

THE UNIVERSITY OF CALGARY

EMERGENT ORGANIZATIONAL CULTURE:
THE STUDY OF A DEVELOPING SCHOOL SYSTEM

by

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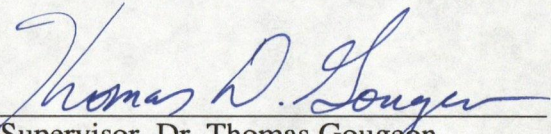
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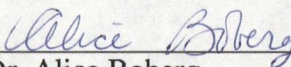
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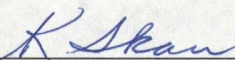
The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Emergent Organizational Culture: The Study of a Developing School System" submitted by Peter D. Schill in partial fulfillment of the requirements for the degree of Master of Arts.



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ABSTRACT

This study examined the development of a new school system's organizational culture by identifying the values and orientations that were present both within the formal organization of the school and the local community. It also sought to examine consensus forming by studying which and whose values ultimately formed the basis of the culture. A primary assumption in the study was that a school's culture comes both from the distant external environment common to most schools and the local setting.

Using survey research methods, representative members of all stakeholder groups were surveyed two times over four months. The survey instrument was developed from interviews with the founding members of the school systems as well as other community members. The first survey measured the community's perspectives and was used to describe the early culture of the school. The second survey measured any changes in the stakeholder's orientations. Observational and interview data were also gathered to provide a context for the interpretation of the survey results.

The study found that the early school culture reflected a variety of orientations and was dichotomized between established residents and newly arrived members mainly represented by the professional members of the organization. Consensus on a number of themes developed quickly and centred primarily on values held by the new arrivals.

The study's findings suggested that the cultural formation of the educational organization studied was not a top down process. Cultural formation followed a model of differentiation with the professional members playing a leading role. The development of the school's organizational culture was also seen as similar to the development and growth of the organization.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
Chapter 1 INTRODUCTION	1
Views of Organizations	1
Culture and Schools	2
Purpose of the Study	4
Chapter 2 REVIEW OF RELATED LITERATURE	5
Perspectives on Culture	5
Organizational Development and Culture Formation	15
School Culture	20
Chapter 3 METHODOLOGY	25
Project Description	25
Research Approach	25
Description of the Setting	28
Procedures and Instrumentation	28
Data Collection	31
Data Analysis	35
	continued

Chapter 4	FINDINGS	41
	Survey One	41
	Survey Two	47
	Common Results	50
	Application to Research Questions	56
	Summary of Major Findings	70
Chapter 5	CONCLUSIONS	72
	Nature of the Study Revisited	72
	Conclusions	72
	Recommendations for Further Study	77
	BIBLIOGRAPHY	79
	APPENDICES	88
	Appendix A Interview Questions	89
	Appendix B Letter of Consent	91
	Appendix C Covering Letters	92
	Appendix D Initial Survey	94
	Appendix E Covering Letters	100
	Appendix F Secondary Survey	103
	Appendix G Teacher Discussion Guide	107
	Appendix H Mission Statement	108
	Appendix I Graphical Survey Results	109
	Appendix J Qualitative Data Matrix	119

LIST OF TABLES

Table	Title	Page
1	Problems of External Adaptation	17
2	Problems of Internal Integration	18
3	Project Timeline	27
4	Composition of Aggregate Variables	38
5	Mean Ranking of Responses by Group from Initial Survey	43
6	Mean Ranking of Responses by Group from Second Survey	48
7	Changes in Ranked Means in Individual Questions by Time	51
8	Group Mean Rankings by Aggregate Variables September T(1) and November T(2)	53
9	Changes for All Groups by Time	55
10	Changes in Ranked Means in Aggregate Variables by Time (T1/T2)	56

Chapter 1

INTRODUCTION

Views of Organization

Morgan (1986) argues that we base our understandings of how organizations develop and are maintained on metaphors. Organizations have been seen as being "like machines" or "like organisms." These images are useful for framing our understandings of the underlying processes of organizing. Our perceptions of what an organization "is" will also affect the way the organization is managed. However, viewing organizations through metaphors imposes limits since the metaphors allow us to perceive organizations only in partial ways.

Organizations as Machines

For example, viewing an organization as being "like a machine" conceives of it as an "instrument for task accomplishment, consisting of multiple parts to be designed and meshed into fine-tuned efficiency" (Smircich, 1983b, p. 340). This is useful for understanding organizations involved in activities with clearly defined activities linked by clear lines of command, communication, co-ordination and control. However it focuses our attention on the mechanical aspects of the organization. Consequently it reinforces our view that organizations may best be managed through a mechanistic structure like bureaucracy.

Organizations as Organisms

Viewing an organization as being "like an organism" gives other insights regarding an organization's function and needs. The organization is seen as struggling for survival within a changing environment. It can then be understood and managed like an organism which considers internal interdependencies and relationships with its external environment.

This view also helps in seeing organizations as having different characteristics and systems. However it may also limit our understanding by portraying the organization too concretely or as too similar to organisms. For example, organic assumptions such as "internal unity of purpose" and "closely coordinated functioning" are not automatically transferable to organizations.

A metaphor invoked recently to aid in organizational understanding and management is that of culture. The cultural metaphor refocuses the perception of organizations away from its functional or structural aspects and directs attention to the social aspects of organization. Viewing an organization as having culture or more important as being "like a culture" provides another important perspective on how to understand organizations and how they perpetuate themselves.

Culture and Schools

There are two major reasons why a cultural lens is suitable for schools. First earlier organizational perspectives, though useful, have not captured the complexity of schools. Second, the development of organizational culture in schools has not been documented.

Shortcomings of Earlier Perspectives

Schools as Machines

Schools, like other organizations, have sometimes been measured by earlier perspectives. Mechanical models offer limited explanations of how schools function. The images of such models present schools as factories designed for production. The language associated with these models brings to mind the image of rational calculation with an emphasis on design, performance, coordination and implementation. Weick (1976)

discusses the fact that preoccupation with rational, mechanistic perspectives limits the way things really happen in schools.

For some time people who manage organizations and people who study managing have asked "How does an organization go about doing what it does and with what consequences for its people, processes, products and persistence?" And for some time they have heard the same answers. In paraphrase the answers say essentially that an organization does what it does because of plans, intentional selection of means that get the organization to agree upon goals, and all of this is accomplished by such rational processes as cost-benefit analyses, division of labor, specified areas of discretion, authority vested in the reward system. The only problem with that portrait is that it is rare in nature. People in organizations, including educational organizations, find themselves hard pressed to find actual instances of those rational practices or to find rationalized practices whose outcomes have been as beneficent as predicted, or to feel that those rational occasions explain much of what goes on within the organizations. Parts of some organizations are heavily rationalized, but many parts also prove intractable to analysis through rational assumptions. (p. 1)

In truth, schools only resemble factories in their reliance on division of labour and on the tightly regulated assignments of students and teachers. These characteristics hide the fact that little resembling mechanistic production happens inside.

Schools as Organisms

Models based in the assumption that organizations are organisms are more useful for the study of schools. Organizations as organisms strive for survival by responding to the needs of both internal and external players. Earlier models looked inside the organization and focused upon the system's attentiveness to the needs of participants or focused on the organizational adaptation to the demands of external players. According to Erikson (1987), the assumption that environment dictates certain organizational structures is not enough. The community, administrators, teachers and students come to share certain values and beliefs that influence their decisions and behavior, thereby shaping the school. These values and beliefs can be called "culture." Erikson maintains that culture defines for us a "range of available options" (p. 19). The question is then why some options or choices are chosen over others.

The model of the machine and the organism offer explanations for the structure and the configuration of schools but they contribute little to an understanding of how and why participants make certain decisions (Wilkins, 1983). Without replacing earlier perspectives, the concept of organizational culture offers another lens through which to view organizations (Van Maanen & Barley, 1985) by providing a better understanding of the internal processes of organizations. In a sense culture is a new metaphor for viewing organizations.

Purpose of the Study

This study examines the development of the culture of a new school system. Its purpose is to examine the underlying values that come to form the school system's culture, examine consensus forming and to study which and whose values ultimately form the basis of the culture. This is to be done in the context of the examination of the organization's development from a cultural perspective.

The study's organization reflects this purpose. Chapter 2 explores the literature on culture, organizational culture, organizational development and school culture. Chapter 3 explains the methods through which data were collected and the procedures for analysis. Chapter 4 relates the findings of the data analyses. Chapter 5 provides a summary of the findings, conclusions drawn from those findings and recommendations for future study. For this study the term school and school system will be seen as being synonymous.

Chapter 2

REVIEW OF RELATED LITERATURE

Within an organizational culture framework, the literature relevant to the exploration of the development of culture in a new school falls into three major categories: perspectives on culture, organizational and culture development and school culture. The first section of this chapter presents an overview of the concept of culture from an anthropological and organizational perspective. The second section reviews the literature on culture formation in relation to organizational development. The final section deals with culture in the school setting.

Perspectives on Culture

Culture can be viewed from both an anthropological and organizational viewpoint. An examination of definitions provides a background for this study.

Culture from an Anthropological Viewpoint

Within anthropology there is no one definition of culture that is widely agreed upon. Kroeber and Kluckhohn (1952) in their critical review of culture present over one hundred and sixty definitions of this concept.

Their presentation identifies definitions "grouped according to principal conceptual emphasis" (p. 8) and are summarized in the following categories of definitions.

Descriptive: which stress the enumeration of the content of culture including its comprehensive totality.

Historical: with an emphasis on social heritage.

Normative: which specify rules, ways of life and customs.

Psychological: with an emphasis on adjustment or learning.

Structural: that stress the abstract nature of culture.

Genetic: with the emphasis on culture as a product or an artifact.

These different classifications reflect the wide and varied emphases that anthropology includes in the study of the concept of culture. To summarize the prominent definitions of culture, and the sometimes subtle differences between them, involves listing a host of sometimes contradictory items as being party to the culture concept. Culture is seen of consisting of knowledge, beliefs, art, habits, attitudes, techniques, customs, behavior patterns, ideas, conceptual designs, symbols and values shared by and common to members of a particular group. Culture is acquired, inherited and learned, it is abstract and concrete, it is formally and informally transmitted.

Keessing (1974) remarks that the scope of the culture concept as synthesized by Kroeber and Kluckhohn includes too much and is "... too diffuse either to separate analytically the twisted threads of human experience or to interpret the designs into which they are woven"(p. 73). Geertz (1973) argues that "...cutting the culture concept down to size... [into] a narrowed, specialized and... theoretically more powerful concept" (p. 4) has been a major theme in anthropological theorizing. That is, the concept of culture must be narrowed so that it is less inclusive but more revealing. Keessing (1974) proposes a framework for viewing theories on cultures as having two major perspectives: cultures as "adaptive systems" or cultures as "ideational systems."

Adaptive systems

Theorists writing from the adaptive perspective bring an evolutionary and cybernetic flavour to the culture concept. Culture is seen to be "systems of socially transmitted behavior patterns that serve to relate human communities to their ecological settings. Cultural change is primarily a process of adaptation and what amounts to natural selection" (Keesing, 1974, p. 75).

Ideational systems

From this viewpoint culture can be approached as "systems of ideas" in three different ways. These are: culture as cognitive systems, as structural systems and as symbolic systems.

The cognitive systems approach reflects culture as systems of knowledge. Goodenough (1957) argues that culture is "...not a material phenomena. It does not consist of things, people, behavior or emotion. It is rather an organization of these things" (p. 167). From this viewpoint culture is whatever one has to know or believe to operate in a manner acceptable to its members.

The structural approach pioneered by Lévi-Strauss studies the shared symbolic systems that are the cumulative creations of mind. Lévi-Strauss (1979) stresses the decipherment of the structure of cultural domains such as myths, kinship and language to find the underlying principles of mind that generate these elaborations.

In the symbolic view culture is seen as systems of shared symbols and meanings between actors. "Meanings are not " in peoples heads "; symbols and meanings are shared by social actors - between not in them; they are public not private. To study culture is to study shared codes of meaning" (Geertz, 1974, p. 79).

Keesing (1974) argues that a comprehensive theory of culture must account for both major conceptual approaches. Culture should be viewed as an ideational subsystem within a complex biological, symbolic and social system.

Displacement and the Evolution of Concepts

Donald Schön (1963) in *Displacement of Concepts* argues that new concepts can grow out of older ones through displacement. He describes displacement as a process that involves the making of a symbolic relationship between the old and the new concept much akin to creating a metaphor. This symbolic relationship is interpreted, corrected and "spelled out" so that the new concept is seen to have a legitimate sense of the original but has been extended to include more. In a sense it is a new and different creation apart from being an extension of the original concept.

The development of the organizational culture perspective is an example of the displacement process. Meadows (1967) maintains that organization theory is always rooted in the imagery of order and asserts that "... the development of theories of organization is a history of the metaphor of orderliness" (p. 82). Smircich (1983a) argues that in anthropology

...culture is the foundational term through which the orderliness and patterning of much of our life experience is explained. What we are seeing with the linking of culture and organization is the intersection of two sets of images of order: those associated with organization and those associated with culture. (p.341)

Culture from an organizational viewpoint

Development of the Concept

The development of the concept of organizational culture is a recent phenomenon starting mostly in the early 1980's, despite earlier precedents, for example Jacques' (1951) study *The Changing Culture of a Factory*.

Viewing organizations as "culture-bearing milieux" (Louis, 1981) was reinforced by several factors. Traditional approaches did not explain important differences and resistance to change in organizations. Also, the rise of influential foreign firms, particularly Japanese firms, that threatened the primacy of North American industry in world trade resulted in the perception there was "something else" that contributed to their success accelerated the introduction of the organizational culture perspective (Ouchi and Wilkins, 1988; Barley et al., 1988).

The introduction of the organizational culture perspective was marked by the publication of several practitioner-oriented publications (Ouchi, 1981; Deal and Kennedy, 1982; Pascale and Athos, 1981; Peters and Waterman, 1982) including special issues of academic publications [Organizational Dynamics, 1983, 12(2) and Administrative Science Quarterly, 1983, 28(3)] dedicated solely to the topic of organizational culture. In addition, several collected works written by management theorists and scholars from varied disciplines appeared with the descriptors "organizational symbolism" or "organizational culture" in their titles. (Frost, Moore, Louis, Lundberg and Martin, 1985; Kilmann, Saxton and Serpa, 1985; Pondy, Frost, Morgan and Dandridge, 1983; Schein, 1985b; Sergiovanni and Corbally, 1984).

In this developmental stage of the organizational culture perspective the influence from anthropology was reflected both in how the construct was perceived and defined.

Perspectives on organizational culture

Reflecting its displacement from anthropology, two major perspectives emerged on how organizational culture was viewed by theorists. Culture was seen as either something an organization "has" or something an organization "is" (Smircich, 1983a).

Following the adaptationist tradition some theorists analyzed organizations through their cultural elements such as employment practices, myths, ceremonies, practices and beliefs. These elements were viewed from the perspective of how they function to maintain the organization's culture, how they serve to socialize new members and how they serve in the adaptation of the organization to its environment. Implicit in this view was that culture should be studied so that it could be managed or changed. Examples of this functional approach appear in the writings of Dandridge et al., (1980), Dyer (1982a), Schein (1983), Martin and Siehl (1983), Wilkins (1983) and Wilkins and Ouchi (1983).

