INFORMATION TO USERS

7922418

PHILLIPS, BARBARA KINARD
  THE RELATIONSHIPS OF RACE, SEX, LENGTH OF
  SERVICE AND TENURE STATUS TO THE
  ORGANIZATIONAL CLIMATE PERCEPTIONS OF
  PRINCIPALS AND TEACHERS IN THIRTY-SEVEN
  ELEMENTARY SCHOOLS.

  THE UNIVERSITY OF NORTH CAROLINA AT
  GREENSBORO, ED.D., 1979

THE RELATIONSHIPS OF RACE, SEX, LENGTH OF SERVICE AND

TENURE STATUS TO THE ORGANIZATIONAL CLIMATE

PERCEPTIONS OF PRINCIPALS AND TEACHERS

IN THIRTY-SEVEN ELEMENTARY SCHOOLS

by

Barbara Kinard Phillips

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1979

Approved by

_____
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser _____

Committee Members _____

_____

_____

March 27, 1979
Date of Acceptance by Committee

March 27, 1979
Date of Final Oral Examination

ii

PHILLIPS, BARBARA KINARD. The Relationships of Race, Sex, Length of Service and Tenure Status to the Organizational Climate Perceptions of Principals and Teachers in Thirty-Seven Elementary Schools. (1979) Directed by: Dr. Roland H. Nelson. Pp. 298
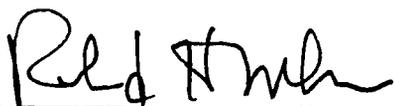
The purposes of this study were: (1) to assess the congruence of teacher Organizational Climate Perception and principal Organizational Climate Perception in elementary schools in an urban school district and (2) to determine the relationship between perceptions of Organizational Climate where the race, years of experience, tenure status, and sex of teachers and principals are variables.

Relevant literature on Organizational Climate and the effect of perceiver-related variables on Organizational Climate Perception was reviewed. Data were collected from 655 teachers and 37 principals, representing 60% of all teachers and 100% of all principals, at the 37 elementary schools of the Winston-Salem/Forsyth County, North Carolina, School District.

The Organizational Climate Description Questionnaire, constructed by Andrew Halpin and Don B. Croft, and a demographic information questionnaire were used to collect data from teachers and principals.

The data were organized, coded and analyzed by computer. A t-test of two sample means (at a significance level α .05 and two-tailed) for each of 12 hypotheses was performed.

The t-values for the null hypotheses were not sufficient to reject any of the hypotheses, as follows: that there will be no significant differences in an elementary school (1) between minority teacher Organizational Climate Perception (OCP) and majority teacher OCP in an elementary school, (2) between majority teacher OCP and majority principal OCP, (3) between minority teacher OCP and minority principal OCP, (4) between minority teacher OCP and majority principal, (5) between tenured teacher OCP and principal OCP, (6) between non-tenured teacher OCP and principal OCP, (7) between the OCP of teachers of varying lengths of service and the OCP of principals, (8) between majority teacher OCP and minority principal OCP, (9) between female teacher OCP and male principal OCP, (1) between female teacher OCP and female principal OCP, (11) between male teacher OCP and female teacher OCP, and (12) between teacher OCP and principal OCP.

Analysis of data plotted on an Organizational Climate Grid of each sample school by variable characteristic and by Organizational Climate dimensions showed minor differences among subtest scores. These mean differences, however, were too small to affect the study's conclusions regarding the congruence of teacher and principal perceptions.

ACKNOWLEDGMENTS

The researcher is grateful to her adviser, Dr. Roland Nelson, for his patience and advice extended toward the completion of this work. Many thanks are also offered to the researcher's doctoral committee: Doctors Bryson, Edinger, Macdonald and Noland, not only for support but also for excellent teaching.

Without the help and in-put of many friends, co-workers, and family, this dissertation would not have been completed. I am humbly grateful for all help, advice, and encouragement.

TABLE OF CONTENTS

Figure

Figure

Figure

Figure

Figure

Figure

LIST OF TABLES

CHAPTER I

INTRODUCTION

During the past decade, thousands of public school
districts have converted from dual to unitary school
systems in order to achieve racial desegregation. The
resultant reassignments of teachers and principals, as
well as students, produced a number of changes in these
public schools. Some of these changes have been far-
reaching and have engendered some redefinition of public
goals for both quality and equality of educational
opportunity.

The desegregation of school faculties, whether
achieved by random reassignment or ulterior teacher
selection processes, produced new school environments for
students and new expectations from students and community.
At the same time, it has produced a vaguely delineated
"transition" atmosphere in which previously institutionalized
standards have been tentatively applied with a lower sense
of priority, administrative experimentation has been
unsystematically encouraged, and evaluations have been
deferred.

In most cases, educators and the public concede
that the transition period is over although there are many
views as to the success of the desegregation process and

the educational and societal achievements produced by the changes and consequent transition experience.

There is increasing public concern that schools afford maximum educational benefits to each student. Some educators seem to accept the responsibility of insuring that school contacts for students are as rich and as rewarding as possible. Some educators seem to believe that the quality of life, within the school, is one of the most significant of the variables which affect in-school experiences. As the public places unprecedented demands upon schools and insists that school personnel be capable of meeting such demands, there is added urgency that "in-school harmony" be maintained and not become an issue to detract from either primary or subsidiary school goals. A school climate that may be described as "warm and open" is perceived as an important step toward helping achieve the broad goals of education.

Schools are among the largest client-serving organizations of most communities. Generally, public school personnel have little, if any, influence over who their clients, the students, will be. Many students do not seek the services offered by the schools, i.e., they do not attend schools voluntarily, and so, because of their status and needs within the organization, students form a set within, and in some ways apart from, the school. Some factors outside the school, such as socioeconomic

conditions and political changes make impacts upon in-school atmosphere. It is generally conceded that the major responsibility for creating and maintaining a desirable quality of life within the school rests with the principal, the teachers, and support personnel.

As an organization, the school is extremely complex. It provides a setting composed of human activities on many different levels and makes for an environment worthy of analysis. Personalities, small groups, norms, values, attitudes, and schooling tasks (the teaching-learning process), all seem to exist in an extremely complex, multi-dimensional pattern.

Esprit, the degree of group cohesiveness, and patterns of interpersonal relationships, comprise a construct called Organizational Climate.[1] This climate depends largely upon principal and teacher perception and understanding of the interrelationships of their varied school roles. Their impact upon school climate and whether this impact is modified by the characteristics of the involved individuals continue to demand study and review, especially in light of the school desegregation experience.

School climate has been an area of research since the early 1960's when Andrew Halpin developed the

---

[1]Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 151.

contemporary construct--Organizational Climate.[2] He was
convinced that just as individuals are perceived as
having different types of personality, schools are
perceived to have different types of personality too. He
investigated the relationships between the Organizational
Climate and the behavior of individuals and groups within
schools. This research has led to an increasing reliance
on Organizational Climate as a measure of "what is going
on" in the schools as the result of the interaction of
numerous school and school personnel variables.

Statement of the Problem

The substantiation of significant relationships
between race, sex and experience characteristics of
teachers and principals and their perceptions of Organi-
zational Climate constitutes a fertile area for research.
Organizational Climate was developed as a way of concep-
tualizing the atmosphere within schools and has proven
to be valuable in research efforts to measure those
variables which differentiate school climates. If we
assume that a school staff more effectively accomplishes
the goals of the school when the working relationships are
harmonious (and when the climate of the school is perceived

---

[2]Robert G. Owens, Organizational Behavior in
Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,
1970), p. 168, citing Halpin, Theory and Research in
Administration.

similarly by all involved), then an open system provides
for a smoother operation within the school environment.
An open system responds and adapts easily to changes and
concerns which often impinge upon the environment.

Realizing that climatic conditions vary as do the
personalities of individuals, it becomes important to
conduct an investigation to determine the extent to which
school climates differ within and among desegregated
schools.

The effect of race, sex, and experience of teachers
and principals on their Organizational Climate Perception
(OCP) has not been clearly established. The significance
of these variables on OCP must be fully established in
order to evaluate the changes which urban school districts
have undergone during the past decade.

Research Questions

This is a descriptive study which describes the
school climates of 37 elementary schools in an urban school
system in North Carolina.[3] The following research questions
were investigated:

---

[3]These 37 schools employ 37 principals and 1,092
teachers serving approximately 18,000 students in
Winston-Salem, North Carolina. The study reflects the
perceptions of 655 teachers, of whom 438 are white, 209
are black, 8 are "other minority," 57 are male, and 598
are female, and 37 principals of whom 28 are white, 9
are black, 28 are male and 9 are female.

1. Is there a significant difference between teacher and principal Organizational Climate Perception (OCP) in elementary schools when teachers and principals are not of the same race?

2. Is there a significant difference between male and female teacher and principal OCP in elementary schools?

3. Is there a significant difference between tenured and non-tenured teacher and principal OCP in elementary schools?

4. Is there a significant difference between teacher and principal OCP when teachers have varying years of service in education?

5. Is there a significant difference between teacher and principal OCP?

Statement of the Hypotheses

1. There will be no significant difference between minority teacher Organizational Climate Perception (OCP) and majority teacher OCP in an elementary school.

2. There will be no significant difference between majority teacher OCP and majority principal OCP in an elementary school.

3. There will be no significant difference between minority teacher OCP and minority principal OCP in an elementary school.

4. There will be no significant difference between minority teacher OCP and majority principal OCP in an elementary school.

5. There will be no significant difference between tenured teacher OCP and principal OCP in an elementary school.

6. There will be no significant difference between non-tenured teacher OCP and principal OCP in an elementary school.

7. There will be no significant difference between the OCP of teachers of varying lengths of service and the OCP of principals in an elementary school.

8. There will be no significant difference between majority teacher OCP and minority principal OCP in an elementary school.

*9. There will be no significant difference between female teacher OCP and male principal OCP in an elementary school.

10. There will be no significant difference between female teacher OCP and female principal OCP in an elementary school.

11. There will be no significant difference between male teacher OCP and female teacher OCP in an elementary school.

---

*Due to inappropriate scatter, the researcher did not report data on male teachers.

12. There will be no significant difference between
    teacher OCP and principal OCP in an elementary
    school.

Purposes of the Study

This study sought: (1) to assess the congruence
of teacher and principal Organizational Climate Perception
(OCP) in elementary schools in an urban district and (2)
to determine the relationship between their perceptions
where the race, years of experience, tenure status,
and sex of teachers and principals are factors.

Importance of the Study

It is important for individual elementary school
principals and teachers to know the Organizational Climate
which exists in their schools. It should be of value
for a principal to know the level of agreement between
his perception of climate and the perception of his staff.
Such information may provide the basis for staff development
planning. Further, this study adds to the literature
on Organizational Climate and reflects an expansion of
study of some of the variables, such as sex, race, and
experience, identified by other researchers as needing
attention.

Researchers have stressed that "a limited amount of
empirical research has addressed itself to the perception
of black and white teachers who teach in desegregated

schools with either black or white principals."[4] Although
their research addressed the race variable in Organizational
Climate Perception, concluding that there were significant
differences in perceptions on some of the Organizational
Climate factors as perceived by black and white teachers
with black or white principals, the need for further
research among schools with larger black teacher populations
was stressed.

Similarly, Taylor, Walden, and Watkins underscore
that "additional studies are needed . . . in a desegregated
school setting . . . in a school district where the
desegregation of students and faculties had been accom-
plished for a number of years."[5]

This study of an urban school district, desegre-
gated for more than seven years, meets the need expressed
by the earlier researchers.

Theoretical Framework

A theory underlying this research comes from what
is generally known as the Human Relations School of
Organizational Thought. The basic premise of this school

---

[4]James P. Esposito and H. B. Pinkney, "Organizational
Climate of Desegregated Elementary Schools: Black and
White Teachers' Perceptions," Journal of Educational
Research, LXIX, No. 6 (February, 1976), 230.

[5]Thomas N. Taylor, John C. Walden and J. Foster
Watkins, "Organizational Climate Changes Over Time,"
Educational Forum, XXXX, No. 1 (November, 1975), 92.

of thought is that productivity is a function of worker
satisfaction, i.e., productivity is best attained by more
satisfied workers, and conversely, less satisfied workers
produce less. The major factors contributing to worker
satisfaction include the behavior of the leader, peer-group
relations, and the economic and non-economic rewards.

A second theoretical framework serving as the basis
for this study is the social systems model prepared by J.
W. Getzels.[6] This model presumes that social behavior func-
tions within the context of a social system, that the observ-
able behavior of the principal is the result of the engage-
ment of the characteristic pattern of his expressive behavior
with the normative role expectations which are defined by the
school and the larger school system. Specifically, social
system theory provides the conceptual base from which the
principal's behavior can be viewed as the result of the
interaction between his role expectations and need dispositions.

Definition of Terms[7]

   1. Organizational Climate--Refers to the "feel"

---

[6]Jacob W. Getzels, "Administration as a Social
Process," Administrative Theory in Education, ed. Andrew W.
Halpin (Chicago: Midwest Administration Center,
University of Chicago, 1958), p. 157.

[7]Definitions 1-17 are based on or taken from defini-
tions suggested by Halpin, pp. 150-51, 174-81. (Organiza-
tional Climate Perceptions is hereafter referred to as OCP.
Organizational Climate Description Questionnaire is hereafter
referred to as OCDQ.)

and "atmosphere" of an organization (a school)
which is created by the interaction of the leader
(principal) and the staff (teachers).

2. <u>Organizational</u> <u>Climate</u> <u>Perception</u>--<u>OCP</u>)--Refers to
the manner in which the Organizational Climate
of an organization is perceived (and described)
by teachers and/or principals.

3. <u>Open</u> <u>Climate</u>--When the following characteristics
of climate are present: high esprit, low dis-
engagement, low hindrance, average intimacy, average
aloofness, high consideration, high thrust, low
production emphasis.

4. <u>Autonomous</u> <u>Climate</u>--High esprit, high intimacy,
low disengagement, low hindrance, high aloofness,
low production emphasis, average consideration,
average thrust.

5. <u>Controlled</u> <u>Climate</u>--Low disengagement, low intimacy,
average thrust, high hindrance, high production
emphasis.

6. <u>Familiar</u> <u>Climate</u>--High disengagement, low hindrance,
high intimacy, high consideration, low aloofness,
low production emphasis.

7. <u>Paternal</u> <u>Climate</u>--High production emphasis, high
disengagement, low hindrance, low intimacy, low
esprit, average thrust, low aloofness, average
consideration.

8. <u>Closed</u> <u>Climate</u>--High disengagement, high hindrance, average intimacy, low esprit, low thrust, high aloofness, high production emphasis, low consideration.

9. <u>Esprit</u>--Refers to morale. The teachers feel that their social needs are being satisfied, and that, at the same time, they are enjoying a sense of accomplishment in their job.

10. <u>Disengagement</u>--Refers to teacher tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. In short, this subtest focuses upon teacher behavior in a task-oriented situation.

11. <u>Hindrance</u>--Refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork."

12. <u>Aloofness</u>-- Refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation.

13. <u>Production</u> <u>Emphasis</u>--Refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and

plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

14. <u>Consideration</u>--Refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

15. <u>Thrust</u>--Refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

16. <u>Intimacy</u>--Refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

17. <u>Organizational Climate Description Questionnaire</u>-- (<u>OCDQ</u>)--A scale composed of 64 items which teachers

and principals can use to describe the climate of
their school.

18. <u>Tenure</u>--The right to <u>hold</u> a position after three
years of satisfactory service.

19. <u>Length</u> <u>of</u> <u>service</u>--Time or number of years in
a position.

Overview

In Chapter I, an introduction and background of the
study are presented. Elements include problem statements,
research questions, purposes, hypotheses, and a theoretical
framework. Literature germane to this study is presented
in Chapter II.

In Chapter III, methods and procedures used by
the researcher are identified.

In Chapter IV, the findings from the data are
analyzed and discussed. A summary, discussion, recommenda-
tions, and concluding statements are presented in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Researchers are greatly indebted to Halpin and
Croft for setting territorial limits on the domain of
Organizational Climate. The major impetus for their
research sprang from their observations of how one school
may differ markedly from another in its "feel." Halpin
and Croft posited the analogy that personality is to the
individual what Organizational Climate is to the school.
While this idea was not a new one, Halpin and Croft sought
to go beyond that analogy. They sought to "map the domain
of Organizational Climate, to describe its dimensions,"[1]
and to measure these dimensions.

A second impetus for their research was the authors'
dissatisfaction with the way in which the concept of morale
had been used in other educational studies to describe
what they believe to be a complex of organizational
personality traits.

A third reason or impetus was the application
frequently made of information regarding a leader's style,
as an outgrowth of their Leadership Behavior Description

---

[1]Andrew W. Halpin, _Theory and Research in Admin-_
istration (New York: The Macmillan Company, 1966),
pp. 131-249.

Questionnaire studies, without information regarding an
organization's receptiveness to the leader's style.

Lastly, they were interested in Organizational
Climate as a general concept which exists in any organization,
though the initial subjects of their study were school
staffs.

During the developmental stages, Halpin and Croft
were seeking to map the demain of inquiry that had been
described by other researchers as morale. They wanted,
however, to conceptualize the domain differently. Their
research plan was to observe the behaviors that define
climate more comprehensively than morale through the use
of the organizational Climate Description Questionnaire (OCDQ).
The subscales of the OCDQ incorporate the concept of morale
(esprit) as one of the descriptive elements, but the concept
of climate is not limited to the single concept of morale.

Lonsdale wrote of Organizational Climate:

> Indeed, Organizational Climate might be defined as
> the global assessment of the interaction between the
> task-achievement dimension and the needs-satisfaction
> dimension within the organization, or in other words,
> of the extent of the task-needs integration.[2]

The OCDQ is composed of 64 Likert-type items which
are assigned to eight subscales. Four of the subscales

---

[2]R. C. Lonsdale, "Maintaining the Organization in
Dynamic Equilibrium," Behavioral Science and Educational
Administration, 63rd Yearbook of the NSSE, Part II, ed.
D. Griffiths (Chicago: University of Chicago Press, 1964),
p. 166.

pertain to the faculty as a group, and the remaining four
to the characteristics of the principal as a leader.
The eight subscales are:

CHARACTERISTICS OF THE GROUP

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

BEHAVIOR OF LEADER

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

While each subscale refers by definition (See
Definition of Terms) to descriptive behavior, what is
actually being measured is the perceived behavior of one
individual by others. The two underlying assumptions of
the OCDQ are that:

1. There is something that exists which may properly
   be called Organizational Climate and

2. That Organizational Climate is closely related
   to perceived behaviors of teachers and
   principals.[3]

Halpin and Croft profiled a variety of school
climates from their study of 71 elementary schools in
various sections of the United States to establish Organi-
zational Climate by means of faculty responses.

------

[3]Robert G. Owens, Organizational Behavior in
Schools (Englewood Cliffs, New Jersey: Prentice-Hall,
Inc., 1970), pp. 167-94.

While Halpin and Croft's work on Organizational Climate was a hallmark in research on the topic, they were not the only researchers in this field. Halpin and Croft focused primarily on elementary schools.

Two other researchers, George Stern and Carl Steinhoff,[4] developed a different approach to the description and measurement of Organizational Climate. Stern was interested in the fact that colleges differ distinctively in the kinds of students they attract, the goals of the students and the faculty, and the faculty they attract. They drew on the work of Henry A. Murray[5] who had developed the concept of need-press as it shaped human personality. Murray postulated that personality is the result of both internal and external needs and presses which are equivalent to pressures of the environment and that individuals adapt their behavior to reflect their perceptions of these needs and presses.

Stern and his associates developed the Activities Index (AI), which deals with the needs of individuals, and the College Characteristics Index (CCI), which probes the

_____

[4]Carl R. Steinhoff, Organizational Climate in a Public School System (USOE Cooperative Research Program Contract No. OE-4-225, Project No. S-083, Syracuse University, 1965). Cited in Owens, p. 186.

[5]Henry A. Murray et al., Explorations in Personality (New York: Oxford University Press, Inc., 1938), p. 124

organizational press experienced by persons in colleges.[6]
These instruments have helped researchers to investigate
such factors as staff facilities, achievement standards,
aspirations of students, and extent of student freedom
and responsibility among such institutions of higher learn-
ing as denominational colleges, liberal arts colleges, and
teachers' colleges.

Stern and Steinhoff[7] developed the Organizational
Climate Index (OCI) as an adaptation of the CCI. The OCI
was first used in a study of the public schools of Syra-
cuse, New York. The data from this study led to the
formulation of six OCI Climate Index Factors:

I. DEVELOPMENT PRESS

    A. Intellectual Climate (This factor describes a
       concern for intellectual activity.)

    B. Achievement Standards (This factor represents
       a press for achievement.)

    C. Practicalness (This factor encompasses a
       dimension of practicality tempered with
       friendliness.)

    D. Supportiveness (This factor deals with
       aspects of the organization's environment.)

    E. Orderliness (The elements of this factor are
       concerned with the press for organizational
       structure, procedure, orderliness, and a
       respect for authority.)

---

[6]George G. Stern, "Characteristics of the Intel-
lectual Climate in College Environments," Harvard Educa-
tional Review, XXXI (Winter, 1963), 25.

[7]Ibid.

II. CONTROL PRESS

   F. Impulse Control (This factor implies a level
       of organizational constraint and organiza-
       tional restructiveness.)

The data generated by the Syracuse School study

showed that the schools were not alike in terms of their

Organizational Climates and that they exhibited a variety

of climate types that were not likely to have occurred

by chance.

   Organizational Climate has generated a prolifera-

tion of studies. Simplest in design are studies which

compare perceptions of the Organizational Climate of a

school by different groups. Redmond[8] investigated the

relationships between the Organizational Climate of a

school and student-teacher relationships. Three questions

were raised: 1. Is there a relationship between the

Organizational Climate of the school and student percep-

tions of teacher feelings toward them? 2. Is there a

relationship between the Organizational Climate of the

school and the feelings of teachers toward their students?

3. Is there a relationship between the Organizational

Climate of the school and the expressed opinions of

teachers about the students and their reading abilities?

_____

[8]Robert F. Redmond, "A Study of Organizational
Climate of School and Perceptions of Students and Teachers"
(unpublished PhD dissertation, University of Maryland,
1975)

He found no relationship between the openness of school climate and the extent to which students perceive teachers' feelings toward them to be positive. He also found that there was no relationship between the openness of the school climate and expressed positive opinions of teachers about their students. However, there was a relationship between the openness of the school climate and the teachers' expressed opinion about the students as related to the students' reading abilities.

Glickman[9] investigated in a single school whether the perception of teachers as to their school's Organizational Climate related to their students' perception of their classroom climate. He hypothesized that teacher perceptions of their environment related to the way that they behaved towards their students and thus might influence student perceptions of their classroom.

His findings supported the premise that teachers have a significant influence on the climate of their classes. The teacher had the power either to allow the Organizational Climate of the school to permeate the classroom or to alter it significantly. Teachers who had the most negative perceptions of their principal's behavior

---

[9]Carl D. Glickman, "An Investigation of the Relationship Between Teacher's Perception of Organizational Climate and Students' Perception of Classroom Climate" (unpublished PhD dissertation, University of Virginia, 1976)

had students who held the most positive perceptions of
their teacher's behavior. Teachers who perceived the
behavior of their leader as aloof, production-oriented, and
inconsiderate were able to compensate and/or sensitize
their own behavior so as to be perceived by their students
in an opposite manner.

Maggard[10] collected data from 354 elementary
teachers and 37 elementary principals in one large urban
school district in the Midwest. The OCDQ was selected
as the data gathering instrument. Mean subtest scores
on the OCDQ were compared between the principals and
teachers of schools grouped according to size, socioeconomic
status, climate openness, and the personal status factors
of the principals.

He found that principals and teachers held signifi-
cantly different perceptions of Organizational Climate,
and a strong tendency existed for the principals to
perceive climate as being more "open." Significant
differences were found in seven of the eight climate
subtests when principal and teacher perceptions were com-
pared. In six of these differences, principals perceived
a more open climate. Principal-teacher agreement in the
perception of Organizational Climate was not dependent

---

[10]Robert L. Maggard, "A Comparison of Principals'
and Teachers' Perception of Organizational Climate in
Elementary Schools" (unpublished PhD dissertation,
University of Arkansas, 1972)

upon the personal status factors of sex, age, or adminis-
trative experience of the principals; nor did principal-
teacher agreement in perception bear a linear relationship
to school size. However, principals and teachers held
more congruent perceptions in those schools with "open"
climates than they did in the more closed ones.

Organizational Climate was found to vary considerably
among elementary schools within the same district. Climate
did not appear to be related to the socioeconomic level
of the school community. Climate openness was found to
be independent of school size when using the global open-
ness score as a criterion, although some indication of
more open behavior in the smaller schools was evident
in the analysis of the subtests. Teachers in the smaller
schools enjoyed greater intimacy and esprit, and they
viewed principals as placing less emphasis on production.

When schools were grouped according to selected
personal status factors of the principals, many significant
differences were noted. Openness of climate was found to
be significantly greater in the schools with male princi-
pals, young principals, and less experienced principals.

A second group of studies focused on the relation-
ships between the perception of climate and the personal
characteristics of the perceivers. Such factors as age,
sex, experience, tenure, length of present assignment,

intelligence, educational level, and race have been studied in various combinations.

The problem for investigation in Tirpak's study[11] was to determine the degree of relationship between Organizational Climate of elementary schools and personal characteristics of the principals. The study proposed to answer the research questions: 1. Is there a relationship between Organizational Climate and the age of the principals? 2. Is there a relationship between Organizational Climate of schools and the principals' years of formal education? 3. Is there a difference between teacher and principal perceptions of Organizational Climate? 4. Is there a relationship between the intelligence of the principal and the climate of the schools? 5. Is there a relationship between particular personality traits and the Organizational Climate of schools?

Tirpak's study yielded the following findings:

1. The age of the principal appears to have no significant relationship to the degree of openness of Organizational Climate.

2. The number of years of formal education appears to have no influence on the Organizational Climate of a school.

3. Principals as a group perceived (a) their staffs' Disengagement to be lower than did the staff;

---

[11]Richard D. Tirpak, "Relationship Between Organizational Climate of Elementary Schools and Personal Characteristics of the Schools' Principals" (unpublished PhD dissertation, University of Akron, 1970)

(b) their own Aloofness, Thrust, and Consideration
to be higher than did the staff; and (c) Hindrance,
Esprit, Intimacy, and Production Emphasis equal
to the staffs' perceptions.

4. The intelligence of the principal had a significant
   relationship to the degree of openness of the
   school's Organizational Climate.

5. The principals of schools who refused to partici-
   pate in this study tended to encourage a more
   closed climate than did those principals of schools
   who were willing to participate.

6. The personality traits of the school's principal
   have a significant influence on the creation and
   maintenance of an Organizational Climate in that
   school.

An interesting group of doctoral studies done in

1977 by students at George Washington University, Washing-

ton, D. C., Marco,[12] Rohr,[13] and Lake,[14] also served as

examples of the approach used by Tirpak.

Essentially these studies assessed the climate

of the schools under study and grouped the schools as

---

[12]Jerome M. Marco, "The Differences Between Selected
Characteristics of Principals, Teachers, and Schools Within
Two Dimensions of Organizational Climate in the Public
Schools of Frederick County, Maryland" (unpublished PhD
dissertation, George Washington University, 1977).

[13]Stephen M. Rohr, "An Investigation of the
Differences Between Selected Characteristics of Principals,
Teachers, and Elementary Schools Within Two Categories of
Organizational Climate in the Public Schools of Frederick
County, Maryland" (unpublished PhD dissertation, George
Washington University, 1977).

[14]Jevoner F. Lake, "An Investigation of Selected
Characteristics of Principals, Teachers, and Schools Within
Two Dimensions of Organizational Climate in the Public
Schools of Caroline County, Maryland" (unpublished PhD
dissertation, George Washington University, 1977).

relatively more open or relatively less open. Secondly, it was determined there was a difference in the more open and less open climate between principals' ages, total years of experience as principal at the present school, and level of education. In all these studies, differences between teachers' age, sex, years of experience in education, and years in the present school in both the more open and less open schools were investigated. Some nonpersonal factors such as the size of school enrollment and average daily attendance, number of students retained and level of urbanization of the school location were considered in one or more of the studies and an analysis of the differences in climate classifications of schools among categories of selected characteristics of teachers in the study was also done.

Marco's findings in his study of Organizational Climate in eight secondary schools were:

1. According to the characteristics tested in this study, findings for principals in more open and less open schools were similar. 2. No significant differences were shown between principals' acceptance of self and their perceptions of self-acceptance of other principals in more open and less open climate schools. 3. A significant difference was found in the number of years of experience in the present school between teachers in more open and less open climate schools. All other teacher

characteristics tested in this study were equivalent.
4. No significant differences were found according to
size of enrollment and average daily attendance. 5.
The prototypic profiles indicated that teachers in this
study perceived their schools as "closed," and that six
of the eight secondary schools in this study were classi-
fied as having "closed" climates, while the remaining two
had "familiar" climates.

Rohr, studying the same factors in 22 elementary
schools, found that:

1. The selected characteristics of principals
considered in this study cannot be used to identify ele-
mentary school Organizational Climate openness. 2.
Principals in more open and less open schools are equivalent
with regard to characteristics tested in this study.
3. No significant differences were shown between princi-
pals' acceptance of self and their perceptions of self-
acceptance of other principals in more open and less open
climate schools. 4. Except for the fact that signifi-
cantly more male teachers were found in less open climate
schools, teachers in more open and less open climate
schools are equivalent with regard to characteristics
tested in this study. 5. Wide variations in teachers'
ages, years of teaching experience, and percentage of male
teachers may be found among both more open and less open
climate schools. 6. Organizational Climate of elementary

schools located in urban areas are not significantly
different from those of elementary schools located outside
an urban area.

Lake, using teacher characteristics and principal
characteristics, found that:

1. Principal age, experience, acceptance of self
and perceptions of self-acceptance of others cannot serve
as criteria for identifying school climate. 2. Principals'
educational levels are predictors of school climate. 3.
Teacher age, and experience cannot be predictors of school
climate; sex can be. 4. Size of enrollment, attendance,
and student population cannot serve as a basis for identi-
fying school climate. 5. With teachers and principals
combined into a single group, age is a predictor of climate,
while sex and experience are not.

Weaver[15] found principals in schools where the
climate was perceived as more open to be more sociable,
less easily frustrated, more intelligent, confident,
and placid.

An investigation by Powell[16] of the relationship
between Organizational Climate and traits of principals

---

[15]Jeffrey W. Weaver, "The Relationship Between the
Organizational Climate of Secondary Schools and Selected
Personality Factors of the Schools' Principal" (unpublished
PhD dissertation, Ohio University, 1975).

[16]Lee E. Powell, "The Differences Between Selected
Characteristics of Principals, Teachers, and Schools Within
Two Dimensions of Organizational Climate in the Public
Schools of Carroll County, Maryland"(unpublished PhD
dissertation, George Washington University, 1976).

found no relationship as to principals' education, accep-
tance of self, age, years of teaching, and size of student
enrollment. This study concluded that principals in
open and closed climate schools were similar.

Crum[17] in a two-dimensional study using the
Tennessee Self-Concept Scale (TSCS) to measure the
self-concept of the principal and the OCDQ to measure the
teachers' perceptions of the closedness of the Organiza-
tional Climate of the school sought to measure whether
there was a significant relationship between the self-
concept of the principal and teachers' perceptions of
Organizational Climate.

As a result of the analysis of data collected in
this study, the following conclusions were made concerning
the relationship between the self-concepts of principals
and the Organizational Climate of schools: 1. There
was no significant correlation between the total self-
concept scores of principals as measured by the TSCS and
the degree of closedness of the climate of selected elemen-
tary schools as measured by the OCDQ. 2. There were no
significant correlations between the self-concept scores
of principals as measured by the six subscales and the
total score of the TSCS and the degree of closedness of the

---

[17]Don C. Crum, "The Relationship Between Principal
Self-Concept and the Degree of Closedness of the Organiza-
tional Climate of Selected Elementary Schools" (unpublished
PhD dissertation, Mississippi State University, 1977).

climate of selected elementary schools as measured by the
OCDQ. 3. There were significant correlations between
selected self-concept subscales and the total score as
measured by the TSCS and the closed climate as measured
by the eight subscales of the OCDQ. These correlations are
summarized as follows: a. A significant negative correla-
tion was found between the TSCS subscale Physical Self
and the OCDQ subscale Disengagement. b. A significant
positive correlation was found between the TSCS subscale
Personal Self and the OCDQ subscale Production Emphasis.

Research suggests that schools influence the
behavioral characteristics of principals. Wiggins[18]
investigated the behavioral characteristics of elementary
principals as they relate to school climate. He found
that a significant relationship was revealed between the
principals' interpersonal orientation and the school
climate. As the length of the principal's incumbency
increased, the level of significance of the relationship
between his behavioral characteristics and school climate
increased. The stability of school climate seemed to
affect the socializing of the principal's behavior.

---

[18]Thomas W. Wiggins, "A Comparative Investigation
of Principal Behavior and School Climate," Journal of
Educational Research, LXVI, No. 3 (November, 1972),
103-05.

In a Mississippi State University study, Grissom[19] found a significant negative relationship between the closedness of the Organizational Climate and teacher total self-concept. There was also a significant relationship between closed climate and teacher self-concept when consideration was given the variables of age, race, length of employment experience and level of certification. Gies and Leonard[20] found that teachers believe their own values concerning disadvantaged pupils to be more positive or higher than that of principals in inner city schools and that an open Organizational Climate is preferred and less dysfunctional.

Rasmussen[21] investigated the relationship of Organizational Climate and teachers' individual attitudes toward change. His study examined the influence of principal behavior on teacher perception of school receptivity or willingness to participate in planned change as

---

[19]Willie A. Grissom, "The Relationship Between Teacher Self-Concept and the Degree of Closedness of the Organizational Climate of Selected Elementary Schools" (unpublished PhD dissertation, Mississippi State University, 1976).

[20]Frederick John Gies and B. Charles Leonard, "Value Consensus Concerning Disadvantaged Pupils in Inner City Elementary Schools," Educational Leadership, XXX, No. 3 (December, 1972), 254-56.

[21]Robert H. Rasmussen, "The Relationship of Organizational Climate and Individual Attitudes Toward Change to Teachers' Perceptions of Organizational Receptivity to Change" (unpublished PhD dissertation, University of New Orleans, 1975).

well as the influence of the individual attitudes of
teachers toward change on organizational receptivity to
change. No significant relationship was found between
the dimensions of climate and individual attitudes toward
change. However, significant positive relationships were
found between the dimensions of thrust and consideration
and organizational receptivity to change.

In elementary schools characterized as both open
and closed, Anderson[22] found that teachers in open climate
schools scored significantly higher on personality variables
of intraception and abasement. The design of this study
involved the administration of the EPPS to two groups of
elementary school teachers. Group I was composed of 71
elementary school teachers whose schools were classified
by the OCDQ as having open Organizational Climates.
Group II was composed of 55 elementary school teachers
whose schools were classified through the use of the OCDQ
as having closed Organizational Climates. Raw score data
profiles were tabulated for each of the subjects in the
two groups and analyzed statistically through the use of
the generalized F-test and the t-test. A comparison was
used for each of the 15 personality variables measured by
the Edward Personal Preference Schedule (EPPS) namely:

---

[22]Donald D. Anderson, "Personality Attributes of
Teachers in Organizational Climates," Journal of Educational Research, LXII, No. 10 (July-August, 1969), 441-43.

achievement, deference, order, exhibition, autonomy,
affiliation, intraception, succorance, dominance, abase-
ment, nurturance, change, endurance, heterosexuality, and
aggression. Only subjects with consistency scores of nine
or higher were included in the study.

The perception of Organizational Climate and sense
of power of principals was found in a study by Bazemore[23]
to have a moderately high positive association. These
perceptions seemed to relate to the position, age, and
level of professional preparation of the individual. A
similar study completed in the same year (1975) found no
relationship between Organizational Climate and sense of
power. A minimal relationship was found by Morris[24]
between Organizational Climate and job satisfaction.

