toward teachers who do not feel overburdened by activities unrelated to teaching; their focus is on the success of their students and fellow teachers. These same teachers exhibit an above average trust in their colleagues, with many viewing other faculty members as reliable and honest.

Conclusions

The research provided data that facilitated answering the following questions:

**Main research question** - To what extent does an open organizational climate relate to trust in the leadership within Catholic secondary schools in the Archdiocese of Newark?

The study revealed that there was little if any correlation between school climate (as measured by openness) and trust in the principal. However, the relationship was significant at .029 with p<.05; this correlation between openness and trust was positive. Therefore, this means that if high schools within the Archdiocese of Newark have an open school climate, then these schools tended to have trust in the principal. The correlation co-efficient was .175 and an r2 of .03. Approximately 3% of the variance in openness can be explained by trust in the principal
and 97% remains unexplained. This is not as strong a correlation as the researcher expected, but it was significant. There are also many other factors that combine in order for the open school climate to exist in the sample Catholic high schools.

This conclusion was reinforced by the principal interviews; collectively they felt strongly that trust was an important factor. Each of the school leaders interviewed spoke of building trusting relationships in order to have an effective learning community: one in which teachers were willing to take risks in the classroom. An environment exists where faculty members depend on the benevolence of the principal in times of personal or professional difficulty. One principal spoke of "shared successes;" yet another referred to "ongoing affirmation." Several principals believed teachers respond to the collegial style of leadership and collaborative models; these strategies create "positive and productive environments." One principal argued that the key to success in any school she had ever been at was "open communication between the administration and the faculty;" this woman had been a Catholic school educator for almost fifty years and during her career had been in six different schools across the nation. The views of these principals are consistent with research that suggests the value of faculty interactions on all levels, creating the opportunity
for professional growth in a trusting and collegial environment (Fukuyama, 1995; Hoy, 2005). These experienced principals agree with Deal and Kennedy (1989), that the leader’s awareness of a school’s culture is critical to the success of that school.

**Subsidiary Question 1 -** What influence does the organizational climate have on the behavior of the faculty in Catholic secondary schools in the Archdiocese of Newark?

It should be noted that the sample numbers did not support an ANOVA, so the researcher compared means of engaged behavior and frustrated behavior for the teacher respondents.

When measuring engaged behavior, the majority of teachers fell into a group with a mean of 28.26, which was 1.81 above the public school standardized norm of the OCDQ-RS, indicating a high level of engagement. This group 3 represented 142 out of the 156 respondents. These teachers display pride in their schools, support each other professionally, enjoy each other’s company, and believe in the ability of their students. Group 2 (n=6) had a mean score of 19.83, well below the public school norm, indicating this very small number of teachers moderately engaged in the activities of their schools. Group 4 (n=8) had a mean score of 32.63, well above the norm of 26.45, indicating that this very small group exhibited very highly engaged behavior in all facets of school life.
When analyzing the results for frustrated behavior, the majority of teachers fell into group 3 with a mean score of 10.30, which was below the standardized public school norm of 12.33 of the OCDQ-RS; this indicated that these teachers have a low level of frustrated behavior. This would mean that over 90% of the teachers do not perceive themselves as being overwhelmed by burdens unrelated to teaching, which would allow them to focus on curricular matters and student support.

A small number of teachers in group 2 (n=6) had a mean of 10.00, indicating an even lower level of frustration than group 3. Group 4 (n=8) had a mean of 13.00, which was above the public school norm of 12.33 and signifies a high level of frustrated behavior. This particular group of eight teachers does feel overburdened with duties unrelated to teaching and with administrative paperwork; therefore, they are frustrated with the requirements of their current position.

Using the data gathered from the OCDQ-RS surveys, the Archdiocese of Newark's secondary schools had an overall climate openness index of 597, which shows a highly open climate. According to Hoy, this openness index is interpreted using the mean of the “average” school: 500. Since the majority of teachers revealed a high engaged behavior and a low frustrated behavior, it could be said with confidence that organizational
climate does tend to influence teacher behavior within the secondary schools of the Archdiocese of Newark.