Using an ideational approach many theorists have viewed organizational culture with a focus on language and symbols. They emphasized that the goal in studying the culture of an organization was to determine the intersubjective meanings shared by its members to increase the understanding of the growth of culture in organizations. Studying organizations as cultures involved taking a "native perspective" to determine how organizations are "...symbolically constituted and sustained within a wider pattern of significance" (Smircich, 1985, p. 66). Examples of this perspective are reflected in Smircich (1983 a,b), Evered (1983), Frost and Morgan (1983) and Gregory (1983).

Louis (1985b) summarizes these approaches as being either reflective or functional. The reflective approach is concerned with efforts to establish the nature and characteristics of culture. The functional approach seeks culture's origins, manifestations and effects. However implicit in either approach is the purposeful goal "...of doing something with, to and/or about culture" (p. 83). This theme of managing or manipulating culture is prevalent through most of the organizational culture literature. The emphasis was to link the concept of strong organizational culture to organizational variables such as productivity, effectiveness or satisfaction (Meyerson, 1991).

Definitions of Organizational Culture

Many early definitions that have been used to describe organizational culture correlate with the definitions that anthropologists used to describe the societal concept of culture. Examples of definitions describing organizational culture such as symbols, language, ideologies, rituals and myths (Pettigrew, 1979); a system of informal rules (Deal and Kennedy, 1982); patterns of cognitive processes (Weick, 1969); and familiar management tasks or practices (Martin and Siehl, 1983) reflect many categories and much of the diffusion common to the anthropological definitions.

Ott (1989) in his review of the organizational culture concept has summarized the themes common to many of the original definitions. His definition and typology of organizational culture was originally developed by Schein (1981), clarified and expanded (Dyer, 1982b; Lundberg, 1985b; Schein, 1985b, 1991), applied (Denison, 1990; Ott, 1989; Pedersen and Sorensen, 1989) and adapted to be more precise.

Organization culture is characterized by its elements and classified into four levels: artifacts, patterns of behavior, beliefs and values and basic underlying assumptions.

Levels of organizational culture

Each of the following levels reflects an increase in abstractness of organizational culture. The levels are related hierarchically with artifacts being the most concrete and basic assumptions the most abstract. Ott (1989) outlines these as follows:

Artifacts. Artifacts include material and non-material objects and patterns that communicate information about the organization's technology, beliefs and values, assumptions or mode of operation. They include symbols, language, myths and metaphors, stories, heroes, organizational sagas, legends, ceremonies and celebrations.

Patterns of behaviour. These are the rites, rituals and shared behavioural norms of the organization. They involve how members define and interpret situations of organizational life.

Values and Beliefs. Values are the conscious evaluational base that organizational members use for judging situations, acts, objects and people. Values reflect the real goals, ideals and standards of the organization. They represent members' preferred ways of resolving problems.

Beliefs are consciously held cognitive views about truth and reality. Beliefs have their basis in the group members' values. If the solution to a problem, based upon a value, works and there is a shared perception of that success, then the value undergoes a "cognitive transformation" (Schein, 1985b, p. 16) into a belief.

Basic underlying assumptions. These are the tacit beliefs that members hold about themselves and others, their relationships to other persons and the organization. They are the nonconscious underpinnings of the first three levels. If basic assumptions are strongly

held by a group then "...behavior based on any other premise is inconceivable" (Schein, 1985b, p. 18).

Relationships between the levels

Artifacts and organizational behaviour are the most visible elements of an organization's culture. They are reflective of the culture but are not its essence. Artifacts and behaviour seen in an organizational setting may be as likely the result of transitory environmental influences as of the core culture.

Values and beliefs are seen as the basis for organizational culture. They represent the conscious, articulated orientation of the organization.

The first three levels while reflective of the organization's culture, are not the essence of culture. Schein (1981, 1985b, 1991) argues that the term culture should be reserved for the deeper level of basic assumptions.

Organizational culture is defined by Schein as:

... a pattern of basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration - that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p.9)

This definition reflects influences from both the adaptationist and ideationalist perspectives of organizational culture although its emphasis is on the former. From the adaptationist viewpoint basic assumptions can be seen in functional terms as the force that allows an organization to adapt to and survive in its environment. From the ideationalist perspective basic assumptions can be viewed as a system of shared meanings resulting from the intersubjectively determined assumptions about reality. Hence, this

conceptualization provides a mix between the ideational and adaptationist viewpoints and provides for an integrated view of organizational culture.

Viewing organizational culture as being equivalent to Schein's "basic assumptions" presumes a shared history. The critical variable in his definition, although not stated, is time. Basic assumptions must be developed, they are a result of the group's coping with its problems and the solutions to those problems must have worked to be accepted and taught to newcomers. These three major areas are all time dependent. For basic assumptions to emerge in an organization the group must have a history with each other, shared experiences together and have a stable membership. For developing organizations these aspects are not immediately apparent. Consequently, the equivalence of basic assumptions and organizational culture is not defensible in the developmental stage of organizations.

Operational Definition of Organizational Culture

Based on the argument that the development of basic assumptions in an organization is time dependent, the study of emergent organizational culture can be grounded on the elements of the model that form its basis. For this study, organizational culture is defined as the values and beliefs articulated and shared by the members of the organization.

There is a link between an organization's development from infancy to maturity and the formation of its culture. The following section reviews the literature from organizational development and relates it to culture formation.

Organizational Development and Culture Formation

Organizational Development

Growth Stages of Organizations

The most prevalent metaphor used for the study of organizational development has been biological relating the development of organizations to the life cycle; birth, maturation and death. Other approaches (Perkins, Nieva and Lawler, 1983) have drawn comparisons to human development with references to Erikson's (1963) growth stages. Sarason (1972) states that the creation of new settings is "...akin to creating a work of art" (p. 283) and resultingly there may not be patterns or generalizations from how one organization was created to another.

While the creation and development of organizations appears to be an area for major study and theoretical discussion, there is a lack of literature dealing with the creation of organizations. Kimberly (1980a) laments that most organizational development studies have taken place in mature firms and therefore are cross-sectional, not longitudinal, and provide at best a static snap-shot of development processes.

However, there are two themes consistent throughout the existing literature. The first theme is that organizations in their infancy have to face the major problems of getting off the ground and developing strategies for survival and growth (Kimberly, 1980a, 1980b; Miles and Randolph, 1980).

The second theme is that organizations do pass from a stage of infancy to maturation which is characterized by the process of institutionalization "...whereby new norms, values and structures become incorporated within the framework of existing patterns of norms, values and structures" (Kimberly, 1980b, p. 31).

The process of how an organization evolves from infancy to maturation is explored by Miles and Randolph (1980). They characterize new organizations in their infancy as being highly uncertain in their decision making particularly regarding identification of work to do, development and negotiation of roles, determination of cause and effect relationships and the emergence of belief systems to guide decision making and behaviour. Organizations evolve from this early stage to maturity as the result of organizational learning.

Organizational Learning

Organizational learning, as originally defined by Simon (1963), is seen as the process in which the organization develops insights into its problems. Organizational learning results in patterns of cognitive associations that develop among its members. There are two styles of organizational learning: enactive and proactive. The enactive approach is based upon Weick's (1969) view that learning follows action, meaning is attributed to events retrospectively. The proactive approach is that learning, as generated from the group's previous organizational experience, precedes action. The major condition for either type of learning is the stress that is produced by negative feedback from the organization's environment. The rate and type of learning used is dependent on the growth stage of the organization.

Culture Formation

There is a strong connection between what is seen as organizational learning in the preceding discussion and what is described as culture formation by Schein (1985 a,b).

Parsons (1951) and Merton (1957) describe the group's basic problems as being those of 1) survival in and adaptation to the external environment and 2) integration of its

internal processes to ensure the capacity to survive and adapt. Schein (1985b) expands on these themes of external adaptation and internal integration and defines their elements in relation to organizations.

The first area is that of external adaptation. An organization must develop answers to the problems of determining its mission and goals, how these are to be achieved and how to determine and correct for deviations from those goals. Schein (1985b) enumerates the elements of external adaptation as outlined in Table 1.

Table 1
Problems of External Adaptation

Mission	- obtaining a shared understanding of core mission, primary task, manifest and latent function.
Goals	- developing consensus on goals, as derived from the core mission.
Means	- developing consensus on the means to be used to attain the goals
Measure	- developing consensus on the criteria to be used in measuring how well the group is doing in achieving its goals.
Correction	- developing consensus on the appropriate remedial or repair strategies to be used if goals are not being met.

These elements with their cybernetic flavour represent the adaptationist approach to culture. The elements are hierarchical to the extent that agreement on the means, measurement or correction strategies cannot be achieved until consensus on the overall mission and goals is reached.

The elements of internal integration, as outlined in Table 2, stem from the ideationalist viewpoint and summarize the problems with which an organization deals with in order to maintain its internal environment. These elements are not hierarchical but can be grouped, for example status relating to rewards and intimacy to boundaries.

Table 2

Problems of Internal Integration

Common language and conceptual categories

- if members cannot communicate with and understand each other, a group is impossible by definition.

Group boundaries and criteria for inclusion and exclusion

- shared consensus on who is in and who is out and by what criteria one determines membership.

Power and status

- every organization must work out its pecking order, its criteria and rules for how one gets, maintains and loses power.

Intimacy, friendship and love

- every organization must work out its rules of the game for peer relationships and for the manner in which openness and intimacy are to be handled.

Rewards and punishment

- every organization must know what its heroic and sinful behaviors are; what gets rewarded and what gets punished.

Ideology and religion

- every organization faces unexplainable and inexplicable events which must be given meaning.

Schein (1985b) argues that what ends as being called the culture of an organization is influenced by the organization's response to the external adaptation process and its mode of building and maintaining itself. For each organization the result will be unique.

Culture formation is, in a sense, identical with group formation in that the very essence of "groupness" or group identity - the shared patterns of thought, belief, feelings and values that result from shared experiences and common learning - is what we end up calling the culture of the group. (Schein, 1985b, p. 50)

For the purposes of this study the model outlined in Tables 1 and 2 with its problems of external adaptation and internal integration will be referred to as the Cultural Formation Model.

Influences in Culture Formation

The new organization faces the basic problems of external adaptation and internal integration in the context of its environment and under the direction of its founder.

In culture formation, the environment initially plays a key role in the determination of the possibilities, options and constraints available to an organization in dealing with its external problems. Van Maanen and Barley (1985) see the environment as the "primary catalyst for cultural genesis" and classify its elements as "...the physical setting... historical forces... and most importantly the expectations, demands and social organization of those who surround the group..." (p. 34). However, as consensus develops regarding the successful solutions to problems, the environment's influence decreases.

While the culture of an organization is seen to be created by its members through shared experiences, the founder of an organization also has an important role in cultural formation. There are two views with regards to the potency of the founder as a cultural leader. Dyer (1985) sees founders as bringing with them "a set of values and assumptions... and "imposes" them on employees" (p. 210). Schein (1985b) also attributes to the founder the role of "imbedding" his view of culture in the organization by

the mechanisms of 1) what he pays attention to 2) reaction to critical events 3) role modelling 4) allocation of rewards and 5) recruitment and selection strategies (p. 225).

In contrast, Martin, Silkin and Boehn (1985) see the founder-centred integration paradigm with its "... monolithic, dominant culture orientation" (p. 101) as being flawed. Because of the negotiated and shared aspects of organizational culture the concept of a top-down approach is erroneous. The appropriate model is cultural differentiation with "heterogeneity, dissensus, ...overlapping and nested subcultures ..." (p. 102) that has the founder as one of its sources. In support of this view, Sergiovanni et al. (1987) indicate that cultural leadership does not create cultures but shapes and legitimizes that culture that emerges from within the organization. Despite which viewpoint is taken, clearly the founder plays a major role in culture formation either as initiator or shaper.

The early stages of culture development and organizational development has many facets in common. Both have aspects of cognitive change, negotiation and definition of roles, styles of responding and an emphasis on developing systems of beliefs. This suggests that the development of an organization is similar to the development of its culture.

The next section will explore the concept of organizational culture in schools and its application to the development of culture in schools.

School Culture

To the extent that the findings conducted in the corporate sector can be transferred to the human services domain, the concept of organizational culture can be useful for examining the school, particularly in an emergent context.

The association of schools and culture is not a recent phenomenon. Waller (1932) describes the culture of the school as:

...a curious melange of the work of young artists making culture for themselves and old artists making culture for the young; it is also mingled with such bits of the culture as children have been able to appropriate.
(p. 108)

Weick (1976) has described schools as "loosely coupled systems" that do not necessarily follow the assumptions of rationality that accompany the traditional structural, functional or systemic analyses of organizational study. As such, the organizational culture approach with its emphasis on shared values and beliefs may be appropriate and revealing when studying schools. The use of an alternative approach, argues Weick, is that it "...sensitizes the observer to notice and question things that had previously been taken for granted" (p. 2).

The concept of organizational culture has been displaced into the study of school organizations almost without change from the corporate domain. Erickson (1987) visualizes school culture in ideational terms as having three levels: cognitive, structural and political. These vary little from the definitions in the anthropological or the organizational culture perspective. Owens and Steinhoff (1989), Steinhoff and Owens (1989) apply Schein's organizational culture model to the study of schools with no change in the basic model. Hence, the basic definition of what organizational culture is to schools appears constant through displacement.

Much of the school related organizational culture literature is concerned with enhancing the effectiveness of schools. This is reflected in the themes of comparison to excellent companies, leadership, change and control.

The first theme of comparison deals with the characteristics of "excellent companies" and their comparison to "effective schools." One of the common threads between the two types of organizations is seen as the strength of their cultures. The argument made is that to enhance effectiveness of schools the local cultures must be strengthened to approximate those of the excellent companies. Conway (1985) in discussing the values and beliefs common to excellent companies including goals which reflect a similar value orientation concludes that "...it is also likely that effective schools will demonstrate a similar set of values" (p. 8). This approach can also be seen in the work by Deal and Kennedy (1983), Levine (1985) and Murphy and Hallinger (1985). While this part of the literature stresses the need for effectiveness in schools, there emerges no one agreed upon definition of what effectiveness "is" by any of the writers. Notwithstanding this emphasis on effectiveness the organizational culture approach to examining schools is still valid. Deal (1985) states that "In schools, where diverse expectations, political vulnerability, and the lack of a tangible product makes values, beliefs and faith crucial in determining success, the development of a solid culture is even more important than in business (p.608).

Repeating this theme Sergiovanni (1984) believes that,

Excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics.... As repositories of values, these central zones become sources of identity for teachers and students, giving meaning to their school lives. (p.10)

The second theme in the literature emphasizes the role of the Principal as the "cultural leader." The Principal leads by assuming either interpretive, representational or authenticating roles that define, reveal and affirm the culture to its members (Deal and Kennedy, 1983; Kottcamp, 1984; Sergiovanni, 1984). From this view Sergiovanni (1984) describes the Principal as being "... engaged in legacy building and in creating, nurturing

and teaching an organizational saga" (p. 9). Given the shared nature of culture the principal does have a major, but not unique role, as the cultural leader. Sarason (1982) reminds us that "The "carriers of culture" (parents and teachers) ordinarily do a very effective job of inculcating in children their view of what is and what should be, what one should do and not do depending on where and with whom one is - so effective in fact, that it takes very special, upsetting conditions to force one to ask why one has thought and acted the way one has (p.14).

The third major theme is that of change and control. The emphasis in this area is on the application of the organizational culture concept to case studies. Corbett, Firestone and Rossman (1987) found that schools were highly resistant to change especially in areas that reflected the "sacred" aspects of the local culture. They found that the "norms beliefs and values in a school provide members with a sense of continuity in the face of flux generated by students, parents, administrative change" (p. 37).