Teacher perceptions of climate differed when
reasons for staying on the job differed, according to

---

[23]Willa S. Bazemore, "Perceptions of Organizational
Climate and Feelings of Powerlessness Among Teachers and
Administration" (unpublished PhD dissertation, University
of Virginia, 1975).

[24]Betty N. Morris, "The Relationship of Teacher
Perceptions of Organizational Climate to Job Satisfaction
in the Elementary Schools of a Metropolitan School District"
(unpublished PhD dissertation, University of Houston,
1975).

Remmert[25] and satisfaction with school-community induce-ments correlated with perception of open climate (Blythe).[26]

Where the attitudes of students toward teachers and school were studied by Braden[27] in relationship to Organizational Climate, it seemed that both principals and teachers in open climate schools have more positive attitudes toward students, but student attitudes toward teachers and school show no difference in open and closed climate schools. Teachers and principals whose perceptions of their own schools' Organizational Climates are congruent seem to hold similar attitudes toward the students in their schools.

Another group of studies attempted to identify relationships between perceived Organizational Climates and selected factors related to the administration and/or organization of the school.

---

[25]Richard L. Remmert, "The Relationship Among Teacher Characteristics, Why Teachers Stay on the Job, and Organizational Climate in the School" (unpublished PhD dissertation, University of Illinois at Urbana-Champaign, 1976).

[26]Leonard R. Blythe, "Teachers' Need for Organizational Accommodation and Their Perceptions of Organizational Inducements as Related to Conception Held Regarding Organizational Climate of the School" (unpublished PhD dissertation, Purdue University, 1971).

[27]James N. Braden, "A Study of the Relationship Between Teacher, Principal and Student Attitudes and Organizational Climate" (unpublished PhD dissertation, University of Missouri at Columbia, 1970).

A study by Veal[28] of teacher philosophy, teacher behavior and Organizational Climate found that, when measured by total scores, the more open Organizational Climate was related to more open philosophy and behaviors of teachers. In contrast, a bureaucratic organizational structure was perceived by teachers as a constraint on the Organizational Climate by Magee,[29] but Melnick[30] found no significant relationship between the dogmatism of school principals and the Organizational Climate.

When Mangee,[31] Nelson,[32] and Gilman[33] investigated the Organizational Climate and perceived behavior of

[28]Benjamin L. Veal, "A Study of the Relationship Among Teacher Philosophy, Teacher Behavior and Organizational Climate in Developing Open Educational Practices" (unpublished PhD dissertation, Rutgers University, The State University of New Jersey, 1976).

[29]James M. Magee, "A Study of Relationships Between Bureaucratic Structure and Organizational Climate in Schools as Perceived by Teachers in Selected Elementary Schools" (unpublished PhD dissertation, Northeastern University, 1977).

[30]Nicholas Melnick, Jr., "The Relationship Between Dogmatism of Elementary School Principals and the Organizational Climate of Their Schools" (unpublished PhD dissertation, Miami University, 1970).

[31]Carl P. Mangee, "A Study of the Perceived Behaviors of Elementary School Principals and the Organizational Climate of Elementary Schools" (unpublished PhD dissertation, The University of Michigan, 1975).

[32]Robert H. Nelson, "Relationship Between Teacher Perception of Reinforcing Behavior of the Principal and Organizational Climate of Elementary Schools" (unpublished PhD dissertation, Purdue University, 1972).

[33]Richard A. Gilman, "An Exploration of the

principals of elementary schools, they found that effective,

positive "helping behavior" of the principal correlated

with more open climate. (Supportive and strong reinforcing

behavior of principals not only related to teacher percep-

tion of the climate as open, but principal behavior was

seen as not reinforcing when related to climates which

were perceived as closed.)

In another study of perception of principal behavior,

French[34] found that the perception of the principal's

administrative skills as being characteristically "human"

related to perception of the climate as open. Simmons[35]

found no significant relationship between basic administra-

tion style and Organizational Climate as did Stine[36] in a

study of climate and the managerial style of the principal,

but when leadership effectiveness was studied along with

Relationships Between Organizational Climate of Schools
and Teachers' Perceptions of Authority Sphere Support"
(unpublished PhD dissertation, Boston University School of
Education, 1970).

[34]Denney G. French, " The Relationships Between
Teachers' and Principals' Perceptions of Organizational
Climate in Elementary Schools and Principals' Perceptions
of Administrative Skills" (unpublished PhD dissertation,
Purdue University, 1971).

[35]Isaiah Z. Simmons, "A Study of the Relationship
Between Leadership Styles of Elementary School Principals
and the Organizational Climate of Elementary Schools as
Perceived by Teachers" (unpublished PhD dissertation,
Syracuse University, 1977).

[36]John C. Stine, "A Study of Perceptions of the
Relationship Between the Organizational Climate of Elemen-
tary Schools and Managerial Styles of their Principals"
(unpublished PhD dissertation, University of Pittsburg, 1975).

style, Albright[37] found a significant interrelationship. Openness of climates was found by Zerla[38] to relate to the readiness of some innovative adaptation but not to the style of the change agent.

A significant relationship was found by Adelson[39] between the manner of teacher participation in decision-making and the openness of the Organizational Climate. Sheldon[40] found that Organizational Climate seemed to affect the spontaneity of initiation of school related discussion, but Bergstein[41] found no relation to the perception among teachers of their own participation in decision-making.

---

[37]Barton K. Albright, "A Study of the Relationship Between and Among Leadership Style, Leader Effectiveness, and Organizational Climate in the Elementary Principalship" (unpublished PhD dissertation, University of Kansas, 1977).

[38]Alan F. Zerla, "Relationships of Organizational Climate, the Change Agent Style of the Principal, and the Occurrence of Selected Educational Innovations in Tennessee Public High Schools" (unpublished PhD dissertation, George Peabody College for Teachers, 1976).

[39]Gary I. Adelson, "A Study of the Relationship Between Teacher Participation in Decision-Making and the Organizational Climate of the School" (unpublished PhD dissertation, State University of New York at Albany, 1972).

[40]Gary H. Sheldon, "Effect of Organizational Climate on School-Related Discussion Involving the Elementary Principal" (unpublished PhD dissertation, Drake University, 1976).

[41]Newton L. Bergstein, "The Relationships Among Teachers' Perceptions of their Participation in Decision-Making, Openness of Organizational Climate, and Organizational Output in a Sample of Non-Secondary Public Schools" (unpublished PhD dissertation, The University of Rochester, 1972).

Similarly, a relationship between Organizational Climate and the quality of interaction among staff was found by Summers.[42] Lewis[43] found that teacher perception of the selection process of personnel was related to perception of Organizational Climate.

Organizational Climate has been shown to relate to innovative and non-innovative characteristics of principals (Monasmith).[44]

While no significant correlation could be established between OCDQ scores and dogmatism scores of principals, Shea[45] in the same study found some relationships between personality constructs of princiapls and staff, and the Organizational Climate when scores on subsections

---

[42]Jerry A. Summers, "The Relationship of Organizational Climate and Selected Personal Variables with Verbal Interaction Behavior of Elementary School Teachers" (unpublished PhD dissertation, Southern Illinois University, 1970).

[43]Benjamin A. Lewis, "The Elementary School Principal's Process of Personnel and Its Relationship to the Organizational Climate of the School" (unpublished PhD dissertation, Boston University School of Education, 1976).

[44]James M. Monasmith, "Relationship of Selected Subtests of Organizational Climate Description Questionnaire to Educational Innovation in Selected High Schools in the State of Idaho" (unpublished PhD dissertation, University of Southern California, 1970).

[45]William M. Shea, "Selected Relationships Among Personality Constructs of the Principal, Personality Constructs of the Staff, and the Organizational Climate of the Elementary School" (unpublished PhD dissertation, University of Southern California, 1970).

of OCDQ were considered with separate individual personality
traits.

Little if any relationship was found between
Organizational Climate, the principal's attitude toward
students' rights and student morale by Barber,[46] or between
Organizational Climate and the behavior of students and
teachers by Parker.[47]

No relationship was found between Organizational
Climate and cognitive and noncognitive variables of
students by Keadle[48] nor could Organizational Climate be
shown to be related to teacher perceived self-concept of
nonresident and resident majority students in a study
by McCaulley.[49]

---

[46]Wilton L. Barber, "A Study of Principals' Attitudes
Toward Student Rights and Students' Attitudes Toward School
Morale, and their Relation to Organizational Climate,
Principal's Leader Behavior, and Management Style" (unpub-
lished PhD dissertation, University of Pittsburgh, 1977).

[47]Larry R. Parker, "A Study of the Relationship of
the Organizational Climate of Schools and the Behavior of
Students and Teachers" (unpublished PhD dissertation, The
University of Tennessee, 1971).

[48]Maynard E. Keadle, "A Study of the Relationships
Between the Perceptions of Teachers of the Organizational
Climate and Selected Cognitive and Non-Cognitive Variables
Associated with Elementary Students" (unpublished PhD
dissertation, University of Maryland, 1976).

[49]Richard T. McCaulley, "Organizational Climate and
Its Relationship to Teachers' Perception of the Self-
Concept of Elementary Schools in Connecticut Implementing
Programs that Result in Desegregation" (unpublished PhD
dissertation, Fordham University, 1976).

A significant relationship between reading achievement and teacher attrition and open climate schools was found in a 1975 study by Smith,[50] but the same study found no significant difference in teacher attrition in open and closed climate schools.

Another study found no significant differences in Organizational Climate between schools with mobile principals and those with nonmobile principals.[51]

In a 1969 study, George[52] found that personality of teachers in interaction with perceived structure related more to teachers' perception or Organizational Climate than to either separately.

The openness or closedness of Organizational Climate did not relate as might have been expected to teacher job satisfaction. Schleiter[53] found differences in perception

[50]Stanley J. Smith, "The Relationship Between Organizational Climate and Selected Variables of Productivity-Reading Achievement, Teacher Experience and Teacher Attrition" (unpublished PhD dissertation, University of New Orleans, 1975).

[51]Vuti Laosunthorn, "A Comparison of Mobile with Non-Mobile Elementary School Principals on the Basis of School Climate" (unpublished PhD dissertation, Michigan State University, 1975).

[52]Julius R. George, "Organizational Structure, Teacher Personality Characteristics and Their Relationship to Organizational Climate" (unpublished PhD dissertation, Claremont Graduate School, 1966).

[53]Richard C. Schleiter, "A Study of the Relationship Between Teacher Job Satisfaction and the Organizational Climate of Schools" (unpublished PhD dissertation, State University of New York at Albany, 1971).

of climate as open or closed to be unrelated to achievement

recognition and other elements of job satisfaction.

Similarly, job satisfaction was found not related to the

congruency of Organizational Climate and dogmatism.[54]

The Organizational Climate was studied in relation-

ship to staff perception of the role of the elementary

teacher by Knodt,[55] to cooperative staff experiences

relative to changes in the role perceptions of teachers by

Bowman,[56] and to teacher morale by Weiser.[57]

Among teachers, significant differences were found

in perceptions of open and closed climate when considered

in relationship to experience, length of stay at the

present school, and morale.

----

[54]Alexander M. Warren, "The Relationship of Level
of Job Satisfaction of Elementary School Teachers to
Organizational Climate and Dogmatism" (unpublished PhD
dissertation, Cornell University, 1971).

[55]Robert C. Knodt, "The Relationship Between
Organizational Climate and the Perceptions of the Elemen-
tary Teachers' Role" (unpublished PhD dissertation,
Hofstra University, 1972).

[56]Newell K. Bowman, Sr., "The Effect of Cooperative
Staff Experiences Related to Changes in the Role Percep-
tions of Teachers and the Organizational Climate of the
Schools" (unpublished PhD dissertation, Brigham Young
University, 1972).

[57]Harold E. Weiser, "A Study of the Relationship
Between Organizational Climate and Teacher Morale" (un-
published PhD dissertation, University of New Orleans,
1974).

Manuie,[58] in investigating the Organizational

Climate in selected schools in Saudi Arabia, found a cause-

and-effect relationship between Organizational Climate

and socioeconomic factors, and that the climate in schools

for girls was more closed than climate in schools for boys.

A 1974 study in Texas found that although no

significant differences in health attitudes could be

identified, open climate teachers kept "better health,"

i.e. these teachers used fewer days of sick leave.[59]

Of the studies reviewed, it may be seen that some

investigators have attempted to understand perception of

Organizational Climate by looking at the comparative

relationship of perceivers as a group. More detailed

studies have considered relationships between personal

attributes of the perceivers and the climate.

A different approach to understanding may be seen

in studies which seek to relate Organizational Climate

to administrative style or school organization.

While personal factors ranging from simple attri-

butes, such as sex, age, or degrees held, to more complex

---

[58]Mohamed A. Manuie, "A Study of Teacher-Principal
Perceptions of the Organizational Climate in Selected
Schools in Riyadh, Saudi Arabia" (unpublished PhD disserta-
tion, The University of Oklahoma, 1976).

[59]Leonard D. Ponder and Cyrus Mayshark, "The Rela-
tionship Between School Organizational Climate and Selected
Teacher Health Status Indicators," Journal of School
Health, XLIV, No. 3 (March 1974), 123-25.

qualities such as dogmatism, aggressiveness, or self-concept
have been studied frequently, it is interesting and pos-
sibly significant that, in the past decades during which
educational development has been most influenced by desegre-
gation, so few studies have considered race as a factor
affecting Organizational Climate. Some studies have
considered race as a factor in perception of Organizational
Climate in segregated schools, but, of four recent studies
in which race was included or implied, three (McCaulley,[60]
Cowan,[61] and Taylor, Walden, and Watkins[62] discussed race
as a possible concomitant rather than a primary variable
in influencing climate in desegregated schools. A study
by Esposito and Pinkney[63] compared black and white teacher
perceptions of eight factors comprising Organizational
Climate in recently desegregated schools.

In another study, McCaulley sought to determine
the Organizational Climate in selected schools in Connecticut

[60]McCaulley, p. 2552.

[61]William J. Cowan, "An Investigation of Teacher
Perceptions of School Organizational Climate Before and
After the Court-Ordered Transfer of Teachers in the Atlanta
Public Schools" (unpublished PhD dissertation, Georgia
State University, 1971).

[62]Thomas N. Taylor, John C. Walden and J. Foster
Watkins, "Organizational Climate Changes Over Time,"
Educational Forum, XXXX, No. 1 (November, 1975), 87-93.

[63]James P. Esposito and H. B. Pinkney, "Organiza-
tional Climate of Desegregated Elementary Schools: Black and
White Teachers' Perceptions," Journal of Educational
Research, LXIX, No. 6 (February, 1976), 226-31.

after implementation of a program that resulted in racial desegration, to discover whether a relationship existed between Organizational Climate and teacher perceived self-concept of nonresident minority students and resident majority students attending the schools.

In Atlanta, Georgia, it was found by Cowan[64] that the transfer of teachers as a result of court-ordered desegration had no effect on the perception of school climate by nontransferring teachers. This study also indicated that black teachers tended to perceive school climate as more open than did white teachers but overall the socioeconomic status of a school seemed to have more effect on nontransferring teachers' perception of Organizational Climate than did race.

The race of teachers as a discriminating factor in teacher perceptions of the Organizational Climate of schools in a desegregated setting was an auxiliary hypothesis in a study by Taylor, Walden, and Watkins[65] of whether the internal dynamics of a given climate tended to maintain and extend that climate over time.

Each of these investigations suggested the need for further study of the impact of desegregation on school

---

[64]Cowan, p. 3598.

[65]Taylor, Walden and Watkins, pp. 87-93.

climate. Desegregation has changed organizational patterns and brought together black and white teachers with either black or white principals. This study proposed to explore more fully the congruence of black teachers' and white teachers' perceptions of Organizational Climate in a desegregated setting. It also investigated the effect of sex, experience, and tenure status as these factors interacted with race upon the perception of teachers and principals.

Summary

The literature revealed the growing accumulation of data since the definitions put forth by Halpin and Croft, particularly in terms of the OCDQ and its subtests. Studies have been undertaken to determine the factors which contribute to teacher OCP and principal OCP, but study related to the variables of sex, length of service, tenure status, and race (variables which receive particular attention in desegregated school system settings during time of stress and evaluation) has been limited.

These variables have been studied and found to influence the behavior which in turn affects the climates of the school. However, the degree to which they do or do not affect the perceptions (OCP) and the congruence of teacher OCP and Principal OCP have not been definitively explored.

CHAPTER III

METHODS AND PROCEDURES

Population and Sample

The population of this study was drawn from elementary schools in a large urban school system, Winston-Salem, North Carolina. There are 37 elementary schools within the system. Elementary principals in all 37 schools responded. A total of 655 teachers (60% of 1092 teachers in the 37 schools) responded, with varying numbers from individual schools.

Of the 37 schools, 34 provided responses from more than 30% of the teachers. No school provided responses from less than 15% of the teachers. All principals responded.

The high percentages of responses within the district sample and the individual school samples would indicate that the nonrespondents did not significantly alter the outcome of the study.

Procedure

Principals were asked to participate in the study by the researcher. Teachers were informed about the study by the school principal. A packet of materials, prepared in advance, containing the instrument (OCDQ) and a demographic data sheet, was given by the researcher to

to be completed.[1] The packet of materials containing the OCDQ and a demographic data sheet was given to teachers who agreed to participate in the study by another professional within the building. A cover letter was enclosed in both the principal packet and the teacher's packet thanking participants and providing instructions for handling the materials when completed.

Instruments

Teachers and principals were asked to complete two pieces of information needed for the study. The first was the demographic data sheet. The purpose of the demographic data sheet for principals was to gather data regarding:

    1. Race
            White
            Black
            Other

    2. Length of Service
            0 - 4 years
            5 - 10 years
           11 - 15 years
           Over 15 years

    3. Sex
            Male
            Female

The purpose of the demographic data sheet for the teachers was to gather data regarding:

    1. Race
            White
            Black
            Other

---

[1]See Appendix A.

2. Tenure status

3. Length of Service
   0 - 4 years
   5 - 10 years
   11 - 15 years
   Over 15 years

4. The number of years with the principal in that

   School
   0 - 4 years
   5 - 10 years
   11 - 15 years
   Over 15 years

5. Sex
   Male
   Female

The OCDQ was used in this study to measure both teacher and principal OCP. The OCDQ has been widely used by researchers studying Organizational Climate, partly because of the clarity with which the author, Halpin, described the concept of Organizational Climate and partly because it is a comprehensive instrument which is relatively easy to administer.

The OCDQ has eight subtests and 64 items as shown in Appendix B.

Data Collection and Research Methodology

Contact with the Macmillan Publishing Company (see Appendix C) resulted in obtaining permission to use the OCDQ to ascertain data from subjects in this study. The purpose of this chapter is to identify steps involved in obtaining and analyzing the data.

Subjects (Respondents)

A total of 655 elementary teachers and 37 elementary principals comprised the population of this study. All teacher and principal respondents were employed by the Winston-Salem/Forsyth School District and agreed to partici- page in the study. See Table 1.

Setting

The school environment provided the setting for teachers and principals to respond to the instrument used in this study. The convenience of time during a working day permitted contact with the subjects at their locations.

Instrument

Halpin's Organizational Climate Description Ques- tionnaire (OCDQ), which consists of 64 items used to establish the Organizational Climate of a school as perceived by the school's staff, was used. The OCDQ provides eight subtest dimension scores. Four describe the perceived behavior of teachers and four provide dimensions of the principal's behavior as perceived by the teaching staff. See Appendix D.

The OCDQ provides for descriptions of climate as open climate, autonomous climate, controlled climate, familiar climate, paternal climate, and closed climate.

The Winston-Salem Forsyth County Superintendent granted permission to conduct the study in the 37 elementary

Table 1

Number of Teacher Respondents, by School,

Race and Sex

School	White Teachers	Black Teachers	Other Minority	Male	Female
1	8	4			12
2	3	5	2	1	9
3	3	3			6
4	12	9	6		16
5	12	6		5	15
6	7	4		1	11
7	11	7		3	15
8	8	5		3	10
9	21	8			3
10	3	2		1	4
11	14	7		3	19
12	10	9			18
13	14	4			18
14	18	6		4	20
15	14	4		3	15
16	3	1			4
17	12	2			14
18	10	2			12
19	14	4		2	18
20	8	4		2	12
21	20	8		2	27
22	8	4			12
23	9	7			16
24	18	8		2	24
25	13	6		1	18
26	10	1			11
27	8	5		1	12
28	11	6			17
29	15	2		1	15
30	17	11		4	24
31	15	8		4	19
32	12	1		1	12
33	5	2		1	6
34	11	5		3	13
35	37	12		4	45
36	12	8		2	20
37	14	6			20
Total	438 (61%)	209 (56%)	8 (100%)	57 (64%)	598 (59%)

schools in the district. Principals were contacted to identify a convenient time when participants could respond to the instrument (OCDQ). All data were gathered in one week. Coding and key punching began immediately. Computer printouts provided means for analyzing the data collected.

Table 2

Race and Sex of Principals

37 Principals
 9 Black Principals
28 White Principals
28 Male Principals
 9 Female Principals

Climate Profiles

Based on the eight subtest scores and climate headings, profiles for the statement of the hypotheses were developed for each school. These profiles depicted resemblances of teachers and principal's behavior on Organizational Climate Grids as shown in Appendix E.

Hypothesis Testing

A test of two sample means was used to determine the validity of the twelve hypotheses. Because of the magnitude of the calculations for hypotheses 1, 2, 4, 5, 6, 7, 9, and 11, a random sample of the 37 schools was chosen, using the method of random digits. These tests were all t-tests, using small samples (n less than 30).

All tests were done at a significance level of α .05 and were two-tailed tests.

In comparing the mean responses of teachers and principals, the hypothesis test of means (small sample $n < 30$) was used. This involved the t-distribution with a significance level of α .05 and a nondirectional test. Each test has the following format:

$$H_o: \quad m_1 = m_2$$

$$H_a: \quad m_1 \neq m_2$$

The test statistic t was found by the formula

$$t = \frac{m_1 - m_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1-1)s_1{}^2 + (n_2-1)s_2{}^2}{n_1 + n_2 - 2}}$$

where m_1 = mean of sample 1 m_2 = mean of sample 2

n_1 = size of sample 1 n_2 = size of sample 2

$s_1{}^2$ = variance of sample 1 $s_2{}^2$ = variance of sample 2

At the level of significance used, each test statistic t must be larger than 2.576 to reject the hypothesis $m_1 = m_2$.

CHAPTER IV

DATA AND ANALYSIS

The findings in this chapter are presented in keep-
ing with the procedures outlined in Chapter III. The data
sought to test the hypotheses outlined in Chapter I. These
data, as well as related findings, are presented in this
chapter.

HYPOTHESIS #1

There will be no significant difference between
minority teacher OCP and majority teacher OCP in an
elementary school.

This hypothesis was tested using the t-test on
the difference of two means.

The t-test showed there were no significant dif-
ferences between minority teacher OCP and majority teacher
OCP.[1] Table 3 illustrates the t-test data.

_____

[1]Analysis of the appended Organizational Climate
Grids (see Appendix E) shows that some subtest differences
existed as great as .5 on most of the grids. The range
of T values was .9564 (from -.4891 to .4673). This range
was within the non-rejection area for the hypothesis. For
these elementary schools, the probability of the hypothesis
being rejected was very small. Using t - -.4000 and t =
.4000, the researcher finds 70% of these schools within
this range. This substantiates the non-rejection of the
hypothesis for these schools. While differences were not
significant, there were differences in OCP. In school 14,
minority teachers perceived climate as more open than white

Table 3[a]

Results of the t-Test of Minority Teacher OCP

and Majority (White) Teacher OCP

School	Variable	Mean	Standard Deviation	T Value
6	MTOCP	2.1075	.9089	.2797
	MTOCP	1.9662	.7492	
7	MTOCP	1.8337	.9101	-.2745
	WTOCP	1.9562	.9532	
12	MTOCP	1.7562	.7628	-.0941
	WTOCP	1.7900	.7524	
13	MTOCP	1.7325	.8548	.1096
	WTOCP	1.6875	.6903	
14	MTOCP	1.9712	.9016	-.4267
	WTOCP	2.1325	.7788	
22	MTOCP	1.9562	1.1202	.2553
	WTOCP	1.8275	.6559	
28	MTOCP	.7937	.7937	-.0125
	WTOCP	1.7400	.7808	
32	MTOCP	2.0587	.9277	.3115
	WTOCP	1.8537	.6332	
36	MTOCP	1.9100	1.1540	-.4891
	WTOCP	2.1650	1.1345	

[a]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 1-10).

HYPOTHESIS #2

<u>There will be no significant difference between</u>

<u>majority teacher OCP and majority principal OCP in the</u>

<u>elementary school.</u>

This hypothesis was tested using the t-test on the

difference of two means.

The t-test showed there were no significant dif-

ferences between majority teacher OCP and majority principal

OCP.[2] Table 4 illustrates the t-test data.

---

teachers. In school 22, minority teachers saw the principal
as moderately open in thrust, while white teachers saw
the principal as somewhat closed; similarly, minority
teachers saw the faculty of this same school as being higher
in esprit. In school 32, minority teachers tended to
perceive the faculty as being more on task, higher in
esprit and the principal more considerate. In school 34,
both black and white faculty perceived themselves similarly
but not so their principal in two dimensions: black teachers
saw the principal as more aloof and more highly directive
and less sensitive to feedback from staff. In school 36,
white teachers saw the principal higher on consideration.

[2]Analysis of the appended Organizational Climate
Grids (see Appendix E) shows that some subtest differences
existed as great as .5 on most of the grids. While there
was no rejection of the hypothesis, there were OCP differ-
ences between white teachers and white principals. In
school 6, teachers saw themselves as being much more on
task than did the principal; on the other hand, the prin-
cipal saw the faculty higher on esprit (open) while the
faculty saw morale at a lower level; the principal perceived
the faculty to be more intimate; on the other hand, while
both faculty and principal perceived the climate to be
rigid on consideration, teachers saw the principal as being
more considerate than the principal perceived himself to
be. In school 7, teachers perceived the principal to be
more directive, highly task-oriented and more considerate.
In school 12, teachers saw themselves more on task and more
intimate; the principal saw himself higher on supervision,
higher on task, and more considerate. In school 14, 3

Table 4[a]

Results of the t-Test of Majority (White) Principal OCP
and Majority (White) Teacher OCP

School	Variable	Mean	Standard Deviation	T Value
6	WPOCP	1.8062	.9199	.1997
	WTOCP	1.9662	.7492	
7	WPOCP	1.6200	.6956	.3388
	WTOCP	1.9562	.9532	
12	WPOCP	1.7412	1.0121	.0618
	WTOCP	1.7562	.7628	
13	WPOCP	1.9500	1.0127	-.3673
	WTOCP	1.6875	.6903	
14	WPOCP	1.8337	1.0829	.3739
	WTOCP	2.1325	.7788	
20	WPOCP	2.3912	1.4398	.4447
	WTOCP	1.9662	.9010	
28	WPOCP	1.7062	.7513	.0475
	WTOCP	1.7450	.7808	
32	WPOCP	2.0400	1.0846	.2831
	WTOCP	1.8537	.6322	
34	WPOCP	2.2400	1.2061	.0664
	WTOCP	2.1850	.9720	
36	WPOCP	1.9912	1.0962	.1471
	WTOCP	2.1650	1.1345	

[a]A sample size of 10 from a population of 28 schools was chosen using a random digit table. A graphic display of the mean score on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 11-20).

out of 4 times the teachers' OCP was higher than the principal's perceptions of the faculty and teachers perceived the principal as being less considerate. In school 20, the principal perceived the morale and intimacy of the faculty differently from his teachers and 3 out of 4 times he perceived himself more highly as being on task, directive and considerate. In School 32, teachers saw themselves more aloof, yet lower in morale and less intimate; the teachers perceived the principal as less inclined to "move the organization" along and less considerate. In School 34, the principal saw the faculty as being higher in morale and less intimate. In school 36, teachers perceived the principal as being more considerate.

HYPOTHESIS #3

There will be no significant difference between minority teacher OCP and minority principal OCP in an elementary school.

This hypothesis was tested using the t-test on the difference of two means.

The t-test showed there were no significant differences between minority teacher OCP and minority principal OCP.[3]   Table 5 illustrates the t-test data.

HYPOTHESIS #4

There will be no significant difference between minority teacher OCP and majority principal OCP in an elementary school.

---

[3]Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. While there were no t-values of significance to reject the hypothesis, in school 4, the principal OCP was higher on thrust and consideration. In school 5, teachers perceived themselves as less on task than did the principal and less intimate as a faculty; they also perceived the principal as more considerate. In school 9, teachers saw faculty morale as being higher and the principal was perceived as being more considerate. In school 10, teachers perceived the principal higher on thrust. In school 11, teachers perceived themselves as "going through the motions" more so than their principal and saw the faculty morale as being lower; likewise, the faculty perceived the principal to be less of an "organizational mover." In school 19, the teachers perceived the principal to be more considerate.   In school 24, the teachers perceived the principal to be more considerate. In school 24, the teachers perceived the principal to be moving the organization   along more so than the principal perceived. In school 30, teachers perceived morale to be lower and the teachers perceived the principal to be moving the organization along less; teachers saw the principal as being more considerate.

Table 5[a]

Results of the t-Test of Minority Teacher OCP

and Minority Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
4	MTOCP	2.0112	1.0785	-.1605
	MPOCP	2.1937	1.1739	
5	MTOCP	2.2125	.8256	.5747
	MPOCP	1.7000	1.0756	
9	MTOCP	2.0437	.9932	.2847
	MPOCP	1.7437	1.1495	
10	MTOCP	1.8512	1.1379	.0771
	MPOCP	1.7437	1.1495	
11.	MTOCP	1.7162	.5657	.0143
	MPOCP	1.7075	1.0203	
19	MTOCP	1.9437	1.0082	.0387
	MPOCP	1.9000	.8447	
22	MTOCP	1.9562	1.1202	.1177
	MPOCP	1.8087	.9761	
24	MTOCP	1.7625	.9401	.0576
30	MTOCP	1.9400	.9346	-.1414
	MPOCP	2.0787	1.0840	

[a]There were nine schools in this category. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 21-29).

This hypothesis was tested using the t-test on the difference of two means.

The t-test showed there were no significant differences between minority teacher OCP and majority principal OCP.[4]   Table 6 illustrates the t-test data.

HYPOTHESIS #5

There will be no significant difference between tenured teacher OCP and Principal OCP in an elementary school.

---

[4]Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. There were no t-values which were of significance to cause a non-rejection of the hypothesis, the range was .7115 (from -.4150 to 7115). In school 6, minority teachers perceived the faculty as being "less in gear" and going through the motions and less intimate than did the principals; minority teachers also saw the principal as being more directive and more considerate. In school 7, minority teachers perceived the faculty to be less on task and more intimate than did their white principal; they also saw their principal as moving his school along at a higher thrust level. In school 12, minority teachers perceived the faculty to be less on task and the group more intimate than did their white principal. In school 13, minority teachers perceived the faculty to be more intimate than did the principal; they also perceived the principal to be less considerate. In school 14, minority teachers saw their principal as more directive and less considerate. In school 20, minority teachers perceived faculty morale and intimacy lower and they saw their principal as being directive, insensitive to their feedback and less considerate than he perceived. In school 34, minority teachers perceived the faculty to be less on task, lower in morale and less intimate; they also saw the principal as more aloof and more directive.

Table 6[a]

Results of the t-Test of Minority Teacher OCP

and Majority (White) Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	MTOCP	2.1075	.9089	.2965
	WPOCP	1.8062	.9199	
7	MTOCP	1.8337	.9101	-.2196
	WPOCP	1.6200	.6956	
12	MTOCP	1.7562	.7628	.0185
	WPOCP	1.7412	1.0121	
13	MTOCP	1.7325	.8548	-.2275
	WPOCP	1.9500	1.0127	
14	MTOCP	1.9712	.9016	.1411
	WPOCP	1.8337	1.0829	
18	MTOCP	1.9175	.9889	-.2239
	WPOCP	2.1887	1.4381	
20	MTOCP	1.8587	1.1475	-.4150
	WPOCP	2.3912	1.4398	
28	MTOCP	1.7400	1.7937	.0394
	WPOCP	1.7062	.7513	
34	MTOCP	2.3862	.8134	.1640
	WPOCP	2.2400	1.2061	
36	MTOCP	1.9100	1.1540	-.0663
	WPOCP	1.9912	1.0962	

[a]A sample size of 10 from a population of 28 schools was chosen using a random digit table. A graphic display of the mean score on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 30-39).

The t-Test showed there were no significant differences between tenured teacher OCP and principal OCP.[5] Table 7 illustrates the t-test data.

HYPOTHESIS #6

There will be no significant difference between non-tenured teacher OCP and principal OCP in an elementary school.

This hypothesis was tested using the t-test on the difference of two means.

---

[5]Analysis of the appended Organizational Climate Grid (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. While no significant differences were found among t-values for this hypothesis, the range of scores was .7691 (from -.4359 to .3332). Differences or variances in perceptions occurred in school 6 where tenured teachers perceived the faculty to be less on task and "going through the motions" and higher in intimacy while the principal perceived staff morale higher; tenured teachers perceived the principal higher on thrust and consideration. Tenured teachers in school 12 saw themselves less on task and more intimate than the principal saw them. Tenured teachers in school 13 perceived faculty morale and intimacy lower than the principal; they also perceived the principal less directive, less task-oriented and less considerate. In school 14, tenured teachers perceived the faculty as more disengaged and less intimate; tenured teachers perceived the principal as more directive and less considerate. Teachers in school 32 saw group morale lower and their disengagement higher; they perceived the principal lower in thrust and lower in consideration. Teachers in school 34 saw themselves higher in disengagement, lower in esprit and lower in intimacy.

Table 7[a]

Results of the t-Test of Tenured Teacher OCP

and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	TTOCP	2.0087	.7797	.2463
	POCP	1.8062	.9199	
7	TTOGP	1.9162	.9465	.3035
	POCP	1.6200	.6956	
12	TTOCP	1.7825	.8186	.0486
	POCP	1.7412	1.0121	
13	TTOCP	1.6500	.6588	-.4359
	POCP	1.9500	1.0127	
14	TTOCP	2.1121	.8161	.3332
	POCP	1.8337	1.0829	
22	TTOCP	1.9225	.8445	.1278
	POCP	1.8087	.9761	
28	TTOCP	1.7437	.7981	.0452
	POCP	1.7062	.7513	
32	TTOCP	1.8425	.6496	-.2898
	POCP	2.0400	1.0846	
34	TTOCP	2.2300	.8213	.0116
	POCP	2.2400	1.2061	
36	TTOGP	2.0500	1.1121	.0509
	POCP	1.9912	1.0962	

[a]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 40-49).

The t-test showed there were no significant differences between non-tenured teacher OCP and principal OCP.[6] Table 8 illustrates the t-test data.

HYPOTHESIS #7

<u>There will be no significant difference between OCP of teachers of varying lengths of service and the OCP of principals in an elementary school.</u>

This hypothesis was tested using the t-test on the difference of two means.

The t-test showed there were no significant differences between OCP of teachers of varying lengths of service and the OCP of principals.[7]

---

[6] Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. All t-values were in the non-rejection range for this hypothesis but differences in OCP were evident in school 6 where non-tenured teachers perceived the faculty higher on disengagement than the principal perceived the faculty and this same group perceived the principal higher on consideration. In school 7, the non-tenured teachers perceived the principal higher on Thrust. In school 12, non-tenured teachers perceived themselves higher on disengagement, lower on esprit, lower on intimacy and saw the principal lower on thrust. In school 14, non-tenured teachers saw themselves higher on disengagement and perceived their principal higher on production emphasis and lower on consideration. In school 22, the non-tenured teachers perceived the principal lower on thrust. Non-tenured teachers in school 32 saw the faculty more disengaged and faculty esprit lower; they also perceived the principal as less considerate. In school 34, non-tenured teachers perceived themselves higher on disengagement, lower on esprit and lower on intimacy; non-tenured teachers perceived the principal as being more aloof.