Principal interviews supported the results of the ODCQ-RS survey. One principal stated, "We get the office to handle as much of the paperwork as possible, therefore the teachers can focus on student learning." Another mentioned the "camaraderie within the building" and yet another spoke to "the pride teachers take in their students' achievements in all the arenas of school life." Several principals referred to the importance of keeping promises and understanding that the personal life of the teacher impacts his or her professional life in school. Three or four principals told stories of how their teachers benefited from the collective good will of the administration and faculty when faced with a family crisis. When teachers feel that kind of authentic concern for their well-being, it is bound to have a positive impact on the school's climate; each principal indicated that this empathy is embedded in the Catholic culture of the building, regardless of its geographic location or socio-economic demographics. It is a distinctive culture, which is manifested in the common language of community (Bryk et al., 1993; McLoughlin, 1996; Groome, 1998). The core beliefs of Catholic educators are grounded in faith, values, inclusiveness, and collegiality. Leadership decisions regarding the school community and the educational process are made in
light of the pre-supposed assumptions of the Catholic culture (Schuttloffel, 1999).

**Subsidiary Question 2** - To what extent does trust in the principal relate to trust among faculty in Catholic secondary schools in the Archdiocese of Newark?

The analysis indicates that there is a moderate positive correlation between trust in the principal and trust among faculty members within the sample schools from the Archdiocese of Newark. The Pearson r correlation coefficient is .639 with an r2 of .408; therefore, 41% of the variance in trust in the principal can be explained by trust among colleagues. The remaining 59% is unexplained and attributed to other factors. The relationship between trust in the principal and trust among faculty members is significant at the .000 at the p<.05 level. The findings of this portion of the study suggest that if there is trust in the principal there tends to be trust among colleagues.

The qualitative research findings uphold the quantitative data, since the principal respondents unanimously agreed on the importance of trust. Five of the principals concluded that one of the foundations of trust was the ability to maintain confidentiality. If a teacher knows he or she can be confident in the integrity of the leader, it reinforces the existing culture of the school.
Over the last decade, as their schools have implemented electronic grade books, teacher web pages and interactive SMART Boards, the majority of principals said that they have had to rely on “in-house” professional development. Teachers with a high degree of technology talent taught the other less skilled faculty members how the digital age would change their lives. There was a trust component to this mentoring process: many were out in unknown territory and needed affirmation and assurance rather than, “I can’t believe you don’t know how to do this.” Just knowing that the competence level of some teachers who were willing to admit a lack of knowledge and become vulnerable would grow due to the patience and understanding of others added to the trust levels among teachers. This type of mentoring is just one example of how trust can be strengthened in a school.

Five of the principals said that trust was “built” or “grown” over time. Catholic school teachers had certain expectations of both the principal and fellow faculty members; they looked for generosity and understanding. This hope was based on the assumption that good will was prevalent in the building. One principal said they have in place a “coverage system if a teacher’s young child becomes sick, if a teacher is delayed because of car trouble, if a teacher is out with a bad back;” other teachers will “cover” with the expectation that it will be done for them if necessary. The principal did say that
this would not work if someone were to take advantage of the system "one too many times;" this would put into question that teacher's "trustworthiness."

The findings of the study would lead the researcher to conclude that there is an open school climate and a culture of trust within the secondary schools in the Archdiocese of Newark. It could be suggested that these positive conditions are promoted by the schools' leadership in the person of the principal. Yukl (2006) states, "One of the most distinctive elements of culture in an organization is the set of beliefs about the distinctive competence of the organization that differentiates it from other organizations." Without knowing it at the time, Yukl could have been speaking about the Catholic schools in this study, because the common thread found in the qualitative piece is the distinct ethos of Catholic education. The principals interviewed exhibit a core belief that they are different from private and public schools; they are rich in traditions, symbols, ceremonies, and faith-based initiatives, which along with academic rigor and a collegial environment, set them apart. The quantitative data from the teachers supports the principal interview findings with regard to both climate and trust in these sample schools.