Blanch (1989) explored the control aspect of culture in the opening of a new school. She found that the role of values and beliefs that were held by the existing school district aided the participants in their "sense making" activities surrounding the opening of the new school. Giles (1987) and Papalewis (1988) explored the administrative effectiveness of school districts and related the district's degree of success to the strongly shared values of senior administrators.

The application of the organizational culture perspective to the study of schools has merit since it concentrates on the social and shared aspects of organizations. It provides an additional lens to view the school organization through that can provide understandings into the behaviour of the organization's members.

Understanding an organization's culture and how it was formed also gives insights on how to manage and improve the organization. The following chapter describes the study of a new school system from an organizational culture perspective. It specifies the setting, instrumentation and analyses used to explore the following research questions. For the purpose of this study the term "established member" will indicate a member of the community who was a resident of the community prior to the opening of the school. These will be referred to in the study as Parents, Trustees, Parent' Advisory Council and Priest. The term newly arrived members refers to the professional members of the school and will be referred to in the study as Principoal, Teachers and Administration.

Research Questions

1. Will the early composition of the culture be varied and reflect several orientations?
2. Will established members (Parents, Parent groups - Trustees and Parents' Advisory Council [PAC] and Priest) show a high degree of internal consensus? Is there evidence of significant differences between the orientations of the established and those of the newly arrived members (professional staff - Principal, Administration and Teachers)?
3. Is consensus evident and increasing among all groups?
4. Will any consensus reflect aspects of both the established and newly arrived members?

Chapter 3

METHODOLOGY

Project Description

School organizational culture has many sources. The early development of that culture is influenced by many forces particularly those resident in the environment external to the school. Once developed the culture of the school becomes stable around various sacred values and beliefs that provide stability and guidance for the members of the organization. Therefore, the understanding of the development of that culture is necessary to explore as it contributes to the long-term strength of the organization.

A small Catholic school district has been formed from an established school division. Using this district, the primary aim of this study is to examine the process of organizational development from a cultural perspective. Specifically this study is concerned with which and whose values are considered important and the degree which these values are supported by the community.

Research Approach

This study focuses on the development of the school's culture from an environmental perspective.

Research Strategy and Rationale

It is recognized (Yin 1981,1989) that effective research strategies must grow naturally from the situation they study. Yin (1989) contends that the research strategy used depends upon three factors: a) the type of research question posed, b) the extent of control over events by the researcher, and c) the degree of focus on current or historical events.

For this study the factors of time (current) and control (external to the researcher) are predetermined. There are two types of research questions addressed in this study. The first seeks to determine the content and distribution of value orientations and is best done by survey research methods. (Babbie, 1990; Yin 1981, 1989). Organizational culture has been extensively studied by survey methods as shown by the proliferation of culture and culture-gap surveys available (Denison, 1990; Francis and Woodcock, 1990; Glaser, Zamanou, & Hacker, 1987; Kilman & Saxton, 1983; Ott, 1989; Sashkin, 1983; Steinhoff and Owens, 1989).

The second type of research question addressed seeks to explain changes over time. To aid in the descriptive aspect of the survey results a complementary qualitative approach was needed. The established qualitative methods for studying culture are varied. These methods include "clinical-like" iterative interviewing techniques (Schein, 1985b) participant-observation approaches (Smircich, 1983b) and a concentration on the examination of the physical settings and employee behaviour (Deal & Kennedy, 1982). There appears to be no consensus on the most appropriate method to use. Guidelines suggest that passive inquiry alone is not enough (Lundberg, 1985b) and that multiple methods should be used (Rousseau, 1990).

The timing of cultural exploration and analysis is also an important consideration. Culture, it is argued, is more accessible to the researcher during periods of disruptions (Louis, 1985b) or "social dramas" (Pettigrew, 1979) such as new employees entering or older members leaving the organization. It is at these times when the source and bounds of the culture can be more easily studied (Louis, 1985a).

This study incorporated a mixture of qualitative and quantitative research approaches. The use of a survey was chosen to provide a broad data base for the examination of the developing school culture. Observation, participant-observation and interview techniques were used to aid in the interpretation of the survey results. These techniques and their outcomes are outlined in the time chart below and explained further in the following section.

Table 3
Project Timeline

Time	Methods	Source	Outcomes
Jan/June	Observation	Public Meetings.	Anecdotal Data
July	Interviews	Selected Parents, Trustees, Priest, Principal, Parent Advisory Committee, Administration.	Basis of Survey
September	Survey	All Parents, Teachers, all previously interviewed parties.	Ranked Data (Time Period 1)
September/ October	Observations Participation	School/Meetings.	Anecdotal Data
	Formal and Informal Interviews	Teachers & Principal.	Predominant Themes
November	Follow-up Survey	Selected Parents and all other previously surveyed members.	Ranked data (Time period 2)
December	Document Analysis	School Documents.	Predominant Themes

Description of the Setting

Site

The site of this study was a recently established Catholic School district which was in the accelerated process of opening its first school. The District was voted into existence in late 1990 by the members of the local parish. Shortly after that, the existing public school division declared Catholics within the boundary of the new district to be non-residents of the public division. As such, the Catholic students were not guaranteed access to the Division's schools for the 1991-92 school year. An existing school in a neighbouring city was made available to the new District by the Division but it was structurally unadaptable and too distant to be effectively usable. As a consequence, the School District decided to proceed with the opening of its first school, one year in advance of its plans, in a portable structure.

Duration

This study covers the period from the inception of the school district until the fourth month of the operation of the new school (December, 1991). This period was chosen to study the early formation of the school's culture and specifically to determine the influence of any environmental factors that were in place before the doors of the school first opened.

Procedures and Instrumentation

Negotiating the Project

To negotiate entry into the setting a formal presentation was made at a meeting of the School Board in March, 1991 outlining the aims, timeline and requirements of the study. Because of a change in administrative officers and need for clarification by the

Board this presentation was repeated in June 1991. As a result the formal data collection process did not start until the beginning of July.

Instrument Development

The development of the survey instrument to assess the culture of the school community was based on the results of interviews with members of the school community. The questions used in the interviews relied on the cultural formation model conceived by Schein (1985b) discussed in Chapter 2, (Tables 1 and 2, pages 17 and 18) and focused on the mission, goals, effectiveness measurement, ideology, roles, employee selection and historical aspects of the school district. A compilation of the list of questions used is in Appendix A (page 89).

Initial Interviews.

The initial interviews were held in the first two weeks of July and were conducted with the Parent Advisory Committee Executive, Trustees (as a group), the Spiritual Leader (Priest), the Principal and Parents. The Parent group was comprised of five randomly selected families stratified by the grade level of their children. Also, two parents who had been involved in an unsuccessful prior attempt to form the school district were also interviewed to provide a historic perspective. These interviews were not tape-recorded for two reasons. The presence of a tape-recorder can be distracting for respondents and consequently reduce candor. Secondly, the information sought was to provide guidelines for the creation of the survey instrument and the necessity to have extended, exact quotations for analysis was not deemed necessary. The interviews took place at the convenience of the respondents at their residence. The exceptions to this was with the Trustees who preferred a group interview at the parish church and the Administrator who was interviewed over lunch. The interviews ranged in duration from forty--five minutes

with the Parents to two hours with the Trustees. Responses were recorded in summary note form by the researcher.

Categorization of Responses.

Upon completion of the interviews the task of reducing the interview data into categories was undertaken. Using the "constant-comparative method" (Glaser and Strauss, 1967) the interview data was read, coded and sorted into the elements outlined in the Cultural Formation Model (pages 17 and 18). After reduction of the data five elements of the model emerged as being of the most importance. With each element there was a dominant theme and with each theme a range of community orientations. The dominant themes were: School Mission, Child Development, Program Means (Academic, Social/Physical and Spiritual), Power Stratification and Atmosphere. These, with their range of community orientations, are related to the Cultural Formation Model below.

Mission	School Mission- spiritual, integrated, growth oriented, disciplined, modified secular.
Goals	Developmental emphasis- intellectual, responsibilities, self-confidence, skills, spiritual.
Means	<p>Program</p> <p>Academic- excellence, integrated, holistic, personally formative, process oriented.</p> <p>Social/physical- community building, involvement, variety, well rounded, competitive.</p> <p>Spiritual- transformational, communal, ambient, catechal, relational.</p>
Roles	Power stratification and roles- delineation of roles to Trustees, Principal, Teachers and Parents.
Concepts	School atmosphere- Christ centered, family oriented, disciplined.

Survey Development.

The decision to develop an instrument instead of to use one of the published culture surveys was based upon several considerations. First, the published surveys presupposed the existence of an established culture. While there may have been an established culture within the Catholic parish this study sought to access the culture of the school which had the parish as one but not its sole components. Secondly, most of the existing surveys had been designed for corporate applications and did not reflect the specific characteristics of an educational setting. Thirdly, the imposition of *a priori* standard measurements can reflect conceptual categories that may not be the respondents' own and consequently can be distant and sterile (Deal and Kennedy, 1982, Rousseau, 1990; Schein, 1985b).

Using the information derived from the interviews a survey instrument was developed using the themes derived from the interviews as sections and the orientations as bases for the individual questions in each theme. A combination of ranking, rating and open ended-questions were used in the design of the survey. The design was based on the assumption that evaluating values by ranking or rating questions were equivalent (Alwin and Krosnick, 1985) and that open-ended questions effectively measure attitudes; not only the ability to articulate responses (Geer, 1988). This form was designed to be administered twice; once at the beginning of the school year, September, and a condensed version at the end of November. Copies of the survey instruments are in Appendix D (page 94) and Appendix F (page 103) respectively.

Data Collection

Surveys

Initial Survey Administration

The initial survey was hand distributed to the following groups with the following response rates: Teachers (82%), Principal (100%), Trustees (100%), Priest (100%),

Administration (100%) and Parent Advisory Council Executive (100%). Also all families (163) who had children attending the school (Catholic and non-Catholic), based upon pre-registration, were mailed a survey with a covering letter. This distribution was complicated by a national postal strike. However, the local postal outlet was only partly affected by processing slowdowns. The early return rate was 39 percent which was increased to 51 percent with the use of a follow-up notice mailed about 10 days after the original survey was sent. Altogether 113 survey were returned. Two of these were spoiled because of multiple responses to individual questions by the respondents which reduced the useful surveys to 111 out of a total possible of 192. The complete return rate for all surveys was 58 percent based upon the original number of surveys distributed.

Second Survey Administration

During the last week of November, immediately after report cards and Parent-Teacher interviews, the second survey was distributed. This condensed version was similar to the first except for the inclusion of an additional ranking question dealing with the theme of effectiveness measurement. This theme was comprised of seven indicators of effectiveness which were derived from the open-ended question responses on the first survey. The seven indicators are outlined below. This theme of effectiveness measurement relates to the category of Measure from the Cultural Formation Model.

Measure Effectiveness measurement:

Student: behaviour, attitude, relationships, academic progress and
spiritual development.

Evidence of program balance.

Community involvement.

The survey again was hand distributed to all previously surveyed parties as in the first survey with the exception of the Parents. The parental surveys were treated in a different manner. To simplify administration of the second survey, Parents had been asked if they would participate in a follow-up interview by completing a section on the initial survey. Thirty-three Parents (40% of all parental respondents) showed their acceptance and these Parents were all interviewed by telephone during the week of November 25 - December 1. Parents were then requested to complete the follow-up survey and were mailed a copy under a covering letter (Appendix E, page 100)

The interview was done to generate interest in the follow-up survey and to provide information about the respondents. This information was necessary to ensure that the Parents who responded to the second survey were representative of the total Parental population. It should be noted when interpreting the results of this study that the Parent respondents on the second survey, although statistically representative of the Parent population, were self-selected. In addition, an important characteristic of the entire parent population was that only 50 percent had received their grade school education in a Catholic school.

In the telephone interviews, Parents were questioned regarding the total number of children at all schools, their own grade school education, involvement with the school (based upon attendance at functions, Parent-Teacher interviews and volunteering activities) as well as their expectations of the school.

The response rate on the Parental surveys was 78 percent. The other response rates for the second survey were: Teachers (60%), Principal (100%), Trustees (100%), Priest (100%), Administration (100%) and Parent Advisory Council Executive (100%). The complete response rate based upon the 59 surveys distributed was 78 percent.

Interviews and Observation

The overall purposes of the Teacher interviews and observations were to provide a richer context for the interpretation of the survey results particularly about the areas of Teachers' Roles, Group Boundaries and School Mission.

Teacher Interviews

In September and the first two weeks of October, Teachers and the Principal granted the researcher permission to be resident in the school to perform observations and interviews. The Teachers were interviewed individually after school on the day that the researcher was allowed to observe the Teacher's classroom. A semi-structured format was followed. Each Teacher was given a "Discussion Guide" (Appendix G, page 107) to aid in the interview. The interview concentrated on the Teacher's training, experience, perceptions of community and collegial relations, employment interview and expectations for the school. Responses were recorded in summary form by the researcher.

Observations

Observations were done in the individual Teacher's classrooms, public meetings and liturgies. Observations were also conducted at the School Opening celebration, School masses and assemblies (3), Parent Advisory Meetings (5) and Mission Statement weekend. Specific attention was directed to recording any manifestations in these situations of the development of the school culture and was guided by the elements of the Cultural Formation Model. Observation data included descriptions of the classroom setting, schedule, procedures, pupil-teacher ratio and reflections of the school's articulated mission and goals. Observations were recorded in the researcher's daily log in summary note form.

Document Collection

The following documents were collected for analysis. Minutes of the Parent Advisory Council, Mission Statement with supporting documentation from parental groups, School Newsletters (5), newspaper advertisements, news releases and bulletins as issued by the School Board.

Data Analysis

Analysis of Single Variables

All analysis of survey data was performed with the Statistical Package for the Social Sciences PC+ version 4.0 (SPSS/PC+ v4.0) on a personal computer at the University of Calgary. For analysis the following seven groups of community members were used: Parents, Teachers, Administration, Parent Advisory Council (PAC), Trustees, Principal and Priest.

Ranking Procedures

On ranking questions respondents ranked five choices using a forced choice method; 1- most important to 5- least important. Sometimes respondents refused to rank some questions and left the ranking space blank. These non-responses were excluded from the analysis. In other instances respondents rated two, or more, items identically. For example a rating of 1,1,2,3,4 on five questions would have been treated as follows. The two items with highest priority would have been entered with a ranking of 1.5 to show high but shared importance. The remaining rankings would be demoted to maintain the relationship of importance to the first items. Here, the final ranking would be transformed to 1.5, 1.5, 3, 4, 5. This procedure was also followed in cases of triple ties and ties in second or other places. No similar difficulties were experienced on questions with responses that called for the respondents to rate their answers.

Non-parametric procedures

The statistical analyses relied upon two statistical tests. The first being the Kruskal-Wallis one-way analysis of variance by ranks statistic and the second the Wilcoxon Mann-Whitney Rank Sum test. These tests were selected on the basis of the type of data collected (ordinal) and for their ability to discriminate differences between groups with small populations ($N < 30$). The assumptions necessary for "t" or "F" tests were not met either by the ordinal level of measurement or the quantity of observations collected in this study.