[7] Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences

Table 8[a]

Results of the t-Test of Non-Tenured Teacher OCP

and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	NTTOCP	1.9550	.9803	.1239
	POCP	1.8062	.9199	
7	NTTOCP	1.8250	1.0035	.1769
	POCP	1.6200	.6956	
12	NTTOCP	1.7450	.6259	.0055
	POGP	1.7412	1.0121	
13	NTTOCP	1.7687	.8551	-.1983
	POCP	1.9500	1.0127	
14	NTTOCP	2.0250	.7347	.2254
	POCP	1.8337	1.0829	
22	NTTOCP	1.7150	.6929	-.1171
	POCP	1.8087	.9761	
28	NTTOGP	1.7350	.7275	.0354
	POCP	1.7062	.7513	
32	NTTOCP	1.9137	.6214	-.1659
	POCP	2.0400	1.0846	
34	NTTOCP	2.2775	.7686	.0451
	POCP	2.2400	1.2061	
36	NTTOCP	2.1025	1.1893	.0866
	POCP	1.9912	1.0962	

[a]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 50-59).

Table 9 illustrates the t-test data for

0-4 year teacher/principal OCP.

---

existed as great as .5 on most of the grids. Teachers with less than four years experience perceived the faculty in school 6 higher on disengagement, and lower on esprit than the principal; they perceived the principal higher on consideration. In school 7, the teachers with less than four years experience were lower on intimacy than their principal and they saw the principal higher on thrust. In school 12, the teachers perceived themselves higher on disengagement and lower on intimacy. In school 14, teachers perceived the faculty higher on disengagement and intimacy than did the principal of this school; the teachers perceived the principal higher on production emphasis and lower on consideration. In school 22, the teachers perceived the principal lower on thrust. In school 34, the teachers' perceptions were higher on disengagement, lower on intimacy than the principal's perceptions of the group; they also perceived the principal higher on aloofness. In school 36, teachers perceived the principal higher on thrust and consideration.

In school 6 the teachers with 5-10 years experience were higher on disengagement and intimacy than was the principal's perceptions; these teachers perceived themselves higher on consideration. In school 7, teachers perceived the principal higher on production emphasis and thrust. In school 12, teachers saw the faculty higher on disengagement and lower on intimacy while they saw the principal lower on consideration. In school 13, teachers perceived the faculty lower on intimacy and the principal lower on thrust. In school 14, teachers were higher on disengagement and perceived the principal higher on production emphasis and lower on consideration. In school 32, teachers perceived the faculty higher on disengagement and lower on esprit than the principal perceived the faculty; these teachers perceived the principal to be lower on thrust and consideration. In school 34, teachers saw the faculty lower in esprit and intimacy.

While all t-values were within the non-rejection range for this hypothesis, OCP differences for teachers with 11-15 years experience were evident. In school 5, teachers perceived the faculty higher in disengagement and intimacy and they saw the principal as more aloof and considerate. In school 6, teachers perceived the faculty higher on disengagement and intimacy and they saw the principal higher on thrust. In school 12, teachers perceived themselves higher on disengagement while the

Table 10 illustrates the t-test data for 5-10 year teacher OCP/principal OCP.

Table 11 illustrates the t-test data for 11-15 year teacher/principal OCP.

Table 12 illustrates the t-test data for 15 year and over teacher OCP/principal OCP.

---

principal perceived the teachers higher on intimacy. In school 13, the principal perceived the faculty higher on intimacy and the teachers perceived the principal lower on production emphasis. In school 14, the teachers perceived themselves higher on disengagement and higher on intimacy and they perceived their principal higher on production emphasis. In school 29, the principal perceived the faculty higher on esprit and intimacy; he also perceived himself higher on production emphasis and on consideration. In school 31, teachers perceived the faculty higher on disengagement and they perceived the principal lower on consideration. In school 32, the teachers perceived the faculty higher on disengagement and lower on esprit and they saw their principal lower on thrust and consideration. In school 36, teachers saw themselves higher on disengagement and saw the principal higher on consideration.

While no t-values fell within the non-rejection range, teachers with more than 15 years experience in school 6 saw themselves higher on disengagement and intimacy than their principal and as a group, they saw their principal higher on production emphasis and higher on consideration than the principal perceived himself. In school 7, the teachers perceived their principal higher on thrust than he saw himself. In school 13, the principal saw his faculty higher on esprit and higher on intimacy and saw himself higher on production emphasis, thrust, and consideration than his experienced faculty perceived him to be. In school 14, teachers perceived themselves higher on production emphasis and perceived the principal lower on consideration than he perceived. In school 32, teachers perceived the faculty to be higher on disengagement and lower on esprit than did their principal and they perceived their principal lower on thrust than he perceived himself.

Table 9[a]

Results of the t-Test of (0-4 year) Teacher OCP

and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	TOCP	2.0200	.6307	.7724
	POCP	1.8062	.9199	
7	TOCP	1.7100	.9475	.0775
	POCP	1.6200	.6956	
12	TOCP	1.8225	.7143	.1053
	POCP	1.7412	1.0121	
13	TOCP	1.7687	.8551	-.1983
	POCP	1.9500	1.0127	
14	TOCP	2.1537	.7690	.3397
	POCP	1.8337	1.0829	
22	TOCP	1.7700	.6491	-.0516
	POCP	1.8087	.9761	
24	TOCP	1.7512	.7094	.0623
	POCP	1.7050	.6634	
28	TOCP	1.7087	.7127	.0031
	POCP	1.7062	.7513	
34	TOCP	2.3037	.7441	.0812
	POCP	2.2400	1.2061	
36	TOCP	2.1162	1.2599	.0918
	POCP	1.9912	1.0962	

[2]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean score on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 60-69).

Table 10[a]

Results of the t-Test of (5-10 year) Teacher OCP

and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	TOCP	1.8491	.8973	.0414
	POCP	1.8062	.9199	
7	TOCP	1.9725	1.0773	.3060
	POCP	1.6200	.6956	
12	TOCP	1.6000	.7184	-.1604
	POCP	1.7412	1.0121	
13	TOCP	1.7362	.7101	-.2692
	POCP	1.9500	1.0127	
14	TOCP	2.0200	.8169	.2133
	POCP	1.8337	1.0829	
22	TOCP	1.8337	.7003	.0325
	POCP	1.8087	.9761	
28	TOCP	1.7987	.8194	.1055
	POCP	1.7062	.7513	
32	TOCP	1.8375	.6644	-.2639
	POCP	2.0400	1.0846	
34	TOCP	2.1987	.8430	-.4053
	POCP	2.2400	1.2061	
36	TOCP	2.0287	1.0078	.0339
	POCP	1.9912	1.0962	

[a]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean score on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 70-79).

Table 11[a]

Results of the t-Test of (11-15 year) Teacher OCP

and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
5	TOCP	2.1987	.7013	.6780
	POCP	1.7000	1.0756	
6	TOCP	1.9937	.8178	.1985
	POCP	1.8062	.9199	
7	TOCP	1.8187	.9646	.1783
	POCP	1.6200	.6956	
12	TOCP	1.7875	.6630	.0624
	POCP	1.7412	1.0121	
13	TOCP	1.6662	.7871	-.3291
	POCP	1.9500	1.0127	
14	TOCP	2.4100	.7739	.6797
	POCP	1.8337	1.0829	
29	TOCP	1.8025	.7289	-.4438
	POCP	2.1987	1.0749	
31	TOCP	2.2162	.6052	-.1130
	POCP	2.3000	.8740	
32	TOCP	1.8537	.7535	-.2018
	POCP	2.0400	1.0846	
36	TOCP	2.2062	1.1471	.1623
	POCP	1.9912	1.0962	

[a]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 80-89).

Table 12[a]

Results of the t-Test of (15 Year and Over)

Teacher OCP and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	TOCP	2.2075	.9132	.3805
	POCP	1.8062	.9199	
7	TOCP	1.9512	.8044	.3851
	POCP	1.6200	.6956	
12	TOCP	1.7737	.8997	.0334
	POCP	1.7412	1.0121	
13	TOCP	1.4400	.3028	-1.3752
	POCP	1.9500	1.0127	
14	TOCP	2.0125	.8543	.2003
	POCP	1.8337	1.0829	
21	TOCP	2.0800	.8192	.2654
	POCP	1.8475	.9576	
22	TOCP	1.9875	.9675	.1600
	POCP	1.8087	.9761	
28	TOCP	1.6325	.7177	-.0937
	POCP	1.7062	.7513	
32	TOCP	1.8425	.6705	-.2755
	POCP	2.0400	1.0846	
36	TOCP	1.9712	1.1669	-.0158
	POCP	1.9912	1.0962	

[a]A sample size of 10 from a population of 37 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 90-99).

HYPOTHESIS #8

There will be no significant difference between
majority teacher OCP and minority principal OCP in an
elementary school.

This hypothesis was tested using the t-test on the
difference of two means.

The t-test showed there were no significant dif-
ferences between majority teacher OCP and minority principal
OCP.[8]   Table 13 illustrates the t-test data.

HYPOTHESIS #9

There will be no significant difference between
female teacher OCP and male principal OCP in an elementary
school.

This hypothesis was tested using the t-test on the
difference of two means.

_____

[8]Analysis of the appended Organizational Climate
Grids (see Appendix E) shows that some subtest differences
existed as great as .5 on most of the grids. All t-values
were in the non-rejection range for this hypothesis; however,
in school 4, the principal perceived himself higher on
consideration than did the teachers. In school 5, the
teachers perceived the faculty higher on disengagement
and themselves higher on intimacy; they perceived the
principal higher on aloofness and higher on consideration
than he perceived himself. In school 9, teachers perceived
the faculty higher on esprit and intimacy than did the
principal. In school 10, the principal perceived his
faculty higher on morale and himself higher on production
emphasis and thrust. In school 11, teachers perceived the
faculty higher on disengagement and esprit than the principal;
the principal perceived himself higher on thrust. In school
19, the teachers saw the principal as being more considerate
than he perceived himself. In school 22, the principal saw
himself higher on thrust. In school 30, the principal
perceived faculty morale higher than the teacher and per-
ceived himself higher on thrust.

Table 13[a]

Results of the t-Test of Majority (White) Teacher

OCP and Minority Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
4	WTOCP	2.1262	.8766	-.0739
	MPOCP	2.1937	1.1739	
5	WTOCP	2.1600	.7263	.6085
	MPOCP	1.7000	1.0756	
9	WTOCP	2.0750	1.0179	.3179
	MPOCP	1.7437	1.1495	
10	WTOCP	1.6350	.6218	-.1513
	MPOCP	1.7437	1.1495	
11	WTOCP	1.8112	.5413	.1850
	MPOCP	1.7075	1.0203	
19	WTOCP	1.8875	.9061	-.0133
	MPOCP	1.9000	.8447	
22	WTOCP	1.8275	.6559	.0270
	MPOCP	1.8087	.9761	
24	WTOCP	1.8550	.6751	.2162
	MPOCP	1.7050	.6634	
30	WTOCP	1.9325	.8175	-.1740
	MPOCP	2.0787	1.0840	

[a]There were nine schools in this category. A graphic display of the mean score on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 100-108).

The t-test showed there were no significant differences between female teacher OCP and male teacher OCP.[9] Table 14 illustrates the t-test data.

HYPOTHESIS #10

There will be no significant difference between female teachers OCP and female principal OCP in an elementary school.

This hypothesis was tested using the t-test on the difference of two means.

---

[9]Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. While no t-values were in the non-rejection range, OCP differences were noted in school 6 where female teachers saw the faculty higher on disengagement and intimacy than did the principal while the principal saw faculty morale higher; female teachers saw the principal higher on production emphasis and consideration. In school 7, female teachers saw the male principal higher on production emphasis and thrust. In school 8, the principal saw morale higher than his female faculty and the faculty perceived themselves higher on intimacy. In school 12, female teachers perceived the faculty higher on disengagement and lower on intimacy. In school 13, female teachers perceived the faculty lower on intimacy and their principal lower on production emphasis, thrust, and consideration. In school 19, the female teachers perceived the principal higher on consideration. The teachers in school 32 perceived the faculty higher on disengagement and lower on esprit and intimacy than did the principal; they also perceived their principal lower on thrust and consideration. In school 34, the female teachers saw the faculty higher on disengagement, lower on esprit and lower on intimacy.

Table 14

Results of the t-Test of Female Teacher OCP

and Male Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
6	FTOCP	1.9962	.8272	.2190
	MTOCP	1.8062	.9199	
7	FTOCP	1.9525	.9725	.3316
	MPOCP	1.6200	.6956	
9	FTOCP	1.8985	.9444	.0014
	MPOCP	1.7437	1.1495	
12	FTOCP	1.7750	.7740	.0424
	MPOCP	1.7412	1.0121	
13	FTOCP	1.6950	.7303	-.3398
	MPOCP	1.9500	1.0127	
19	FTOCP	1.9000	.9268	.0000
	MPOCP	1.9000	.8447	
22	FTOCP	1.8687	.8045	.0716
	MPOCP	1.8087	.9761	
28	FTOCP	1.7412	.7756	.0438
	MPOCP	1.7062	.7513	
32	FTOCP	1.8475	.6451	-.2856
	MPOCP	2.0400	1.0846	
34	FTOCP	2.1962	.7969	-.0529
	MPOCP	2.2400	1.2061	

[a]A sample size of 10 from a population of 28 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 109-118).

The t-test showed there were no significant differences between female teachers OCP and female principal OCP in an elementary school.[10] Table 15 illustrates the t-test data.

HYPOTHESIS #11

There will be no significant difference between male teacher OCP and female teacher OCP in an elementary school.

This hypothesis was tested using the t-test on the difference of two means.

---

[10]Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. No t-values were in the non-rejection range for this hypothesis; however, the OCP revealed that in school 4, female teachers perceived the female principal lower on consideration. In school 5, female teachers perceived faculty morale and faculty intimacy higher. In school 14, female teachers saw the faculty higher on disengagement and saw their female principal more directive and lower consideration. Female teachers saw their female principal higher on thrust in school 16. In school 18, female teachers perceived their faculty to be lower on esprit and their principal less directive than the principal perceived herself to be. In school 24, female teachers perceived the principal to be higher on thrust. In school 30, female teachers perceived faculty morale to be lower and the principal lower on thrust. In school 31, female teachers perceived the faculty lower on intimacy and the principal lower on consideration.

Table 15[a]

Results of the t-Test of Female Teacher OCP

and Female Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
4	FTOCP	2.0462	.9850	-.1449
	FPOCP	2.1937	1.1739	
9	FTOCP	1.8985	.9444	.1608
	FPOCP	1.7437	1.1495	
14	FTOCP	1.9978	.9791	.1637
	FPOCP	1.8337	1.0829	
16	FTOCP	1.9150	.9594	.2715
	FPOCP	1.6237	.9042	
18	FTOCP	1.9225	1.0276	-.2496
	FPOCP	2.1887	1.4381	
24	FTOCP	1.8275	.7576	.1584
	FPOCP	1.7050	.6634	
30	FTOCP	2.0142	.9192	-.0687
	FPOCP	2.0787	1.0842	
31	FTOCP	2.0412	.8379	.3001
	FPOCP	2.3000	.8740	
36	FTOCP	2.0862	1.1602	.0796
	FPOCP	1.9912	1.0962	

[a]There were nine schools in this category. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 119-127).

The t-test showed there were no significant differences between male teacher OCP and female teacher OCP.[11] Table 16 illustrates the t-test data.

HYPOTHESIS #12

There will be no significant difference between teacher OCP and principal OCP in an elementary school.

This hypothesis was tested using the t-test on the difference of two means.

The t-test showed there were no significant differences between teacher OCP and principal OCP.[12] Table 17 illustrates the t-test data

---

[11]Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. All the t-values were in the non-rejection range on this hypothesis; however, there was OCP variance. In school 6, male teachers perceived the faculty higher on disengagement while female teachers perceived the principal higher on thrust. In school 7, female teachers saw the faculty as being higher on intimacy. In school 9, male teachers saw the principal as higher on consideration. In school 20, female teachers perceived the faculty higher on esprit and the principal higher on thrust. Male teachers in school 32 perceived the principal as being more aloof. Male teachers in school 34 saw the faculty as being higher on disengagement and the principal more aloof. In school 36, female teachers saw the faculty higher on disengagement and the principal more directive and more considerate than did male teachers.

[12]Analysis of the appended Organizational Climate Grids (see Appendix E) shows that some subtest differences existed as great as .5 on most of the grids. The range of t-values was 2.0929 (from -1.3568 to .7361). For these elementary schools, 86% of all T scores are between -.4000 and .4000. This substantiates the non-rejection of the hypothesis. Nevertheless, there was variance in OCP. In school 1, teachers perceived the faculty lower on

Table 16[2]

Results of the t-Test of Male Teacher OCP

and Female Teacher OCP

School	Variable	Mean	Standard Deviation	T-Value
	MTOCP	2.1100	1.0307	.1324
	FTOCP	2.0462	.9850	
6	MTOCP	2.0350	.6466	.0447
	FTOCP	1.9962	.8272	
7	MTOCP	1.6337	.8406	-.5289
	FTOCP	1.9252	.9725	
9	MTOCP	2.0675	1.1147	.2892
	FTOCP	1.8985	.9444	
10	MTOCP	1.7462	.9883	.0341
	FTOCP	1.7162	.7857	
14	MTOCP	2.1612	.8288	.3117
	FTOCP	1.9978	.9791	
20	MTOCP	1.9325	1.0542	-.4091
	FTOCP	2.1843	.7706	
32	MTOCP	1.9212	.5670	.1093
	FTOCP	1.8475	.6451	
34	MTOCP	2.4662	.7921	.5294
	FTOCP	2.1962	.7969	
36	MTOCP	1.8112	1.0640	-.3194
	FTOCP	2.0862	1.1602	

[a]A sample size of 10 from a population of 25 schools was chosen using a random digit table. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 128-137).

Table 17[a]

Results of the t-Test of Teacher OCP and Principal OCP

School	Variable	Mean	Standard Deviation	T-Value
1	TOCP	2.1612	.7820	.3700
	POCP	1.8600	.8489	
2.	TOCP	1.9075	.9793	.0000
	POCP	1.9075	.9793	
3	TOCP	1.8775	1.0974	.1392
	POCP	1.7125	.9438	
4	TOCP	2.0662	.9730	-.1281
	POCP	2.1937	1.1739	
5	TOCP	2.1987	.7428	.6551
	POCP	1.7000	1.0756	
6	TOCP	2.0000	.8062	.2301
	POCP	1.8062	.9199	
7	TOCP	1.8937	.9366	.2851
	POCP	1.6200	.6956	
8	TOCP	1.8237	.7746	.0684
	POGP	1.7687	1.1518	
9	TOCP	2.0662	1.0031	1.3160
	POCP	1.7437	1.1495	
10	TOCP	1.7137	.8386	-.2653
	POCP	1.9575	1.0444	
11	TOCP	1.7600	.5376	.0955
	POCP	1.7075	1.0203	
12	TOCP	1.7725	.7532	.0404
	POCP	1.7412	1.0121	

[a]All 37 schools were shown. A graphic display of the mean scores on each OCP dimension was shown on an Organizational Climate Grid in the Appendixes (Figures 138-174).

Table 17 (continued)

School	Variable	Mean	Standard Deviation	T-Value
13	TOCP	1.6950	.7303	-.3398
	POCP	1.9500	1.0127	
14	TOCP	2.0912	.8049	.3137
	POCP	1.8337	1.0829	
15	TOCP	1.8850	1.1240	-.1755
	POCP	2.0875	1.2679	
16	TOCP	1.9150	.9594	.2715
	POCP	1.6237	.9042	
17	TOCP	1.7125	.9229	-.1953
	POCP	1.8987	.8739	
18	TOCP	1.9225	1.0276	-.2496
	POCP	2.1887	1.4381	
19	TOCP	1.8950	.9258	-.0052
	POCP	1.9000	.8447	
20	TOCP	1.9625	.9321	-.4469
	POCP	2.3912	1.4398	
21	TOCP	2.0375	.7551	.2475
	POCP	1.8475	.9576	
22	TOCP	1.8550	.7892	.0565
	POCP	1.8087	.9761	
23	TOCP	1.7462	.8002	-.1915
	POCP	1.9037	.8650	
24	TOCP	1.8287	.7722	.1573
	POCP	1.7050	.6634	
25	TOCP	1.7450	.7996	-.3427
	POCP	2.0262	1.0751	

Table 17 (continued)

School	Variable	Mean	Standard Deviation	T-Value
26	TOCP	2.0250	.7784	.5657
	POCP	1.5650	.7666	
27	TOCP	1.8137	.8820	-.1571
	POCP	1.9575	.9446	
28	TOCP	1.7412	.7758	-.0438
	POCP	1.7062	.7513	
29	TOCP	1.5912	.4351	-1.3568
	POCP	2.1987	1.0749	
30	TOCP	1.9362	.8560	-.1635
	POCP	2.0787	1.0840	
31	TOCP	2.0550	1.8168	-.2936
	POCP	2.3000	1.8740	
32	TOCP	1.8650	.6597	.2526
	POCP	2.0400	1.0846	
33	TOCP	2.4325	.8736	.7361
	POCP	1.7450	.8803	
34	TOCP	2.2475	.7928	.0091
	POCP	2.2400	1.2061	
35	TOCP	1.7787	.7765	.0350
	POCP	1.8062	.8907	
36	TOCP	2.0612	1.1464	.0595
	POCP	1.9912	1.0916	
37	TOCP	1.6800	.7345	-.0599
	POCP	1.7250	.9844	

Summary

The t-test was performed on each of 12 hypotheses:

(1) There will be no significant difference between minority

---

disengagement, higher on esprit, and higher on intimacy; They perceived the principal higher on aloofness, higher on production emphasis and higher on consideration. In school 2, teachers perceived the faculty higher on disengagement; teachers in school 3 perceived the principal higher on thrust. In school 4, teachers perceived the principal lower on consideration. Teachers in school 5 perceived the faculty as being higher on disengagement and intimacy; they perceived their principal higher on aloofness and consideration. In school 6, teachers saw the faculty as higher on disengagement, lower on esprit and higher on intimacy; they saw their principal higher on production emphasis and consideration. Teachers in school 7 perceived their principal higher on thrust. Teachers saw the faculty in school 8 as lower on esprit. Teachers in school 9 perceived the faculty higher on esprit and intimacy. In school 10, teachers perceived the faculty lower on disengagement and hindrance while they perceived themselves higher on esprit; they perceived their principal lower on aloofness and higher on thrust. Teachers in school 11 saw the faculty higher on disengagement, lower on esprit and higher on intimacy; they saw their principal higher on production emphasis and lower on thrust. In school 12, teachers perceived the faculty higher on disengagement and lower on intimacy. In school 13, the teachers saw the faculty lower on intimacy; they saw the principal lower on production emphasis and thrust. Teachers in school 14 saw the faculty higher on disengagement and the principal higher on production emphasis and lower on consideration. Teachers in school 15 saw the faculty lower on esprit and the principal lower on thrust and consideration. Teachers in school 16 perceived the faculty higher on esprit. Teachers in school 17 perceived the faculty lower on intimacy. In school 18, teachers perceived the faculty lower on esprit and the principal lower on production emphasis. In school 19, teachers perceived the faculty lower on intimacy and the principal higher on consideration. Teachers in school 20 perceived the faculty higher on disengagement, lower on esprit and lower on intimacy; they saw the principal lower on production emphasis, thrust and consideration. Teachers in school 21 perceived themselves higher on disengagement. Teachers in school 23 saw themselves higher on disengagement and lower on intimacy; they saw their principal lower on

teacher Organizational Climate Perception (OCP) and majority
teacher OCP in an elementary school. (2) There will be no
significant difference between majority teacher OCP and
majority principal OCP in an elementary school. (3)
There will be no significant difference between minority
teacher OCP and minority principal OCP in an elementary
school. (4) There will be no significant difference between
minority teacher OCP and majority principal OCP in an ele-
mentary school. (5) There will be no significant difference
between tenured teacher OCP and principal OCP in an elementary
school. (6) There will be no significant difference between
non-tenured teacher OCP and principal OCP in an elementary

---

production emphasis and thrust. Teachers in school 24 saw
their principal higher on production emphasis and thrust.
Teachers in school 25 saw themselves lower on esprit and
intimacy. In school 26, teachers saw the faculty higher on
disengagement and their principal higher on aloofness,
thrust and consideration. Teachers in school 29 saw their
faculty lower on esprit and intimacy and their principal
lower on production emphasis, thrust, and consideration.
In school 30, the teachers perceived the faculty lower on
esprit and intimacy; they saw the principal higher on aloofness
and lower on thrust. In school 31, teachers perceived
the faculty higher on disengagement, lower on esprit and lower
on intimacy; they saw their principal lower on thrust and
consideration. In school 33, teachers perceived the faculty
higher on disengagement and higher on intimacy; they per-
ceived their principal higher on production emphasis and
higher on consideration. In school 34, teachers perceived
the faculty higher on disengagement, lower on esprit and
intimacy and they perceived their principal higher on aloof-
ness. Teachers in school 35 perceived themselves higher on
disengagement, lower on hindrance, lower on esprit and their
principal higher on production emphasis, lower on thrust and
higher on consideration. Teachers in school 37 saw the
faculty higher on disengagement.

school. (7) There will be no significant difference between the OCP of teachers of varying lengths of service and the OCP of principals in an elementary school. (8) There will be no significant difference between majority teacher OCP and minority principal OCP in an elementary school. (9) There will be no significant difference between female teacher OCP and male principal OCP in an elementary school. (10) There will be no significant difference between female teacher OCP and female principal OCP in an elementary school. (11) There will be no significant difference between male teacher OCP and female teacher OCP in an elementary school. (12) There will be no significant difference between teacher OCP and principal OCP in an elementary school.

The t-values for the null hypotheses were not sufficient to reject any of the statements of hypotheses. Teachers and principals did not perceive climate differently when their race, sex, tenure, or length of teaching service were different.

Mean differences of .5 or greater, as plotted on the Organizational Climate Grid, showed that there were minor differences in Organizational Climate Perceptions as to disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration.

Similarly, the Organizational Climate Grids showed that teachers, regardless of race, sex, tenure status, or length of teaching service, generally perceived climate at

a slightly higher disengagement level than principals and perceived principals at a slightly higher production emphasis level and slightly lower in consideration. Teacher perception of morale was slightly lower than principal perception of morale.

Hypotheses 1, 2, 3, 4, and 8 related to the race of teachers and principals as an OCP variable.

Tests of these hypotheses revealed no significant differences between teacher OCP and principal OCP where teacher race and principal race were variables.

Hypotheses 5, 6, and 7 related to the tenure status and lengths of experience of teachers and principals as OCP variables.

Tests of these hypotheses revealed no significant differences in OCP of teachers and principals where their tenure status and length of experience were variables.

Hypotheses 9, 10, and 11 related to the sex of teachers and principals as an OCP variable.

Tests of these hypotheses revealed no significant difference in OCP of teachers and principals where their sex was a variable. Neither the sex of the principal, the sex of the teachers, nor the quantitative distribution of males and females on the principal's faculty affected the OCP.

Tests of Hypothesis 12 revealed no significant differences between teacher OCP and principal OCP, none of the variables producing significant differences.

Prevailing lay attitudes and beliefs have suggested that significant differences in professional perception may exist between teachers and principals who are white and black, who are male and female, and who are more experienced and less experienced. The findings of this study reject these attitudes and beliefs.

Previous studies by Taylor, Walden, and Watkins,[13] Pinkney and Esposito,[14] and others have drawn the same conclusions on a more tentative and conditional basis, indicating that further study was needed. The present study has removed the tentativeness and the conditions from these earlier findings.

---

[13]Thomas N. Taylor, John C. Walden, and J. Foster Watkins, "Organizational Climate Changes Over Time," Educational Forum, XXXX, No. 1 (November, 1975), 87-93.

[14]James P. Esposito and H. B. Pinkney, "Organizational Climate of Desegregated Elementary Schools: Black and White Teachers' Perceptions," Journal of Educational Research, LXIX, No. 6 (February, 1976), 226-31.

CHAPTER V

SUMMARY AND CONCLUSIONS

By definition, Organizational Climate has been measured by Halpin and Croft's OCDQ as the product of faculty OCP. The openness, closedness and other climate states of an educational organization essentially have been measured in terms of statistically quantified teacher and principal perceptions. Thus, the Organizational Climate is created by organizational environment and member behavior factors, but measured by perceptions which investigators and other observers have speculated may be governed by certain faculty and principal characteristics. Therefore, the usefulness of Organizational Climate as an element in the analysis of educational administration and performance has been suspect, at least to the degree that teacher and principal characteristics have appeared to be significant variables within an organization.

The school desegregation process has brought about new conditions affecting Organizational Climate and has provided new reasons for the evaluation of Organizational Climate. In the new desegregated environment, the faculty perceivers of Organizational Climate (whose descriptions of Organizational Climate provide the basis of OCDQ

results) have represented new combinations of teacher/ administrator characteristics.

These new combinations of characteristics have raised certain questions: Does the race of teachers and principals significantly affect OCP? Do the tenure status and years of experience significantly affect OCP? Does the sex of teachers and principals significantly affect OCP?

Other investigators (Taylor, Walden and Watkins, Pinkney and Esposito, and others) have drawn limited conclusions from their studies of various samples.

These studies provided tentative and conditional race-related findings, but neither their studies nor their findings were directed to establishing conclusively that the race of teachers and principals would have no significant effect on their OCP.

They have consistently recommended further study of OCP in larger urban school districts where school desegregation has existed for a number of years, where the desegregation has involved larger numbers of both black and white teachers and principals, and where the sample to be studied may be larger than in the earlier studies.

The Winston-Salem, North Carolina, school system's 37 elementary schools provided a school district sample and individual school samples subject to such further

study. The district included 37 elementary school principals, of whom 9 were black, 28 were white, 9 were female, 28 were male, and diversity of tenure status, years of experience, and sex was represented in both black and white principal populations. Similarly, the district included 1,092 elementary school teachers of whom 368 were black, 716 were white, 8 were other, 1,003 were female, 89 were male, and diversity of tenure status, years of experience, and sex was represented in both black and white teacher populations.

The study produced twelve findings: the non-existence of significant differences in elementary schools (1) between minority teacher and majority teacher OCP, (2) between majority teacher OCP and majority principal OCP, (3) between minority teacher OCP and minority principal OCP, (4) between minority teacher OCP and majority principal OCP, (5) between tenured teacher OCP and principal OCP, (6) between non-tenured teacher OCP and Principal OCP, (7) between OCP of teachers of varying lengths of service and principal OCP, (8) between majority teacher OCP and minority principal OCP, (9) between female teacher OCP and male principal OCP, (10) between female teacher OCP and female principal OCP, (11) between male teacher OCP and female teacher OCP, and (12) between teacher OCP and principal OCP.

Discussion

All of the twelve hypotheses were supported by the study findings.

Hypotheses 1, 2, 3, 4, and 8 related to the race of teachers and principals as an OCP variable. Tests of these hypotheses revealed no significant differences in OCP of teachers and principals where their race was a variable.

Although speculation and traditional community belief have suggested that significant race-related OCP differences may exist, none does. That none does may also indicate the maturity of the desegregation experience in which teacher education, in-service training, community expectations and administrative sensitivity have combined to produce a greater uniformity of perspective and perception of Organizational Climate.

Culturally-conditioned race-related behavior and perception differences may exist to some degree. However, such differences may atrophy or disappear as racial isolation is reduced. Such differences, if they exist, may modify behavioral interaction which, in turn, will create a different Organizational Climate, but the perception of the climate (OCP) will not be affected by the race of the organization's faculty members.

Hypotheses 5, 6, and 7 related to the tenure status and length of experience of teachers and principals as OCP

variables.   Tests of the hypotheses revealed no signifi-
cant differences in OCP of teachers and principals where
their tenure status and length of experience were variables.

These findings fly in the face of some popular
assumptions which have been made about the Organizational
Climate of schools where the tenure/experience variables
have existed.   The tenure/experience variable, however,
produced no significant OCP differences.

Hypotheses 9, 10 and 11 related to the sex of
teachers and principals as an OCP variable.   Tests of these
hypotheses revealed no significant differences in OCP
of teachers and principals where their sex was a variable.
Neither the sex of the principal, the sex of the teachers,
nor the quantitative distribution of males and females
on the principal's faculty affected the OCP.

Tests of Hypotheses 12 revealed no significant
differences between teacher OCP and principal OCP.   None
of the variables produced any significant differences.

The absence of significant OCP differences in an
elementary school may relate to equalizing factors which
may reside in elementary teacher preparation, elementary
teacher personnel selection, elementary school administrative
traditions, and community expectations regarding elementary
schools.   Therefore, the findings may not be applied to
non-elementary organizations without further testing.

It indeed appears that race, sex, tenure, experience, and probably other undefined variables among teachers and principals (regardless of the general cultural significance of the variables) are effectively removed (as OCP influences) by the professionalization processes which produce teachers and principals. For example, significant differences in OCP may appear where the effects of racial isolation are variable factors, but, in such cases, it is the racial isolation, not race, which has affected OCP. Similarly, sexual isolation and sex-related cultural expectations for perception, not sex, may thus affect OCP. In both examples, however, the study's findings suggest that the professionalization processes which produce educators effectively prevent the emergence of OCP differences.

Recommendations

It would appear that comparisons of the Organizational Climates of schools and school districts of varying degrees of segregation or desegregation may be usefully made.

However, it should be noted that shifts in political and educational attitudes, in future, may produce organizational changes in which variables with new significance may emerge and may require "over time" analysis of OCP and Organizational Climate.

It should also be noted that the recent trend
toward more open Organizational Climate has brought about
a new reality in which the dichotomy may exist less between
open and closed than among gradations of "more open" and
"less open." The design of the OCDQ limits the measurement
of gradations of openness and other states of Organizational
Climate. Therefore, study of supplemental and alternative
instruments to measure such gradations may be indicated.

OCP may be subject to effect by variables such as
race and the studied variables when Organizational Climate
becomes more narrowly definable.

Therefore, it is recommended:

(1) that a questionnaire be developed which may permit
identifications of degrees or levels of openness,
closedness, and other states of Organizational
Climate,

(2) that further study of the relationship of race,
sex, and other variables to teacher OCP and prin-
cipal OCP be undertaken when Organizational Climate
is more narrowly defined as to degrees or levels
of openness, closedness, and other Organizational
Climate states,

(3) that further study be undertaken to test the
present study's findings in school organizations
other than elementary schools.

(4) that further study be undertaken in school districts and among elementary schools where an established unitary (desegregated) school system has been reorganized with resultant re-segregation or drastic re-assignment of teachers, principals, and students (such further study to test the effect substantive racially-identifiable administrative changes), and

(5) that further study be undertaken to determine the usefulness of employing OCDQ results in faculty development and in-service training to improve teacher performance and principal performance toward the achievement of a desirable Organizational Climate.

Final Comment

The desegregation process appears not to have hardened perceptions across racial lines relative to the behavior of the principal or to the characteristics of teachers. That is not to say that there are not some OCP differences among teachers and principals in schools, but rather to note that those OCP differences are more a function of personality differences between people in general, than a function of such variables as race or sex or years on the job.

It may be that schools and what is expected of people who work in them shape OCP. This shaping would take place regardless of race, sex, tenure status, or years of experience.

BIBLIOGRAPHY

Adelson, Gary I. "A Study of the Relationship Between
    Teacher Perception in Decision-Making and the
    Organizational Climate of the School." Unpublished
    PhD dissertation, State University of New York at
    Albany, 1972.

Albright, Barton K. "A Study of the Relationship Between
    and Among Leadership Style, Leader Effectiveness, and
    Organizational Climate in the Elementary
    Principalship." Unpublished PhD dissertation, Uni-
    versity of Kansas, 1977.