Bolman and Deal (2001) speak of authorship as one of the gifts of leadership. Their definition of authorship is as
follows: “It’s the feeling of putting your own signature on your work. It’s the sheer joy of creating something of lasting value: The feeling of adding something special to our world” (p. 75). The principals who were interviewed were both men and women, both religious and lay, both young and old; yet each saw their role as the leader of a Catholic school as a ministry which would have a profound impact on all who walked their hallowed halls. To these educators it was about “creating something of lasting value.” The aforementioned authors continued (p. 111), “Authorship turns the organizational pyramid on its side. Leaders increase their influence and build more productive organizations. Workers experience the satisfactions of creativity, craftsmanship, and a job well done. Gone is the traditional adversarial relationship in which superiors try to increase control while subordinates resist them at every turn. Trusting people to solve problems generates higher levels of motivation and better solutions.” Kochanek (2005) agrees that setting the stage for positive interactions will ultimately put teachers in a position where the development of trust is possible. That is the essence of the collaborative mode of behavior that these principals were trying to promote, and it is the atmosphere of trust that the majority of survey respondents perceived to be in existence in their schools.
One principal related that he had been very directive early on in terms of his behavior because he wanted to reverse the stagnant climate in his new high school. Without using the same phrases he implemented Kotter's model of successive change, creating a sense of urgency, creating a team, developing a vision and strategy, communicating with words, deeds and symbols, removing obstacles and empowering change agents, creating wins, persisting through difficult times, and shaping a new and supportive culture (Kotter, as cited in Bolman & Deal, 2003, p.393). This patient principal persevered over a three year period to re-culture his school; although it was not easy at first, in the end, he brought back a sense of mission and a feeling of pride to the school. This successful framework corresponds to the work of Hoy and Tschannen-Moran (2004a), pertaining to the climate and trust in a school.

Research conducted in Chicago schools (n=375) also supports the findings of this study. It explored whether or not growth in trust between the principals and teachers had a positive significant relationship with the growth of trust between teachers. The data in that study also suggests that activities used to promote principal-teacher trust will likely have a positive impact on teacher-teacher trust (Kochanek, 2005, p.77). Principals and teachers alike should ask themselves these core questions: "Am I credible? Do I have the intent to do good, to
contribute, to give back? Do I give society a person they can trust" (Covey, 2006, p.281)? These character traits, if exhibited by administrators and faculty alike, will model exemplary citizenship for their students.

In summary, after careful analysis of the data, the researcher can state the following conclusions with confidence: Catholic secondary schools within the Archdiocese of Newark tend to exhibit a highly open climate. However, there is little if any quantitative correlation between an open school climate and trust in the principal. During interviews, principals perceived themselves as trustworthy, and they believed that the faculty trusted them as honest, competent, and benevolent leaders.

According to the quantitative results of the OCDQ-RS, the highly open climate influences faculty behaviors. The majority of teacher respondents demonstrate highly engaged behavior and a low level of frustrated behavior with regard to professional responsibilities. The qualitative data supports this, as principals reported an atmosphere that was collaborative and caring. These administrators added that they were fortunate enough to have sufficient support staffs so that faculty members could concentrate on the business of teaching and the building of community.

Finally, the results from the Omnibus T-Scale survey data suggest that there is a moderate correlation between trust in
the principal and trust among colleagues. The survey score for trust in principal (584) was high and the score for trust among colleagues (538) was above average. When combined with the qualitative analysis which produced themes and patterns regarding trust, collegiality and connectedness, it can be said that the data suggest a trusting environment is prevalent in the Catholic secondary schools of the Archdiocese of Newark.

Decades ago, Beutow (1988) called the Catholic school principal a “climate creator.” In agreement with the conclusion of this study, Beutow (1988) said:

Catholic educators are especially interested in the conditions internal to the schools (sometimes called the school’s culture). Both the physical and the spiritual atmosphere are the field of concern, but especially the spiritual, because the medium is often the message. The spiritual atmosphere will be a marriage of the secular and the sacred, of the contemplative and the active, of the individual and the community (p. 327).