The Kruskal-Wallis test is useful for determining if k independent samples of a variable are from different populations. This statistic is conservative in its assumptions (ordinal measurement and similar underlying continuous distribution of variables) and is sensitive to differences in populations even with small numbers of 2 or 3 per group (Kruskal & Wallis, 1952; Lehmann & D'abrera, 1975; Siegel & Castellan, 1988). The Wilcoxon Mann-Whitney Rank Sum test has similar assumptions (ordinal data, continuous similar distribution) to the Kruskal-Wallis statistic and was used as a post-hoc procedure to conduct one-to-one comparisons between groups within the same time period and to compare individual groups between time periods. (Lieberson, 1976; Siegel & Castellan, 1988).

Initial Survey

Data from the 111 surveys were analyzed using the previously mentioned non-parametric procedures. The level of significance used was ($p < .05$). Each of the survey questions was coded as a single variable. Of the 47 variables analyzed by the Kruskal-Wallis statistic, 10 were found to have differences at ($p < .05$). In the post-hoc procedure using the Wilcoxon Mann-Whitney Rank Sum test, on those 10 questions, one-to-one comparisons of groups with adequate populations were compared (Lieberson, 1976; Siegel & Castellan, 1988). This test was conducted on the following combinations: Parents and

Teachers, Parents and Parent Advisory Council (PAC), Parents and Trustees, Teachers and PAC and Teachers and Trustees.

To explore differences among the smaller groups, Teachers and Parents were excluded from a final analysis for group differences by a repeat analysis using the Kruskal-Wallis one-way ANOVA. Groups represented in this tertiary stage were, Priest, Principal, PAC, Trustees and Administration.

Second Survey

An identical statistical analysis was performed on the data resulting from the second survey administration. This analysis showed four questions where differences between the groups were significant.

Comparison Analysis

To compare the changes over time the results from the two surveys were combined into a single data set. An analysis using the Wilcoxon Mann-Whitney test was performed on individual questions to determine change over time between the two surveys. While the level of significance ($p < .05$) was used throughout this study some results greater than ($p < .05$) are included in Chapter 4 and are discussed from a qualitative viewpoint.

Analysis of Aggregate Variables

Combination of Variables

Within the original survey questions there were several themes that had surfaced during the original interviews. The survey questions were regrouped according to these themes and new variables generated (E1 through E12 - E represents Elements). These new variables and the survey questions that they are composed of are detailed in Table 4.

Specifically, the themes are: Reinforcement of the Family, Spiritual Development, Academic Emphasis, Variety, Structure, Parental Roles, Trustees' Roles, Principal's Role and Teachers' Roles.

Table 4
Composition of Aggregate Variables

Mission

(E1) Reinforcement of the Family

- Q9 to have the school, through its activities, emphasize the family nature of the community.
- Q15 incorporating liturgies and family celebrations in the school.
- Q23 integrate the Church, family and school.
- Q26 A feeling that you are part of a family and that there are people there who care.

Goals / Means

(E2) Spiritual Development - School based

- Q11 teaching children the basics of their faith.
- Q20 developing their spiritual life.
- Q21 provide a community of faith bent on imparting, *over and above an academic education*, all the help it can give to its members to adopt a Christian way of life.
- Q44 being a role model for the teachings of Christ.

(E3) Spiritual Development - Outside school

- Q24 have the same goals as public education but with religion as an extra component.
- Q31 being the primary religious educator of the child.

(E4) Academics

- Q4 challenging the students intellectually.
- Q16 developing intellectual/academic abilities.
- Q43 transmitting knowledge.

(E5) Balance and Variety

- Q5 providing the opportunity for varied experiences in addition to the Alberta Education curriculum.
- Q8 a wide variety of activities for the students to choose from.
- Q30 A sense of activity that encompasses the school.
- Q47 providing a balance between all aspects of the students learning experience.

(E6) Structure

- Q22 provide a structured atmosphere for academic and spiritual growth.
- Q27 A place which offers a structured environment.
- Q45 providing a structured atmosphere for learning.

Table 4 (continued)
Composition of Aggregate Variables

Roles

(E7) Parental - Low involvement

- Q32 providing support and reinforcement to the school.
- Q34 letting the school do the job it was designed for.

(E8) Parental -High involvement

- Q33 being involved in curriculum decisions pertaining to non-Alberta Education prescribed topics.
- Q35 active involvement in formation of school policies.

(E9) Principal

- Q37 being the educational leader of the community.
- Q38 developing the character of the school.

(E10) Trustees

- Q40 giving positive direction to the staff.
- Q41 developing the uniqueness of the school.

(E11) Teacher -Traditional

- Q43 transmitting knowledge.
- Q45 providing a structured atmosphere for learning.

(E12) Teacher - Spiritual

- Q44 being a role model for the teachings of Christ.
- Q46 establishing a good rapport with the students.

Statistical Analyses of Aggregate Variables

To determine any differences in the populations and changes over time both Kruskal-Wallis and Wilcoxon Mann-Whitney statistical tests were conducted first between the various groups and then within each group controlling for time in the aggregate variables.

Analysis of Observation, Interview and Document Data

The intent behind the observations, interviews and collection of documents was primarily to add depth and understanding to the survey results. To this end, the analysis of

the information collected was performed by examining the various types of data for instances relating to the aggregate variables outlined in Table 4. These data were coded on a matrix by data type (ie. observations, documents or interview), theme (from aggregate variables), source (Teachers, Principal, Trustee etc.) and chronological occurrence. A sample of the matrix used is included in Appendix J (page 119). The resulting matrices were then compared to each other to reveal general themes and the emphasis that the school placed on these themes as time progressed.

Following in the next chapter are the results from the data analyses described above.

Chapter 4

FINDINGS

In this chapter the results of the data analyses of the surveys will be presented in six tables, explained and related to the individual research questions.

Survey One

Results from the first survey represent any preconceptions the member groups had before the opening of the school and are interpreted as representing aspects of the early school culture. Timing of the first survey, late August and the first week of September, was chosen to minimize the reciprocal socialization effects that members, new and old, may have had on each other.

Results of the first survey show a lack of consensus and supports the first research question. On a per question basis over 20 percent of the questions reflect significant differences between the analysis groups. Table 5 (page 43) summarizes the 10 individual questions, where significant differences were found between groups, in relation to the elements of the Cultural Formation Model (pages 17 and 18).

In Table 5, results from the Kruskal-Wallis (KW) and Wilcoxon Mann-Whitney (WMW) statistics discussed in Chapter 3 are listed. The results shown represent the mean ranking of the survey responses of each group when considered in context within the entire surveyed population for each question.

For example, the first set of figures in Table 5 reports the results of the Kruskal-Wallis test (KW) for Question 2- "providing an opportunity for the students to succeed". The value indicated under "Max. Rank" is the lowest rank possible in terms of importance, in this case 93.

A group ranking of 26 out of 93 by Teachers indicates that Formative aspects of the Academic program as measured by the question "providing an opportunity for the students to succeed" is a higher priority for the Teachers than the Trustees who ranked this question 76 out of 93. Comparisons to all other groups are similarly displayed in Table 5. The level of significance ($p < .05$ for this study) can be read from the right most column. In this example, the differences between all groups is significant ($p = .0075$).

The results of the Wilcoxon Mann-Whitney (WMW) post hoc procedure is also shown for this question. The first (WMW) test shows a significant difference ($p = .0019$) between Parents (44/80) and Teachers (23/80). This result indicates a higher level of importance placed on the Formative aspects of the Academic program by the Teachers as compared to the Parents. Similarly when Teachers' responses (7/16) were compared to Trustees (15/16) the difference was also significant ($p = .0092$). Only questions where significant differences were found are indicated in Table 5.

The format for reporting the results as used in Table 5 and the interpretation outlined above is consistent throughout this study. The headings, such as "Formative" used in the example is representative of one of the community's orientations as outlined in Chapter 3 (p. 30). These orientations are related to the Cultural Formation Model which are also outlined on page 30 and are repeated in the tables, by headings, to aid in interpretation of the results.

Table 5

Mean Ranking of Responses by Group from Initial Survey

Program Goals and Means of Attainment

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Rank	Prob.
Q2 - Formative "providing an opportunity for the students to succeed."									
All Groups									
KW	50	26	32	54	76	10	80	93	.0075
Parents/Teachers									
WMW	44	23						80	.0019
Teachers/Trustees									
WMW		7			15			16	.0092
Q3 -Basic "providing a base for further education."									
All Groups									
KW	42	63	62	37	69	83	83	93	.0256
Parents/Teachers									
WMW	38	55						80	.0103
Teachers/P.A.C.									
WMW		11		6				18	.0351
Q10 - Competitive "team sports/competitive opportunities."									
All Groups									
KW	44	70	60	41	60	73	73	97	.0196
Parents/Teachers									
WMW	39	61						84	.0007
Teachers/Administration									
WMW		11	6					18	.0113

Table 5 (con't)

Mean Ranking of Responses by Group from Initial Survey

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Rank	Prob. Rank
Q11- Catechal "teaching children the basics of their faith."									
All Groups									
KW	51	43	83	31	25	93	9	96	.0187
Groups without Parents/Teachers									
KW			12	6	5	14	3	14	.06
Q12 -Ambience "the emphasis of Christian morals in the school."									
All Groups									
KW	48	46	24	74	63	24	86	97	.0490
Groups without Parents/Teachers									
KW			3	10	8	3	13	14	.0352
Parents/P.A.C.									
WMW	37			58				76	.0182
Teachers/P.A.C.									
WMW		8		14				19	.0335
<u>Mission</u>									
Q23 - Integrative "integrate the Church, family and school."									
All Groups									
KW	60	31	31	61	48	31	83	110	.0073
Parents/Teachers									
WMW	52	27						96	.0003
Teachers/P.A.C.									
WMW		9		14				19	.0053
Teachers/Trustees									
WMW		8			14			17	.0308

Table 5 (con't)

Mean Ranking of Responses by Group from Initial Survey

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Prob. Rank
<u>Roles</u>								
-Parent								
Q35 - High Involvement "active involvement in the formation of school policies."								
All Groups								
KW	51	65	97	45	69	92	51	108 .0454
-Principal								
Q38 - Character "developing the character of the school"								
All Groups								
KW	57	55	46	30	30	104	30	107 .0546
Groups without Parents/Teachers								
KW			9	7	7	14	7	14 .07
-Teacher								
Q43 - Transmission "transmitting knowledge."								
All Groups								
KW	42	81	49	46	63	73	73	98 .0004
Parents/Teachers								
WMW	38	70						85 .0000
Teachers/P.A.C.								
WMW		12		4				18 .0056
Teachers/Trustees								
WMW		10			4			17 .0319

Table 5 (con't)

Mean Ranking of Responses by Group from Initial Survey

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Rank	Prob.
Q44 - Role model "being a role model for the teachings of Christ"									
All Groups									
KW	55	27	48	61	28	11	11	98	.0056
Parents/Teachers									
WMW	47	23						85	.0006
Teachers/P.A.C.									
WMW		8		16				19	.0092

Survey Two

The results from the second survey reflected the consensus that developed over the first three months in the school's operation and is used as an indicator of the measure of cultural formation. The timing of the second survey, late November and the first weeks of December, allowed respondents time to reflect any changes from their perceptions on the first survey. The second survey also coincided with the completion of Parent-Teacher interviews.

As expected, the survey questions in which there were significant differences decreased to only four from ten on the first survey. These are detailed on Table 6 (page 48). The results indicated in Table 6 generally provide support for the third research question regarding the formation of consensus within a short time period. Two of the four questions (Question 2: Academics-Formative - "providing an opportunity for the students to succeed" and Question 43: Teacher Role- "knowledge transmission") which were found significant on the second survey reflected the positions taken by the various members on the first survey. Two other questions about Principal and Teacher roles were significant on the second survey but not on the first. Question 39 related to the Principal's role of "facilitating communication with Teachers and Parents" and the other, Question 47, referred to "providing a balance..." to the students by the Teacher.

Results for Effectiveness Measurement on the second survey were non-significant overall. Near significance ($p = .0794$) was found only on one of the seven questions introduced to determine criteria for effectiveness measurement. This was the question about "Academic progress of the students" (Question 50). Parents and PAC (Parents' Advisory Council) rated this highly when compared to Teachers, Trustees, Principal and the Priest.

Table 6
Mean Ranking of Responses by Group from Second Survey

Program Goals and Means of Attainment

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Prob. Rank
Q2- Formative "providing an opportunity for the students to succeed."								
All Groups								
KW 25	14	5	28	31	5	31	44	.0596
Parents/Teachers								
WMW 20	12						35	.0211
Teachers/P.A.C.								
WMW	7		10				14	.0585
Teachers/Trustees								
WMW	6				12		13	.0142

Roles

-Principal

Q39 -Communication "facilitating communication with teachers and parents."

All Groups								
KW 27	14	14	25	21	14	36	45	.0668
Parents/Teachers								
WMW 21	11						35	.0030
Teachers/P.A.C.								
WMW	7		10				14	.0199
Teachers/Trustees								
WMW	7				9		13	.0679

Table 6 (con't)

Mean Ranking of Responses by Group from Second Survey

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Prob. Rank
<u>Roles</u>								
-Teacher								
Q43 - Transmission "transmitting knowledge."								
All Groups								
KW	20	30	38	26	10	9	38	44 .0543
Parents/Teachers								
WMW	15	23						34 .0264
P.A.C./Trustees								
WMW				5	2			7 .0666
Q47 - Balance "providing a balance between all aspects of the student's learning experience."								
All Groups								
KW	26	15	33	12	30	24	6	45 .0582
Parents/Teachers								
WMW	20	11						34 .0176
Parents/Administration								
WMW	15		7					27 .0519
Teachers/Trustees								
WMW		6			11			13 .0364
P.A.C./Trustees								
WMW			3	6				7 .0456

Common Results

Single Variable Comparisons

The results of the individual questions from both surveys are summarized and compared on charts 1-10 in Appendix I (page 109). These charts are included to give a graphical interpretation of the school system's growth. They illuminate the subtle shifts in the process of culture formation as well as identifying the cultural actors. The charts indicate the following elements: charts 1 to 3 - program means, chart 4 - program goals, chart 5 - school mission, chart 6 - atmosphere and charts 7 to 10 - roles. The mean rankings from each survey question by group is shown on a line scale that reflects the ranked means from lowest to highest for both surveys. The individual group's mean ranking is indicated by their position on the scale in relation to the other groups mean ranking. The positioning above the line reflects the responses to the first survey and below the line reflects responses on the second survey.

While the graphical interpretation is helpful, the significance of the differences in placement is not easily discernable from the line scales. Table 7 (page 51) relates the significance levels of these changes on the individual questions as measured by the Wilcoxon Mann-Whitney test statistic. This test measured the differences between each individual group's responses according to time period by question. This table shows the mean rating from the first and second surveys and the theoretical upper limit of rankings. Significant results were only found for Teachers, Parents and the PAC while individual and small group comparisons did not meet the criteria of the statistical procedures outlined in Chapter 3. The format used in this table and repeated in future discussion is (mean ranking September survey/ mean ranking November survey/ maximum ranking/ significance level from WMW test)

Table 7

Changes in Ranked Means in Individual Questions by Time

Subject/Questions	Parents	Teachers	PAC
(Mean Rank September/Mean Rank November/Max. Rank/ Significance level)			
Program Means			
Spiritual			
Q15 - Liturgies	(45/ 34/ 83/ .0502)	(15/ 9/ 23/ .0306)	
Mission			
Q23 - Integrative		(11/ 14/ 23/ .0383)	
Atmosphere			
Q27 - Structure		(15/ 9/ 23/ .0176)	
Q28 - Contemplative			(4/ 7/ 9/ .0281)
Q29 - Uniqueness	(42/ 59/ 91/ .0025)		
Roles			
-Principal			
Q39 - Communication	(43/ 53/ 90/ .0460)	(13/ 10/ 22/ .0486)	
-Teacher			
Q45 - Structure			(3/ 8/ 9/ .0184)

The combination of the statistical and graphical analysis of the individual questions gives an indication of the amount and direction of change but they do not relate the general themes that these changes are reflective of. Consequently, analysis of the aggregate variables that described the general themes that emerged in this study is useful in

determining the direction that the school system developed as well as identifying and gauging the effect that the major actors had in the development of the school's culture.