Anderson, Donald D. "Personality Attributes of Teachers in
    Organizational Climate," Journal of Educational
    Research, LXII (July-August, 1969), 441-43.

Anderson, Donald P. "Relationships Between Organizational
    Climate of Elementary Schools and Personal Variables
    of Principals." Unpublished PhD dissertation, University
    of Minnesota, 1964.

Anderson, Scarvia, ed. Sex Differences and Discrimination
    in Education. Cleveland, Ohio: Charles A Jones Publishing
    Company, 1972.

Argyris, Chris. Integrating the Individual and the Organi-
    zation. New York: John Wiley & Sons, Inc., 1964.

Barber, Wilton L. "A Study of Principals' Attitudes Toward
    Student Rights and Students' Attitudes Toward School
    Morale, and Their Relation to Organizational Climate,
    Principals' Leader Behavior, and Management Style."
    Unpublished PhD dissertation, University of Pittsburgh,
    1977.

Bazemore, Willa S. "Perceptions of Organizational Climate
    and Feelings of Powerlessness Among Teachers and
    Administration." Unpublished PhD dissertation,
    University of Virginia, 1975.

Berends, Eugene H. "Perceptions of the Principal's Per-
    sonality: A Study of the Relationships to Organizational
    Climate." Unpublished PhD dissertation, Michigan
    State University, 1969.

Bergstein, Newton L. "The Relationships Among Teachers' Perceptions of Their Participation in Decision-Making Openness of Organizational Climate, and Organizational Output in a Sample of Non-Secondary Public Schools." Unpublished PhD dissertation, The University of Rochester, 1972.

Blair, Margaret Snyder Morris. "Climate and Attitude: A Study of the Organizational Climate of Schools and Teachers' Attitudes Toward Students." Unpublished PhD dissertation, Rutgers University, The State University of New Jersey, 1966.

Blythe, Leonard R. "Teachers' Need for Organizational Accommodation and Their Perceptions of Organizational Inducements as Related to Conception Held Regarding Organizational Climate of the School." Unpublished PhD dissertation, Purdue University, 1971.

Boisen, Angeline G. "Relationships Among the Perceptions and Expectations Held by Principals and Teachers for the Organizational Climate of Elementary Schools." Unpublished PhD dissertation, University of Maryland, 1966.

Bowman, Newell K., Sr. "The Effect of Cooperative Staff Experiences Related to Changes in the Role Perceptions of Teachers and the Organizational Climate of the Schools. Unpublished PhD dissertation, Brigham Young University, 1972.

Braden, James N. "A Study of the Relationship Between Teacher, Principal and Student Attitudes and Organizational Climate." Unpublished PhD dissertation, University of Missouri at Columbia, 1970.

Brust, Norman D. "The Relationship Between Some Factors of Teacher Self-Concept." Unpublished PhD dissertation, University of Illinois at Urbana-Champaign, 1966.

Burnside, Charles W. "A Comparison of IGE/MUS-E and Contemporary Elementary Schools with Respect to Selected Organizational Climate and Teacher Personality Factors." Unpublished PhD dissertation, University of Minnesota, 1975.

Byse, Clark, and Louis Joughin. Tenure in American Higher Education. New York: Cornell University Press, 1959.

Carroll, John J. "Urban Principals' and Teachers' Opinions of Early Curriculum Intervention, Their Perceptions of the Organizational Climate and Their Attitudes Toward Disadvantaged Children." Unpublished PhD dissertation, Fordham University, 1975.

Cook, Edward V. "Leadership Behavior of Elementary School Principals and the Organizational Climate of the Schools Which They Administer." Unpublished PhD dissertation, Rutgers University, The State University of New Jersey, 1965.

Corpus, Mary C. "Leader Behavior, Teachers' Behavior, and Organizational Climate in St. Paul Secondary Schools." Unpublished PhD dissertation, The Catholic University of America, 1971.

Cowan, William J. "An Investigation of Teacher Perceptions of School Organizational Climate Before and After the Court-Ordered Transfer of Teachers in the Atlanta Public Schools." Unpublished PhD dissertation, Georgia State University, 1971.

Crates, Ronald F. "A Study of the Relationships Between the Principals' Belief Systems and the Organizational Climate of Elementary Schools in the Rockford (Illinois) Catholic Diocesan School System." Unpublished PhD dissertation, Northern Illinois University, 1975.

Crum, Don C. "The Relationship Between Principal Self-Concept and the Degree of Closedness of the Organizational Climate of Selected Elementary Schools." Unpublished PhD dissertation, Mississippi State University, 1977.

Davis, Oliver C., Jr. "The Relationships Between the Perceptions of the Organizational Climate of a School and the Philosophies of Human Nature of Members of the Staff." Unpublished PhD dissertation, George Peabody College for Teachers, 1971.

Day, Harry W., Jr. "A Study of the Relationships Between Organizational Climate, Teachers' Pupil Control Ideology and Pupils' Attitude Toward Learning in Elementary Schools." Unpublished PhD dissertation, Memphis State University, 1973.

Downey, Loren W. "The Relationship of Teaching Patterns to Organizational Climate and Teachers' Belief Systems." Unpublished PhD dissertation, The University of Arizona, 1966.

Emma, Paschal J. "The Relationship Between Administrative Fusion and Organizational Climate in a School System. Unpublished PhD dissertation, George Peabody College for Teachers, 1964.

Esporite, Bernard L. "The Organizational Climate of Elementary Schools and Its Relationship to Selected Characteristics of Teachers and Principals." Unpublished PhD dissertation, Miami University, 1971.

Esposito, James P., and H. B. Pinkney. "Organizational Climate of Desegregated Elementary Schools: Black and White Teachers' Perceptions," Journal of Educational Research, LXIX (February, 1976), 226-31.

Farber, Bernard E. "Organizational Climate of Public Elementary Schools as Related to Dogmatism and Selected Biographical Characteristics of Principals and Teachers, and Selected School and School Community Characteristics." Unpublished PhD dissertation, Wayne State University, 1968.

Febel, Velma A. "The Relationship of the Organizational Climate of Schools to Student-Teacher Perception of the Efficacy of the Student-Teacher Situation and Commitment to Education." Unpublished PhD dissertation, State University of New York at Buffalo, 1966.

Fishel, Andrew, and Janice Pottker. Sex Bias in the Schools. London: Associated University Presses, 1977.

Flagg, Joseph T., Jr. "The Organizational Climate of Schools: Its Relationship to Pupil Achievement, Size of School, and Teacher Turnover." Unpublished PhD dissertation, Rutgers University, The State University of New Jersey, 1964.

Foraker, Charles G. "A Study of the Relationships of Fifth-Grade Student, Teacher, and Principal Perceptions of Elementary School Environment and Organizational Climate." Unpublished PhD dissertation, University of Missouri at Columbia, 1974.

Ford, Richard W. "The Relationship of Psychological Health of Elementary School Principals to the Organizational Climate of Schools." Unpublished PhD dissertation, Syracuse University, 1966.

French, Denney G. "The Relationships Between Teachers' and Principals' Perceptions of Organizational Climate in Elementary Schools and Principals' Perceptions of Administrative Skills." Unpublished PhD dissertation, Purdue University, 1971.

George, Julius R. "Organizational Structure, Teacher Personality Characteristics and Their Relationship to Organizational Climate." Unpublished PhD dissertation, Claremont Graduate School, 1966.

Gies, Frederick John, and Charles B. Leonard. "Value Consensus Concerning Disadvantaged Pupils in Inner City Elementary Schools," Educational Leadership, XXXIII (December, 1972), 254-56.

Gilman, Richard A. "An Exploration of the Relationships Between Organizational Climate of Schools and Teachers' Perceptions of Authority Sphere Support." Unpublished PhD dissertation, Boston University, 1970.

Glickman, Carl D. "An Investigation of the Relationship Between Teachers' Perception of Organizational Climate and Students' Perception of Classroom Climate." Unpublished PhD dissertation, University of Virginia, 1976.

Golie, Byron N. "A Study of the Effects of an Orientation Treatment on New Teacher Perceptions of Organizational Climate and Other Selected Variables." Unpublished PhD dissertation, University of Minnesota, 1968.

Grissom, Willie A. "The Relationship Between Teacher Self-Concept and the Degree of Closedness of the Organizational Climate of Selected Elementary Schools." Unpublished PhD dissertation, Mississippi State University, 1976.

Halpin, Andrew W., ed. Administrative Theory in Education. Chicago: Midwest Administration Center, 1958.

Halpin, Andrew W. Theory and Research in Administration. New York: The Macmillan Company, 1966.

Harvey, Ray Francis Ethelred. "School Organizational Climate and Teacher Classroom Behavior." Unpublished PhD dissertation, University of Alberta (Canada), 1966.

Helsel, Austin R. "Teachers' Expectations of Successful Change and Perceptions of Organizational Climate." Unpublished PhD dissertation, The Pennsylvania State University, 1968.

Helwig, Carl. "Organizational Climate and Frequency of Principal-Teacher Communications in Selected Ohio Elementary Schools." Unpublished PhD dissertation, The University of Akron, 1969.

Herzberg, Frederick, Bernard Mausner, and Barbara B. Snyderman. The Motivation to Work. 2nd ed. New York: John Wiley & Sons, Inc., 1959.

Hoagland, Robert M. "Teacher Personality, Organizational Climate, and Teacher Job Satisfaction." Unpublished PhD dissertation, Stanford University, 1968.

Huff, Harold R. "An Investigation of the Dispersion of Dogmatism and the Organizational Climate of Elementary Schools." Unpublished PhD dissertation, George Peabody College for Teachers, 1968.

Keadle, Maynard E. "A Study of the Relationships Between the Perceptions of Teachers of the Organizational Climate and Selected Cognitive and Non-Cognitive Variables Associated with Elementary Students." Unpublished PhD dissertation, University of Maryland, 1976.

Kelly, Arthur F. "Relationships of Origin and Tenure of Elementary School Principals to the Organizational Climate and Adaptability of Schools." Unpublished PhD dissertation, Hofstra University, 1972.

Knodt, Robert C. "The Relationship Between Organizational Climate and the Perceptions of the Elementary Teachers' Role." Unpublished PhD dissertation, Hofstra University, 1972.

Kobayashi, K. Jessie. "A Comparison of Organizational Climate of Schools Administered by Female and Male Elementary School Principals." Unpublished PhD dissertation, University of the Pacific, 1974.

Laosunthorn, Vuti. "A Comparison of Mobile with Non-Mobile Elementary School Principals on the Basis of School Climate." Unpublished PhD dissertation, Michigan State University, 1975.

Lagattuta, Nicholas P. "The Relationship of Teacher Perception of Organizational Climate to Dogmatism." Unpublished PhD dissertation, State University of New York at Buffalo, 1966.

Lake, Jevoner F. "An Investigation of Selected Characteristics of Principals, Teachers, and Schools Within Two Dimensions of Organizational Climate in the Public Schools of Carolina County, Maryland." Unpublished PhD dissertation, George Washington University, 1977.

Leedy, Charles K. "Academic Achievement as a Function of Organizational Climate and Teacher Morale in Selected Elementary Schools in Ohio, 1974." Unpublished PhD dissertation, Kent State University, 1975.

Levy, Maurice. "The Relationship of Dogmatism and Opinionation of Principals to the Organizational Climate of Elementary Schools." Unpublished PhD dissertation, University of Georgia, 1968.

Lewis, Benjamin A. "The Elementary School Principal's Process of Personnel and Its Relationship to the Organizational Climate of the School." Unpublished PhD dissertation, Boston University, 1976.

Lutjemeier, John A. "Organizational Climate, Teachers' Interpersonal Needs, and Pupil-Pupil relations in Elementary Schools." Unpublished PhD dissertation, University of Houston, 1969.

Magee, James M. "A Study of Relationships Between Bureaucratic Structure and Organizational Climate in Schools as Perceived by Teachers in Selected Elementary Schools." Unpublished PhD dissertation, Northeastern University, 1977.

Maggard, Robert L. "A Comparison of Principals' and Teachers' Perception of Organizational Climate in Elementary Schools." Unpublished PhD dissertation, University of Arkansas, 1972.

Mangee, Carl P. "A Study of the Perceived Behaviors of Elementary School Principals and the Organizational Climate of Elementary Schools." Unpublished PhD dissertation,   University of Michigan, 1975.

Manning, James E. "The Differences Between Selected Characteristics of Principals, Teachers, and Schools Within Two Categories of Organizational Climate." Unpublished PhD dissertation,   George Washington University, 1973.

Manuie, Mohamed. "A Study of Teacher-Principal Perceptions of the Organizational Climate in Selected Schools in Riyadh, Saudi Arabia." Unpublished PhD dissertation, University of Oklahoma, 1976.

Marco, Jerome M. "The Differences Between Selected Characteristics of Principals, Teachers, and Schools Within Two Dimensions of Organizational Climate in the Public Schools of Frederick County, Maryland." Unpublished PhD dissertation, George Washington University, 1977.

Mayshark, Cyrus, and Leonard D. Ponder. "The Relationship Between School Organizational Climate and Selected Teacher Health Status Indicators," Journal of School Health, XLIV (March, 1974), 123-25.

McCaulley, Richard T. "Organizational Climate and Its Relationship to Teachers' Perception of the Self-Concept of Elementary Schools in Connecticut Implementing Programs that Result in Desegregation." Unpublished PhD dissertation, Fordham University, 1976.

McInick, Nicholas, Jr. "The Relationship Between Dogmatism of Elementary School Principals and the Organizational Climate of Their Schools." Unpublished PhD dissertation, Miami University, 1970.

Monahan, William G. Theoretical Dimensions of Educational Administration. New York: Macmillan Publishing Company, Inc., 1975.

Monasmith, James M. "Relationship of Selected Subtests of Organizational Climate Description Questionnaire to Educational Innovation in Selected High Schools in the State of Idaho." Unpublished PhD dissertation, University of Idaho, 1969.

Morris, Betty N. "The Relationship of Teacher Perceptions of Organizational Climate to Job Satisfaction in the Elementary Schools of a Metropolitan School District." Unpublished PhD dissertation, University of Houston, 1975.

Morton, David S. "The Relationship Between Teacher Perception of Elementary School Organizational Climate and Student Achievement." Unpublished PhD dissertation, Michigan State University, 1977.

Muhm, John B. "A Study of the Relationship Between the Organizational Climate of Elementary Schools and the Occupational Characteristics of Principals as Perceived by Teachers." Unpublished PhD dissertation, University of Illinois at Urbana-Champaign, 1968.

Murphy, Joseph A., Jr. "An Investigation into Certain Personality Factors of Elementary School Teachers and Principals with Reference to the Organizational Climate of the School." Unpublished PhD dissertation, University of Georgia, 1966.

Murray, Henry A., et al. Explorations in Personality. New York: Oxford University Press, Inc., 1938), p. 124.

Nachtsheim, Norma M. "Personality, Ideology, and Organizational Climate: A Study of Elementary School Teachers." Unpublished PhD dissertation, Rutgers University, The State University of New Jersey, 1974.

Nelson, Robert H. "Relationship Between Teacher Perception of Reinforcing Behavior of the Principal and Organizational Climate of Elementary Schools." Unpublished PhD dissertation, Purdue University, 1972.

Owens, Robert G. Organizational Behavior in Schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Parker, Larry L. "A Study of the Relationship of the Organizational Climate of Schools and the Behavior of Students and Teachers." Unpublished PhD dissertation, University of Tennessee, 1971.

Parker, Thomas M., Jr. "The relationship Between Organizational Climate and Job Satisfaction of Elementary Teachers." Unpublished PhD dissertation, University of Virginia, 1974.

Pinkney, Hallowed B. "Organizational Climate of Desegregated Elementary Schools: A Study of Teachers' (Black and White) Perceptions of Elementary Schools with Black or White Principals." Unpublished PhD dissertation, Florida State University, 1972.

Powell, Lee E. "The Differences Between Selected Characteristics of Principals, Teachers, and Schools Within Two Dimensions of Organizational Climate in the Public Schools of Carroll County, Maryland." Unpublished PhD dissertation, George Washington University, 1976.

Pumphrey, Franklin. "Relationships Between Teachers'
     Perceptions of Organizational Climate in Elementary
     Schools and Selected Variables Associated with
     Pupils." Unpublished PhD dissertation, University of
     Maryland, 1968.

Randles, Harry E. "The Effects of Organizational Climate
     on Beginning Elementary Teachers." Unpublished PhD
     dissertation, Ohio State University, 1964.

Rasmussen, Robert H. "The Relationship of Organizational
     Climate and Individual Attitudes Toward Change to
     Teachers' Perception of Organizational Receptivity
     to Change." Unpublished PhD dissertation, University
     of New Orleans, 1975.

Redmond, Robert F. "A Study of Organizational Climate of
     School and Perceptions of Students and Teachers."
     Unpublished PhD dissertation, University of Maryland,
     1975.

Reitz, Howard L. "Relationships Between the Personal
     Orientation of Elementary School Principals and the
     Organizational Climate of Schools Under Their
     Jursidiction." Unpublished PhD dissertation, Bowling
     Green State University, 1973.

Remmert, Richard L. "The Relationship Among Teacher
     Characteristics, Why Teachers Stay on the Job, and
     Organizational Climate in the Schools." Unpublished
     PhD dissertation, University of Illinois at Urbana-
     Champaign, 1976.

Rohr, Stephen M. "An Investigation of the Differences
     Between Selected Characteristics of Principals,
     Teachers, and Elementary Schools Within Two Categories
     of Organizational Climate in the Public Schools of
     Frederick County, Maryland." Unpublished PhD disser-
     tation, George Washington University, 1977.

Rubino, Nicholas J. "A Study of the Relationships Among
     Organizational Climate, Selected Teacher Characteris-
     tics, and the Educational Environment of Urban
     Elementary Schools." Unpublished PhD dissertation,
     Boston College, 1976.

Schleiter, Richard C. "A Study of the Relationship Between
     Teacher Job Satisfaction and the Organizational
     Climate of Schools." Unpublished PhD dissertation,
     State University of New York at Albany, 1971.

Shea, William M. "Selected Relationships Among Personality
    Constructs of the Principal, Personality Constructs
    of the Staff, and the Organizational Climate of the
    Elementary School." Unpublished PhD dissertation,
    University of Southern California, 1970.

Sheldon, Gary H. "Effect of Organizational Climate on
    School-Related Discussion Involving the Elementary
    Principal." Unpublished PhD dissertation, Drake
    University, 1976.

Simmons, Isaiah Z. "A Study of the Relationship Between
    Leadership Styles of Elementary School Principals
    and the Organizational Climate of Elementary Schools
    as Perceived by Teachers." Unpublished PhD disserta-
    tion, Syracuse University, 1977.

Smith, Paul J. "An Investigation of the Relationships
    Between Teacher Satisfaction and Organizational
    Climate in Selected Elementary Schools." Unpublished
    PhD dissertation, University of Arkansas, 1973.

Smith, Stanley J. "The Relationship Between Organizational
    Climate and Selected Variables of Productivity-
    Reading Achievement, Teacher Experience and Teacher
    Attrition." Unpublished PhD dissertation, University
    of New Orleans, 1975.

Stern, George G. "Characteristics of the Intellectual
    Climate in College Environments," Harvard Educational
    Review, XXXI (Winter, 1963), 5-41.

Stine, John C. "A Study of Perceptions of the Relationship
    Between the Organizational Climate of Elementary
    Schools and Managerial Styles of Their Principals."
    Unpublished PhD dissertation, University of
    Pittsburgh, 1975.

Summers, Jerry A. "The Relationship of Organizational
    Climate and Selected Personal Variables with Verbal
    Interaction Behavior of Elementary School Teachers."
    Unpublished PhD dissertation, Southern Illinois
    University, 1970.

Swirsky, Daniel M. "Teachers' Perceptions of Organizational
    Climate and Their Acceptance or Rejection of an
    Innovation in Classroom Practice." Unpublished
    PhD dissertation, Columbia University, 1975.

Taylor, Thomas N., John C. Walden, and J. Foster Watkins. "Organizational Climate Changes Over Time," _Educational Forum_, XL (November, 1975), 87-93.

Tirpak, Richard D. "Relationship Between Organizational Climate of Elementary Schools and Personal Characteristics of the Schools' Principals." Unpublished PhD dissertation, University of Akron, 1970.

Tjarks, Anita D. "Perceptions of Organizational Climate in Elementary Schools and Its Relationship to Selected Personality Traits of Principals." Unpublished PhD dissertation, University of Colorado, 1973.

Unger, Marvin H. "A Study of the Relationship of Selected Organizational Climate Variables and Personal Background Variables to the Expressed Willingness of Teachers to Adopt Trusting Attitudes." Unpublished PhD dissertation, State University of New York at Buffalo, 1970.

Van Leirsburg, John P. "A Study to Determine the Extent to Which the Perceptions of Intermediate Grade Students, Elementary School Teachers, and Elementary School Principals Differed Regarding the Organizational Climate in Selected Schools." Unpublished PhD dissertation, Northern Illinois University, 1973.

Van Straten, James C. "An Assessment of Organizational Climate and Influence Structures as Related to Student Perceived Effectiveness of Teacher-Groups." Unpublished PhD dissertation, The University of Texas at Austin, 1966.

Veal, Benjamin L. "A Study of the Relationship Among Teacher Philosophy, Teacher Behavior and Organizational Climate in Developing Open Educational Practices." Unpublished PhD dissertation, Rutgers University, The State University of New Jersey, 1976.

Warren, Alexander M. "The relationship of Level of Job Satisfaction of Elementary School Teachers to Organizational Climate and Dogmatism." Unpublished PhD dissertation, Cornell University, 1971.

Weaver, Jeffrey W. "The Relationship Between the Organizational Climate of Secondary Schools and Selected Personality Factors of the Schools' Principal." Unpublished PhD dissertation, Ohio State University, 1975.

Weiser, Harold E. "A Study of the Relationship Between Reorganizational Climate and Teacher Morale." Unpublished PhD dissertation, University of New Orleans, 1974.

Wiggins, Thomas W. "A Comparative Investigation of Principal Behavior and School Climate," Journal of Educational Research, LXVI (November, 1972).

Winter, James A., Jr. "An Investigation of the Relationship of Organizational Climate and Certain Personal Status Factors of Elementary School Professional Staff Members." Unpublished PhD dissertation, George Peabody College for Teachers, 1968.

Woodard, Audie W. "The Relationship Between Perceived Nonverbal Behavior of Principals and Organizational Climate of Elementary Schools." Unpublished PhD dissertation, Oklahoma State University, 1974.

Zerla, Alan F. "Relationships of Organizational Climate, the Change Agent Style of the Principal, and the Occurrence of Selected Educational Innovations in Tennessee Public High Schools." Unpublished PhD dissertation, George Peabody College for Teachers, 1976.

APPENDIX A

TO: Research Participants

FROM: Barbara K. Phillips

RE: The Organizational Climate Description Questionnaire

    The purpose of this data gathering session is to ascertain information regarding organizational climate in your school and in our school district. The Organizational Climate Description Questionnaire will help provide this information.

    In order to provide demographic information for the study please place an (X) by the characteristic which applies to you.

I have been teaching:

_____   0- 4 years
_____   5-10 years
_____   11-15 years
_____ Over 15 years

I have tenure in this system:

_____ Yes
_____ No

I have been teaching at this school:

_____   0- 4 years
_____   5-10 years
_____   11-15 years
_____ Over 15 years

I have worked under this principal:

_____   0- 4 years
_____   5-10 years
_____   11-15 years
_____ Over 15 years

My sex is:

_____ Male
_____ Female

My race is:

_____ White
_____ Black
_____ Other Minority

Complete the cover page and read the instructions carefully. Note: "Name of leader being described" is the name of your principal. "Name of group which he/she leads" refers to the name of your school. When you complete all information: the white demographic sheet, and the questionnaire, please place both inside the brown envelope, seal your packet, and return to your principal or his designee.

Please proceed to the cover page (pink) of the OCDQ.

I APPRECIATE THE TIME AND EFFORT YOU ARE TAKING TO HELP ME.

A copy of the information request form for principals follows:

I have been a principal for:
_____   0- 4 years
_____   5-10 years
_____   11-15 years
_____ Over 15 years

My sex is:

_____ Male
_____ Female

My race is:

_____White
_____Black
_____Other Minority

_____
My Name

Many, many thanks.

Barbara Phillips
Lowrance Intermediate School

APPENDIX B

OCDQ, Form IV--Items That Compose Four Subtests:*
Teachers' Behavior

I. <u>Disengagement</u>

1. The mannerisms of teachers at this school are annoying.

2. There is a minority group of teachers who always oppose the majority.

3. Teachers exert group pressure on nonconforming faculty members.

4. Teachers seek special favors from the principal.

5. Teachers interrupt other faculty members who are talking in staff meetings.

6. Teachers ask nonsensical questions in faculty meetings.

7. Teachers ramble when they talk in faculty meetings.

8. Teachers at this school stay by themselves.

9. Teachers talk about leaving the school system.

10. Teachers socialize together in small select groups.

II. <u>Hindrance</u>

11. Routine duties interfere with the job of teaching.

12. Teachers have too many committee requirements.

13. Student progress reports require too much work.

14. Administration paper work is burdensome at this school.

15. Sufficient time is given to prepare administrative reports.

16. Instructions for the operation of teaching aids are available.

III. Esprit

17. The morale of the teachers is high.

18. The teachers accomplish their work with great vim, vigor, and pleasure.

19. Teachers at this school show much school spirit.

20. Custodial service is available when needed.

21. Most of the teachers here accept the faults of their colleagues.

22. School supplies are readily available for use in classwork.

23. There is considerable laughter when teachers gather informally.

24. In faculty meetings, there is the feeling of "let's get things done."

25. Extra books are available for classroom use.

26. Teachers spend time after school with students who have individual problems.

IV. Intimacy

27. Teachers' closest friends are other faculty members at this school.

28. Teachers invite other faculty members to visit them at home.

29. Teachers know the family background of other faculty members.

30. Teachers talk about their personal life to other faculty members.

31. Teachers have fun socializing together during school time.

32. Teachers work together preparing administrative reports.

33. Teachers prepare administrative reports by themselves.

OCDQ, Form IV--Items That Compose Four Subtests:
Principal's Behavior

V. Aloofness

34. Faculty meetings are organized according to a tight agenda.

35. Faculty meetings are mainly principal-report meetings.

36. The principal runs the faculty meeting like a business conference.

37. Teachers leave the grounds during the school day.

38. Teachers eat lunch by themselves in their own classrooms.

39. The rules set by the principal are never questioned.

40. Teachers are contacted by the principal each day.

41. School secretarial service is available for teachers' use.

42. Teachers are informed of the results of a supervisor's visit.

VI. Production Emphasis

43. The principal makes all class scheduling decisions.

44. The principal schedules the work for the teachers.

45. The principal checks the subject-matter ability of teachers.

46. The principal corrects teachers' mistakes.

47. The principal insures that teachers work to their full capacity.

48. Extra duty for teachers is posted conspicuously.

49. The principal talks a great deal.

VII. <u>Thrust</u>

50. The principal goes out of his way to help teachers.

51. The principal sets an example by working hard himself.

52. The principal uses constructive criticism.

53. The principal is well prepared when he speaks at school functions.

54. The principal explains his reasons for criticism to teachers.

55. The principal looks out for the personal welfare of teachers.

56. The principal is in the building before teachers arrive.

57. The principal tells teachers of new ideas he has run across.

58. The principal is easy to understand.

VIII. <u>Consideration</u>

59. The principal helps teachers solve personal problems.

60. The principal does personal favors for teachers.

61. The principal stays after school to help teachers finish their work.

62. The principal helps staff members settle minor differences.

63. Teachers help select which courses will be taught.

64. The principal tries to get better salaries for teachers.

LOWRANCE INTERMEDIATE SCHOOL
2900 INDIANA AVENUE
WINSTON-SALEM, N. C. 27105

OFFICE OF THE PRINCIPAL

February 7, 1978

Mrs. Agnes Fisher
The MacMillan Company
866 3rd Avenue
New York, New York   10022

Dear Mrs. Fisher:

This letter is written to request permission to use the OCDQ instrument developed by Dr. Andrew Halpin. I would need to reproduce approximately 1000 copies of the instrument for my elementary school professional staff research population, the Winston-Salem/Forsyth County Elementary School District.

I am a doctoral student at the dissertation level of work at the University of North Carolina-Greensboro.

Per our telephone conversation, I have been in contact with Dr. Andrew Hayes for computer services which are connected with the research.

I look forward to receiving the application form as well as an official copy of the OCDQ.

Thank you.

Sincerely yours,

(Mrs.) Barbara K. Phillips
Principal

BKP/ms

MACMILLAN PUBLISHING CO., INC.
866 Third Avenue, New York, N. Y. 10022
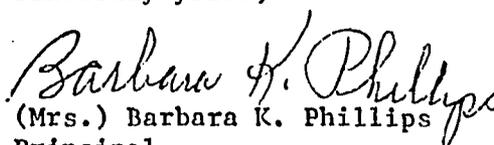
February 16, 1978

Mrs. Barbara K. Phillips
Principal
Lowrance Intermediate School
2900 Indiana Avenue
Winston-Salem, N.C. 27105

Dear Mrs. Phillips:

You have our permission to use, in the English language only, the
"Organizational Climate Description Questionnaire" from THEORY AND RESEARCH
IN ADMINISTRATION by Andrew W. Halpin, subject to the following limitations:

Permission is granted for usage of the material in the manner and for the
purpose as specified in your letter. Note: If your research study or dissertation
is published (other than University Microfilms) it is necessary to reapply for
permission;

Permission is granted for a fee of $35.00 for a reproduction of 1000 copies.
This fee is payable upon signing;

Full credit must be given on every copy reproduced as follows;

Reprinted with permission of Macmillan Publishing Co., Inc.,
from (title by (author). © Copyright by Andrew W. Halpin, 1966.

If you are in agreement, please sign both copies of this letter
in the space provided below and return one copy and your remittance
to this department.

Sincerely,
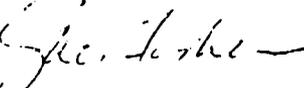
(Mrs.) Agnes Fisher
Contracts Supervisor

AGREED TO:
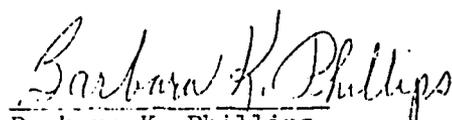
Barbara K. Phillips
Barbara K. Phillips

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE*

Name of Leader Being Described _____

Name of Group Which He/She Leads_____

INSTRUCTIONS: Enclosed in this folder are some questions
about your school. Please answer them by
marking one of the set of lines provided
for each answer. Do not dwell too long
on any one item, but answer it as you think
the situation exists in your school. There
are a total of 64 items that should not take
more than a few minutes to answer.

REMEMBER: Answer each question as you think the
situation exists in your school.

YOU: As an individual you cannot be identified
with this instrument.