It is the principal’s responsibility to demonstrate “openness” to the rethinking and recreating of situations and to exhibit an awareness of the urgent need to develop a faith community. The researcher concluded that the principals interviewed were well aware of the long-term effect of their ministry as educational leaders.
Catholic schools occupy a well respected place in the nation’s history. These schools served the poor and immigrant populations in the cities during the latter half of the nineteenth and the early part of the twentieth centuries. During the 1950s and 1960s, the Catholic school populations peaked; schools in the suburbs as well as in the cities were nurturing large numbers of students.

In recent decades, there has been a decline in enrollment, and schools are reaching a point where they are able to pay teachers a decent wage. Schools are also seeking qualified and passionate leaders from the laity to replace aging religious ones. Since Catholic education is in a state of dramatic change, it is crucial to engage in a reflective assessment of Catholic schools, to ask candid questions about their future, and to determine whether they can continue to be a vital force in American society (Youniss & Convey, 2000).

The findings of this study bode well, at present, for the secondary schools within the Archdiocese. In view of these results, the researcher would recommend the following with regard to policy and practice:

At the local level, since it received a high climate openness score, the Archdiocese of Newark should continue to develop programs for principals that enhance leadership skills
and demonstrate methods of building bridges of trust between the leadership of the schools and the faculties. Specifically, they should institute leadership academies with an emphasis on creating "leader-full" schools where responsibilities and decision making is shared. This could be a mandatory yearly event for all principals.

Since the trust among colleagues score was just above average at 538, there is room for improvement regarding that particular dynamic. The district might schedule a series of seminars for teachers, where nationally known experts could address the issues of trust, climate, communication, and change. The researcher suggests that this be done at the deanery or cluster level so the numbers are smaller, making it easier to create a meaningful dialogue among colleagues.

In terms of best practices within the secondary schools, the building principals need to continue to construct learning communities: places where teachers are able to discuss issues that threaten trust levels; join in the decision making process; and become collegial in their relationships with fellow faculty members.

At the national level, the National Catholic Educational Association (NCEA) (the professional association for Catholic school teachers and administrators) could provide seminars on trust and climate at their annual convention and publish
articles on promoting a culture of trust in their newsletter to principals. In view of the finding of a high climate openness index and a high score for trust in principals, the NCEA could conduct further research by calling upon principals from the Archdiocese of Newark to conduct panel discussions and share best practices at the convention, so that Catholic high school principals would be able to benefit nationwide.

The University Consortium for Catholic Education (UCCE) should continue its initiative to create a new and robust academic field that is to form and engage first-rate scholars who conduct research on Catholic education from a variety of disciplinary and inter-disciplinary perspectives. This study provides a starting point for future research. It has determined that only 3% of the variance in climate can be explained by trust in the principal for the secondary schools in the Archdiocese of Newark, leaving 97% is unexplained. Would there be similar results if the study were replicated in other dioceses? If the results were similar, a study could be done to determine other significant influences on climate to account for the 97% left unexplained.

Catholic School Leadership Programs should continue to provide partnerships between local Catholic universities and schools across the nation, in order to provide competent teachers and administrators. The qualitative findings uncovered
themes of community, trust, distinctive culture, and integrity. Graduate students in these leadership programs would benefit from a dialogue with articulate and seasoned principals, sharing stories, and discussing scenarios that would strengthen the knowledge base of new administrative leaders.

Since the findings, both quantitative and qualitative, have determined the Archdiocese of Newark has a highly open and trusting climate, its high schools could provide "open house" days for fellow principals from other dioceses. Principals would visit and immerse themselves in the culture and climate of the neighboring diocese. Conversations about "how we do things around here" would take place at the end of the day, providing ideas to new or struggling administrators. A professional day entitled "Climate Creation" should be given at the secondary schools, acknowledging that all community members have a part in the creation of an open school climate and a culture of trust in their buildings. A facilitator could be called upon to moderate a day in which ideas would be exchanged for the betterment of a neighboring district's Catholic high schools. This adheres to the communal philosophy of Catholic education.

These recommendations are made in light of the fact that Catholic secondary schools market themselves in a very competitive educational arena. Prospective students and parents visit the high schools during the students' seventh and eighth
grade years; they are looking for a "perfect fit." If a school has an open/healthy school climate, a high rate of academic achievement, a visible collegiality evident among faculty members, and successful athletic and arts programs then potential students will be drawn to that school. Admission is a rigorous process and schools look to recruit multi-talented students, who will embrace their school's mission and philosophy.

