

EVALUATION OF THE ORGANIZATION CLIMATE CONSTRUCTS IN SCHOOLS

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Abstract

This study aims to give a reviewing evaluation of the organization climate construct in the field of education. Assessing the organizational climate in schools mirrors the interaction patterns in a school. After reviewing some of the definitions and concepts, one can note that 'climate' is conceptually complex and vague and in fact, there is no standard definition of organizational climate (Hoy, Tarter & Bliss 1990). The outcomes of an improved organization climate have been linked to specific levels of the organization. According to Kozlowski and Klein (2000), climate may exist at different levels in the organization, but researchers need to be specific about the level at which they are theorizing. Indeed, climate research has been operationalized and tested at different variables within the organization such as the individual, team, unit, department, or organization itself (e.g., Zohar, 2000, Zohar & Luria, 2005). However, over the years, there has been some consensus on the basic properties of organizational climate. It is a foundation for self-analysis and organizational improvement. Once organizational climate is assessed, it provides a foundation for a school to review variables affecting its organizational climate. Such a review can lead to revisions of school policy and thus improving the quality of life for all concerned. Assessing organizational climate is an important step for enhancing school quality and it also encourages collaboration in education.

Keywords: *evaluation, organization climate construct, school quality, education*