Aggregate Variables

The regrouping and comparison of variables as outlined in Chapter 3 (Table 4 pages 38 and 39) resulted in several significant differences emerging between the groups regarding the major themes of this study. To summarize, the major themes represented by the aggregate variables are: Mission (Reinforcement of the family and Church), Goals and Program Means (Spiritual, Academic, Structural, Variety) and Roles (Parental, Principal, Teacher and Trustees).

These themes were compared by individual groups within the same time frame with the Kruskal-Wallis statistic. To an extent, this comparison summarizes the results from Table 5 (page 43) and Table 6 (page 48) but also provides clearer reflections of the major themes of the study. As with Tables 5 and 6 the results are the ranked means of all responses displayed by analysis group with the theoretical maximum ranking and level of significance indicated on the right side of the table. Of the twelve aggregate variables formed, five were significant within either the September or November time periods.

The five significant variables were: E1- Reinforcing Nature of the School, E2 - Spiritual nature of the school program, E4 - Academic nature of the school program, E5 - Variety and balance in school program, E11- Teachers' Traditional role and E12- Teachers' Spiritual Role. Results for all 12 variables by group are shown in Table 8 (page 53). T(1) refers to the first survey administered in September and T(2) refers to the second survey administered in November.

Table 8

Group Mean Rankings by Aggregate Variables - September T(1) and November T(2)

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Rank	Prob.
E1 Reinforcing									
T(1)	49	40	19	30	19	18	47	87	.0847
T(2)	25	21	21	12	8	30	37	42	.1385
E2 Spiritual - In School									
T(1)	49	27	36	25	32	45	2	84	.0241
T(2)	24	17	9	20	18	17	33	41	.6250
E3 Spiritual - Out of School									
T(1)	46	52	32	33	53	40	80	91	.5836
T(2)	21	22	35	27	26	15	25	44	.8741
E4 Academic									
T(1)	38	66	47	51	34	42	69	86	.0212
T(2)	21	33	28	16	9	5	9	42	.0210
E5 Variety									
T(1)	45	37	53	51	49	53	18	87	.7797
T(2)	25	15	37	21	35	9	3	43	.0438
E6 Structure									
T(1)	44	50	48	27	48	30	86	88	.3948
T(2)	19	26	24	27	21	24	33	43	.7395

Table 8 (con't.)

Group Mean Rankings by Aggregate Variables - September T(1) and November T(2)

	Parents	Teachers	Admin.	P.A.C.	Trustees	Principal	Priest	Max. Rank	Prob.
E7 Parental Low									
T(1)	46	45	40	36	60	30	75	90	.7285
T(2)	24	17	42	18	24	26	26	44	.5114
E8 Parental High									
T(1)	44	49	66	29	77	66	40	90	.1227
T(2)	21	22	36	17	35	36	14	44	.3430
E9 Principal - Leader									
T(1)	48	46	35	28	26	68	18	90	.2738
T(2)	24	22	31	22	20	8	20	44	.8912
E10 Trustee - Leader									
T(1)	49	40	22	37	60	45	45	91	.4451
T(2)	22	21	27	30	30	4	12	44	.4168
E11 Teacher (Traditional)									
T(1)	40	69	58	28	58	52	86	90	.0029
T(2)	17	30	27	32	17	20	34	43	.0589
E12 Teacher (Spiritual)									
T(1)	51	27	31	58	26	9	3	90	.0057
T(2)	24	19	7	21	22	23	23	43	.8598

A major focus of this study was the growth of the school system's organizational culture as measured by the degree of consensus on the major themes outlined in Chapter 3. The comparison of all group's change between time periods as measured by the aggregate variables was calculated with the Wilcoxon Mann-Whitney statistic. The results of this analysis reflect the overall degree of consensus and is indicative of the growth of the school system's organizational culture. The results are shown in Table 9.

Table 9
Changes for All Groups by Time

	Mean Ranks		Max. Prob.
	T(1)	T(2)	Ranks
E1 Reinforcing	71	55	129 .0267
E2 Spiritual - In School	69	51	125 .0090
E3 Spiritual - Out of School	65	76	135 .1187
E4 Academic	62	72	128 .1415
E5 Variety	62	75	130 .0519
E6 Structure	68	63	131 .4609
E7 Parental Low	68	69	134 .8773
E8 Parental High	63	79	134 .0240
E9 Principal - Leader	67	71	134 .5095
E10 Trustee - Leader	72	61	135 .0961
E11 Teacher (Traditional)	64	75	133 .1340
E12 Teacher (Spiritual)	72	58	133 .0378

Of the 12 variables tested the Parents and the PAC are the only groups that showed a significant change in perception between surveys. Parents' and P.A.C.'s mean rankings are summarized in Table 10 (page 56).

Table 10
Changes in Ranked Means in Aggregate Variables by Time(T1/T2)

Variables	Parents	Teachers	PAC
(Mean Rank-September/Mean Rank-November/Maximum Rank/ Significance level)			
E1 Reinforcing	(45/ 34/ 83/.0736)		
E2 Spiritual - In School			
	(44/ 32/ 80/ .0369)		
E5 Variety	(39/ 52/ 84/ .0301)		
E11 Teacher - Traditional			(3/ 8/ 9/ .0135)
E12 Teacher - Spiritual			
	(47/ 36/ 87 / .0653)		(7/ 3/ 9/ .0595)

* Teachers' responses did not reflect any significant changes between the two surveys.

By combining the results from both surveys and the qualitative data gathered, the research questions posed in Chapter 2 (page 24) will be addressed in the following section.

Application to the Research Questions

Early Culture: Discussion of Research Question One

The characterization of the early culture of the school is presented according to the elements of Mission, Means and Roles from the Cultural Formation model (pages 17 and 18) and addresses the question of the composition of the early culture of the school.

Mission

A primary theme regarding the mission of the school was the reinforcing effect the school was to have with the Church and the family to build a greater sense of community.

Observations and participation at public meetings saw the theme of reinforcement as one of the central reasons for the formation of the new district. Parents and Trustees expressed concern that the existing school system did not reinforce the teachings of the Church nor reflect a family emphasis. A triangle with the family, Church and school at each vertex with the child in its interior became a symbol for the mission of the school. Each agency was to serve as reinforcement for each other for the ultimate good of the child. This theme emerged from the community and was articulated in the Mission Statement of the School District. A copy of the District Mission Statement is in Appendix H (page 108).

The community focus was referred to often in the advertising and bulletins published by the District, the local parish and school bulletins as well as being stressed at Parent Advisory meetings. In his opening address to the students and parents on the first day of school, the Principal reinforced this theme by ending his speech with the remarks that "...this is not my school, its not the teachers' school, its not the students' school,...its the community's school !"

Given the emphasis and importance of the theme of the mutual reinforcement of the School, Church and Family it was expected that when surveyed the parent groups would show a degree of consensus on this aspect of the school's mission. The aggregate variable (E1) used to measure the reinforcing theme was a composite of the elements of family liturgies, atmosphere, social activities and school mission. Table 6 (page 48) shows variable E1- Reinforcing as reflecting a high priority for both the PAC and Trustees but not

for Parents and overall receiving a slightly below median ranking from the community members. Closer examination of the individual variable Question 23 (Table 5, page 43) under Mission regarding the "integrative aspect" of the school shows that this value is even more strongly held by the new members of the organization (Teachers, Administration and the Principal) in comparison with established members. Consequently the notion that there might have been a strong consensus among the parent groups for the reinforcing theme is not supported by the survey results.

A possible explanation for this result could be that while there might have been vocal support for the reinforcing view among the Parents, their emphasis was directed more to the practical aspects of the school such as the academic and social programs. Their preference for these aspects of the school mission is reflected in their responses to program means in the next section.

The strong support of the reinforcing value by the newcomers could have come from two sources. The first being their experience in previous schools. Teachers hired were experienced and consequently the effects of their professional socialization with its emphasis on serving the child and the community may partly address this question.

The second reason for the support of the reinforcing theme was a reflection of the interview processes used by the School District. In this regard, two major themes regarding the criteria used in interviewing emerged from the discussions with the Trustees, Administration, Principal and Teachers. The first was the degree that the Teachers could contribute to the community outside the school. Involvement took the forms of joining the local parish, participating in existing social and sport groups as well as which talents and abilities the Teacher could bring to both the school and the community.

The second theme was the Teachers' reaction to the District Mission Statement. During the interview process many of the major themes covered in the Mission Statement were presented and discussed with the Teachers. These themes were the mutually reinforcing aspect of the school, Church and family, the concentration on Christian values and academic growth in the school, the uniqueness of each individual, a wholistic approach to education, the role of the Church in education and the cooperative aspects of the educational process. The Teacher's reaction to these themes played an important part in the final choice. Teachers were chosen based partly upon their responses to these major themes and the survey results reflect their orientation to the overall school mission.

A degree of consensus developed on the mutually reinforcing theme between the two administrations of the survey with Parents showing a near significant change in their attitudes ($p = .0736$, Table 10, page 56) and the community as a whole emphasizing significantly more the reinforcing nature of the school's mission $71/55/129/.0267$ (Table 9, page 55).

Means

The characteristics of the early culture of a school is also presented through the means by which the school's mission and program goals are achieved. The means were divided into three major areas in the survey. The three means related to the academic, social and spiritual developmental aspects of a Catholic school. The survey results reflected areas of consensus, disagreement and inflexibility.

Academic Development. The emphasis on academics as measured by Question 2 "providing opportunities for success" and Question 3 "challenging the students" on the first survey showed significant differences between all groups ($p = .0075$) and ($p = .0256$)

(Table 5, page 43). Teachers preferring the former and Parents and PAC (Parent Advisory Council) the latter.

The theme of Academics was prevalent and consistent among the parent groups throughout the period of the study. The survey results show that on the grouped variable E4 - Academic Means and the individual variable Question 43 - Teachers role in "transmission of knowledge", that from the parental viewpoint the priority in Academics was excellence and that the Teachers' major role was to act as a transmitter of knowledge.

The school program reflected this emphasis with small class sizes, 320 minutes of instruction a day and over 195 days of instruction per year. Many Teachers had post-graduate work or Master's degrees besides their undergraduate degrees reflecting the District's commitment to the academic aspects of the school. The Teachers also supported the academic emphasis with the presentation to the community and implementation of an academic skills enhancement program very early in the school year. However, according to the survey results, Teachers did not see themselves as "transmitters of knowledge" as specified in Question 43 or show preference for the academic aspect of the school program as measured by aggregate variable E4- Academic Means.

The Teachers' emphasis was reflected in their responses to Question 2 - "providing opportunities for the student to succeed" on both surveys. This emphasis regarding Academics, reflects the significance given to whole child approach stressed by the District and emphasized in the Mission Statement.

A dichotomy of group views, especially between Teachers and Parents, was clear in both time periods ($p = .0212$, $p = .0210$, Table 8, page 53). According to the survey

results, this dichotomy regarding the different emphases on Academics has not changed with time.

Social Development. The "inclusion of competitive sports" as measured by Question 10 was seen as a priority by Parents on the initial survey. Compared to other groups, Parents wanted competitive sports included as a means of education ($p = .0196$, Table 5, page 43). The category of social development was also measured by the grouped variable E5 - Variety. It reflected the wish for variety and balance in the school program outside Academics. While there was general consensus on this aspect on the first survey, disagreement had developed by the second survey with the Parents significantly ($p = .0301$, Table 10, page 56) de-emphasizing this aspect.

These results indicate a repetition of the theme of the importance of Academics from the Parents' perspective and a concentration on the whole child by the Teachers. This effect may be also explained by the Principal's general philosophy towards students which he had highlighted mainly regarding discipline but also generalized into other areas. He stressed "...doing what was right for the child" over other matters. He considered his *forté* to be dealing with children and his child-centred approach was reflected in his dealings with students and staff.

Spiritual Development. This category reflected the spiritual orientation of the school program and was comprised of two dimensions. First, there was the degree that the school should be responsible for the religious instruction of the students, Question 11- "teaching the children the basics of their faith". Religious instruction as measured by Question 11 was seen as a high priority by the Trustees, PAC and Priest ($p = .0187$, Table 5, page 43). The second dimension, represented by Question 12 "the emphasis of

Christian morals and values in the school", was given high priority by the Principal and Administration ($p = .0490$, Table 5, page 43).

The questions reflected on the survey in this section did not come exclusively from interview data as was the case with other sections. The *raison d'être* for Catholic schools rests upon the incorporation or emphasis of the religious training of its students (Buetow, 1988). While community views were included in formulating this section, mission statements from other Catholic school districts, Catholic school literature (Buetow, 1988; Fris, 1988; Laplante, 1985) and Catholic church publications (Congregation for Catholic Education, 1988; Declaration on Christian Education, 1965) also entered the design of choices. This was intended to reflect both the local and published views of the goals of Catholic education.

To be expected, the spiritual aspect of the school was a major theme throughout the formation of the School District and the start-up of the school. The emphasis on a Christian environment and concentration on Catholic values in the school was prevalent in early bulletins, advertisements and releases by the School District. The concentration on spiritual atmosphere was continued on through the school newsletter, with the inception of monthly student liturgies, the presence of religious symbols and prayer posters in all the classrooms and morning prayer gatherings of the staff and students.

The early survey results show, through the combined variable E2- Spiritual Development - In school, that the Parents did not see the school as providing spiritual leadership for the students to the same degree as compared to the Teachers who strongly supported this aspect of the school program. The second survey shows how the formation of the common belief of the school playing a leading spiritual role had changed between surveys ($p = .0090$, Table 9, page 55) and that, over time, the Parents were the group

who changed in their views 44/ 32 / 87/ .0369 (Table 10, page 56) to the position more closely aligned with the Teachers.

Roles

The dimensions of the roles played in the school by the Parents, Teachers, Principal and Trustees were accessed through 17 separate questions (Questions 31 through 47 in Appendix D, page 94) . The negotiation of roles and the corresponding areas of responsibility underwent a change of consensus particularly regarding those of the Parents, Principal and Teachers

Parent - High Involvement. The wish of parents to be "actively involved in the formation of school policies" (Question 35) was initially rated as low ($p = .0454$, Table 5, page 43) by the Principal, Teachers and Administration. The early response to the surveys showed that the Parents saw themselves as being highly involved in many areas of the school including formation of policy and curriculum decisions. This trend declined by the time of the second survey with Parents forming a general consensus with the other groups.

This can be explained by the presence of two separate influences. First, the parents had been highly involved with the start-up and organizational procedures of both the District and the school and felt a high degree of ownership that they wished to have continued. As well the Trustees had taken on an administrative role during the organizational period and were involved to a great degree. This allowed the Parents the opportunity to have an effect in many decisions.

The second influence could have been the result of the progress in the establishment of the school program. In follow-up interviews with Parents, a prevalent comment was the pleasure expressed in the depth and scope of the overall school program at a time when

operations were happening from a portable structure. This influence may be indicative of the amount of trust that Parents put into the school and staff that might have not been as evident at the time of the first survey.