This study concluded that within the district there is a relationship between leadership and high levels of openness and trust in the secondary schools. If a connection can be made between the findings of this study and high levels of academic achievement, this would have considerable consequences. It could then be suggested that the health of the secondary schools within the Archdiocese of Newark is relatively secure for the short term with regard to enrollment numbers and fiscal soundness. Data regarding exceptional SAT scores and high acceptance rates to top tier colleges authenticates the existence of very successful academic programs; when combined with other factors, these secondary schools would likely see an increased demand for admission. Strategic planning for the long-term future of these schools should include the following goals: professional development for administrators and teachers in order to sustain climate and trust levels; endowments and annual
funds to insure the ability to hire high quality teachers in the future and maintain academic excellence; and a three to five year multi-media marketing plan which will attract and recruit students.

Suggestions for Further Research

Youniss and Convey (2000) place Catholic schools at a crossroads, seeking both survival and transformation. They suggest that there has been a complex evolution of Catholic education, and those interested in its continued well-being need to look toward the future fortified with research-based strategies. It is proposed that colleagues in the field of educational research pursue the following:

1. Use of the baseline norms for Catholic secondary schools provided by the data from this study to find a correlation to achievement in Catholic secondary schools.

2. Replication of this study using a larger sample of Catholic secondary schools, perhaps at a statewide or even national level; look to see if findings are similar.

3. Research regarding the differences in climate and trust levels among all boys' high schools, girls' high schools, and coeducational institutions; add the dimension of student achievement.

4. Investigation of the difference in climate and trust levels in public versus parochial schools, particularly those in
the same town or district; this study would examine schools with similar geographic and socio-economic factors yet very different mission statements.

5. Use of focus groups for teachers in a qualitative study to enrich the answers from the survey questions on both the OCDQ-RS and the Omnibus T-Scale.

Architect & Steward. Shaping a vision of learning: Examining the role of principal in the immersion of new teachers into existing urban school climates. In C. Carr & C. Fulmer (Eds.), Educational leadership; knowing the way, showing the way, going the way (pp. 269-277). Lanham, MD: Scarecrow Education.


Creighton, T. (2004). Leading from below the surface: Expanding the knowledge base in educational administration. In C. Carr & C. Fulmer (Eds.), *Educational leadership: Knowing the way, going the way, showing the way* (pp. 104-121). Lanham, MD: Scarecrow Education.


Young, M. (2004). Preparing school and school system leaders: A call for collaboration. In C. S. Carr & C. L. Fulmer (Eds.), Educational leadership: Knowing the way, showing the way, going the way (pp. 46-59). Lanham, MD: Scarecrow Education.

APPENDIXES
Appendix A: Principal Interview Questions
Questions asked of principals during interview process:

1. How many years have you been a Catholic school educator and how long in this particular setting?

2. Please describe the culture of this school.

3. What evidence do you see that teachers in this building trust each other? Please give specific examples.

4. Do you believe that the faculty has unwavering faith in your integrity as a leader? Please explain.

5. Are you open with the faculty with regard to issues affecting the school, except of course, those which are confidential in nature?

6. According to Marlow, Kyed, and Connors (2005) a collegial atmosphere demands that a leader build strong relationships and validate colleagues as equals. Harris and Harris (1992) describe collegiality as recognizing one another’s “dignity” of worth, and that equity and trust are characteristics evident in all collegial interactions. Do you agree with each of these statements? How do those words relate to the mission and philosophy of Catholic schools such as this one?
Appendix B: Letter of Introduction/Solicitation
March 8, 2008

Dear Colleagues,

I am a doctoral student in the Department of Education Leadership, Management and Policy at Seton Hall University. I would like to invite you to participate in a study regarding the culture and climate evident in the Catholic secondary schools within the Archdiocese of Newark.

The purpose of the study is to examine the relationship between organizational climate and trust in Archdiocesan high schools. An attempt will be made to identify the impact of leadership, the elements of school climate and other factors, including collegiality, which create a culture of trust within schools. Research suggests that these components are critical to the success of the school and its ability to grow as a learning community.