	Rarely Occurs	Some-times Occurs	Often Occurs	Very Fre-quently Occurs
1. Teachers' closest friends are other faculty members at this school.	_____	_____	_____	_____
2. The mannerisms of teachers at this school are annoying.	_____	_____	_____	_____
3. Teachers spend time after school with students who have individual problems.	_____	_____	_____	_____
4. Instructions for the operation of teaching aids are available.	_____	_____	_____	_____
5. Teachers invite other faculty members to visit them at home.	_____	_____	_____	_____
6. There is a minority group of teachers who always oppose the majority.	_____	_____	_____	_____
7. Extra books are available for classroom use.	_____	_____	_____	_____
8. Sufficient time is given to prepare administrative reports.	_____	_____	_____	_____
9. Teachers know the family background of other faculty members.	_____	_____	_____	_____
10. Teachers exert group pressure on nonconforming faculty members.	_____	_____	_____	_____
11. In faculty meetings, there is the feeling of "let's get things done."	_____	_____	_____	_____

	Rarely Occurs	Some-times Occurs	Often Occurs	Very Fre-quently Occurs
12. Administrative paper work is burdensome at this school.	___	___	___	___
13. Teachers talk about their personal life to other faculty members	___	___	___	___
14. Teachers seek special favors from the principal.	___	___	___	___
15. School supplies are readily available for use in classwork.	___	___	___	___
16. Student progress reports require too much work.	___	___	___	___
17. Teachers have fun socializing together during school time.	___	___	___	___
18. Teachers interrupt other faculty members who are talking in staff meetings	___	___	___	___
19. Most of the teachers accept the faults of their colleagues.	___	___	___	___
20. Teachers have too many committee requirements.	___	___	___	___
21. There is considerable laughter when teachers gather informally.	___	___	___	___
22. Teachers ask nonsensi-cal questions in faculty meetings.	___	___	___	___

	Rarely Occurs	Some-times Occurs	Often Occurs	Very Fre-quently Occurs
23. Custodial service is available when needed.	_____	_____	_____	_____
24. Routine duties interfere with the job of teaching.	_____	_____	_____	_____
25. Teachers prepare administrative reports by themselves.	_____	_____	_____	_____
26. Teachers ramble when they talk in faculty meetings.	_____	_____	_____	_____
27. Teachers at this school show much school spirit	_____	_____	_____	_____
28. The principal goes out of his way to help teachers.	_____	_____	_____	_____
29. The principal helps teachers solve personal problems.	_____	_____	_____	_____
30. Teachers at this school stay by themselves.	_____	_____	_____	_____
31. The teachers accomplish their work with great vim, vigor, and pleasure.	_____	_____	_____	_____
32. The principal sets an example by working hard himself.	_____	_____	_____	_____
33. The principal does personal favors for teachers.	_____	_____	_____	_____
34. Teachers eat lunch by themselves in their own classrooms.	_____	_____	_____	_____

	Rarely Occurs	Some- times Occurs	Often Occurs	Very Fre- quently Occurs
35. The morals of the teachers is high.	___	___	___	___
36. The principal uses constructive criticism.	___	___	___	___
37. The principal stays after school to help teachers finish their work.	___	___	___	___
38. Teachers socialize to- gether in small select groups.	___	___	___	___
39. The principal makes all class-scheduling decisions.	___	___	___	___
40. Teachers are contacted by the principal each day.	___	___	___	___
41. The principal is well prepared when he speaks at school functions.	___	___	___	___
42. The principal helps staff members settle minor differences.	___	___	___	___
43. The principal schedules the work for the teachers.	___	___	___	___
44. Teachers leave the grounds during the school day.	___	___	___	___
45. Teachers help select which courses will be taught.	___	___	___	___
46. The principal corrects teachers' mistakes.	___	___	___	___

	Rarely Occurs	Some-times Occurs	Often Occurs	Very Fre-quently Occurs
47. The principal talks a great deal.	____	____	____	____
48. The principal explains his reasons for criticism to teachers.	____	____	____	____
49. The principal tries to get better salaries for teachers.	____	____	____	____
50. Extra duty for teachers is posted conspicuously.	____	____	____	____
51. The rules set by the principal are never questioned.	____	____	____	____
52. The principal looks out for the personal welfare of teachers.	____	____	____	____
53. School secretarial service is available for teachers' use.	____	____	____	____
54. The principal runs the faculty meeting like a business conference.	____	____	____	____
55. The principal is in the building before teachers arrive.	____	____	____	____
56. Teachers work together preparing administrative reports.	____	____	____	____
57. Faculty meetings are organized according to a tight agenda.	____	____	____	____
58. Faculty meetings are mainly principal-report meetings.	____	____	____	____

	Rarely Occurs	Some-times Occurs	Often Occurs	Very Fre-quently Occurs
59. The principal tells teachers of new ideas he has run across.	_____	_____	_____	_____
60. Teachers talk about leaving the school system.	_____	_____	_____	_____

APPENDIX E

ORGANIZATIONAL CLIMATE GRIDS

Figure 1

Minority Teacher OCP and Majority Teacher OCP in School No. 6

------------- Minority Teacher
————————— Majority Teacher
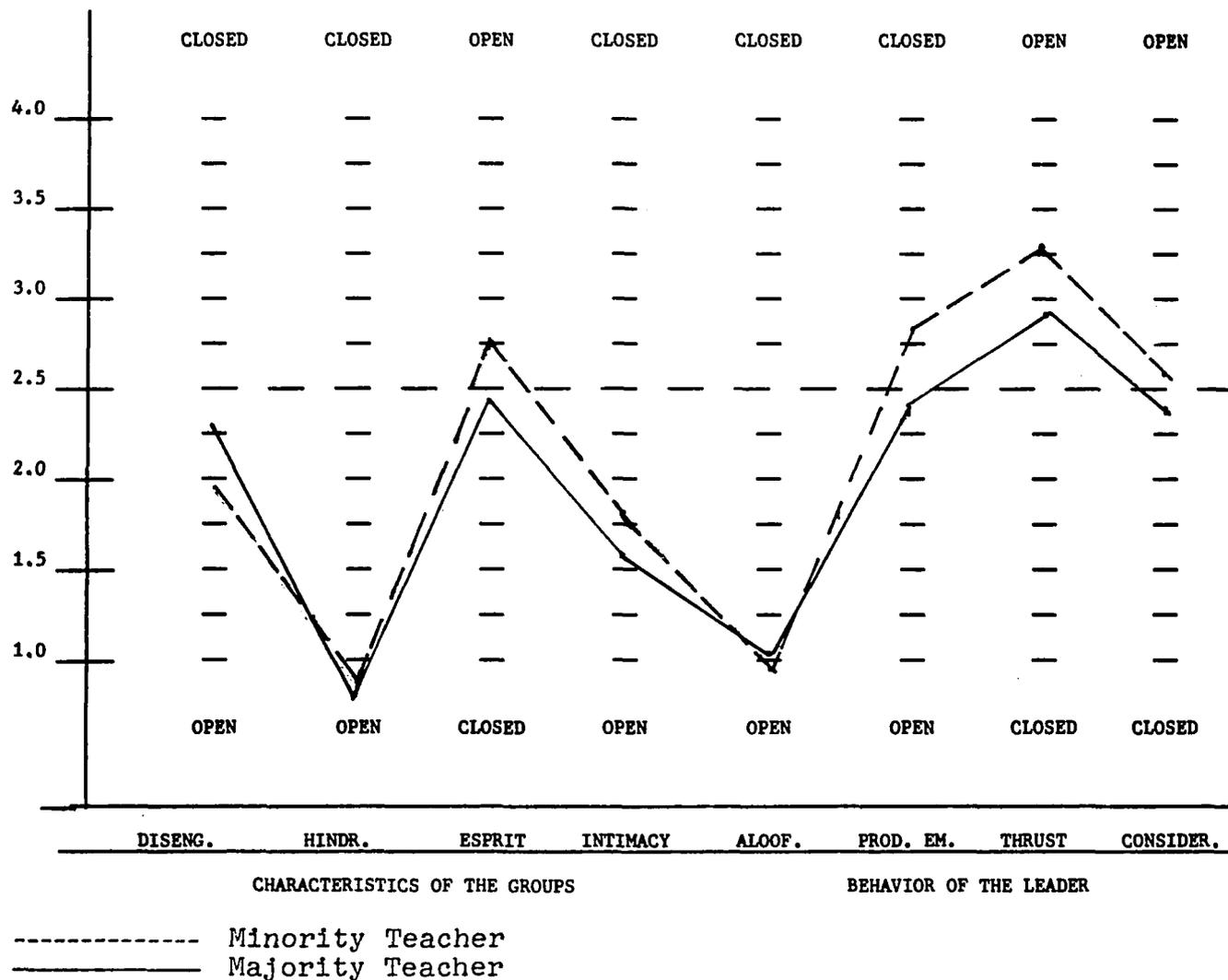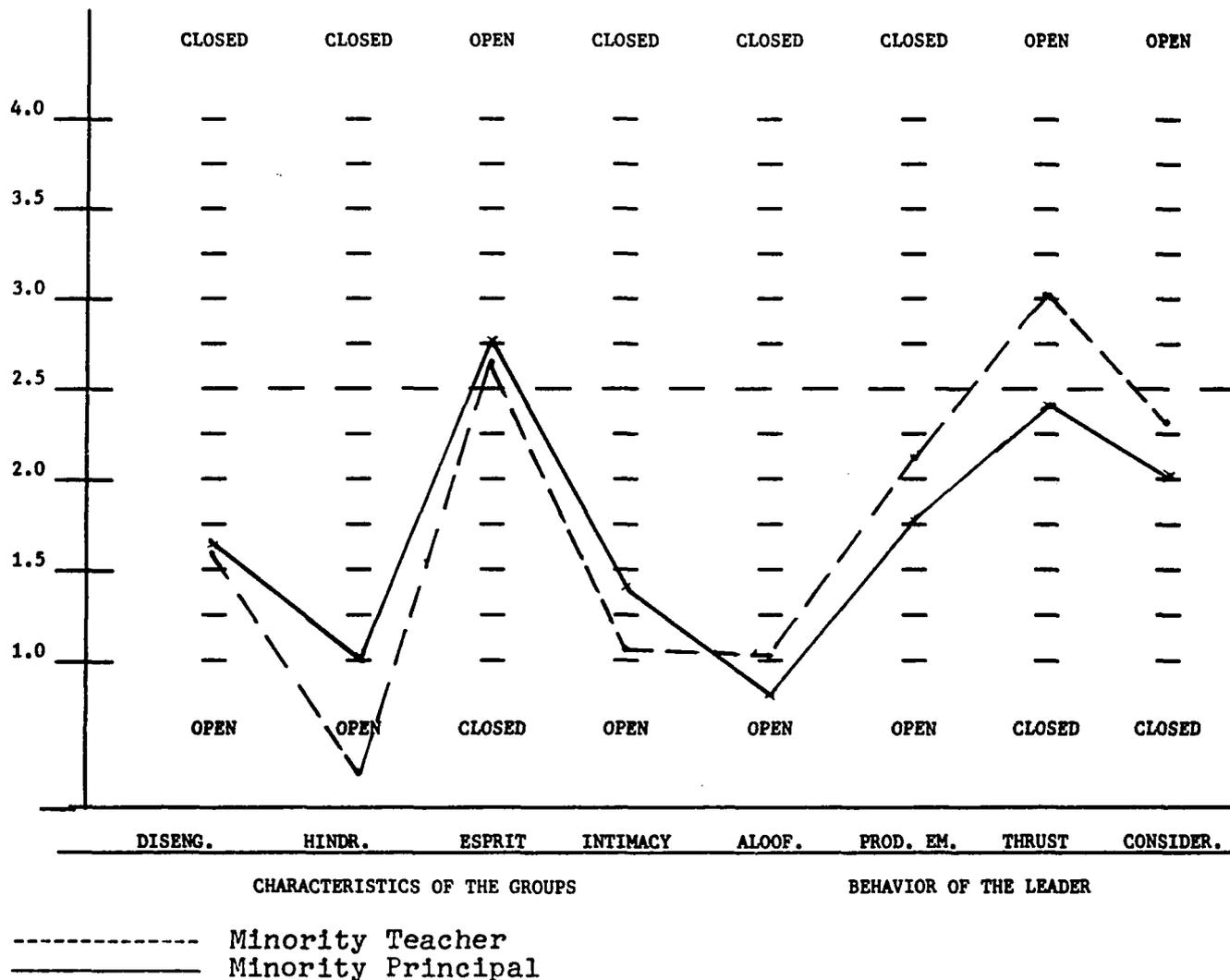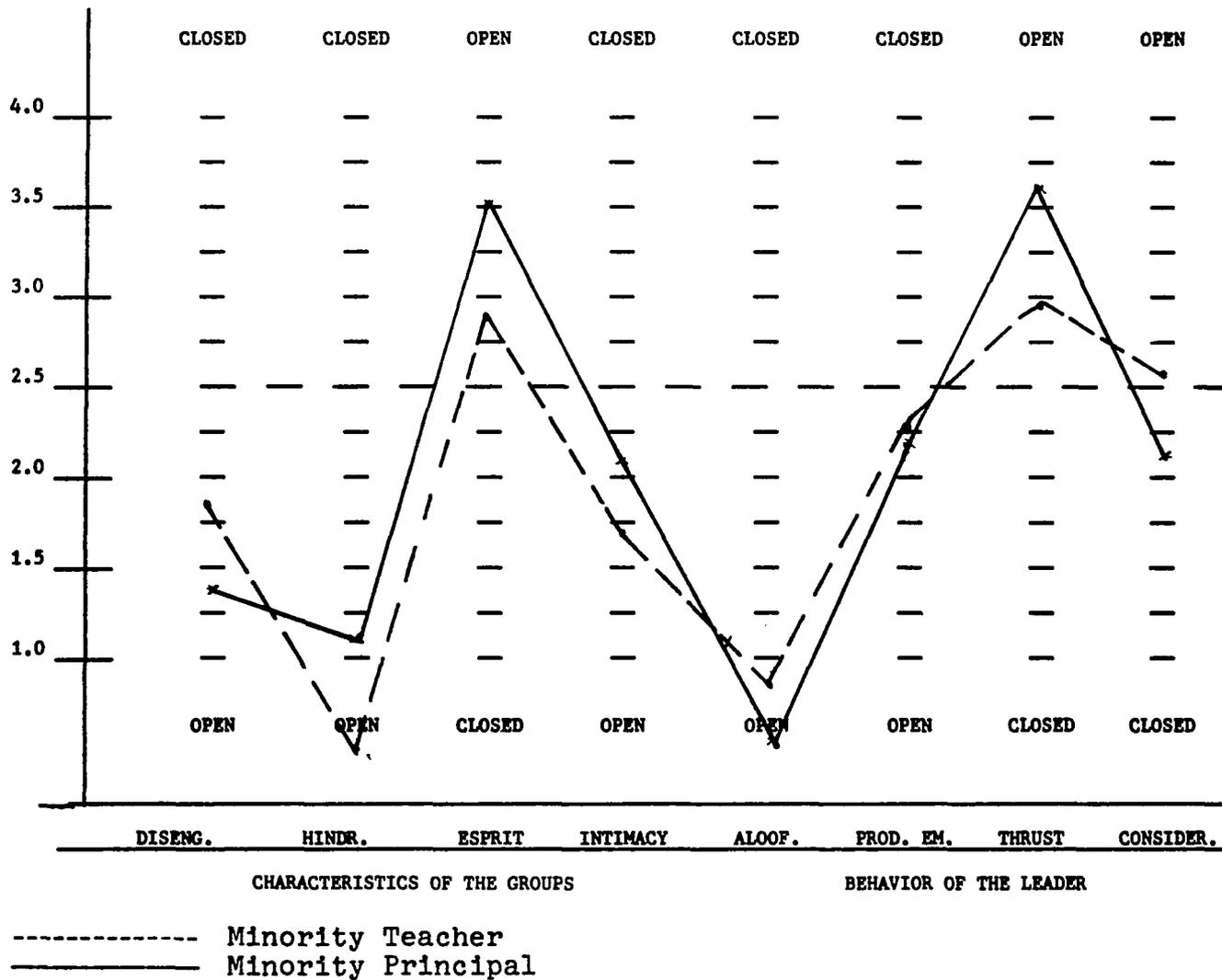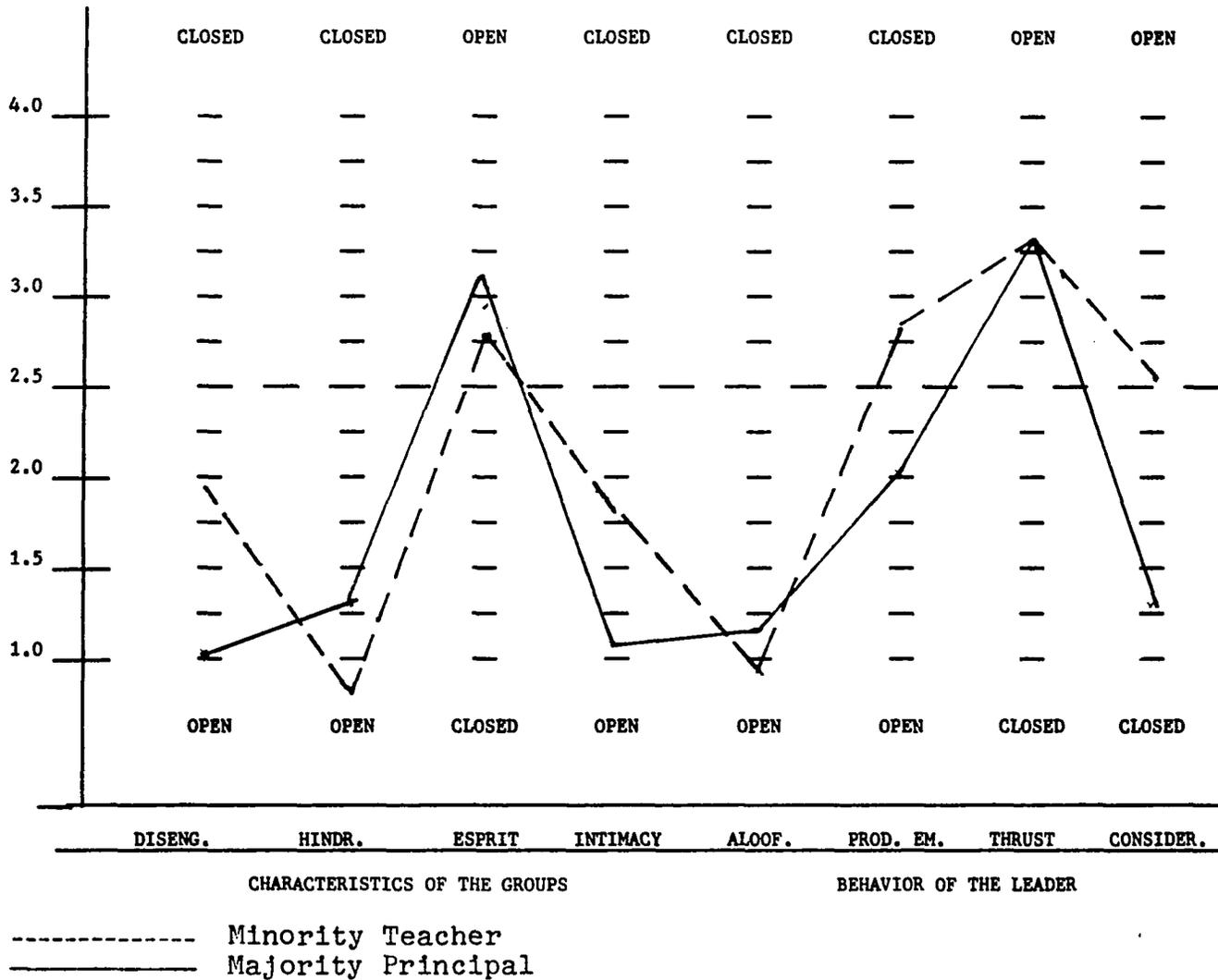
Figure 2

Minority Teacher OCP and Majority Teacher OCP in School No. 7
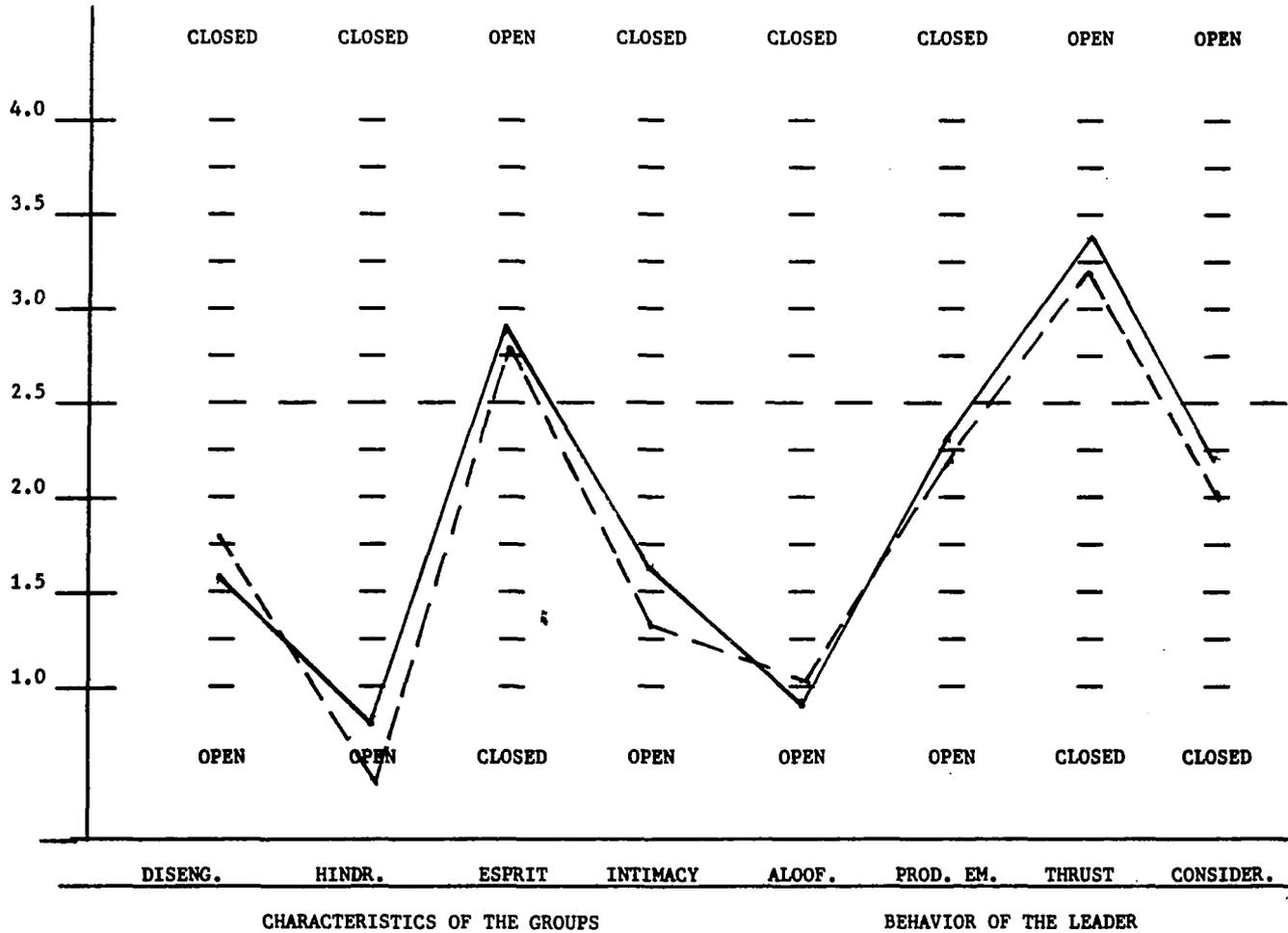
Figure 3

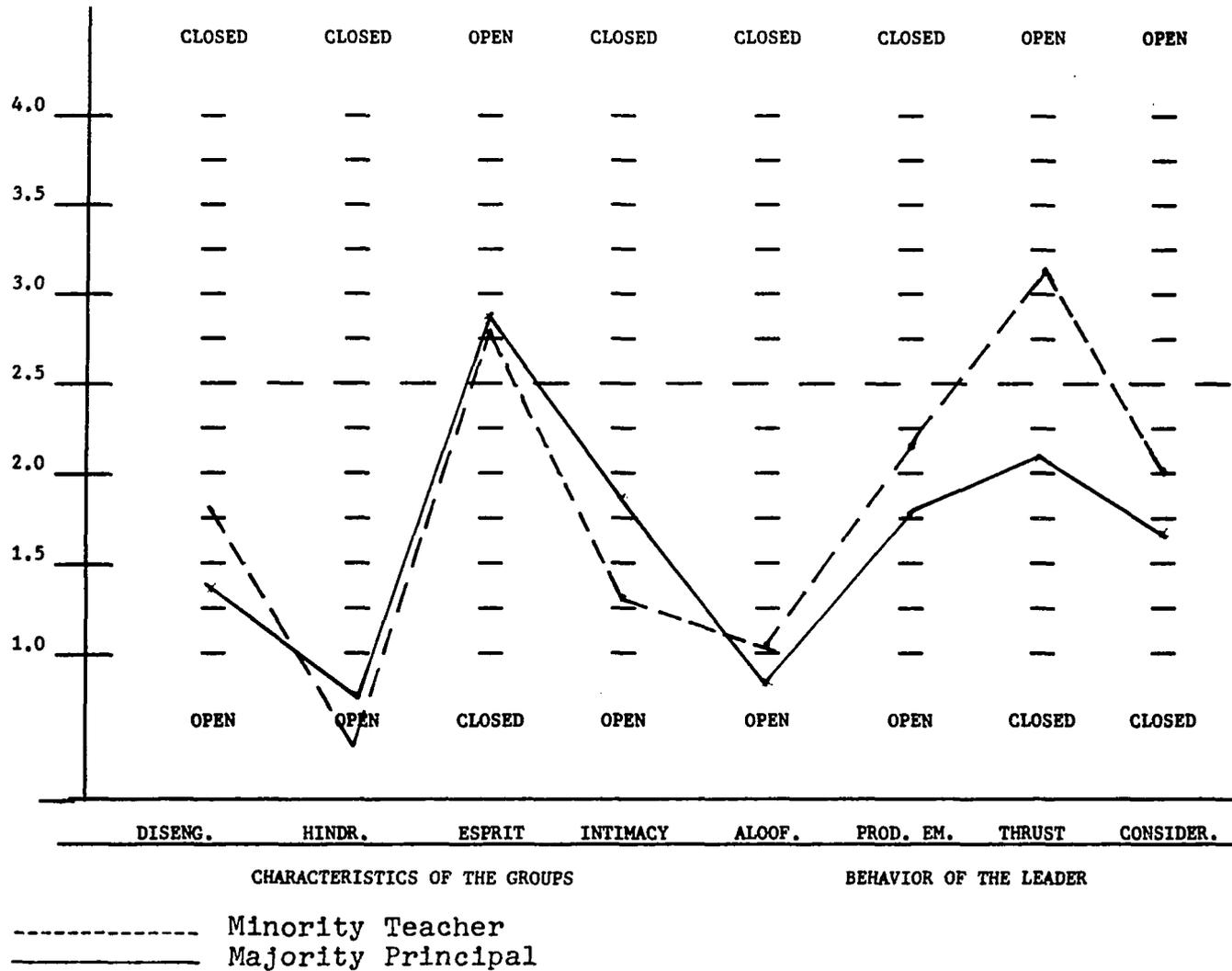Minority Teacher OCP and Majority Teacher OCP in School No. 12

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

--------------- Minority Teacher
————————————Majority Teacher
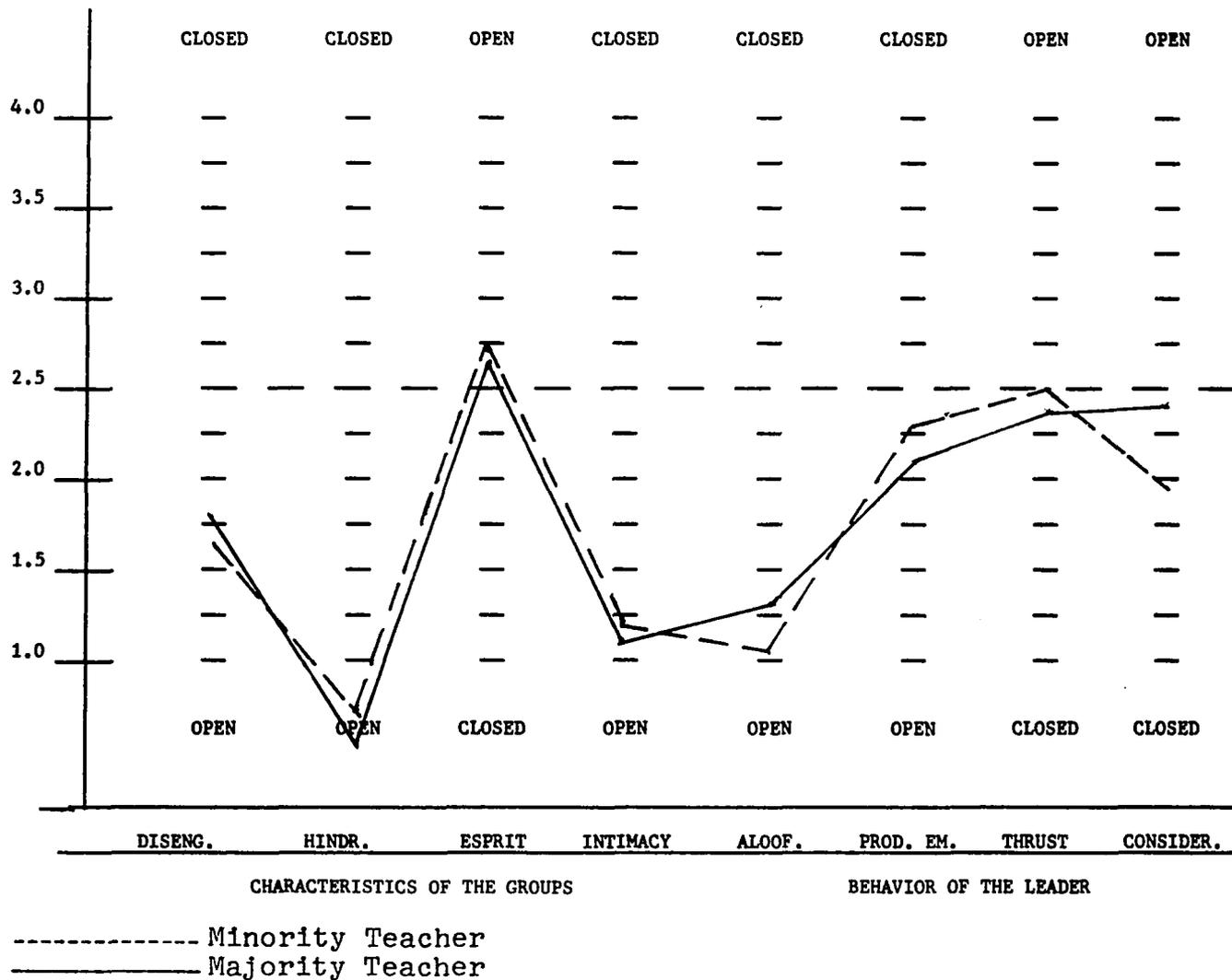
Figure 4

Minority Teacher OCP and Majority Teacher OCP in School No. 13

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
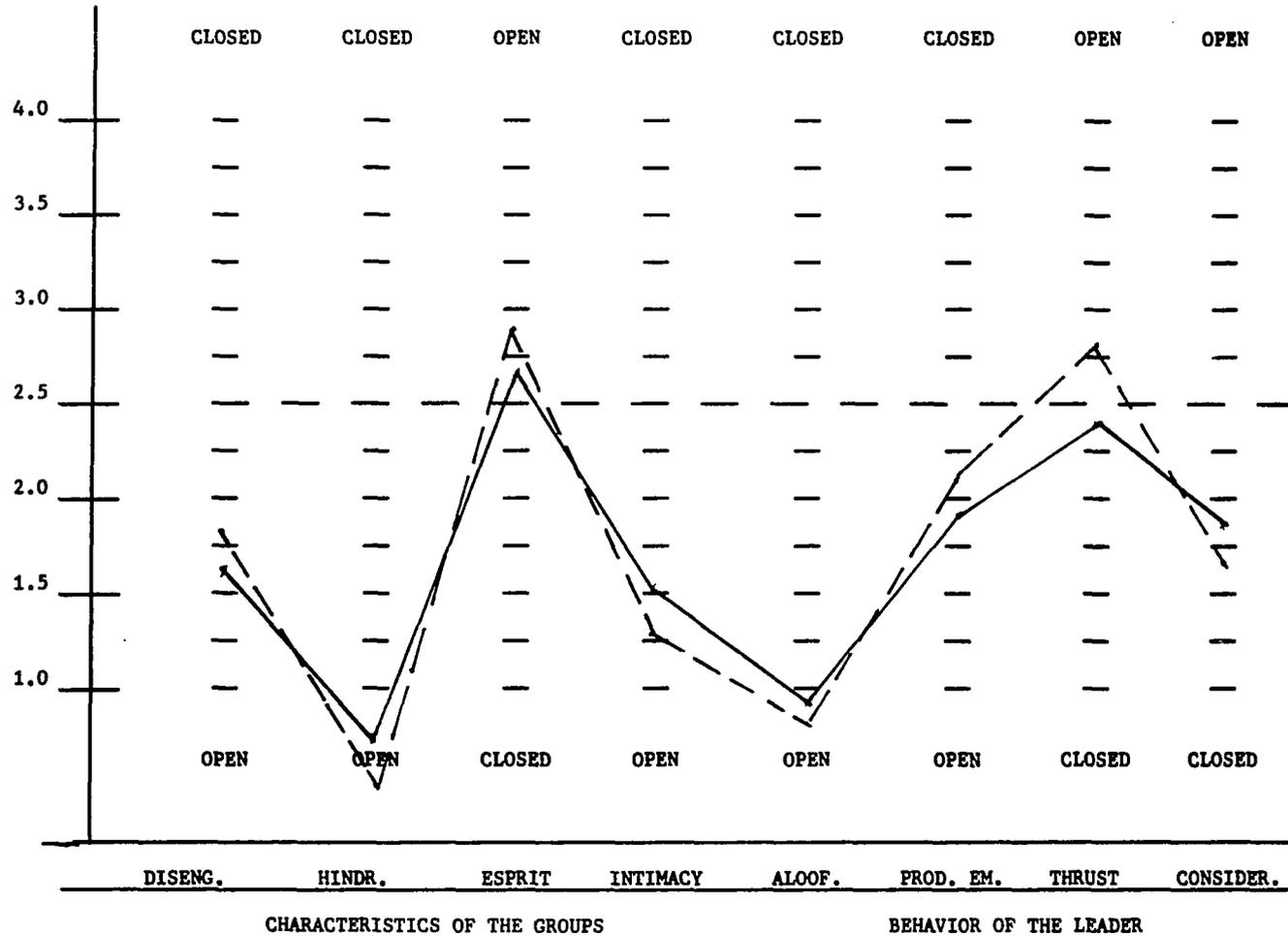
---------------- Minority Teacher
——————————— Majority Teacher

Figure 5

Minority Teacher OCP and Majority Teacher OCP in School No. 14

| | CLOSED | CLOSED | OPEN | CLOSED | CLOSED | CLOSED | OPEN | OPEN |

| | OPEN | OPEN | CLOSED | OPEN | OPEN | OPEN | CLOSED | CLOSED |

| | DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
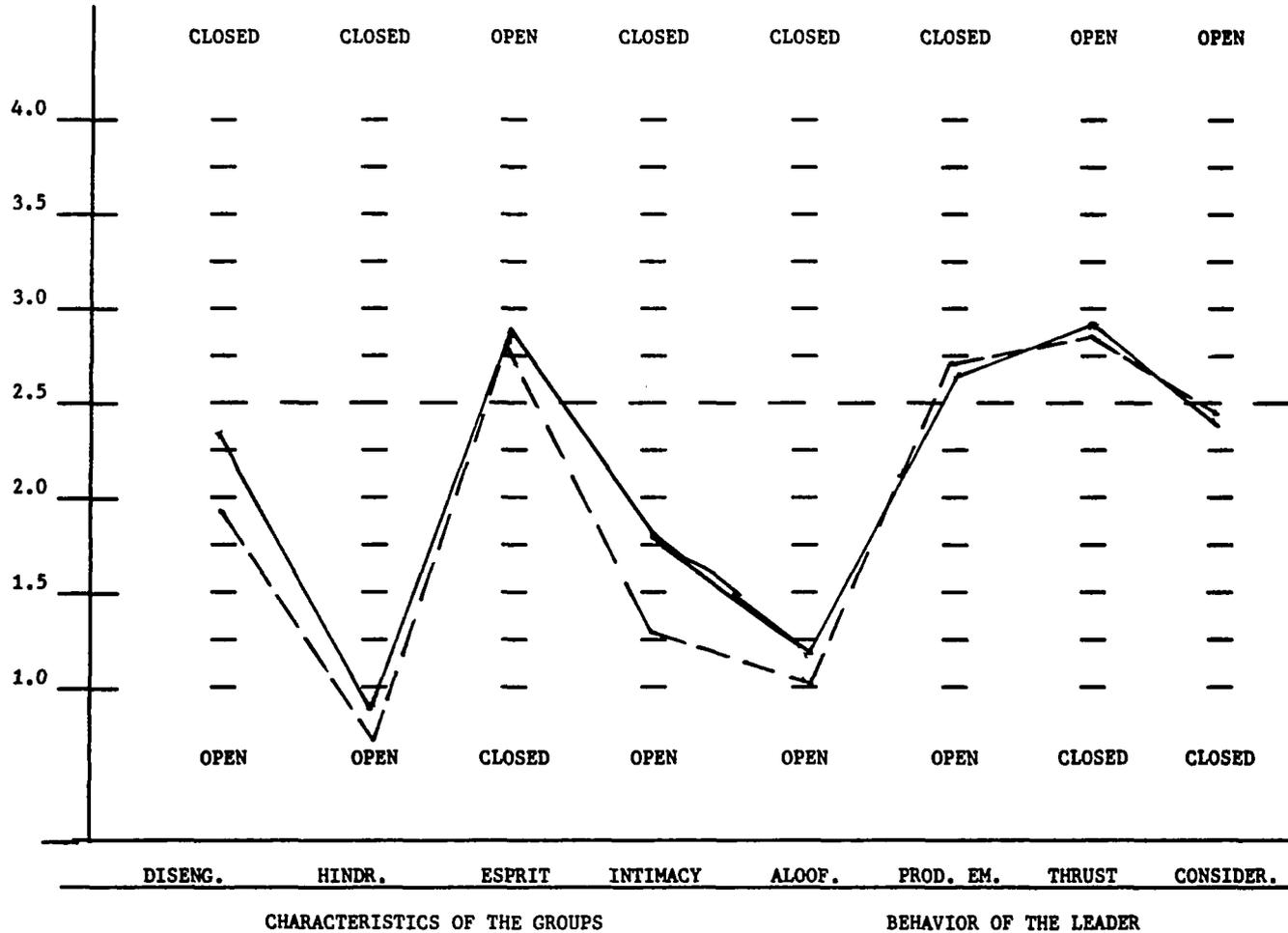
------------- Minority Teacher
——————— Majority Teacher