Principal - Character. On the first survey in response to Question 38 "the development of the character of the school" most groups did not agree regarding this aspect of the Principal's role ($p = .0546$, Table 5, page 43). In interviews with Teachers and Trustees character development was seen to be a shared responsibility. The Principal specifically rated his role low as the prime actor in character development. In the next survey the Principal showed a higher rating for this aspect of his role in comparison with the other community members. Concurrently on the second survey, the question reflecting the "communication aspects" of his role was given less importance by Parents ($p = .0460$) but more by Teachers ($p = .0486$, Table, 7 page 51).

The explanation for the change in the Principal's role in the development of the character of the school could hinge on parental involvement. The early flush of parental involvement with the planning and organization of the District decreased with their increase in the trust of the school and its staff. It also appears that the responsibility for communication that Parents originally assumed has been passed onto the Principal. The theme of communication in terms of increased feedback was addressed by both the Principal and Superintendent in newsletters and public meetings. Consequently, the need for increased communication may have influenced the Principal to assume more of a leadership role in developing the character of the school.

The two major roles that Teachers play in the school as measured by the survey were those characterized by the categories Traditional and Spiritual. The category Traditional - E11 was derived by combining the responses to the questions regarding

"transmission of knowledge" and "providing structure" (Questions 43 and 46). The category Spiritual - E12 was formed from the responses to "being a role model for the teachings of Christ" and "establishing a good rapport with the students" (Questions 44 and 46)

Teacher - Traditional. The first role to be discussed is that of the Teacher in the traditional role of transmitting knowledge. This role was specifically reflected in Question 43 - "transmitting knowledge". The view of Teachers as being primarily transmitters of knowledge was strongly held by Parents and the PAC. The Traditional category reflects a dichotomy seen earlier in other categories. Newcomers (Teachers, Principal and Administration) and the Trustees all saw the Teacher's role in knowledge transmission as a low priority when compared to the remaining parent groups. There was no consensus ($p = .0589$, Table 8, page 53) with the passage of time although the Trustees and the Principal did give this category a higher ranking on the second survey. The overall ranking of the importance of the transmission aspect of the Teacher's role declined, but not significantly, between the two surveys and does not appear contentious. However, the differences in orientation between the Parents and Teachers in this aspect seems to have a sense of permanence.

The criteria used in hiring the Teachers would have some bearing in this discussion. Evidence of the Teachers' academic excellence and growth and their experience was a factor in the interview process. The criteria for hiring Teachers was readily shared at public meetings and in interviews by the Trustees and Administration. The emphasis in this regard was to staff the school with teachers who had "been there" to ensure that the school had a successful start-up. It was a common theme among the Teachers and Principal that the school, although starting off in a portable structure, had to "make it" in the first year. The perception of "making it" was not centered on Academics,

although they did play an important role. Making it was defined as: "showing the community that we are here to stay", "establishing ourselves in comparison with other schools" and "creating a school with a difference."

The Parent's emphasis on Academics, as found in the survey, reflects a different view of "making it." However, when the criteria for "effectiveness" were measured on the second survey, no significant differences were found between the community groups although Academic progress was one of the choices.

Teacher - Spiritual. The role of the Teacher as a spiritual model included responses to "being a role model for Christ's teachings "(Question 44). Teachers, Trustees, Principal and Priest rated the composite variable E12 - Teacher Role: Spiritual highly. The Spiritual category, Variable E12 is again reflective of the dichotomy of community views. In this instance the original diverse orientations ($p=.0057$, Table 8, page 53, T(1)) coalesced into a near unanimous consensus ($p=.8598$, T(2)) with the overall category showing a significant increase in importance by community members (72/ 58/ 133/ .0378, Table 9, page 55).

The factor, Teacher as role models, appears to take precedence and surfaced from the hiring criteria. The emphasis on role modelling reflected the wish for the founders to develop the faith aspect of the school as modelled by the Teachers. Teachers were not required to be Catholic but were required to be practicing in their own faith.

The role modelling by the Teachers, as well the recurring emphasis upon the Christian atmosphere in bulletins and public meetings, may explain the shift in orientations for this category. Nonetheless, it is surprising to see the size of change. This change may

be indicative of the degree of influence that the Teachers have on Parent's attitudes or Parents relinquishing this role to a greater degree to the Teachers.

Dichotomy of Views: Discussion of Research Question Two

When grouped according to time in the community the established (Parents, PAC, Trustees and Priest) versus the newcomers (Teachers, Principal and Administration) a dichotomy of value orientations as hypothesized in the second research question did emerge from the results of the first survey. This is tempered somewhat by the degree of involvement of the group. For example, the Trustees may be as likely to agree with the Principal and Administration in some areas and Parents in others as the specific results show. However, clearly there are differences between the value orientations of the populations especially when characterized by newcomers as represented by Teachers and established as represented by Parents.

A simplification of the early culture of the community at the time of the first survey based upon this assertion can be related as follows. The older group (Parents, PAC, Trustees and Priest) sees the school as a "school first" with a focus on Academics and opportunities for competition and team sports. This group exhibited a high desire to be involved in decision making but saw the Principal as the person who would develop the character of the school. The Teacher was viewed as a transmitter of knowledge but not as a spiritual role model.

The newer members of the community (Teachers, Principal and Administration) stressed providing opportunities for academic success; however the concentration on "basic" education was rated low. This group, especially Teachers, rated highly the spiritual aspects of the program including teaching children the basics of their faith and the emphasis

of morals and values in the school (especially Teachers). The Teachers saw the school's mission as being one of integrating the family and Church. The newer group minimized the importance of the knowledge transmission aspect of the Teachers' role and rated Teacher spiritual role modeling higher than the older group.

Development of Consensus: Discussion of Research Question 3

The results only provide partial support for the third question regarding consensus. However, the trend toward consensus is clear. All of the results referred to in this section relate to Table 8, page 53. The categories relating to Out of School Spiritual focus, Structured Atmosphere, Parental Involvement, Principal and Trustee Leadership all reflected initial and ongoing consensus (E3 - Spiritual Development: Outside School, E6 - Structure, E8 - Parental Role: High Involvement, E9 - Principal's Role: Character, E10 - Trustee's Role: Leadership). New consensus did develop around the themes of Spirituality in the School (E2) and the Teachers' spiritual role (E12).

The themes about the School Mission (E1) and the Teachers' role (E11) show movement to consensus but still reflect near significant differences. The topic of Academic emphasis (E4) shows no consensus and no real differences between time periods. The emphasis on Variety in the school program (E5) reflects a degree of disagreement in which prior consensus has dissipated into significant differences between the groups.

Of the areas where consensus has been reached, the essential area would appear to be School Mission. Based upon Schein's Cultural Formation model, consensus on the goals, means and measurement aspects of external adaptation are all dependent upon consensus regarding the mission of the organization. However, as noted above areas in the

categories of goals and means reflected consensus on the first survey prior to the consensus on mission.

The survey results show that consensus on the means and goals was evident in two cases Spirituality (E2 and E3) and Structure (E6). The early dichotomy in the Academic focus of the school (E4) with the addition of the disagreement regarding Variety (E5) shows that these elements may still be under negotiation by the school community.

Regarding role responsibility and role definition the trends evident in regards to the Principal and Teachers are as follows. The Principal plays a variable role. In the early period of September and October, the perception of his emphasis was seen in the themes of cooperation, reflecting the community in the school and developing the Catholic character of the school. In this stage many of his efforts went into finding out the community's wishes and introducing those in the school. In the following stage the focus of his messages was concerned more with school discipline, student behavior and student recognition. The survey responses reflect no change in the community's perception of his role but as mentioned before, the Principal's own perception changed between the two survey administrations. This change may be indicative of his perception of the growth of the school and the change of focus from external to internal matters.

As discussed earlier the view of the Teachers' role showed indications of both consensus and intransigence. The consensus about the Spiritual aspects of the Teachers' role reflects the consensus established in the second survey regarding the spiritual focus of the school. The rigidity of the views regarding the Traditional view of the Teacher may be permanent and reflect differences in Teacher and Parent socialization that will not allow consensus.

Mutual Convergence of Values: Discussion of Research Question Four

The fourth research question regarding the reflection in the values consensus of aspects of both the established and newly arrived members is not supported by this study. On the contrary, comparison of survey results show that where there is change it is likelier to centre on values originally held by the Teachers. The exception to this, on the individual survey questions, was Question 39 - regarding the Principal's role in "facilitating communication". However on the grouped variables where consensus was formed or increased it was the orientations of the Parents that moved to those held by the Teachers as also seen in Tables 6 and 7, pages 48 and 51.

Of the 4 grouped variables (E1 - Reinforcement of the Family, E2 - Spiritual Development: School Based, E11 - Teacher's Role: Traditional, E12 - Teacher's Role : Spiritual) that reflect a significant change between time periods towards consensus, the Wilcoxon Mann-Whitney tests statistic indicates that 3 of these reflect a significant amount of change by the Parents or the PAC. This result indicates that the Teachers and the Principal have a large degree of influence on the formation of the culture of this organization.

Summary of Major Findings

An examination of the development of the school's culture resulted in the following findings regarding the research questions posed in Chapter 2, page 24.

- 1) Initial values in the school community were varied and reflected a dichotomy of orientations between those held by the newcomers (Teachers, Principal and Administration)

and those held by the established residents (Parents, Parents' Advisory Council (PAC), Priest and Trustees).

2) Consensus among the parent groups (Parents, PAC and Trustees) was not strong on many aspects of the Cultural Formation model including School Mission, Academic, Social, Spiritual Means and Parental, Teacher, Trustee and Principal's Roles.

3) Consensus regarding the overall mission of the school system was initially weak throughout the community but gained strength with the passage of time. Consensus was varied regarding the areas of Roles, Means, Goals and Effectiveness Measurement.

4) The dichotomy between groups at the time of the initial survey dissipated to a degree. Consensus, when achieved, formed around values held by newcomers more than the established members.

In the following chapter conclusions are drawn and discussed based upon the findings presented in this chapter.

Chapter 5

CONCLUSIONS

In this chapter, the nature of the study is revisited and conclusions are presented based upon the summary of the findings from the previous chapter. A discussion regarding the pertinence of the organizational culture perspective to developing organizations is followed by recommendations for further study.

Nature of the Study Revisited

This study examined the development of the culture of a new school system by identifying the values and orientations that were present both within the formal organization of the school and the local community. It also sought to examine the process of forming consensus by studying which and whose values ultimately formed the basis of the culture. A primary assumption in the study was that a school's culture, or the shared expectations of what is or what ought to be, comes both from the distant external environment common to most schools and the local setting (Corbett, Firestone and Rossman, 1987).

Conclusions

In this section, three major conclusions based upon the findings are drawn and discussed in relationship to the cultural formation model used.

Conclusion 1

The formation of the culture of this organization was not a top down process.

Based upon the Cultural Formation model, the achievement of consensus regarding the aspect of mission is central to the organization's success. Other aspects of external

adaptation, and to a certain extent internal integration, are dependent upon mission consensus being achieved.

A part of the organizational culture literature suggests that in corporate organizations the founder will clearly articulate the values and use a variety of mechanisms to impose those values into the organization (Dyer, 1985). In this instance, the founders of the District can be defined as the Trustees, Priest and several involved parents. Schein (1985b) suggests that the "imbedding" of culture is one of the founder's roles. The mechanisms used by the founder to imbed his values into the culture include what they pay attention to, reaction to critical events, role modelling, allocation of rewards and recruitment and selection strategies. In this case study, only one of the mechanisms, recruitment and selection strategies, that Schein proposes appears to have an effect.

The criteria used in the recruitment and selection of Teachers and Principal played an important role in the realization of the school's mission. The selection of personnel that supported the orientations enumerated in the Mission Statement is perhaps the only method of general control the founders had in implementing their vision. It was found that, generally, the newer members of the organization (represented by the Teachers) supported the articulated mission of the school more strongly than the established members (Parents). This result is supported by the data and can be explained by the presence of factors relating to the Teachers and Parents.

The criteria for recruitment and selection of Teachers with a focus on the school mission partially explains the tendency for Teachers to identify strongly and cohesively with the School District's articulated mission. In the context of the accelerated school opening, Teachers, Principal and Administrators related that they felt a strong responsibility in making the school a success. It is possible that the external pressures for success

resulted in a strong feeling of internal cohesiveness. Achieving success was seen as a major challenge and served as a basis for consensus on the school mission.

The data collected from interviews and observations conducted and supported by the survey results identified the diversity of wants throughout the parent population. The lack of focus of these desires might be accounted for by two explanations. First, the opportunity to influence the development of the school organization allowed parents to express a wide variety of views freely especially during the early stage of the formation of the organization. The survey results reflect the changing parental involvement. Secondly, the fact that only 50 percent of the Parent population had received their own education in Catholic schools might be a factor. The experience with the nature and mission of a Catholic school by half the population was limited. The second survey shows that the diffuse views of the Parents regarding the school's mission have become more focused.

It was evident from observations and interviews and supported by the survey data, over time, that the major actors who articulated the school mission for the Parents had become the Principal and Teachers. The fact that consensus was reached and the views coalesced around those held by the Teachers and the Principal show that Teachers and the Principal are the major cultural actors in enshrining the mission statement within the culture in this case study. This case study supports the view that the early established founders are not the sole nor dominant source of culture which is eventually created.

The results of this study suggest a generalization specifically with regard to the roles that Teachers play. Since Teachers are major cultural actors, efforts for change of a school's culture must involve, if not be initiated, by the Teachers themselves. Efforts to change a school's culture or to consider its evolution without consideration of the Teachers' predominant role would be to condemn the change to failure.

Conclusion 2

The development of the culture of the school in this case study follows a model of cultural differentiation.

The cultural differentiation view held by Martin, Silkin and Boehn (1985), which recognizes the characteristics of heterogeneity and multiple subcultures, more accurately reflects the school studied in this case study. This conclusion is based upon the comparison of results of the perceptions of all groups and is particularly evident between the views held by Teachers (new) and the Parents (established).

In the context of the cultural model there do appear to be limits regarding the influence that can be exerted by specific community members. For example, many elements of internal integration (Concepts, Boundaries, Intimacy, Ideology, Correction, Rewards and Status) would be determined within the school itself by the Teachers and Principal. The remaining elements of Mission, Roles, Goals and Means and Measure would be negotiated by the Teachers and the Principal with the community as a whole.

The influence by the Teachers on these aspects of the organizational culture of the school is seen in the survey results as presented throughout Chapter 4 and in the preceding discussion regarding the school mission (page 74). The results also give an indication what effect other groups may have had in influencing the formation of the culture of the organization in this study.

Although the results show consensus around many of the values held by Teachers, there is a degree of divergence between the orientations held by the community members and Teachers. Some differences in orientation appear to have a degree of permanence.

The study only covered a period of four months and the organization is still in the early stages of its development. Roles are still being negotiated, priorities being set and belief systems emerging. Erikson (1987) sees the culture of an organization arising "...through social conflict, with the possibility of differing interest groups becoming progressively more culturally different across time..." (p. 14). A major feature reflected in this study is that the formation of culture is time dependent and cannot be rushed. This study also reflects the fact that the roots of organizational culture may originate from unexpected sources. Culture is a shared reality that is arrived at through negotiation and shared experiences.

Conclusion 3

The formation of the culture of this school system is akin to the process of organizational development.