The T-Scales Survey will determine your perceptions of the level of trust among colleagues and between the principal and the faculty by asking 26 Likert scale questions. This will measure degree on a continuum from Strongly Disagree to Strongly Agree for each question. The Organizational Climate Descriptive Questionnaire will probe your perceptions of the openness of the climate in your building asking 34 Likert scale questions. These questions will measure frequency from Rarely occurs to Very Frequently Occurs.

It will take approximately ten minutes to complete each survey; the total time will be about twenty minutes.

I would appreciate it if you would take a few moments and complete the attached surveys. The surveys are completely voluntary in nature; it is your choice whether or not to participate. If you choose not to participate, this information will not be shared with anyone, nor will you incur any penalty for not participating.

Upon completion the surveys will be put in a stamped self-addressed envelope and returned voluntarily to the researcher. There will be no coding so as to ensure anonymity. The researcher will use the data for this study and the data will be held in a secure locked file cabinet in the researcher’s office for a period of three years. Confidentiality will be maintained.

All the results will be used for research purposes only, and the dissertation will contain only a summary of the results. No one except the researcher and her committee will have access to these records. The data will be statistically analyzed using correlations and an analysis of variance. The data will be analyzed in totality and there is to be no mention of individual responses.

Participation in this study poses no anticipated risks and provides no expected benefits. Your completion of the surveys is an indication of your consent to participate in the study.

If you have any questions do not hesitate to contact me: 201-891-3147 or cmccue67@yahoo.com.

Thank you for your consideration. I appreciate your time and your input is extremely valuable.

Sincerely,

Constance S. McCue
Principal

Greenwood Ave. Wyckoff, N.J. 07481
Telephone: 201.891.1481 Fax: 201.891.8669 Email: stelizabeth2@verizon.
Appendix C: Organizational Climate Descriptive Questionnaire RS
OCDQ-RS

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

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 conferences 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 faculty members who are talking in faculty meetings. RO SO O VFO
10. Student government has an influence on school policy .................. RO SO O VFO
11. Teachers are friendly with students.................................... 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 faculty 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 faculty 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.
26. Teachers invite other faculty members to visit them at home.
27. Teachers socialize with each other on a regular basis.
28. Teachers really enjoy working here.
29. The principal uses constructive criticism.
30. The principal looks out for the personal welfare of the faculty.
31. The principal supervises teachers closely.
32. The principal talks more than listens.
33. Pupils are trusted to work together without supervision.
34. Teachers respect the personal competence of their colleagues.
Appendix D: Omnibus T-Scale Survey
Omnibus T-Scale

DIRECTIONS:

The following are statements about your school. Please indicate the extent to which you agree with each statement along a scale from strongly disagree (1) to strongly agree (6).

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers in this school trust the principal</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Teachers in this school trust each other</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Teachers in this school trust their students</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. The teachers in this school are suspicious of most of the principal’s actions</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>5. Teachers in this school typically look out for each other</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>6. Teachers in this school trust the parents</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>7. The teachers in this school have faith in the integrity of the principal</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>8. Teachers in this school are suspicious of each other</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>9. The principal in this school typically acts in the best interests of teachers</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>10. Students in this school care about each other</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>11. The principal of this school does not show concern for the teachers</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>12. Even in difficult situations, teachers in this school can depend on each other</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>13. Teachers in this school do their jobs well</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>14. Parents in this school are reliable in their commitments</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>15. Teachers in this school can rely on the principal</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>16. Teachers in this school have faith in the integrity of their colleagues</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>17. Students in this school can be counted on to do their work</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>18. The principal in this school is competent in doing his or her job</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>19. The teachers in this school are open with each other</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>20. Teachers can count on parental support</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>21. When teachers in this school tell you something, you can believe it</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>22. Teachers here believe students are competent learners</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>23. The principal doesn’t tell teachers what is really going on</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>24. Teachers think that most of the parents do a good job</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>25. Teachers can believe what parents tell them</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>26. Students here are secretive</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
