

influences teacher disengagement. Second, if principals would like to move the organization and go by the book with formal and impersonal behaviors, then teachers are likely to feel hindered, i.e. they will feel burdened with heavy and unnecessary bureaucratic work. Third, if principals are to behave warmly and friendly, they are likely to improve esprit in school climate. As a result, teachers will enjoy their work and their morale will be high. Finally, the same treatment towards teachers (consideration) will likely improve intimacy, which means that teachers will experience warm and friendly social relationships.

A hierarchical cluster analysis was used to see how OCDQ variables grouped. The result was interesting: the group characteristics and leader behavior were grouped together. To the authors' knowledge, cluster analysis has not been used in climate studies. For the future, more studies may be carried out on climate studies with the use of cluster analysis.

One of the important conclusions of the study was that although with slight differences, parallel results emerged both from the results of regression and cluster analysis. Cluster A grouped production emphasis, consideration and esprit along with intimacy while Cluster B included trust, aloofness, hindrance and disengagement. Regression analyses gave a little different but similar results.

It could be interesting to use and compare Hoy, Tarter, & Kottkamp's (1991) OCDQ-RE which is the revised edition of OCDQ for elementary schools in Turkey. It is also important to note that the sample of schools included here does not represent all the schools in Turkey. Moreover, this study used a total analysis, new studies are needed on school level analyses to see group effects. New studies should also examine school climate with a new instrument measuring not only teacher perceptions but also student perceptions and also other school climate factors. In conclusion, cluster analysis results provided an interesting picture and this may be a call for more studies on school climate.

References

- Anderson, C.S. (1982). The Search for School Climate: A Review of the Research. *Review of Educational Research*, 52, 368–420.
- Celep, C. (2000). *Eğitimde örgütsel adanma ve öğretmenler*. Ankara: Anı Yayıncılık.
- Cheong, C.Y. (1985). Organizational climate in Hong Kong: Aided Secondary Schools. *CUHK Education Journal*, 13(2), 49–55.
- Creemers, B.P.M. & Reezigt, G.R. (2009). The Role of School and Classroom Climate in Elementary School Learning Environments. In Freiberg, H.J. (Ed.).

- School climate: Measuring, improving, and sustaining healthy learning environments*. London: Falmer Press.
- Freiberg, H.J. (Ed.). *School climate: Measuring, improving, and sustaining healthy learning environments*. London: Falmer Press.
- Freiberg, H.J. & Stein, T.A. (1999). Measuring, improving, and sustaining healthy learning environments. In Freiberg, H.J. (Ed.). *School climate: Measuring, improving, and sustaining healthy learning environments*. London: Falmer Press.
- Griffith, J. (1999). The School Leadership/School Climate Relation: Identification of School Configurations Associated with Change in Principals. *Educational Administration Quarterly*, 35(2), 267–291.
- Griffith, J. (1999b). School Climate as “Social Order” and “Social Action”: A Multi-Level Analysis of Public Elementary School Student Perceptions. *Social Psychology of Education*, 2, 339–369.
- Günbayı, D. (2001). School Climate and Its Effects on High School Teachers in Different Teaching Categories. *AKU Sosyal Bilimler Dergisi*, 1.
- Halpin A.W. & Croft, D.B. (1963). *The organizational climate of schools*. Chicago: Midwest Administration Center, University of Chicago.
- Hoy, W.K. & Miskel, C.G. (2001). *Educational administration: Theory, research, and practice*. New York: McGraw-Hill.
- Hoy, W.K., Tarter, C.J., & Bliss, J.R. (1990). Organizational Climate, School Health, and Effectiveness: A Comparative Analysis. *Educational Administrative Quarterly*, 26(3), 260–279.
- Hoy, W.K., Tarter, C.J. & Kottkamp, R.B. (1991). *Open schools/Healthy schools: Measuring organizational climate*. Newbury Park, CA: Sage.
- Hoy, W.K., & Tarter, C.J. (1997). *The road to open and healthy schools: A handbook for change*. Elementary Edition. Thousand Oaks, CA: Corwin Press.
- Katz, D. & Kahn, R.L. (1968). *The social psychology of organizations*. New York: John Wiley & Sons.
- Kozlowski, S.W.J., & Hattrup, K. (1992). A Disagreement about Within-group Agreement: Disentangling Issues of Consistency Versus Consensus. *Journal of Applied Psychology*, 77, 161–167.
- Ozturk, E. (2008). “İlköğretim Okullarında Görev Yapan Yöneticilerin Vizyoner Liderlik Özelliklerine Sahip Olma Düzeyleri ve Okul İklimi Arasındaki İlişki.” Unpublished MA Thesis. Çanakkale Onsekiz Mart Üniversitesi, Çanakkale: Turkey.
- Sirotnik, K.A. (1980). Psychometric Implications of the Unit of Analysis Problem with Examples from the Measurement of Organizational Climate. *Journal of Educational Measurement*, 17, 248–284.

- Tagiuri, R. (1968). The concept of organizational climate. In Renato Tagiuri & George H. Litwin (Eds.), *Organizational Climate: Exploration of a Concept*. Boston: Harvard University, Division of Research, Graduate School of Business Administration.
- Turan, S. (2002). Organizational Climate and Organizational Commitment: A Study of Human Interaction in Turkish Public Schools. *Educational Planning*, 14(2), 20–30.
- Virtanen, T. (2000). Commitment and the Study of Organizational Climate and Culture. In Askanasy, N.M.; Wilderon, C.P.M.; and Peterson, M.F. (Eds.), *Handbook of organizational culture & climate* (pp. 339–354). Thousand Oaks, CA: Sage.