As outlined in Chapter 2 the metaphors that describe the development of an organization are primarily biological and concentrate on the life cycle of the organization.

Miles and Randolph (1980) characterized all infant organizations as being highly uncertain in their decision making, particularly regarding identification of work to do, development and negotiation of roles, determination of cause and effect relationships and the emergence of belief systems to guide decision making and behaviour. A powerful way of viewing the development of an organization is through the metaphor of culture.

Other metaphors such as the machine and the organism have limitations when used to explore the development and management of educational organizations such as schools. Schools, while appearing machine like, are not totally controlled by bureaucratic mechanisms. They are only partly responsive to demands from the external environment and their actions are not entirely determined in concert with their environment. In

describing schools, Weick (1979) uses the imagery of "loose coupling" to describe the realities of how schools work. He sought to explain that the "tacit glue" that holds the school organization together is the culture of the school.

In the case under study, the coming to consensus on the school's mission, the negotiation of roles and emergence of belief and value systems are revealed through the cultural lens. Viewing the development of an educational organization as the development of its culture sensitizes the observer to notice and question things that had earlier been taken for granted. The attention given to these aspects of the organization contribute directly to the success of the organization. Sergiovanni (1984) in discussing the success of schools states that

...(excellent) schools are both tightly coupled and loosely coupled, an observation noted as well by Peters and Waterman in their study of America's best run co-operations [sic] there exists in excellent schools a strong culture and clear sense of purpose, which defines the general thrust and nature of life for their inhabitants. At the same time a great deal of freedom is given to teachers and others as to how these essential core values are to be honored and realized. This combination of tight structure around clear and explicit themes, which represent the core of the school's culture, and of autonomy for people to pursue these themes in ways that make sense to them, may well be a key reason for their success" (p. 13).

The models of the machine or the organism do not fully explain the organizations inner workings nor give guidance for management decisions. Understanding how an organization's culture is formed provides insights for the management and long term improvement of the organization.

Recommendations for Further Study

This study tried to uncover some bases and sources of the development of a school system's culture. This was done from an environmental perspective which included a large degree of parent involvement.

One recommendation for further study would be to determine the effect, from the organization's viewpoint, of the long term effect of the community on the culture of the school. The time dependent nature of culture formation makes it difficult to study questions regarding effect on a short-term basis. Questions to be studied could be: "What effects do Parents have on the long term realization of the school's mission?", "How is this reflected in the implementation of the means of education (program)?" and "To what degree do Parent's roles change with the development of the culture of the school?"

Another profitable avenue would be the investigation of the development of the aspects of internal integration of the school's culture. This could be studied with the methodology outlined in this study and should include qualitative data as gathered from a participant-observer standpoint. Questions that could be addressed would be: "What effects does the community have on the aspects of internal integration?" and "What factors contribute to the sense making activities of the Teachers and Principals regarding their interpretation and implementation of the school's mission?"

A third issue to explore would be the effect of the early culture on the long term culture and success of the school. Specifically, "What effect does knowledge of the sources of culture contribute to the management of the organization?" and "What aspects of the school's culture lead to its success?" or "How does one sustain or maintain an effective school culture?"

The investigation of these questions from a cultural perspective would reveal much that the traditional approaches to organizational development and management would leave untouched.

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APPENDICES

Appendix	Subject	Page
Appendix A	Interview Questions	89
Appendix B	Letter of Consent	91
Appendix C	Covering Letters	92
Appendix D	Initial Survey	94
Appendix E	Covering Letters	100
Appendix F	Secondary Survey	103
Appendix G	Teacher Discussion Guide	107
Appendix H	Mission Statement	108
Appendix I	Graphical Survey Results	109
Appendix J	Qualitative Data Matrix	119

Appendix A

Historical Events

1. What were the factors that contributed to the failure of the first attempt at the formation of the school district?
2. What has changed between that time and the successful formation of the district?
3. Who were the major contributors in the first attempt? Second attempt?
4. Can you describe some of the events that led up to the successful formation of the School District?
5. What were the critical early problems in getting started?
6. What were the means used to solve these problems?
7. How do you characterize the relationship between the school board and the existing School division?

Philosophy (Mission and Goals)

1. What were the main reasons that this school district was formed?
2. What should be its mission and overall goals?
3. What can you do to help the school meet these goals?
4. What specific functions do you see the school playing for the students?(academic, social, athletic, religious)

Measurement criteria

1. What would be different about this school?
2. What criteria would you use to judge the effectiveness of the school?

Planning and Involvement

1. How do you see the school working in relation to the Church/Family ?
2. What sort of decisions do you want to participate in or be left out of?
3. How free of a hand should the teachers/ principal/trustees be given in respect to decisions (about the teaching of religion in the school)?
4. What is the parents' role in the school? How much say should they have and in what decisions?

Employee Selection

1. What characteristics do you think are most important for the teachers and principal to model for the students?
2. What were some of the criteria that you used when you were interviewing?
3. What characteristics do you consider the most important for your teachers to have?
4. What do you see as some of the expectations of you as Principal?

General Questions

1. What do you think are some of the necessary things that must happen to make the school a success?
2. How can these be brought about?
3. Why did you become involved in the Parents' Advisory Council?

Appendix B

Letter of Consent

I _____ am aware that Peter Schill, in fulfilling the requirements of a Master's degree, is conducting research regarding the School District's growth. I understand that the focus of the research is to determine which values and beliefs are considered important by the founding members of the school and how strongly these are shared by all members of the school.

By signing this form I consent to take part in interviews, observations and surveys. My participation in this study is completely voluntary and I can cease to participate whenever I wish. For example, if I do not wish to answer a specific question, I may do so without completely withdrawing. I understand that any information released will be in aggregate terms and not identified as to the source. I realize that I will not be identified by name in any reports relating to this study.

Date: _____ Signature: _____

Appendix C

August 29, 1991

Dear Colleagues;

I am writing you as a fellow teacher, a graduate student at the University of Calgary and also as parishioner of XX. XXXXX's Catholic Church for the last 10 years. As part of my Master's program I am studying aspects of the growth of this new school district. This letter is to invite you to participate in this project.

I am interested in the development of school organizations particularly in relationship to the development of the school's culture. One of the aspects of school culture that I am focusing on deals with which values and beliefs about schooling are considered important and how they are held throughout the school community. As a teacher, your vision of the school and the teacher's role is very important to the study.

The enclosed survey has been developed from a series of interviews that were held with a variety of members of the school community. It is being distributed with the permission of the School Board to yourselves, parents and other members of the school community. It is the first of two surveys that will be given in this project.

This survey will probably take about fifteen minutes of your time. Please complete it carefully and return it to _____. All individual answers to the survey are strictly confidential and the results will be reported in aggregate terms.

I have also asked for permission to volunteer in the school. The purpose of this is to allow me to discuss with you informally your views on the growth of the school's culture as well as to help you out in any way I can in the very busy start up stage of the school. Your participation in either the survey or discussion portions of this study is voluntary.

I sincerely appreciate your attention to this survey and ask that if you have any questions to contact me at XXX-XXXX. Your response is extremely important to the completion of this project.

Thank you for your help.

Sincerely,

Peter Schill

Encl.

September 6, 1991

Dear Parents;

I am writing you as a graduate student at the University of Calgary and also as a fellow parishioner of XX.XXXXXX Catholic Church for the last 10 years. As part of my Master's program I am studying aspects of the growth of the new school district. This letter is to invite you to participate in this project.

I am particularly interested in the development of the school's culture. One of the aspects of school culture that I am focusing on deals with which values and beliefs about schooling are considered important and how they are held throughout the school community. Being a parent, your vision of the school is very important to the study.

The enclosed survey is being distributed with the permission of the School Board. Your name has not been released to me. All individual answers to the survey are strictly confidential and the results will be reported in group terms.

The survey will probably take about fifteen minutes of your time. Please complete it carefully and return it in the enclosed envelope.

I sincerely appreciate your attention to this brief survey and ask that you return it promptly, preferably within the week. Your response is important to the completion of this project.

Thank you for your help.

Sincerely,

Peter Schill

Encl.

Note - During postal disruptions the local Post office is still handling mail!

Appendix D

Community vision of the Catholic school

This survey is designed to assess the community's vision of the Catholic school.

Please answer all questions as completely as possible.

Please complete the following information about yourself. This is only for the purpose of providing information about the people who have responded to the survey.

1. Check the description(s) that describe(s) your relationship to the school.

<input type="checkbox"/> Mother of Student	<input type="checkbox"/> Administration	<input type="checkbox"/> Non-teaching staff
<input type="checkbox"/> Father of Student	<input type="checkbox"/> Parish member	<input type="checkbox"/> Trustee
<input type="checkbox"/> Teacher	<input type="checkbox"/> Parent Advisory Council Executive Member	<input type="checkbox"/> Other _____

2. How many years have you lived in this area? _____

3. Check the category that describes where you received your grade school education.

☐ a Catholic School.

☐ a private school.

☐ a public school.

☐ a combination of the above (please specify).

☐ other _____

4. If you have children **attending the school**, please answer the following questions:

a) Write down the number of children you have at the school.

b) Write down the grade level of each of your children.

The following four questions ask you to rank your answers. Please rank all statements and use each number only once per question.

(1 = highest rank, 2 = next highest rank, etc.)

5. Examine the following descriptions of some of the **academic** aspects of a Catholic school and **rank** their level of importance **based upon your view of schooling**.

Q1 developing the ability to "learn how to learn".

Q2 providing an opportunity for the students to succeed.

Q3 providing a base for further education.

Q4 challenging the students intellectually.

Q5 providing the opportunity for varied experiences in addition to the Alberta Education curriculum.

— other (if not adequately expressed above please state your views regarding the role of academics in a Catholic school.)

6. Examine the following descriptions of some of the **social/physical** aspects of a Catholic school and **rank** their level of importance **based upon your view of schooling**.

(1 = highest rank, 2 = next highest rank, etc.)

Q6 a strong intramural program.

Q7 a high degree of student involvement in all activities.

Q8 a wide variety of activities for the students to choose from.

Q9 to have the school, through its activities, emphasize the family nature of the community.

Q10 team sports/competitive opportunities.

— other (if not adequately expressed above please state your views regarding the social/physical component of a Catholic school.)

7. Examine the following descriptions of some of the **spiritual** aspects of a Catholic school and **rank** their level of importance **based upon your view of schooling**.

(1 = highest rank, 2 = next highest rank, etc.)

- Q11 teaching children the basics of their faith.
 Q12 the emphasis of Christian morals and values in the school.
 Q13 the understanding of a child's relationship to others.
 Q14 preparing students to live eternally with God.
 Q15 incorporating liturgies and family celebrations in the school.

____ other (if not adequately expressed above please state your views regarding the spiritual focus of a Catholic school.)

8. Examine these aspects of **child development**. All are important. **Rank** these aspects according their level of importance **based upon your view of schooling**.

(1 = highest rank, 2 = next highest rank, etc.)

- Q16 developing intellectual/academic abilities.
 Q17 developing an understanding of their responsibilities.
 Q18 building self-confidence/self-assurance.
 Q19 learning usable skills.
 Q20 developing their spiritual life.

____ other (if not adequately expressed above)

9. Using your vision of a Catholic school, examine the following statements and indicate to what extent you agree with these conceptions of a **Catholic school's mission**. Use the scale:

(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

The **primary** mission of a Catholic school should be to:

SA A U D SD

- Q21 provide a community of faith bent on imparting,
over and above an academic education, all the help
 it can give to its members to adopt a Christian way of life. 1 2 3 4 5

The primary mission of a Catholic school should be to:

	SA	A	U	D	SD
Q22 provide a structured atmosphere for academic and spiritual growth.	1	2	3	4	5
Q23 integrate the Church, family and school.	1	2	3	4	5
Q24 have the same goals as public education but with religion as an extra component.	1	2	3	4	5
Q25 provide an environment for the encouragement of personal growth.	1	2	3	4	5

If not included above, state what you see as important to the mission of the school.

10. Based on your conception of a Catholic school's mission, what **signs** would you look for to indicate the **effectiveness** of a Catholic school?

11. One of the aspects that makes Catholic schools unique is the concept of its atmosphere. To what extent do you agree that the following **characterizations of atmosphere** are **important**?

(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

	SA	A	U	D	SD
Q26 A feeling that you are part of a family and that there are people there who care.	1	2	3	4	5
Q27 A place which offers a structured environment.	1	2	3	4	5
Q28 A contemplative environment with an overall sense of peace.	1	2	3	4	5
Q29 A place that gives you a sense that you are uniquely special.	1	2	3	4	5
Q30 A sense of activity that encompasses the school.	1	2	3	4	5

If not included, how would you characterize the atmosphere of a Catholic school?

12. The school community has a number of members who play distinctive **roles**. Please indicate the extent to which you agree with the statements below. Use the scale:

(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

I see the parents' role as being one which primarily involves:

	SA	A	U	D	SD
Q31 being the primary religious educator of the child.	1	2	3	4	5
Q32 providing support and reinforcement to the school.	1	2	3	4	5
Q33 being involved in curriculum decisions pertaining to non-Alberta Education prescribed topics.	1	2	3	4	5
Q34 letting the school do the job it was designed for.	1	2	3	4	5
Q35 active involvement in formation of school policies.	1	2	3	4	5
Q36 assuming responsibility for keeping informed about matters relating to the school.	1	2	3	4	5

If not included above, what other responsibilities do parents have regarding the school?

I see the Principal's role as being one which primarily involves:

Q37 being the educational leader of the community.	1	2	3	4	5
Q38 developing the character of the school.	1	2	3	4	5
Q39 facilitating communications with teachers and parents.	1	2	3	4	5

What other role(s) is the Principal responsible for?

I see the Trustees' role as being one which primarily involves:

	SA	A	U	D	SD
Q40 giving positive direction to the staff.	1	2	3	4	5
Q41 developing the uniqueness of the school.	1	2	3	4	5
Q42 promoting common Christian beliefs and values in programs and policies.	1	2	3	4	5

What other role(s) are the Trustees responsible for?

I see the teachers' role as being one which involves:

Please rank in order of importance using the scale
(1 = highest rank, 2 = next highest rank, etc.)

- Q43 transmitting knowledge.
- Q44 being a role model for the teachings of Christ.
- Q45 providing a structured atmosphere for learning.
- Q46 establishing a good rapport with the students.
- Q47 providing a balance between all aspects of the students learning experience.
- ___ other (Are there other important aspects of the teacher's role?)
-
-

Please indicate below if you would be interested in participating in a telephone interview based on some of the topics raised in this survey.

Yes _____

No _____

Name: _____ Telephone Number: _____

It is best to contact me on _____ about _____ am/pm.
(weekdays, Saturday, etc.)

**Thank you for completing this survey.
Please return it in the enclosed envelope.**

Appendix E

November 25, 1991

Dear ;

Thank you for agreeing to complete this survey. The enclosed document is a slightly condensed version of the survey that you completed at the beginning of September. It is again being distributed to you and other members of the school community.

My project deals with the some of the elements in the formation of the school's culture. One of the aspects that I am focusing on deals with which values and beliefs about schooling are considered important and how widely they are held throughout the school community. Being a parent, your vision of the school is very important to the study.

The enclosed survey is being distributed with the permission of the School Board. All individual answers to the survey are strictly confidential and the results will be reported only in group terms.

The survey will probably take about 15 minutes of your time. Please complete it carefully and return it in the enclosed envelope. Your response is extremely important to the completion of this project.

I appreciate your attention to this brief survey and ask that you return it promptly, preferably within the week. If you have any questions, please feel free to contact me at XXX-XXXX.