Figure 6

Minority Teacher OCP and Majority Teacher OCP in School No. 22
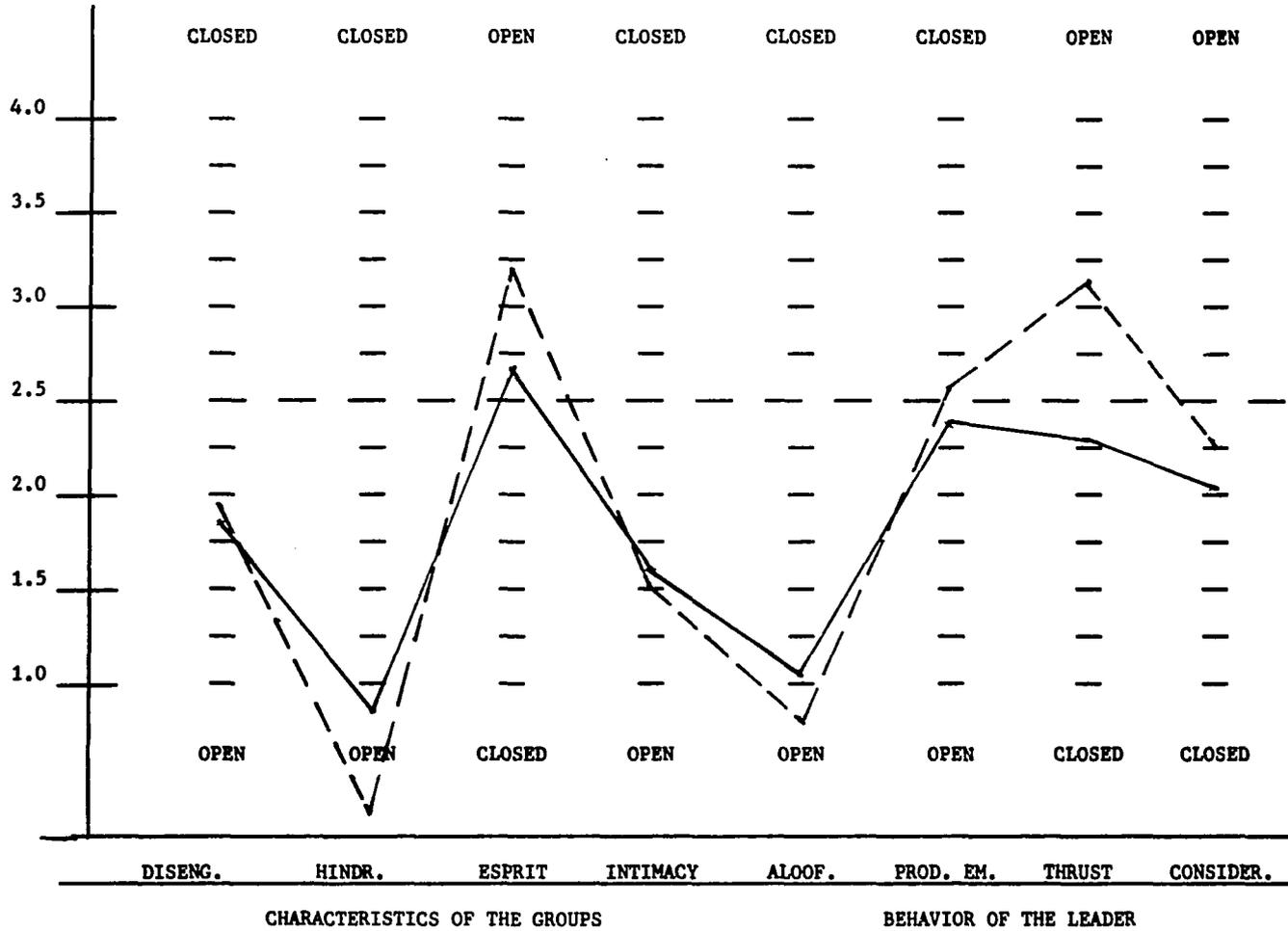
Figure 7

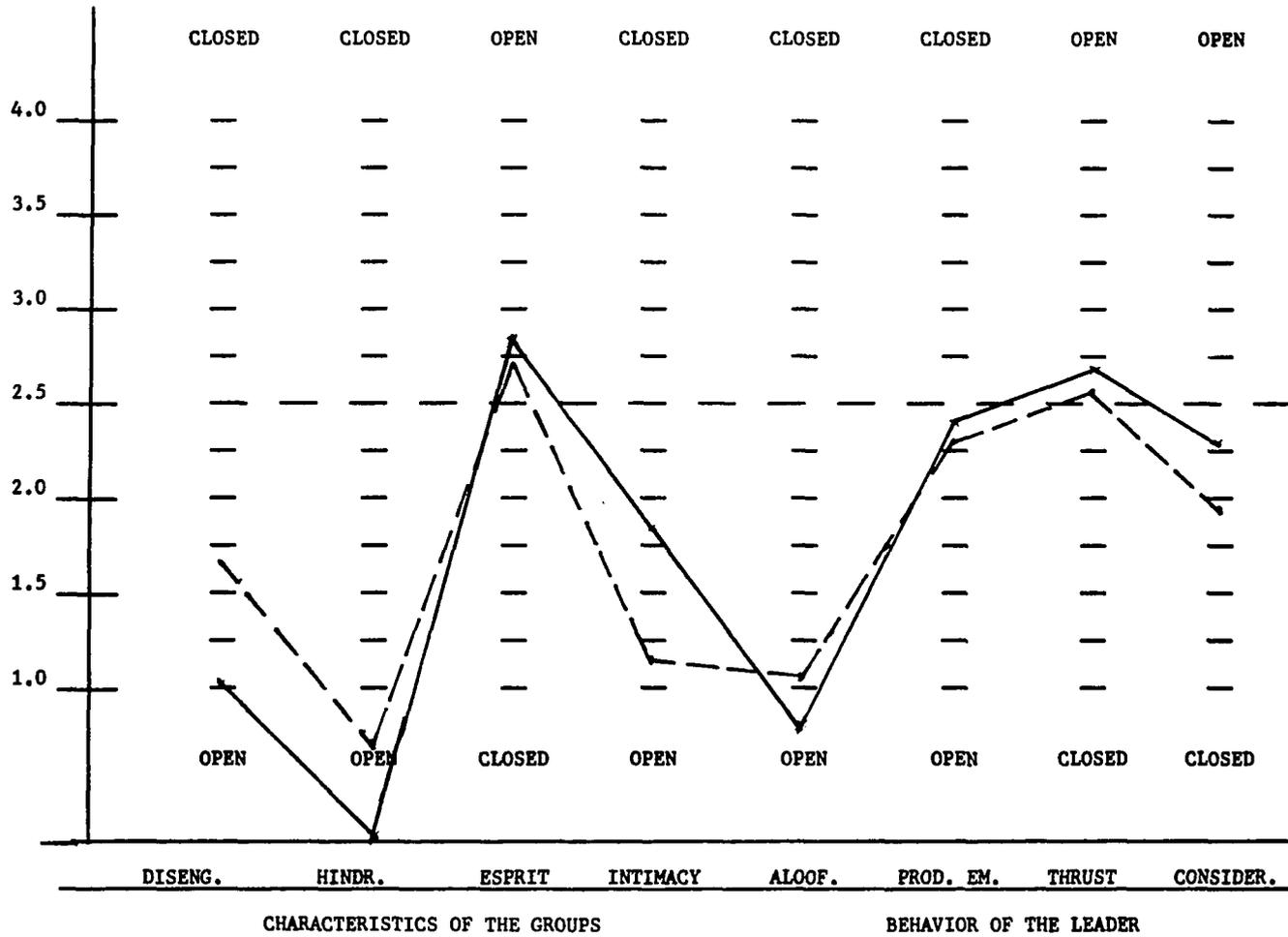Minority Teacher OCP and Majority Teacher OCP in School No. 28

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

Minority Teacher
Majority Teacher
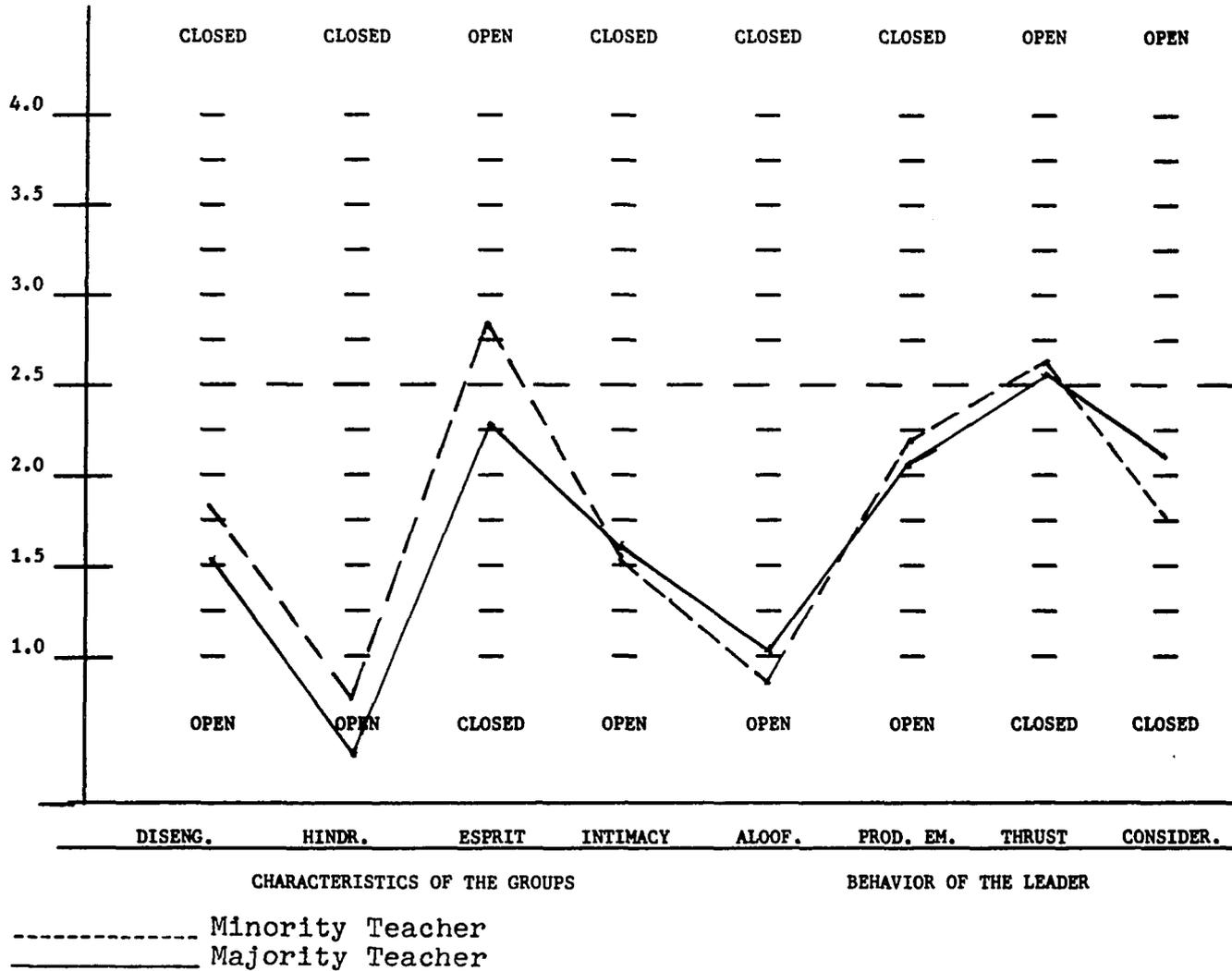
Figure 8

Minority Teacher OCP and Majority Teacher OCP in School No. 32
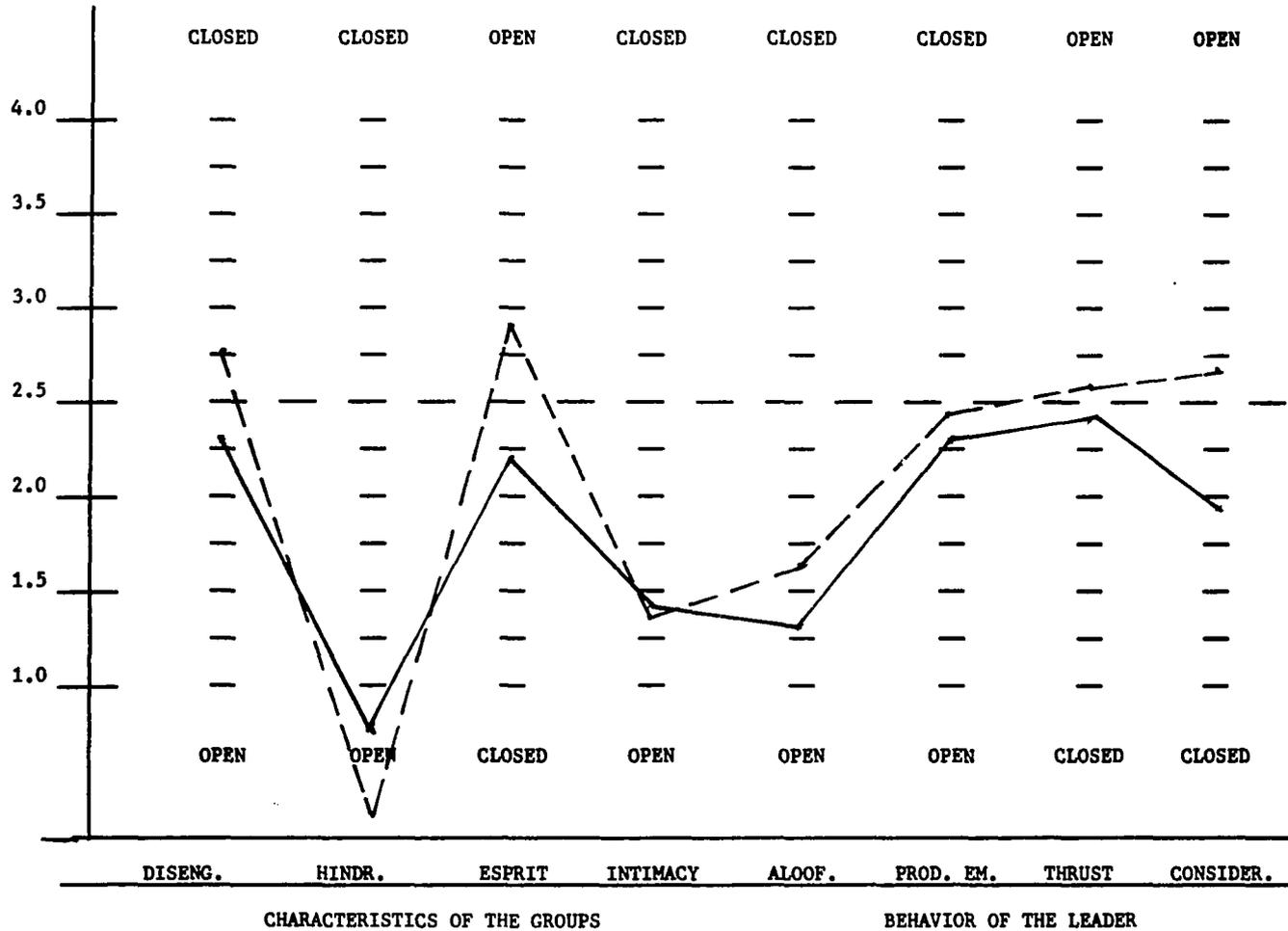
Figure 9

Minority Teacher OCP and Majority Teacher OCP in School No. 34
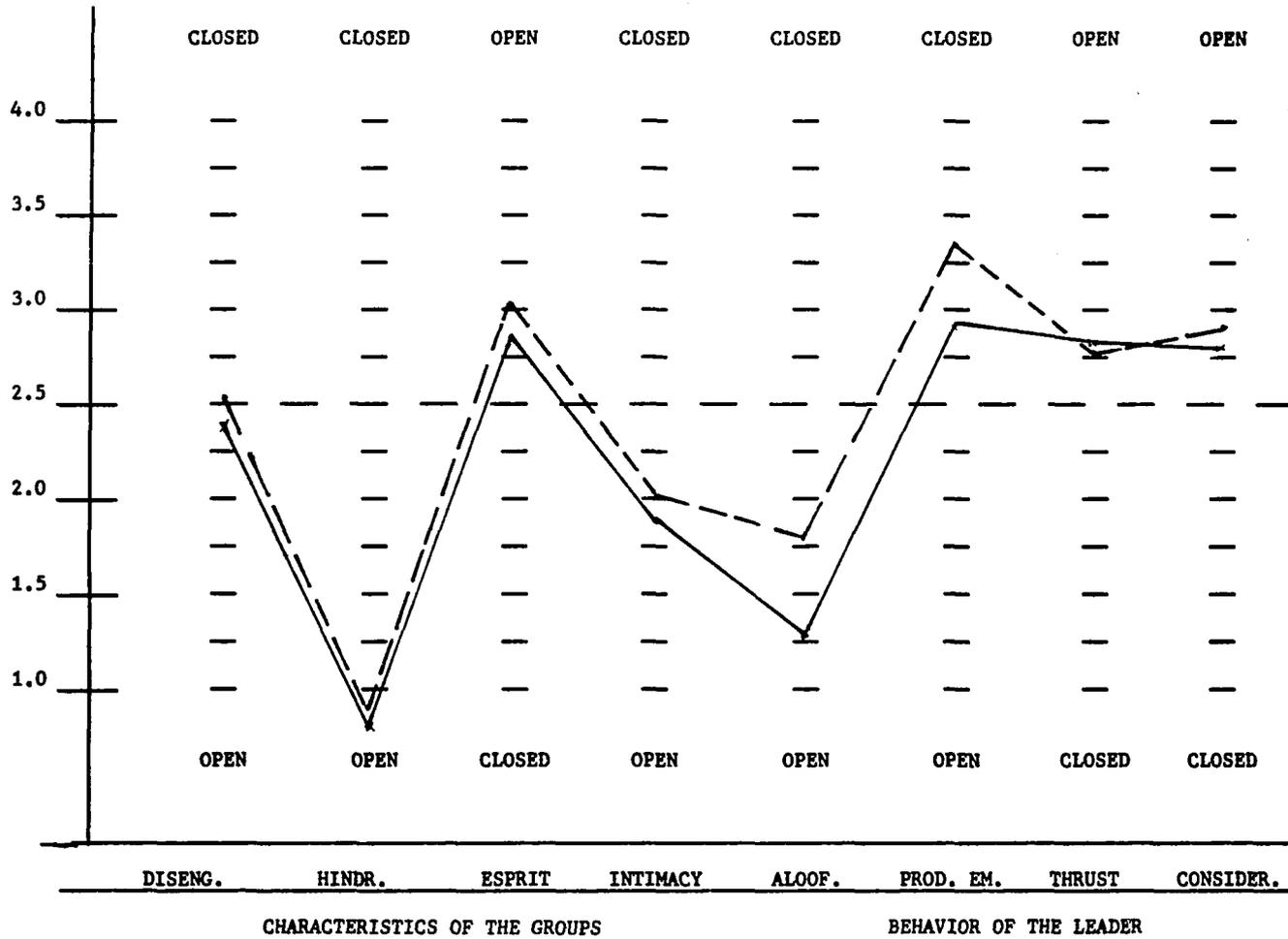
------------ Minority Teacher
———————— Majority Teacher

Figure 10

Minority Teacher OCP and Majority Teacher OCP in School No. 36

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
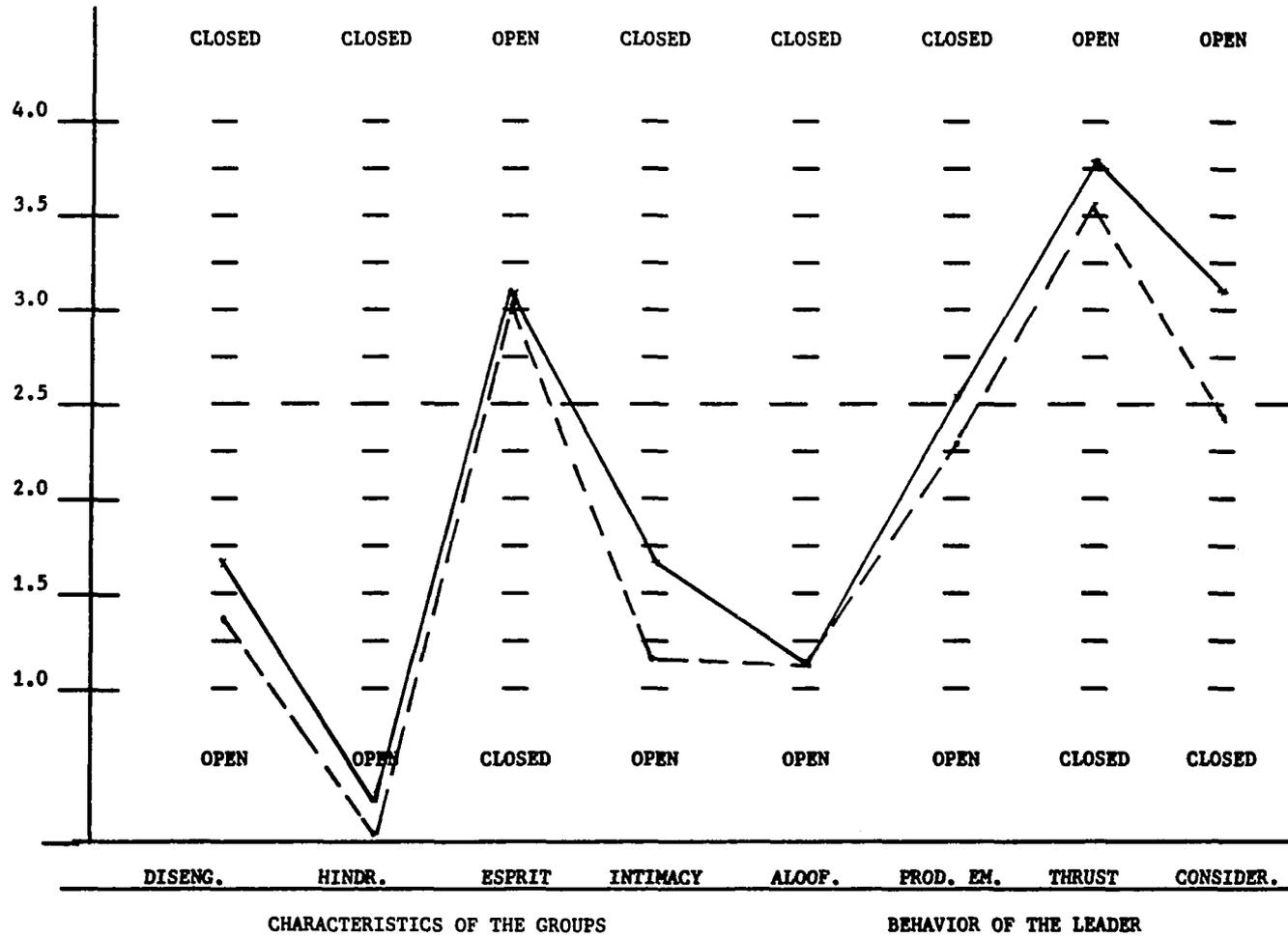
```
-------------- Minority Teacher
_____ Majority Teacher
```

Figure 11

Majority Teacher OCP and Majority Principal OCP in School No. 6

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------ Majority Teacher
——————————— Majority Principal
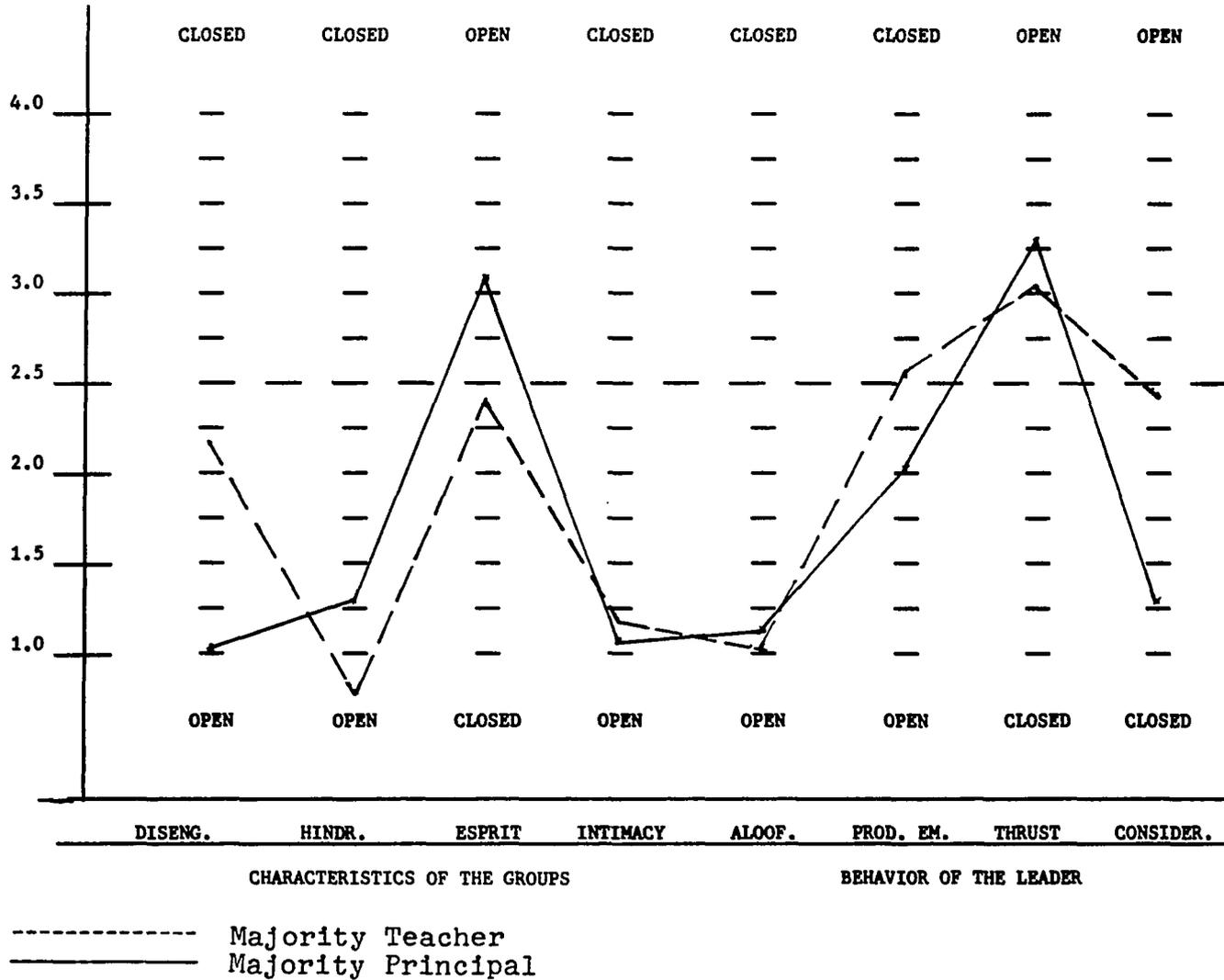
Figure 12

Majority Teacher OCP and Majority Principal OCP in School No. 7

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
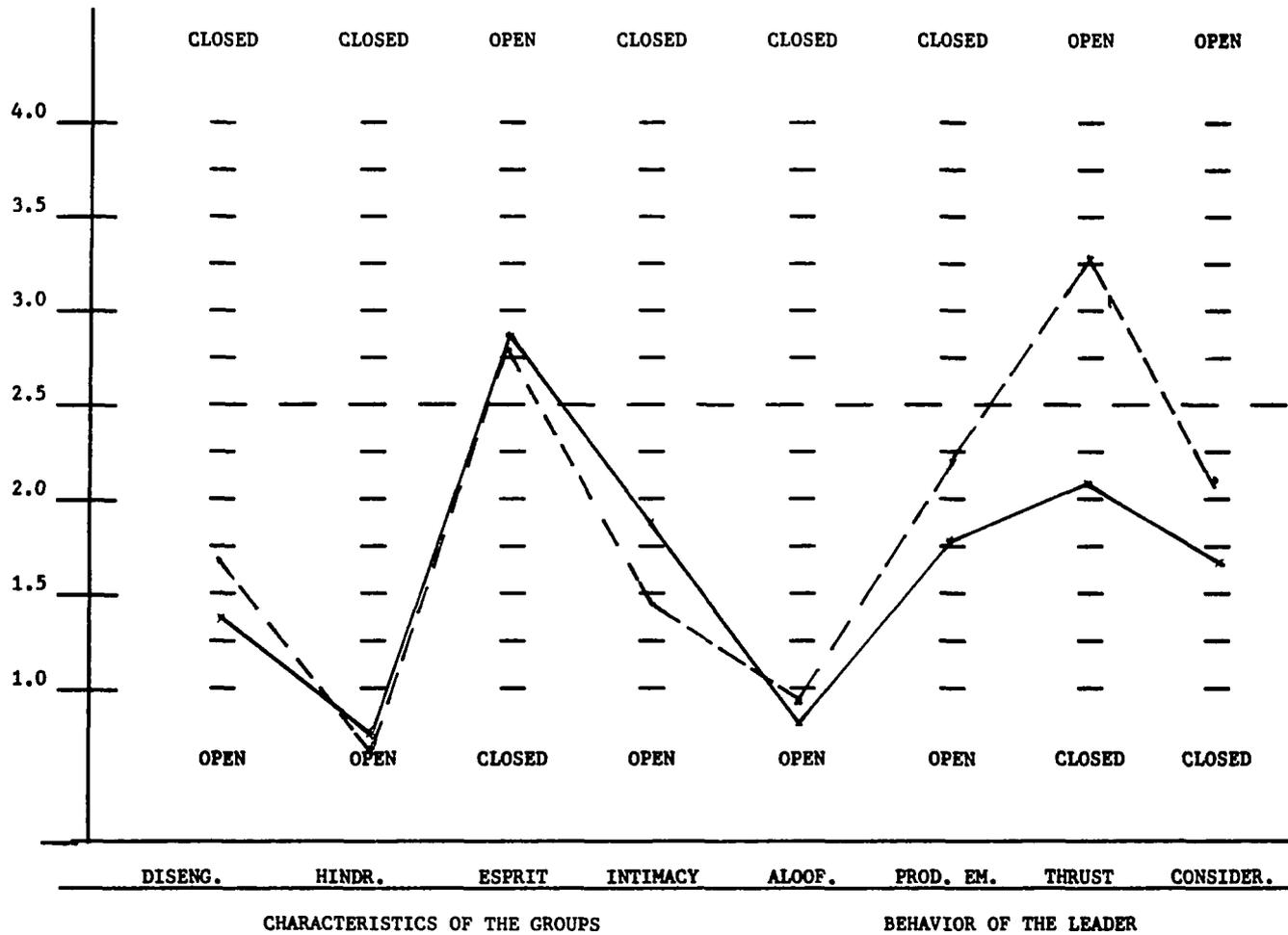
--------------- Majority Teacher
─────────────── Majority Principal

Figure 13

Majority Teacher OCP and Majority Principal OCP in School No. 12
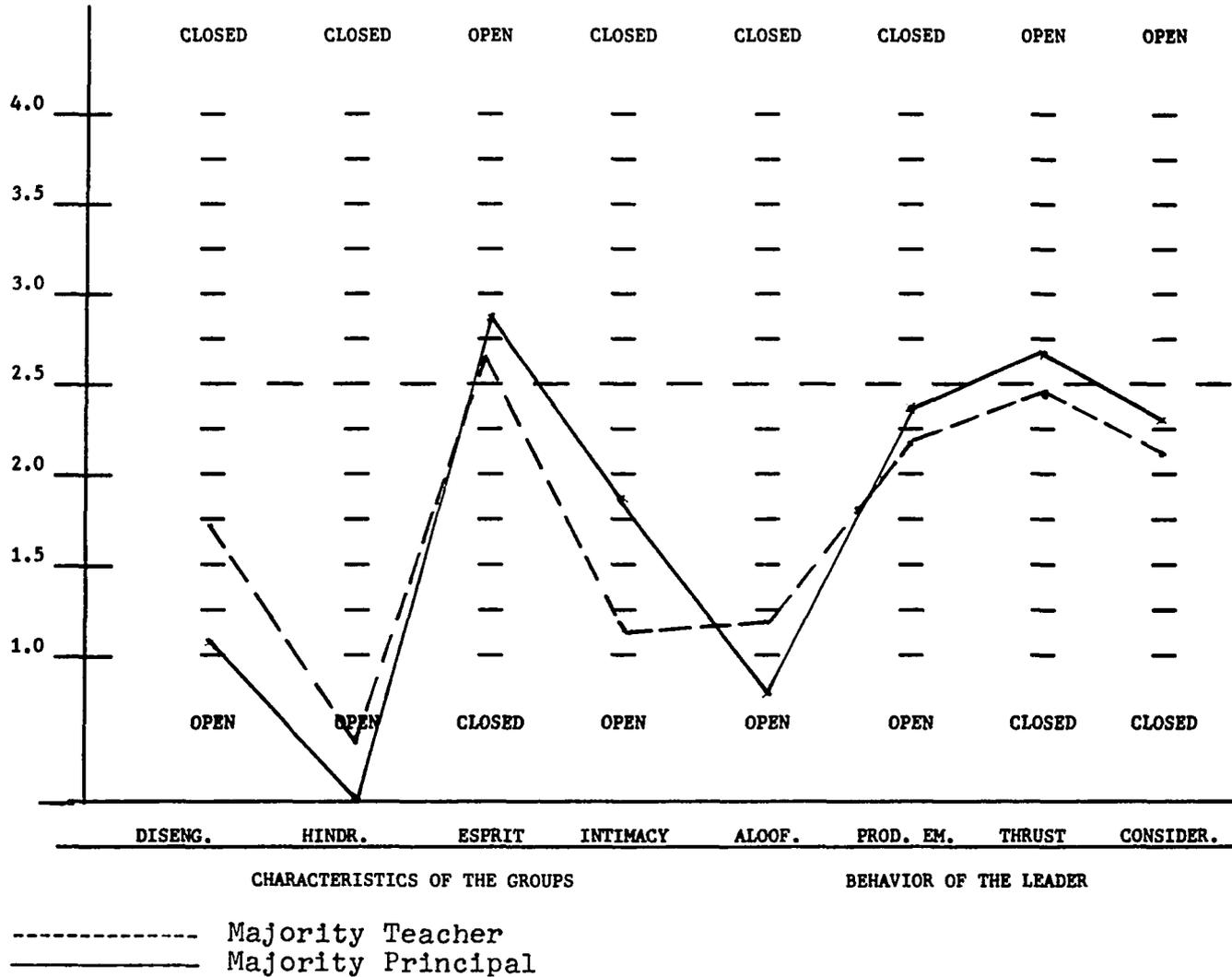
Figure 14

Majority Teacher OCP and Majority Principal OCP in School No. 13

-------------- Majority Teacher
——————— Majority Principal
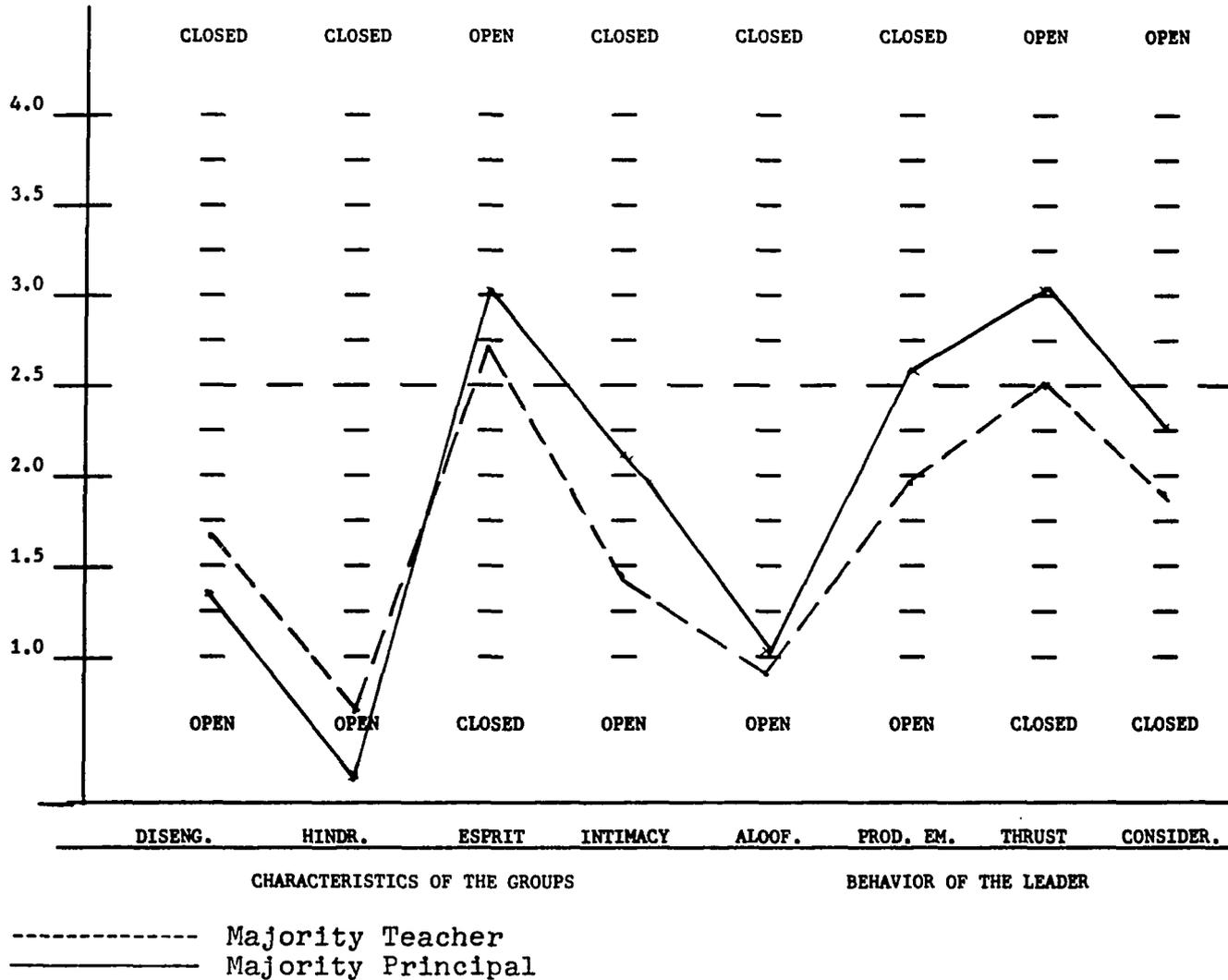
Figure 15

Majority Teacher OCP and Majority Principal OCP in School No. 14

------------- Majority Teacher
———————— Majority Principal
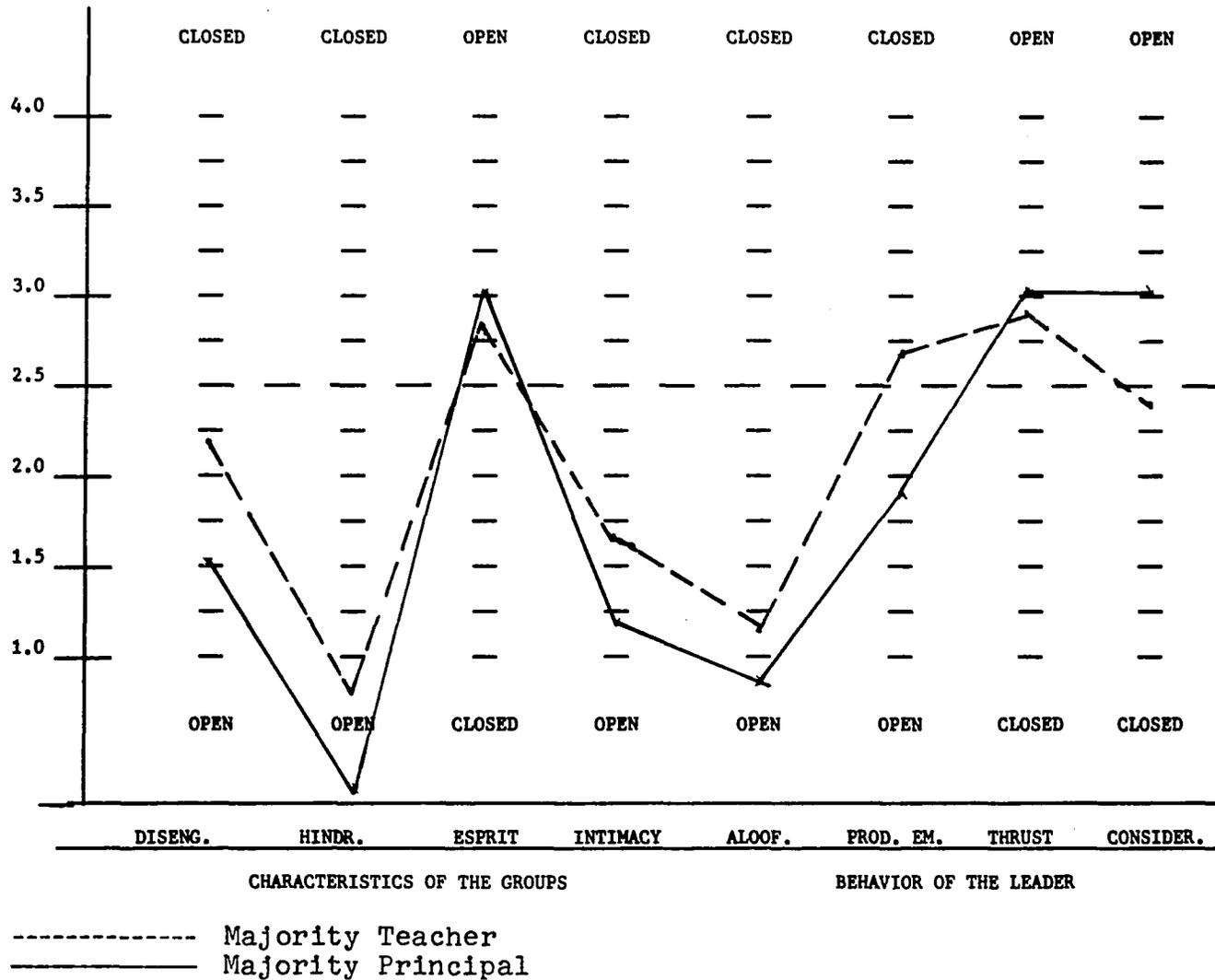
Figure 16

Majority Teacher OCP and Majority Principal OCP in School No. 20

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
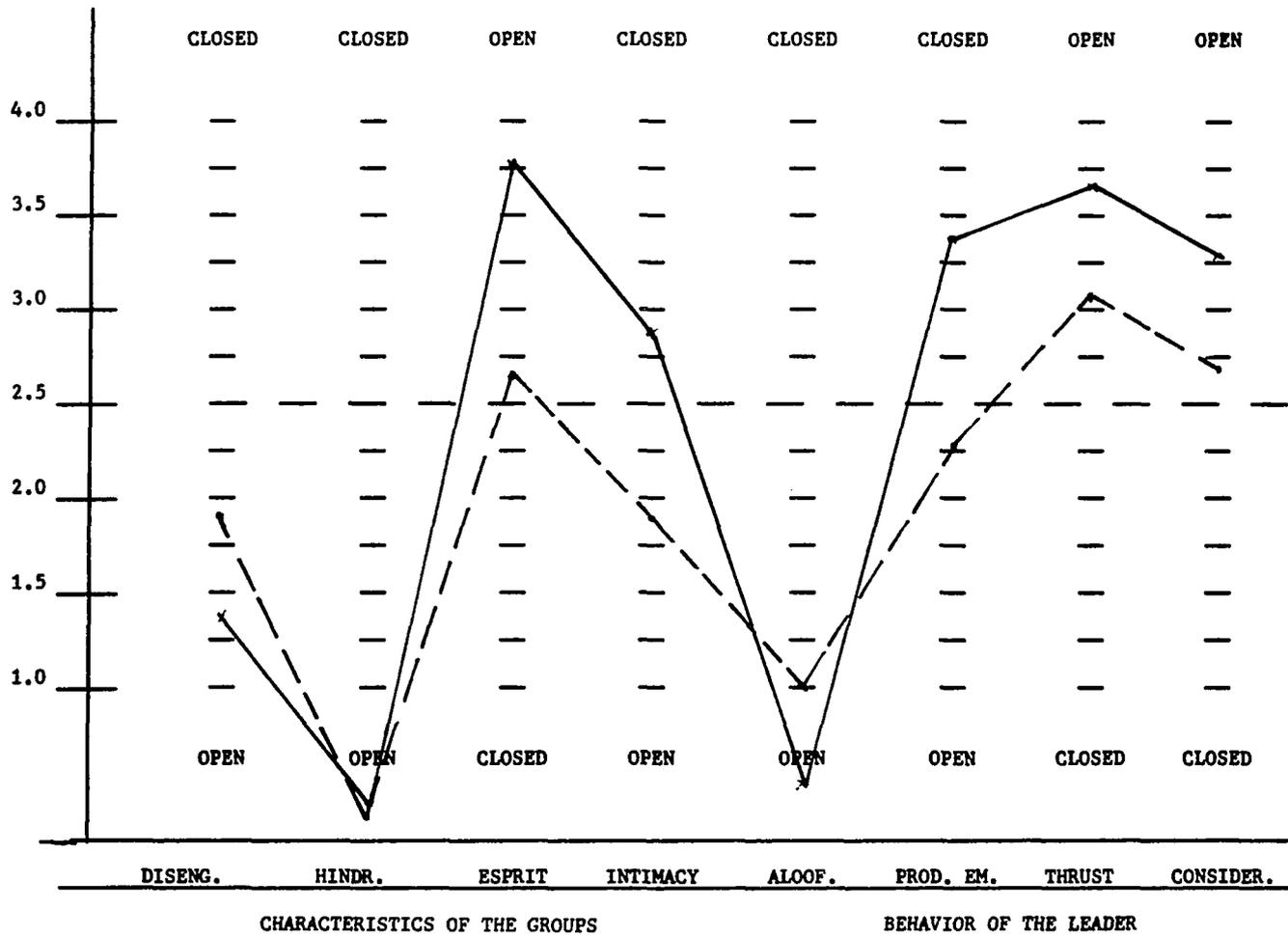
------------- Majority Teacher
——————— Majority Principal

Figure 17

Majority Teacher OCP and Majority Principal OCP in School No. 28
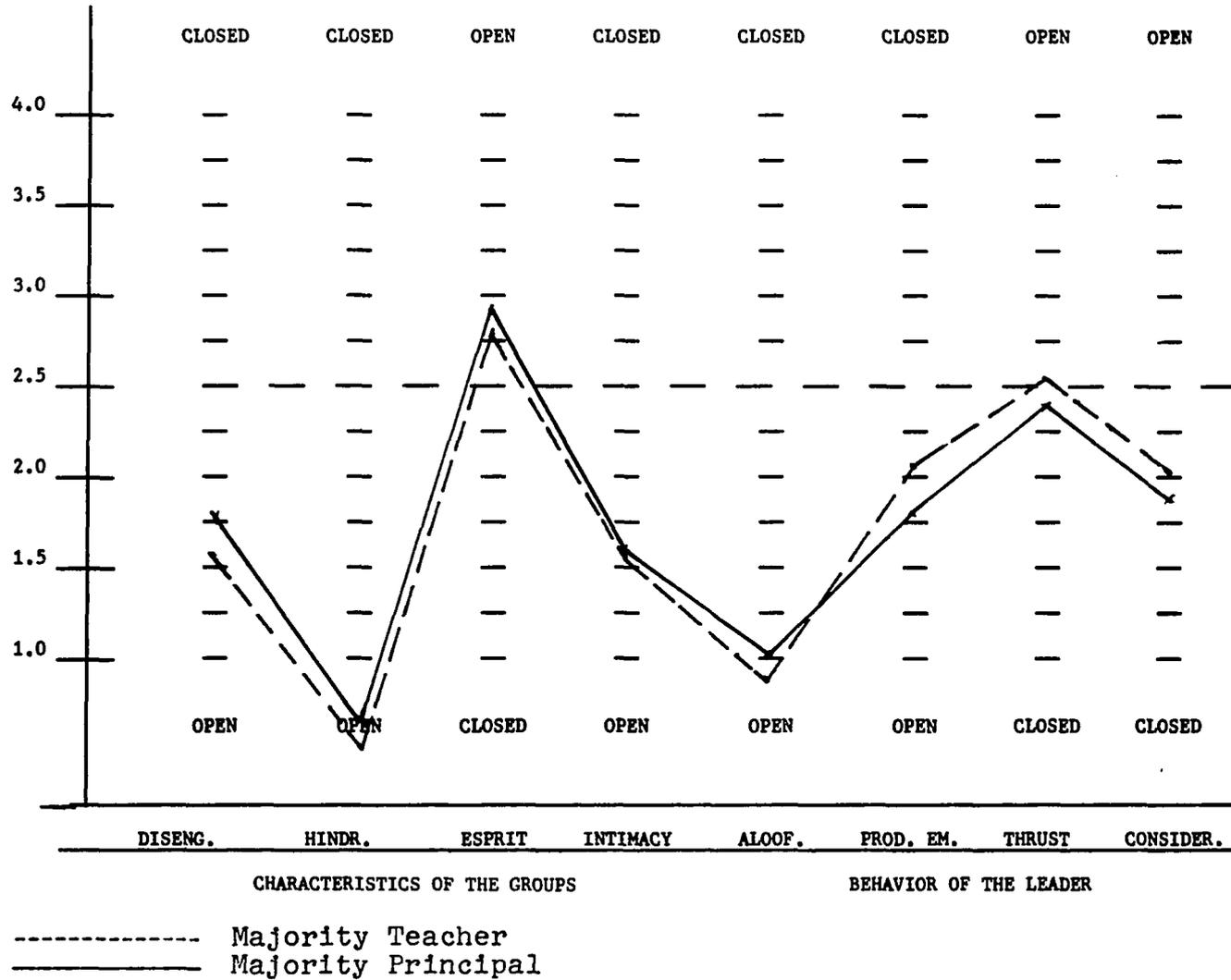
Figure 18

Majority Teacher OCP and Majority Principal OCP in School No. 32

CHARACTERISTICS OF THE GROUPS

BEHAVIOR OF THE LEADER

------------ Majority Teacher
——————— Majority Principal
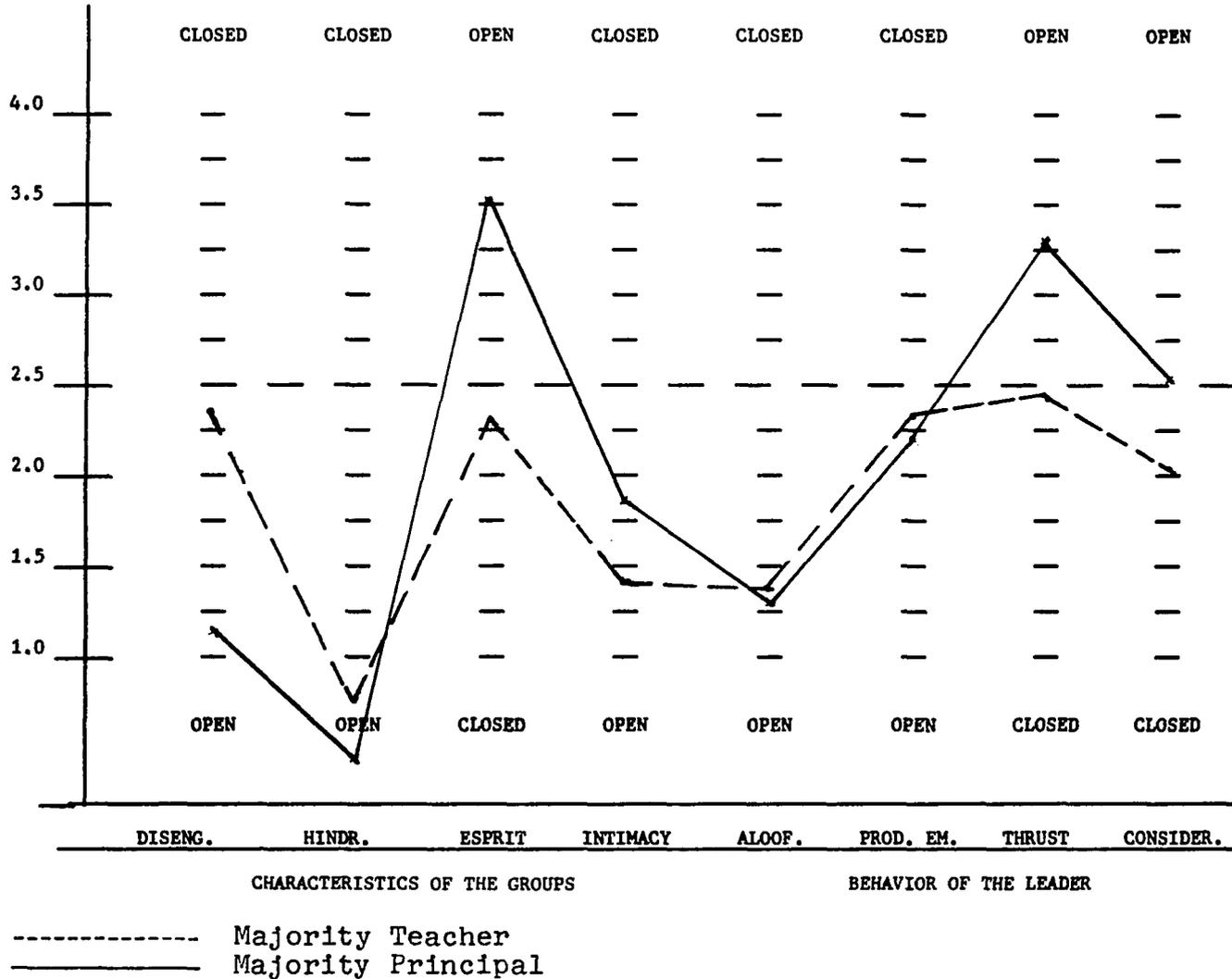
Figure 19

Majority Teacher OCP and Majority Principal OCP in School No. 34

- - - - - - - - - - Majority Teacher
—————————— Majority Principal
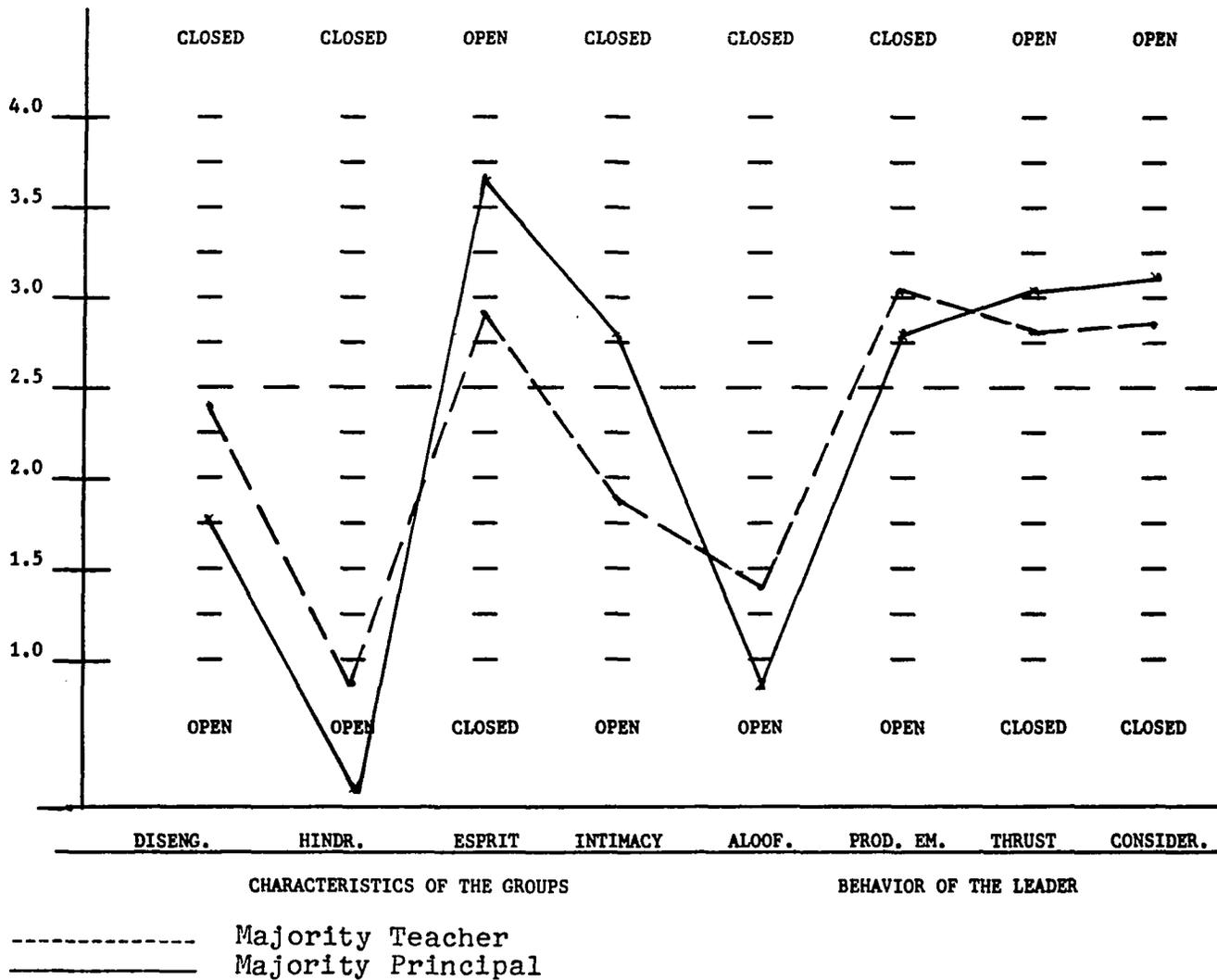
Figure 20

Majority Teacher OCP and Majority Principal OCP in School No. 36

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

| DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

----------- Majority Teacher
——————— Majority Principal
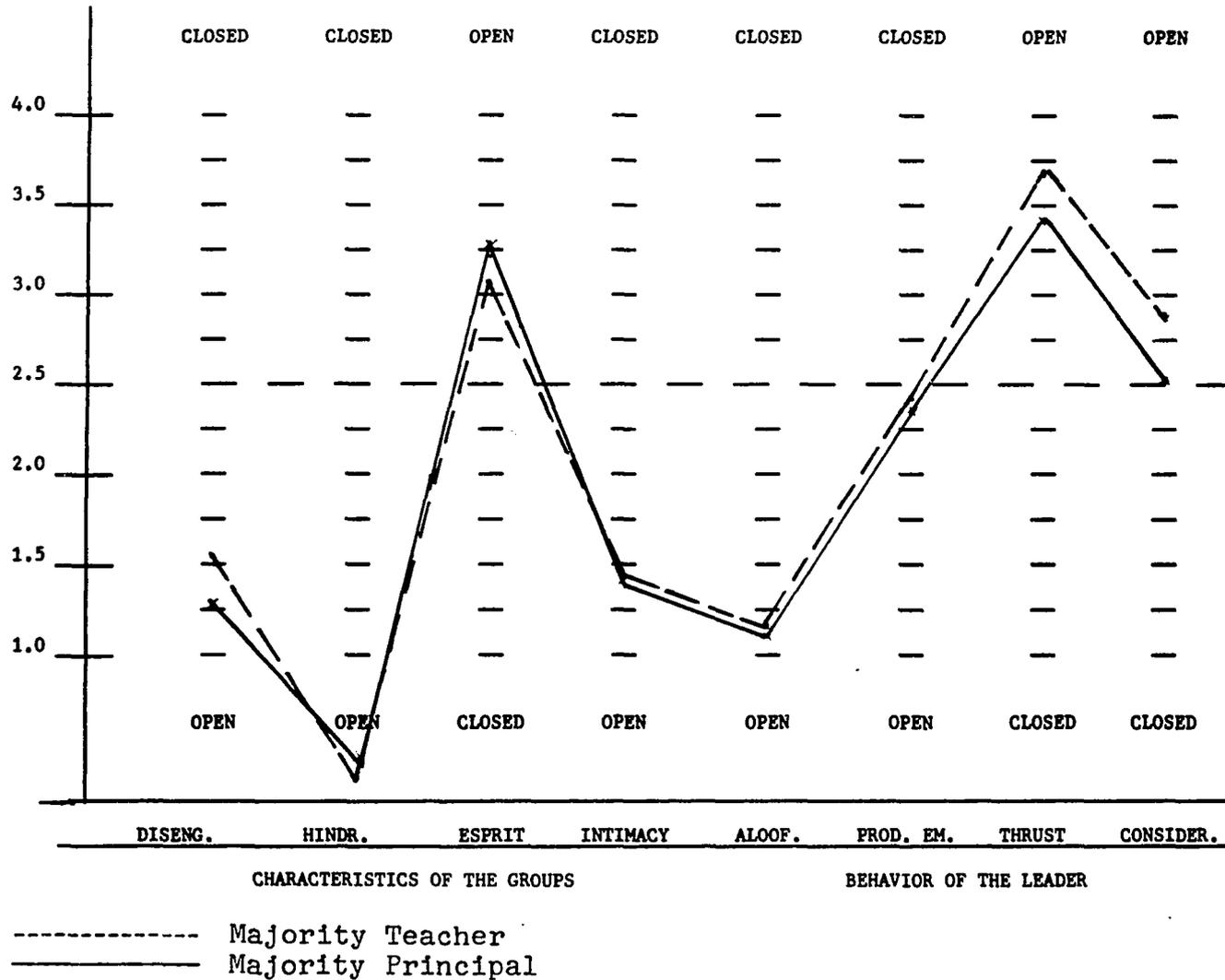
Figure 21

Minority Teacher OCP and Minority Principal OCP in School No. 4

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------ Minority Teacher
_____ Minority Principal

145
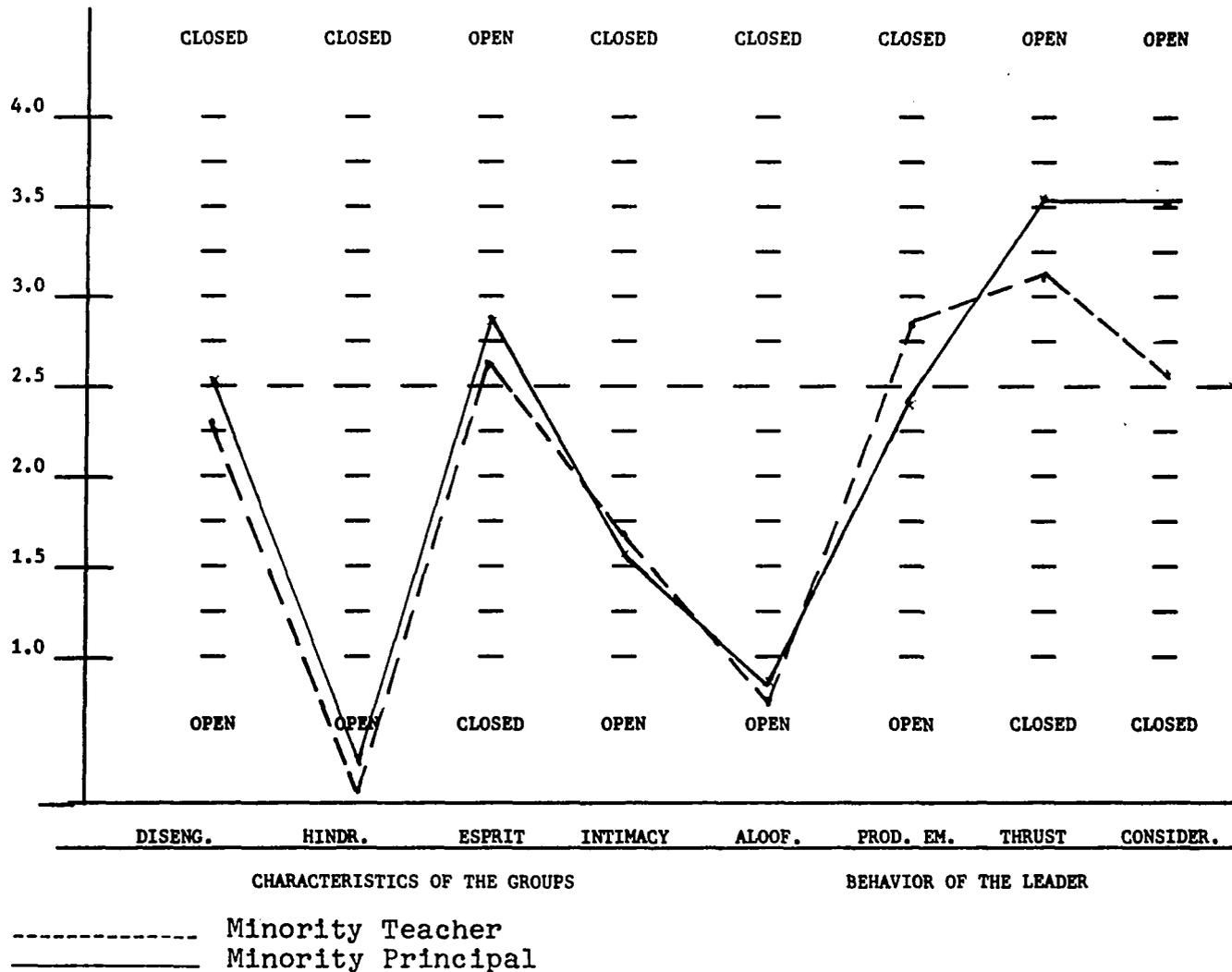
Figure 22

Minority Teacher OCP and Minority Principal OCP in School No. 5

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
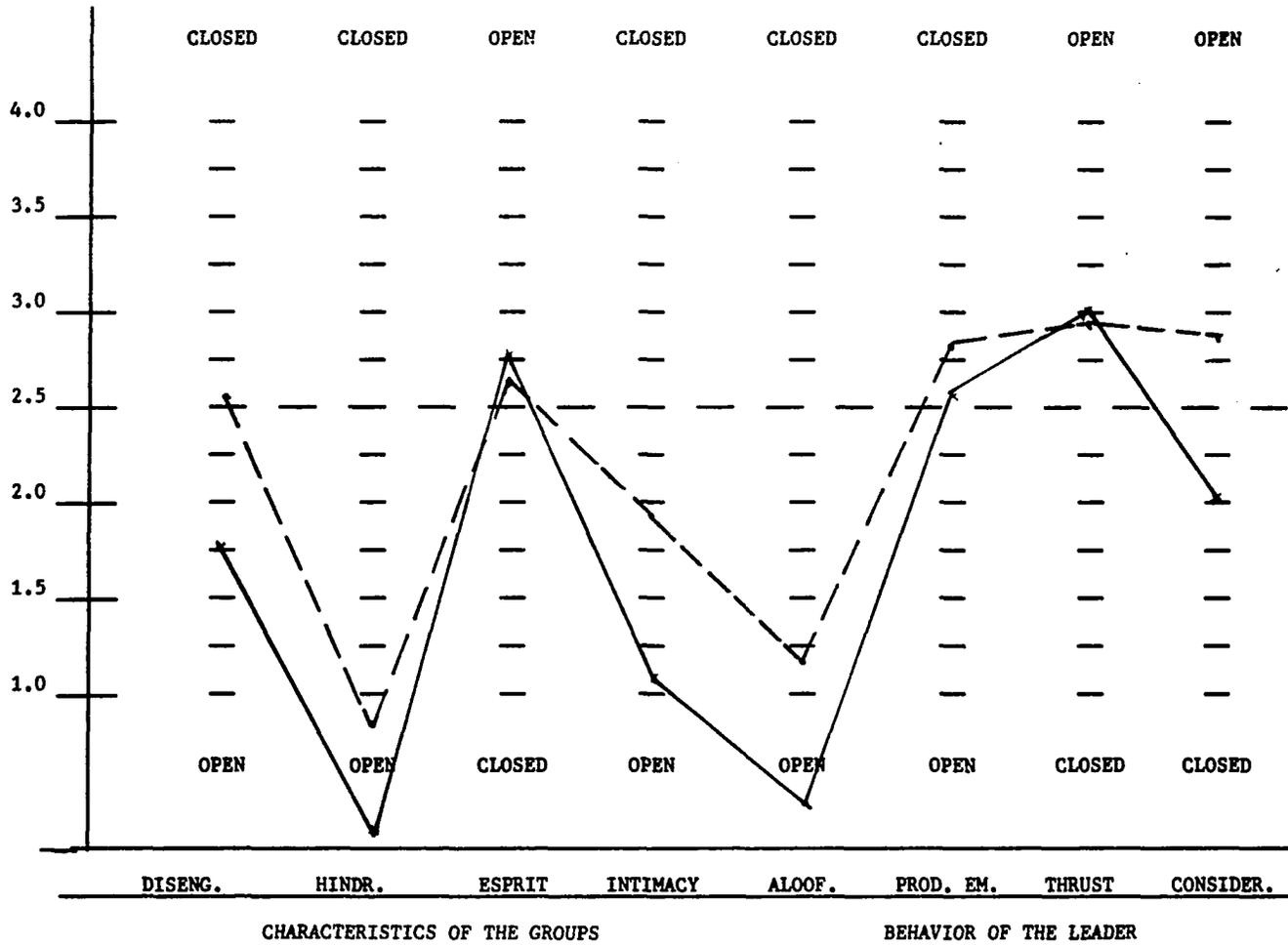
- - - - - - - - - -   Minority Teacher
———————————   Minority Principal

Figure 23

Minority Teacher OCP and Minority Principal OCP in School No. 9

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------   Minority Teacher
——————————   Minority Principal
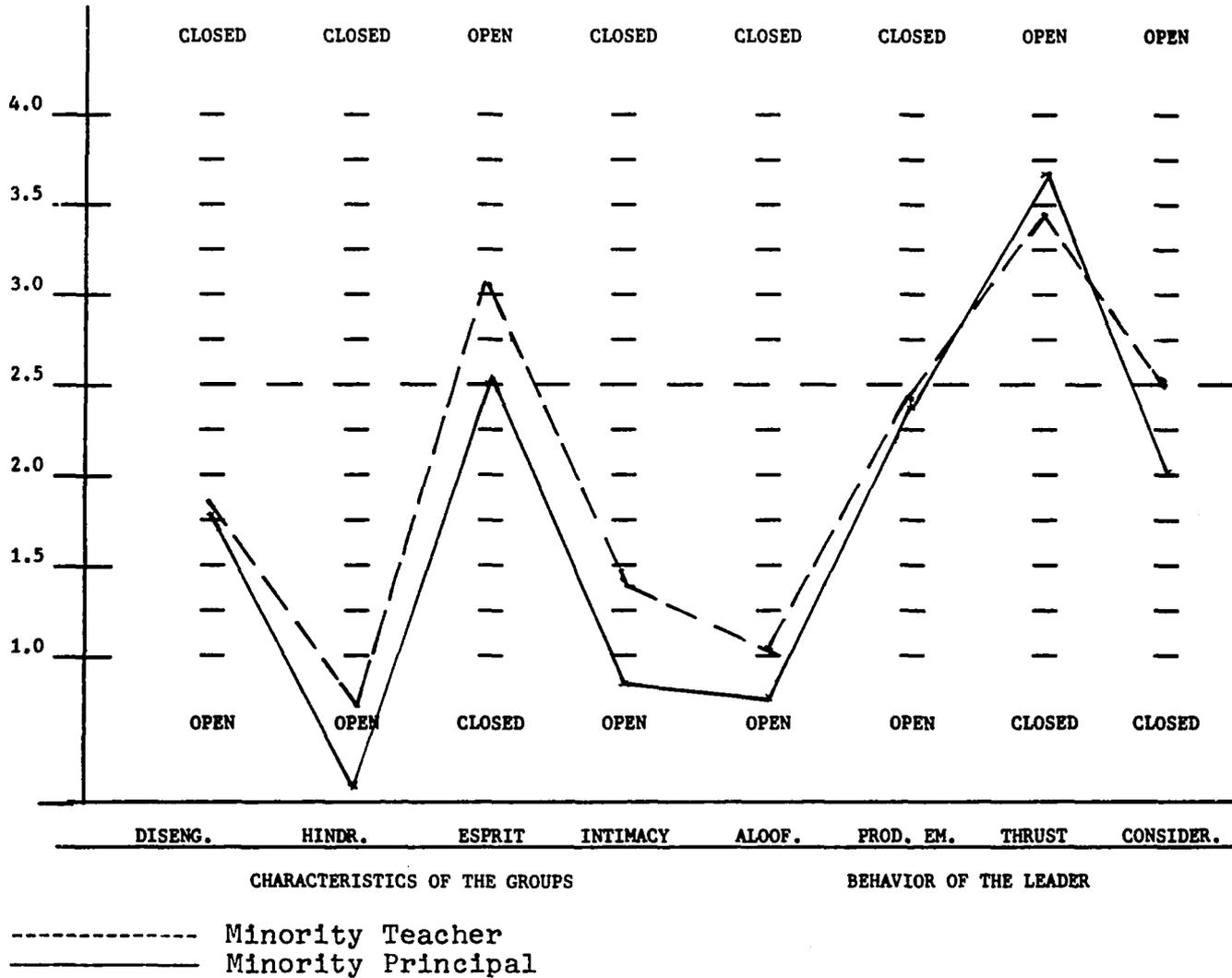
Figure 24