Thank you for your help.

Sincerely,

Encl.

Peter Schill

December 12, 1991

Dear ;

A short while ago I sent you a survey having to do with a project that I am conducting in my Master's program regarding the new Catholic school.

As I have contacted only a small number of parents for the second survey, every response is important. If you have recently completed and returned your survey, please accept my thanks. If not, I encourage you to take a few minutes and complete the form. I enclose an additional copy of the survey and return envelope for your convenience.

I realize that, especially during this time of year, things are quite busy and I do appreciate any effort you could make. If you have any questions, please feel free to contact me at XXX-XXXX.

Thank you for your help.

Sincerely,

Peter Schill

Encl.

November 27, 1991

Dear Colleagues;

I am contacting you once again to ask you to participate in the concluding survey for the project that I am undertaking in my Master's program.

Attached please find a copy of the new survey which is a slightly condensed version of the one you completed at the beginning of September. It is again being distributed to yourselves, parents and other members of the school community. Your response is extremely important to the completion of this project.

All individual answers to the survey are strictly confidential and the results will be reported in aggregate terms. This survey will probably take about fifteen minutes of your time. Please complete it carefully and return it to _____.

I would like to thank you for the kindness and hospitality that you have extended to me over the past few months. It has been a genuine pleasure to visit the school and work with such a special group of dedicated and enthusiastic teachers.

I appreciate your attention to this survey and ask that if you have any questions to contact me at XXX-XXXX.

Thank you for your help.

Sincerely,

Encl.

Peter Schill

Appendix F

Community vision of the Catholic school

Please complete the following information about yourself. This is only to provide information about the people who have responded to the survey.

Check the one description that best describes your relationship to the school.

- | | | |
|--|--|------------------------------------|
| <input type="checkbox"/> Mother of Student | <input type="checkbox"/> Administration | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Father of Student | <input type="checkbox"/> Trustee | <input type="checkbox"/> Priest |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parent Advisory Council
Executive Member | |

**The following five questions ask you to rank your answers.
Please rank all statements using each number only once per question.**

(1 = highest rank, 2 = next highest rank, etc.)

1. Examine the following descriptions of some of the **academic** aspects of a Catholic school.

Please **rank** them according to your view of their level of importance

- ☐ developing the ability to "learn how to learn".
- ☐ providing an opportunity for the students to succeed.
- ☐ providing a base for further education.
- ☐ challenging the students intellectually.
- ☐ providing the opportunity for varied experiences outside the Alberta Education curriculum.

2. Examine these descriptions of some of the **social/physical** aspects of a Catholic school.

Please **rank** them according to your view of their level of importance

- ☐ a strong intramural program.
- ☐ a high degree of student involvement in all activities.
- ☐ a wide variety of activities for the students to choose from.
- ☐ to have the school, through its activities, emphasize the family nature of the community.
- ☐ team sports/competitive opportunities.

3. Examine the following descriptions of some of the **spiritual** aspects of a Catholic school.

Please **rank** them according to your view of their level of importance

- ___ teaching children the basics of their faith.
- ___ the emphasis of Christian morals and values in the school.
- ___ the understanding of a child's relationship to others.
- ___ preparing the students for their encounter with God.
- ___ incorporating liturgies and family celebrations in the school.

4. Examine these aspects of **child development** . All of these are important.

Please **rank** them according to your view of their level of importance.

- ___ developing intellectual/academic abilities.
- ___ developing an understanding of their responsibilities.
- ___ building self-confidence/self-assurance.
- ___ learning usable skills.
- ___ developing their spiritual life.

5. The following statements of **signs of effectiveness** of a Catholic school were condensed from the responses to the original survey completed by yourself and the school community.

Please **rank** them according to your view of their level of importance.

- Q48 The attitude reflected in the behaviour of the students both at home and school.
- Q49 The degree of student, teacher and community involvement in the school.
- Q50 The academic progress of the students.
- Q51 The student's attitude towards learning.
- Q52 The relationships between the teachers, the student and the student's peers.
- Q53 The spiritual development of the students.
- Q54 The balance between academic structures, values and physical growth.

6. Using your vision of a Catholic school, examine the following statements and indicate to what extent you agree with these conceptions of a **Catholic school's mission**. Use the scale:

(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

The **primary** mission of a Catholic school should be to:

	SA	A	U	D	SD
a provide a community of faith bent on imparting, <i>over and above an academic education</i> , all the help it can give to its members to adopt a Christian way of life.	1	2	3	4	5
b provide a structured atmosphere for academic and spiritual growth.	1	2	3	4	5
c integrate the Church, family and school.	1	2	3	4	5
d have the same goals as public education but with religion as an extra component.	1	2	3	4	5
e provide an environment for the maximization of personal growth.	1	2	3	4	5

7. One of the aspects that makes Catholic schools unique is the concept of its atmosphere. To what extent do you agree that the following **characterizations of atmosphere** are important?

(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

	SA	A	U	D	SD
a A feeling that you are part of a family and that there are people there who care.	1	2	3	4	5
b A place that gives you a sense that you are uniquely special.	1	2	3	4	5
c A sense of activity.	1	2	3	4	5
d A place which offers a structured environment.	1	2	3	4	5
e A contemplative environment that gives an overall sense of peace.	1	2	3	4	5

8. The school community has a number of members who play distinctive **roles**. Please indicate the extent to which you agree with the statements below. Use the scale:

(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

I see the **parents'** role as being one which primarily involves:

	SA	A	U	D	SD
a being the primary religious educator of the child.	1	2	3	4	5

I see the parents' role as being one which primarily involves:

		SA	A	U	D	SD
b	providing support and reinforcement to the school.	1	2	3	4	5
c	being involved in curriculum decisions pertaining to non-Alberta Education prescribed topics.	1	2	3	4	5
d	letting the school do the job it was designed for.	1	2	3	4	5
e	active involvement in formation of school policies.	1	2	3	4	5
f	assuming responsibility for keeping informed about matters relating to the school.	1	2	3	4	5

I see the Principal's role as being one which primarily involves:

a	being the educational leader of the community.	1	2	3	4	5
b	developing the character of the school.	1	2	3	4	5
c	facilitating communications with teachers and parents.	1	2	3	4	5

I see the Trustees' role as being one which primarily involves:

a	giving positive direction to the staff.	1	2	3	4	5
b	developing the uniqueness of the school.	1	2	3	4	5
c	promoting common Christian beliefs and values in all programs and policies.	1	2	3	4	5

I see the teachers' role as being one which primarily involves:

(1 = highest rank, 2 = next highest rank, etc.)

- ___ transmitting knowledge.
- ___ being a role model for the teachings of Christ.
- ___ providing a structured atmosphere for learning.
- ___ establishing a good rapport with the students.
- ___ providing a balance between all aspects of the students learning experience.

Thank-you!

Please return the survey in the enclosed envelope.

Discussion Guide - Teachers

The School district has granted me permission to study the opening of this school. My interest is how a new school develops its social and academic culture. As part of my research I am interviewing teachers about the opening of this school. All information gathered is confidential. A report will be written but individual information will not be disclosed.

I Tell me a little about yourself.

- Education
- Work Experience (grade levels, number of years, opening new schools)

II A number of people applied for a teaching position at ABCD, do you know why you might have been selected?

-explicitly told why selection was made or is this a matter of conjecture?

During your interview did the interviewer convey specific expectations for teachers at ABCD?

III What characteristics or qualities of your former school or any other school at which you have worked would you like to see/not see at ABCD?

- community relations
- collegial relationships
 - kinds of personal and professional interactions among teachers at past schools.
- discretion
 - amount of responsibility
 - amount of involvement in decision making at past schools

IV What do you see as the major challenges and expectations for ABCD during the first year?

Have these been expressed to you?

Do you have any sense of awareness of other challenges and expectations beyond those that have been expressed to you?

This covers the questions that I have. Is there anything that we haven't covered that I should know about regarding your role in opening ABCD school?

Appendix H

Mission Statement

The XXXXXX Catholic School District with the support of our faith community and in accordance with established educational standards is committed to providing a hope-filled environment for the nurturing of Christian values and academic growth.

We recognize that each individual is a unique and special creation of God. We uphold the right of each student to obtain a complete education that integrates the spiritual, emotional, intellectual and physical self.

We will welcome all children who seek an education that is morally and spiritually guided by the Catholic church and modelled by its members.

Through the cooperation of parents, educators the Church and the community we will strive to develop young Christian leaders who will become responsible members of society.

**Chart 1- Program means
Academic**

		Appendix I				
Survey 1				Pa Te Tr PAC	P	Pr 91
Q1 - Process	1	Ad	Tr	Pa Te	PAC	Ad 44
Survey 2				Pa PAC		Tr Pr 93
Survey 1 *				Pa PAC		Tr Pr 44
Q2 - Formative	1	P	Te	Ad	Pa PAC	Te 93
Survey 2 *		P	Te		Pa PAC	Tr 44
Survey 1 *						Te 93
Q3 - Basic	1			PAC	Pa Pa	Tr 43
Survey 2					Tr Te Pr P Ad	Te 93
Survey 1		Tr	Pr		Pa Ad	PAC 43
Q4 - Excellence	1	Pr		PAC	Tr Pa	P 91
Survey 2					Ad	Te 43
Survey 1				Te	Pa Ad PAC	91
Q5 - Varied	1	Pr	P	Tr	Pa Tr	P 43
Survey 2			Te		Pr PAC Ad	

Pa = Parents Te = Teachers Ad = Administration PAC = Parents' Advisory Council Tr = Trustees P = Principal Pr = Priest
* = Significant

[illegible]

Survey 1 *										
Q11 - Cathecal	1	Pr	Tr	PAC	Te	Pa		Ad	P	96
Survey 2			Tr	Te		Pa		Ad		42
						PAC				
Survey 1 *			Ad			Pa				
Q12 - Ambience	1		P			Te		Tr	PAC	97
Survey 2			Ad		Pa			PAC	Pr	43
			P		Te			Tr		
						Pa				
						Te				
Survey 1			Ad			Tr				
Q13 - Relational	1		Pr			P	PAC			96
Survey 2			P		Tr	Pa	Te		Ad	43
						Pa				
						Te				
						Ad				
Survey 1						Pr				
Q14 - Eternal	1		P			PAC		Tr		94
Survey 2		Pr	Ad		PAC	Pa		Tr		43
						Te		P		
					PAC					
Survey 1					Tr	Pa				
Q15 - Communal	1				P	Te		Pr		93
Survey 2					PAC Ad	Pa		P	Pr	42
					Tr	Te				

[illegible]

Survey 1									
Q21 - Spiritual	1	Pr		Ad	PAC	Te	Pa	Tr P	110
Survey 2			P Ad			Te	Pa PAC	Tr Pr	45
Survey 1				Tr P			Te Ad	PAC	
Q22 - Structure	1				Pa				Pr 109
Survey 2				Tr P Pr	PAC		Pa Te		Ad 45
Survey 1 *			Te Ad P						
Q23 - Integrative	1		P			Tr	Pa PAC		Pr 110
Survey 2			P		Te Tr		PAC Pa	Ad Pr	45
Survey 1							Te P Tr		
Q24 - Sec./Spirit.	1				PAC	Ad	Pa		Pr 109
Survey 2					P Pa		Te PAC	Tr Ad Pr	45
Survey 1							Pa Ad Tr		
Q25 - Secular	1			PAC P		Te			Pr 109
Survey 2			P PAC		Te Tr		Pa	Ad Pr	45

Chart 6 - Atmosphere

Chart 6 - Atmosphere									
Survey 1				Ad PAC Tr P Pr	Pa Te				
Q26 - Family	1							Ad	109 45
Survey 2			Tr P Pr		Pa Te PAC				
Survey 1						Te Tr	P	Pr	109
Q27 - Structured	1		PAC	Ad	Pa				45
Survey 2			Tr P		PAC Pa Te			Ad	Pr
Survey 1						Pa Te Tr			
Q28 - Contempl.	1		PAC P Pr	Ad				Pr	Ad
Survey 2			P	Te		Pa PAC Tr			109 45
Survey 1						Pa Te Ad Tr			
Q29 - Unique	1			P	PAC			Pr	110 45
Survey 2			P	Te Tr		Pa PAC Ad			
Survey 1					PAC Ad	Pa Te		Tr	109
Q30 - Active	1		P						45
Survey 2			Pr P	Te PAC		Pa Tr		Ad	

**Chart 7 - Roles
Parents**

Survey 1		Tr P Pr			Pa PAC Te Ad			109
Q31- Pr. Rel. Ed.	1		Pr		Tr	PAC	Ad	45
Survey 2			P		Te	PAC Te Ad Tr Pa		
Survey 1			P				Pr	110
Q32 - Support	1				Te	Tr	Pa PAC	45
Survey 2							Pr P Ad	
Survey 1				Ad		Pa P Pr Te	Tr	108
Q33 - High A	1			PAC		Pa Te	Tr Pr P	45
Survey 2								
Survey 1				PAC	Ad	Pa Te P	Tr	107
Q34 - Low	1			PAC	Te	Pr	Pr	45
Survey 2					P	Pa	Ad	
Survey 1 *						Pa Pr	Ad P	108
Q35 - High B	1	Pr		PAC	Ad	Pa	Te Tr	45
Survey 2					PAC		Tr P	
Survey 1		Pr P		PAC	Tr	Pa Te	Ad	109
Q36 - Comm.	1	Pr		PAC		Pa		45
Survey 2		Ad				Te Tr		

**Chart 8 - Roles
Principal**

Survey 1		P	Ad	Pa		
Q37 - Leader	1	Pr	PAC	Te		107
Survey 2		P	Tr	Pa	Pr	45
				Te	Ad	
				PAC		
Survey 1 *		P	Ad	Pa		
Q38 - Character	1	Pr	PAC	Te		107
Survey 2		Pr	Tr	PAC	Ad	45
		P		Te Pa		
				Pa		
				Te		
Survey 1		Pr	PAC	Ad		
Q39 - Commun.	1		Tr	Tr	Pa	P 108
Survey 2		Te		PAC	Pr	45
		Ad				
		P				
Survey 1						
Survey 2	1					
Survey 1						
Survey 2	1					

Survey 1

Q40 - Direction

Survey 2

Survey 1

Q41 - Uniqueness 1

Survey 2

Survey 1

Q42 - Policy

Survey 2

Survey 1

1

Survey 2

Survey 1

1

Survey 2

Ad

$$\frac{\text{PAC}}{\text{Te}} \quad \text{Te}$$

Te

 $\overline{\text{Tr}}$

Pa

$$\begin{array}{c} \text{Tr} \\ \text{Pr} \\ \text{P} \end{array}$$
$$\frac{108}{45}$$
PAC
Pr

Ad

$$\frac{P_T}{PAC \cdot P}$$

Pr

Pa

Te

$$\text{Tr}$$

PAC

--	--	--

1

Pa

[Te]

PAC

1r

P

$$\overline{Pr}$$

Pr

Ad

Ad

P

Te

$$\text{Tr}$$

PAC

Survey 2 *

[illegible]

Appendix J - Qualitative Data Matrix

E1 Reinforc.					Data placed by time, source and type(ie interview, document, observation)						
E2 Spiritual In											
E3 Spiritual Out											
E4 Academ.											
E5 Variety											
E6 Structure											
E7 Parent. Low											
E8 Parent High											
E9 Principal											
E10 Trustees											
E11 Teac. Tr.											
E12 Teac. Sp.											
Time	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11