Minority Teacher OCP and Minority Principal OCP in School No. 10

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

-------------- Minority Teacher
——————— Minority Principal
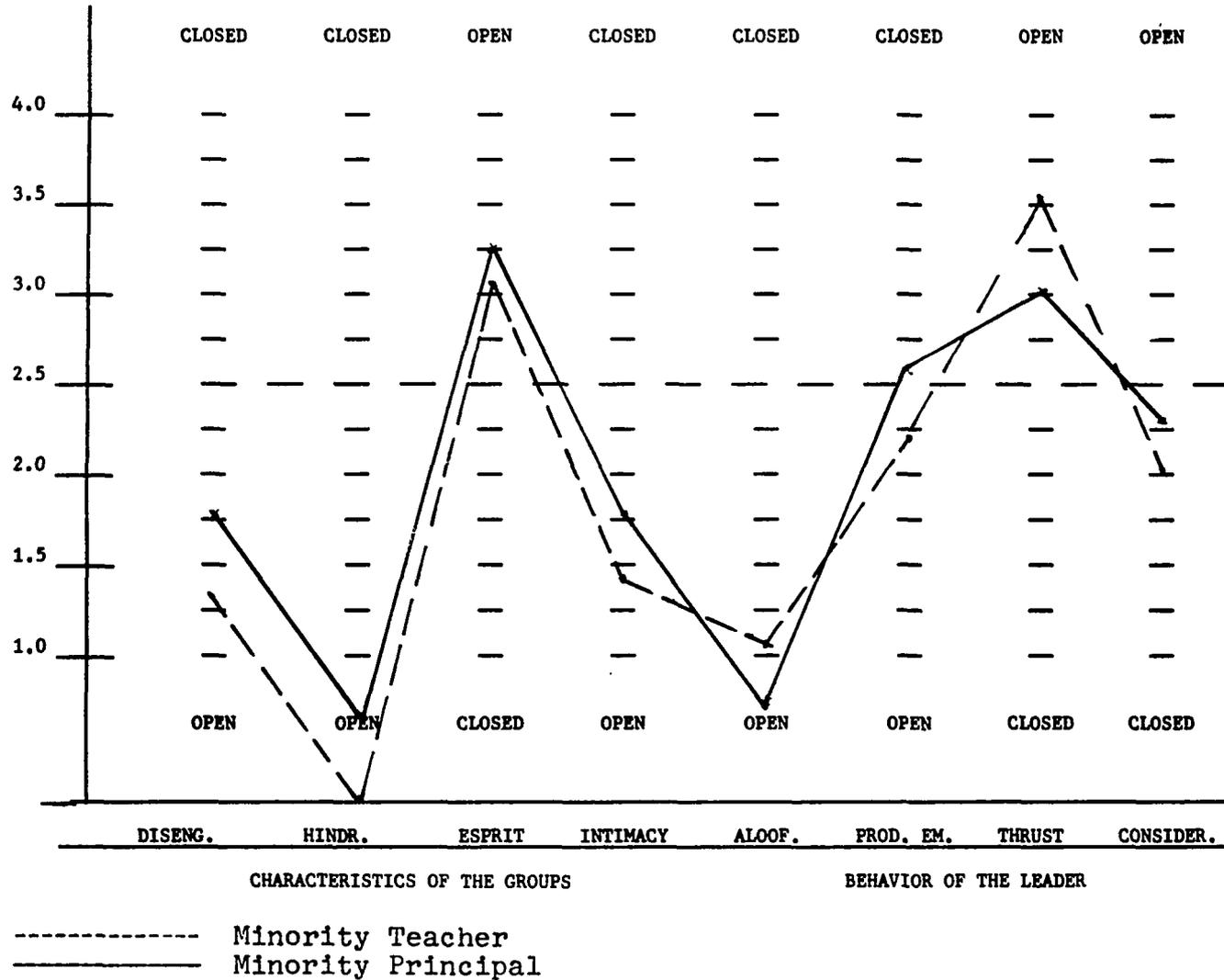
Figure 25

Minority Teacher OCP and Minority Principal OCP in School No. 11

---------------- Minority Teacher
———————————— Minority Principal
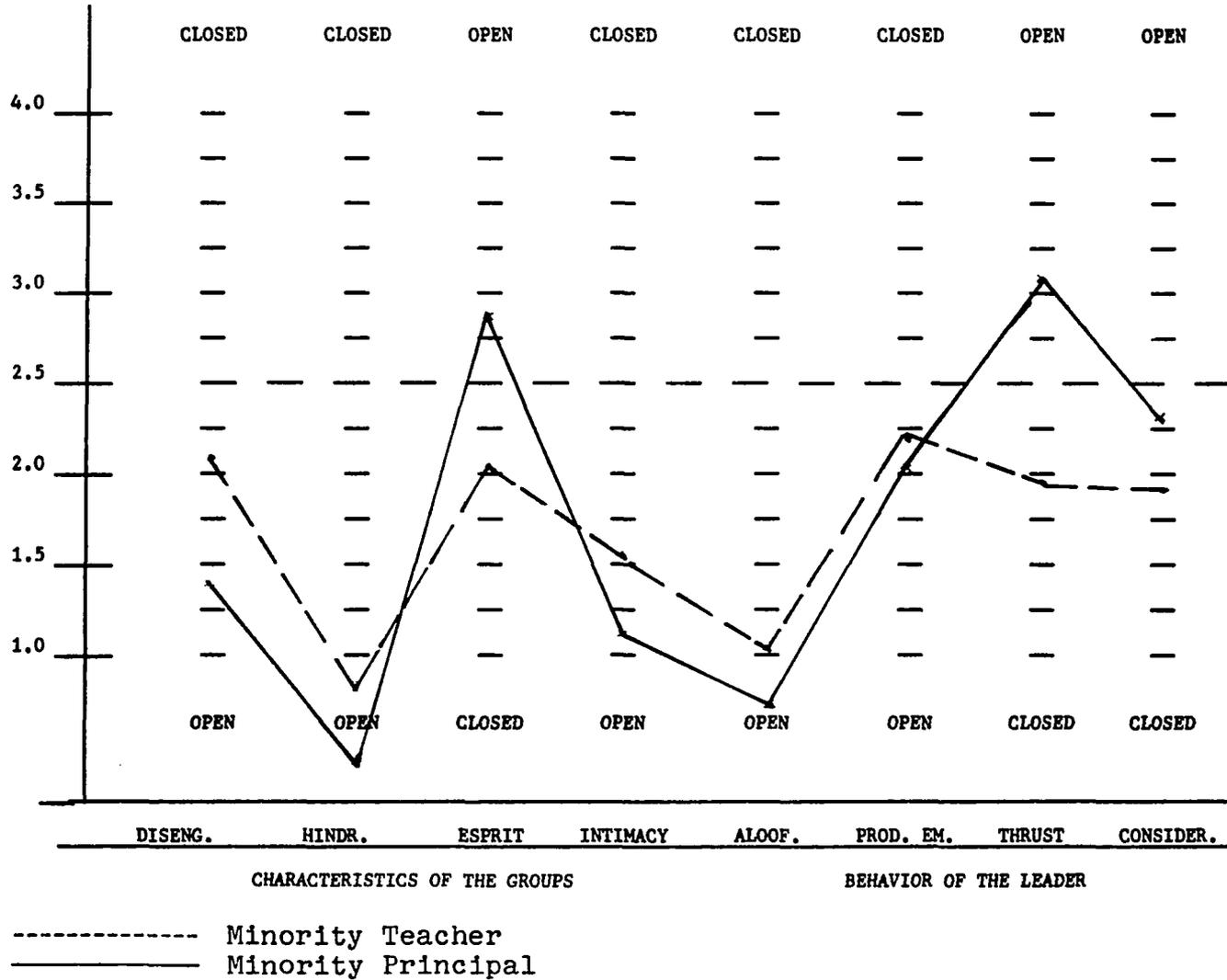
Figure 26

Minority Teacher OCP and Minority Principal OCP in School No. 19

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Minority Teacher
——————— Minority Principal
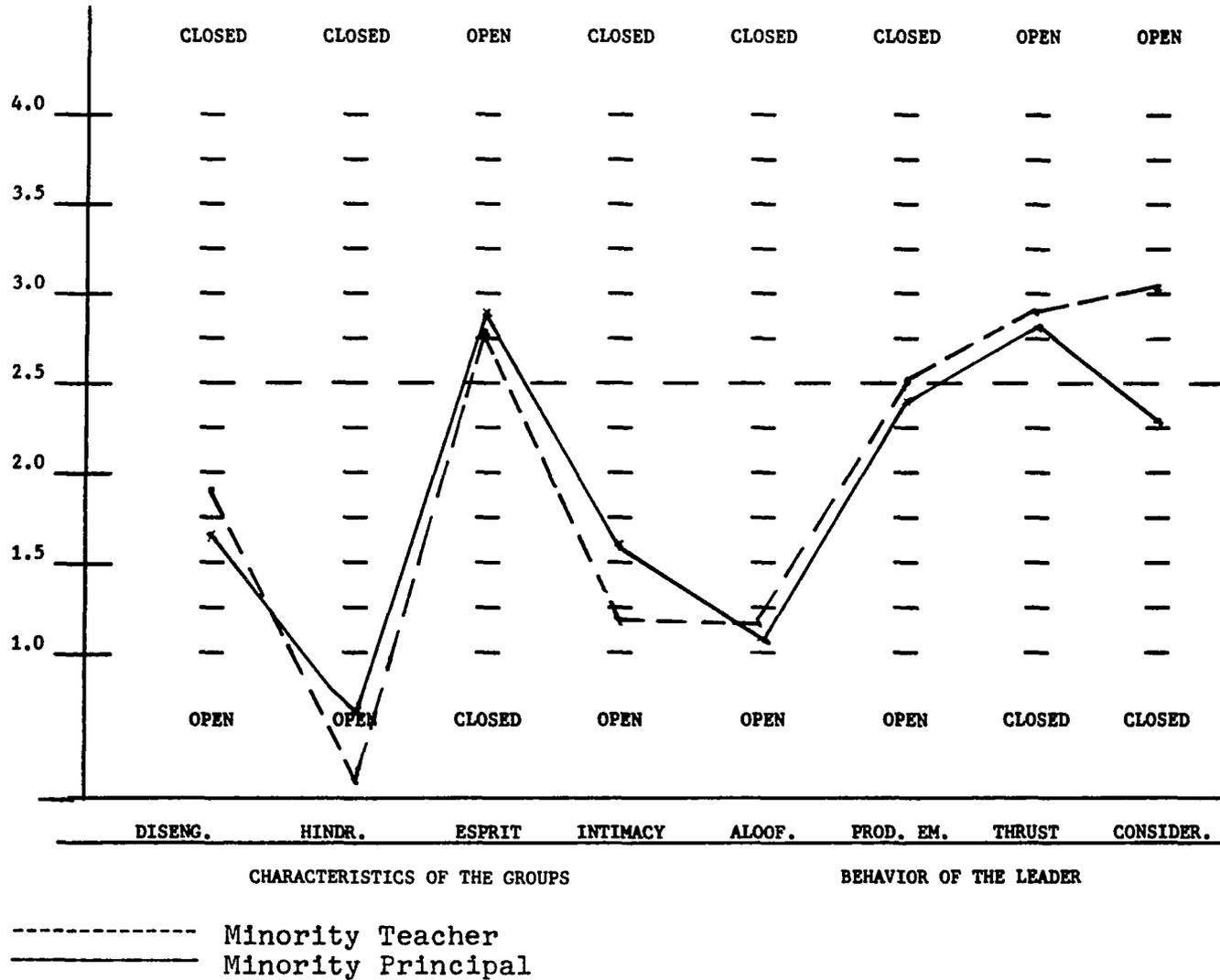
Figure 27

Minority Teacher OCP and Minority Principal OCP in School No. 22
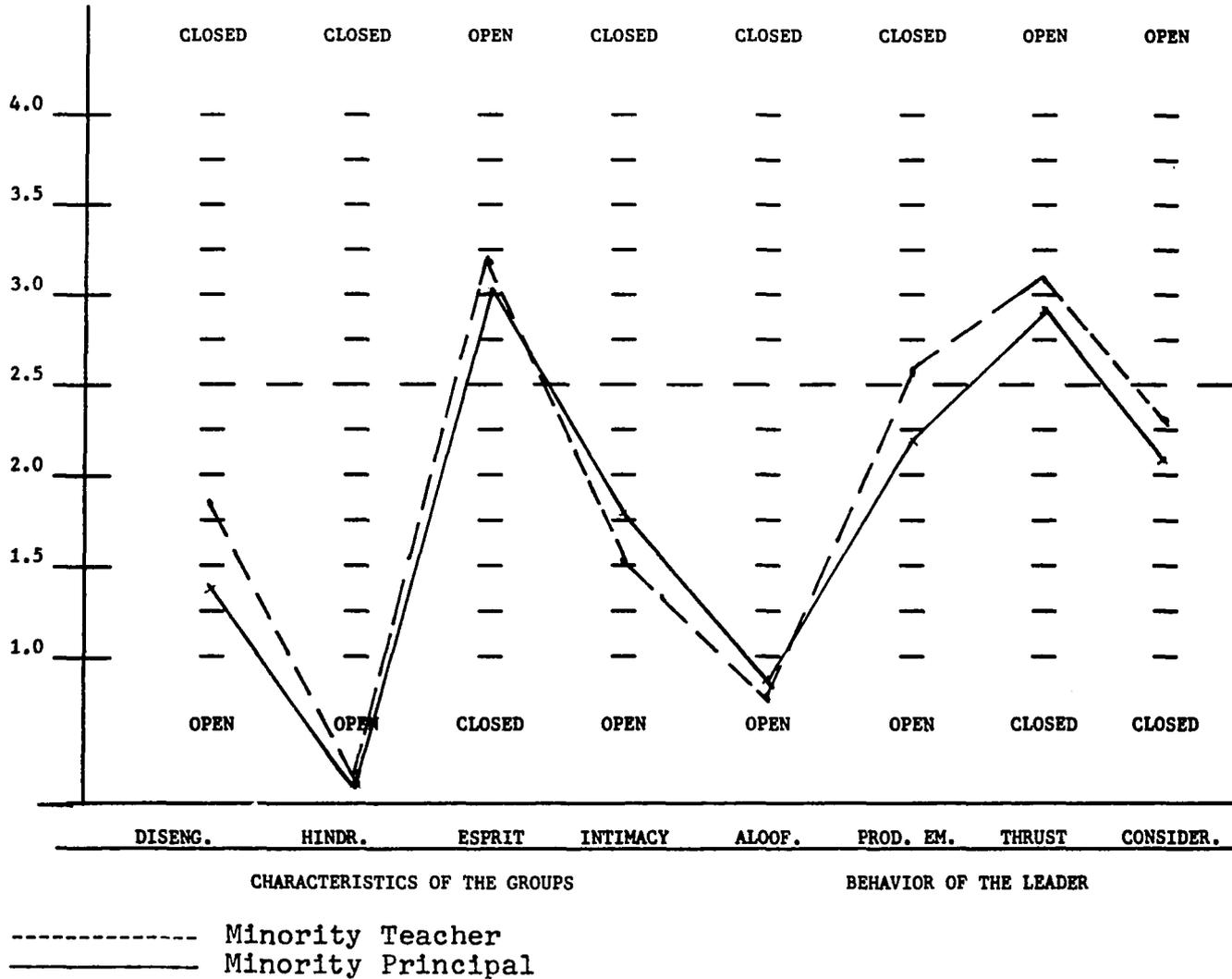
Figure 28

Minority Teacher OCP and Minority Principal OCP in School No. 24

Figure 29
Minority Teacher OCP and Minority Principal OCP in School No. 30

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Minority Teacher
―――――― Minority Principal

Figure 30

Minority Teacher OCP and Majority Principal OCP in School No. 6

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

--------------- Minority Teacher
─────────── Majority Principal

154

Figure 31

Minority Teacher OCP and Majority Principal OCP in School No. 7

Figure 32

Minority Teacher OCP and Majority Principal OCP in School No. 12

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Minority Teacher
─────────── Majority Principal

Figure 33
Minority Teacher OCP and Majority Principal OCP in School No. 13

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

```
--------------  Minority Teacher
_____   Majority Principal
```

157
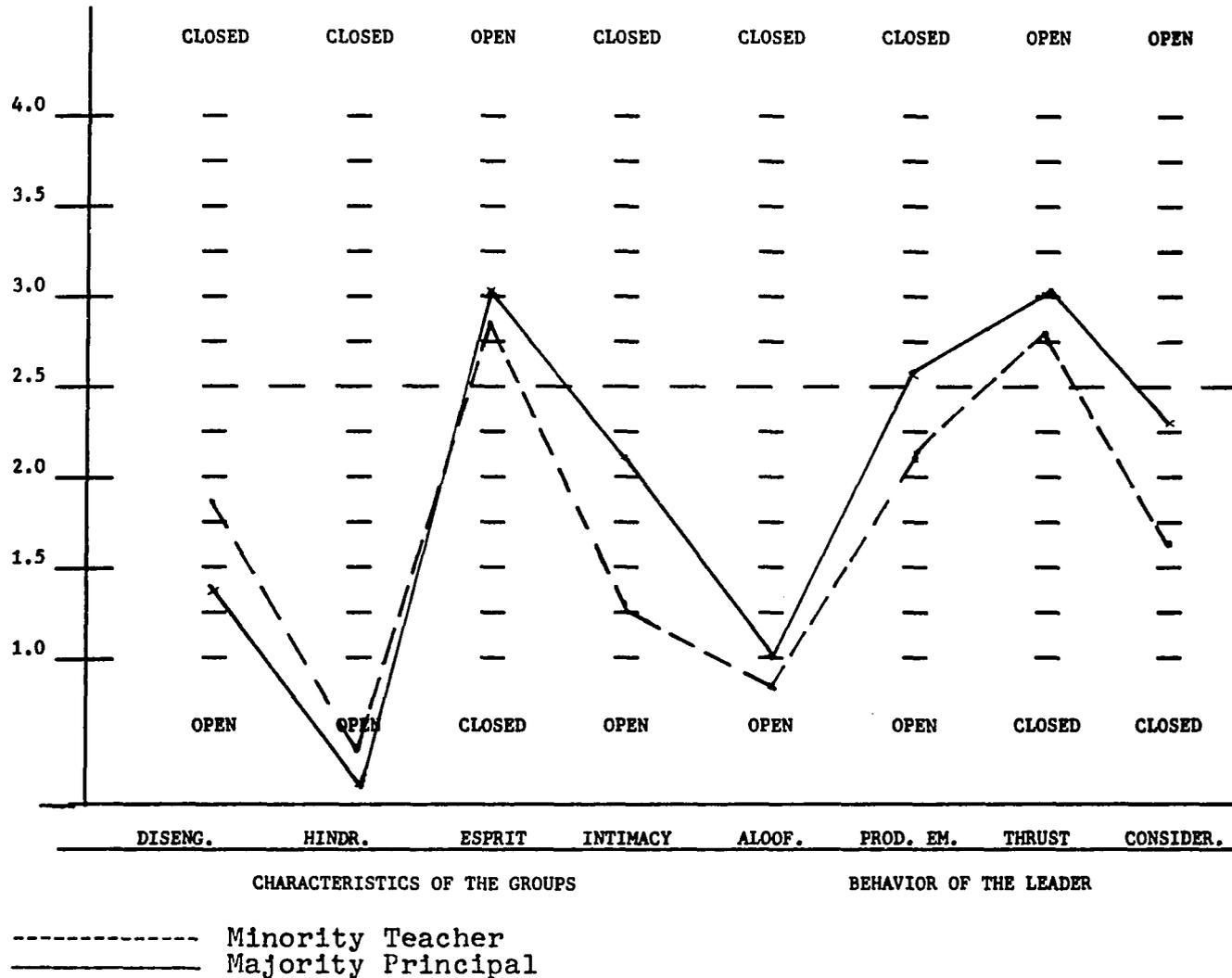
Figure 34

Minority Teacher OCP and Majority Principal OCP in School No. 14

	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.
Top	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN
Bottom	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
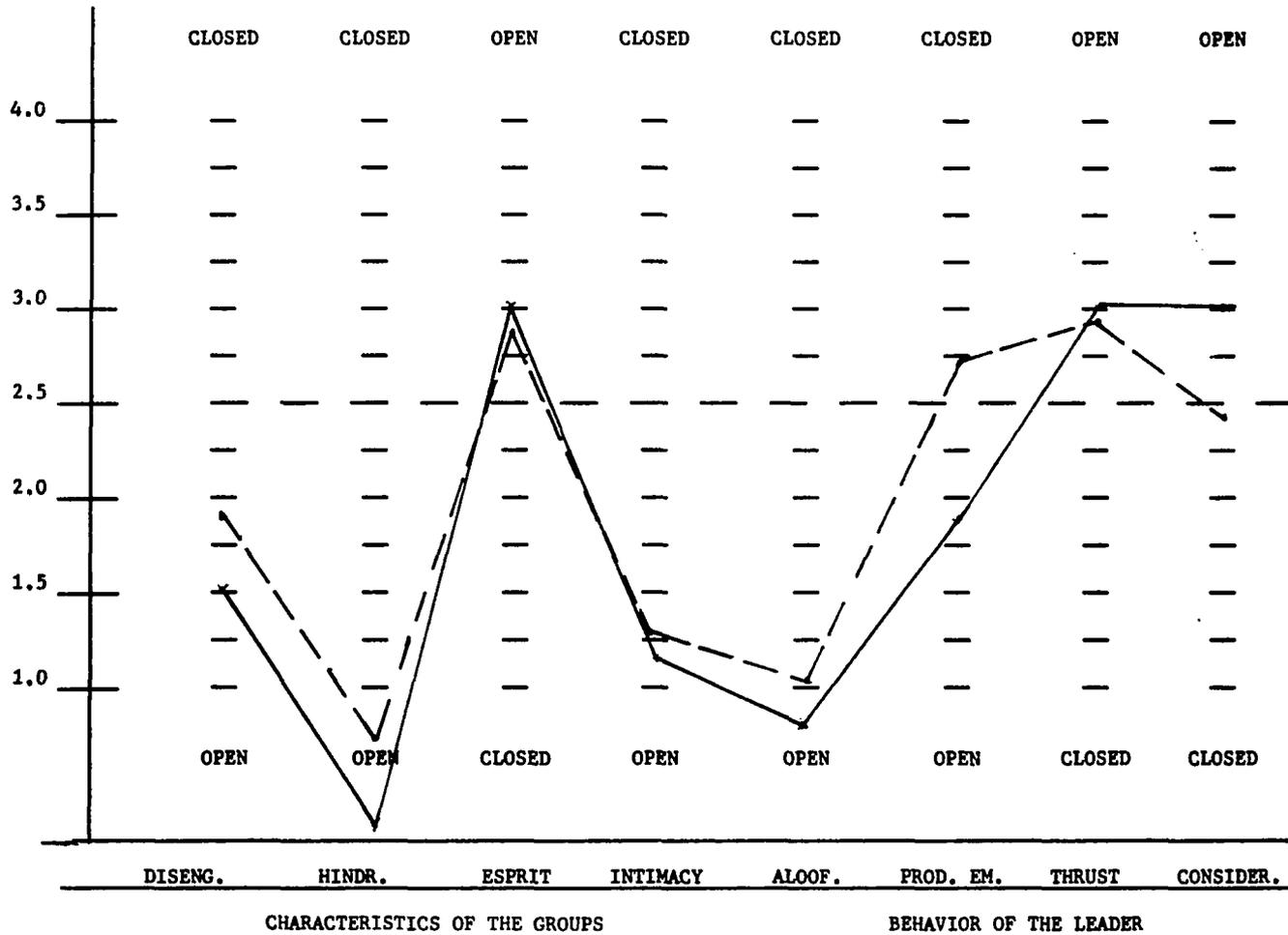
-------------- Minority Teacher
─────────── Majority Principal

Figure 35

Minority Teacher OCP and Majority Principal OCP in School No. 18
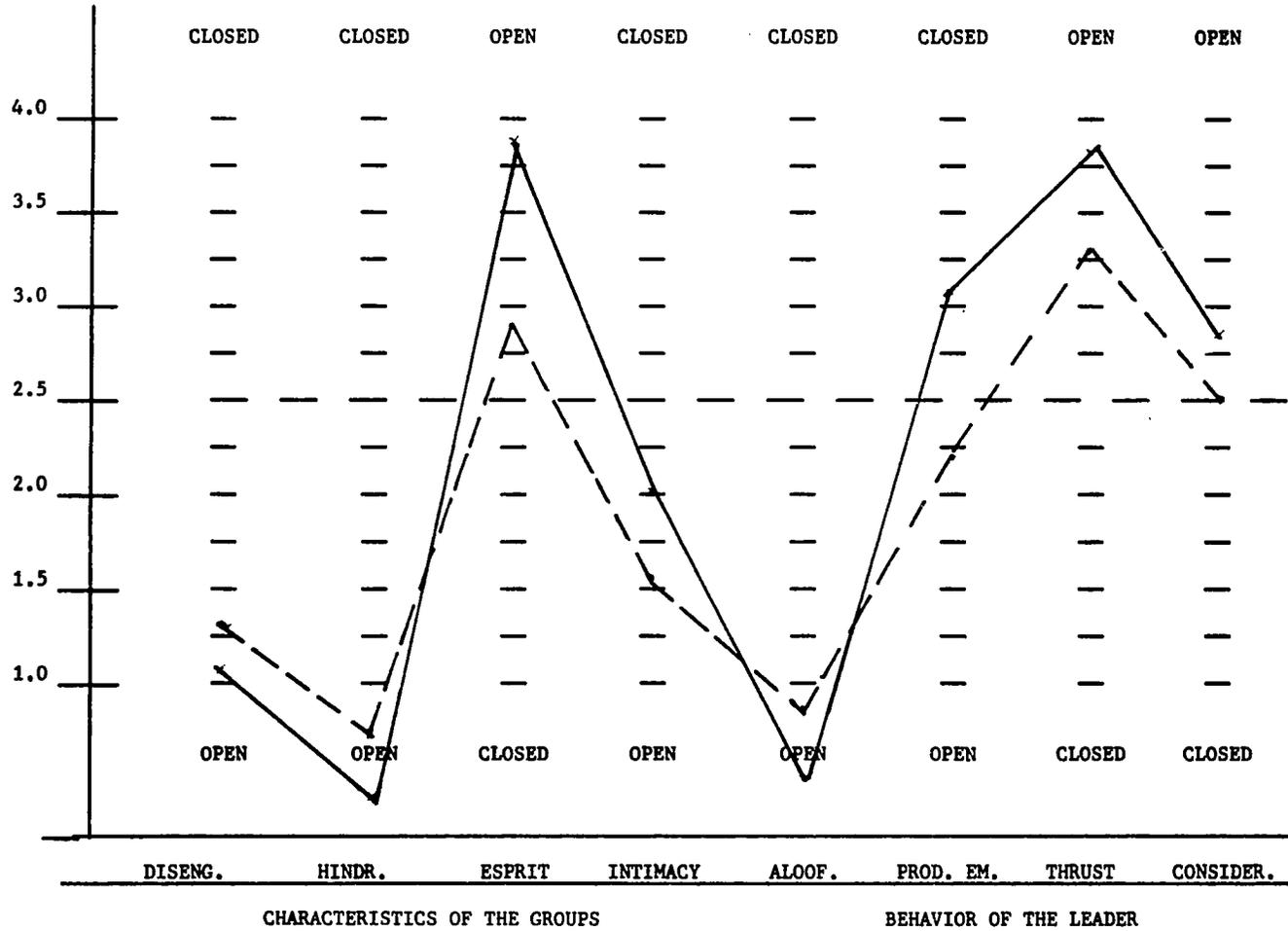
------------- Minority Teacher
————————— Majority Principal

Figure 36
Minority Teacher OCP and Majority Principal OCP in School No. 20

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

| DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
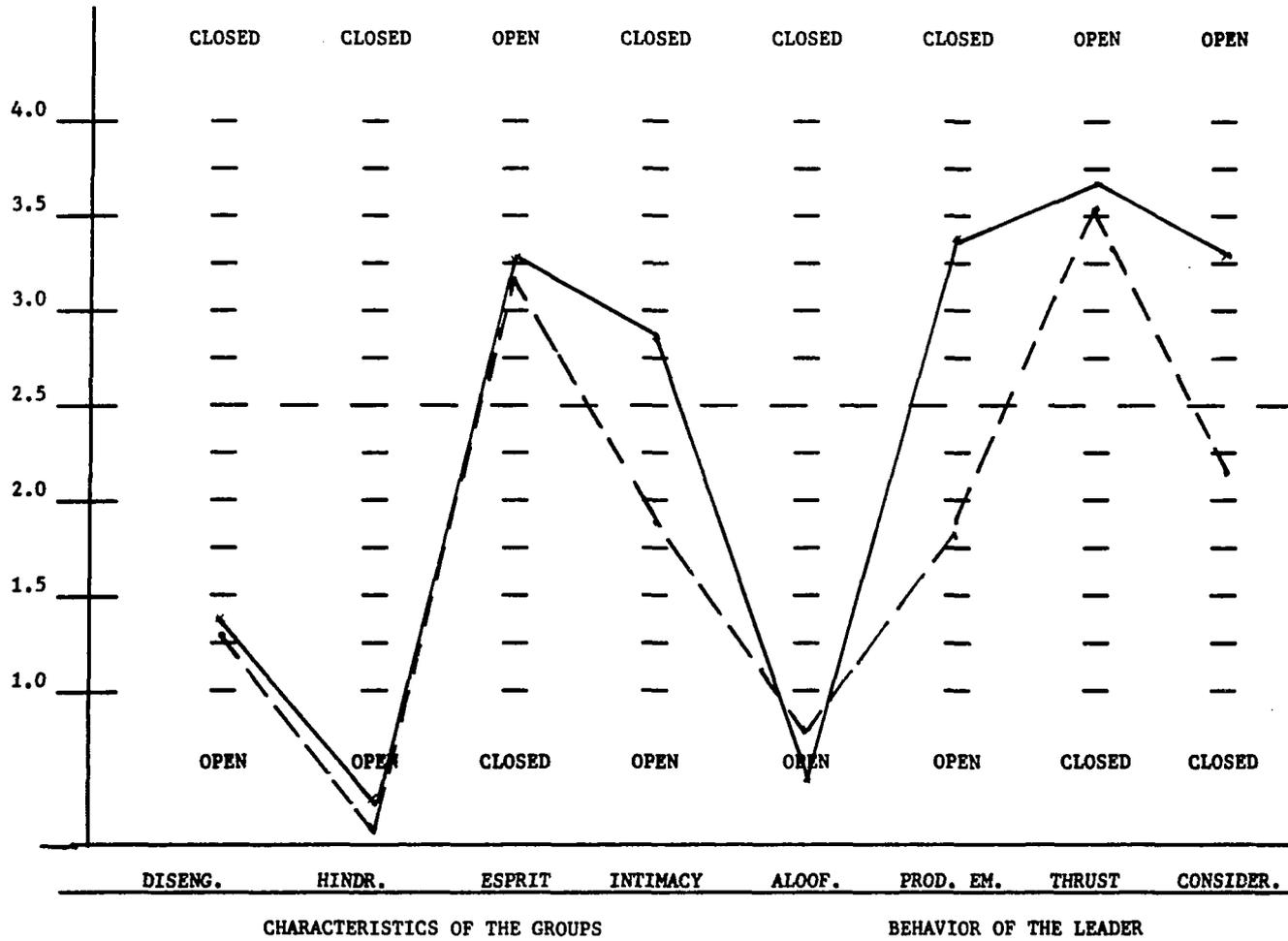
------------- Minority Teacher
———————— Majority Principal

Figure 37

Minority Teacher OCP and Majority Principal OCP in School No. 28
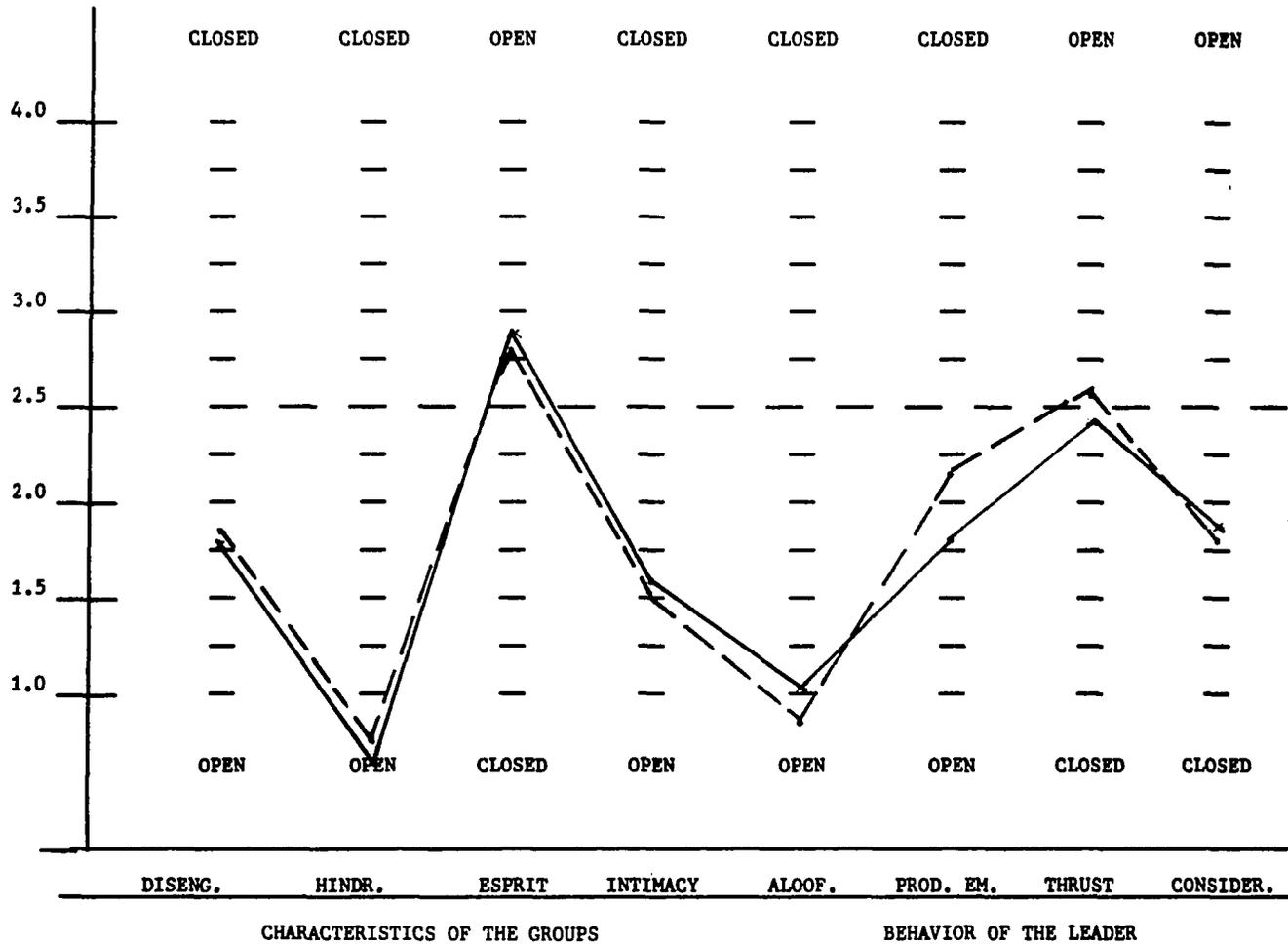
---------------- Minority Teacher
———————— Majority Principal

Figure 38

Minority Teacher OCP and Majority Principal OCP in School No. 34
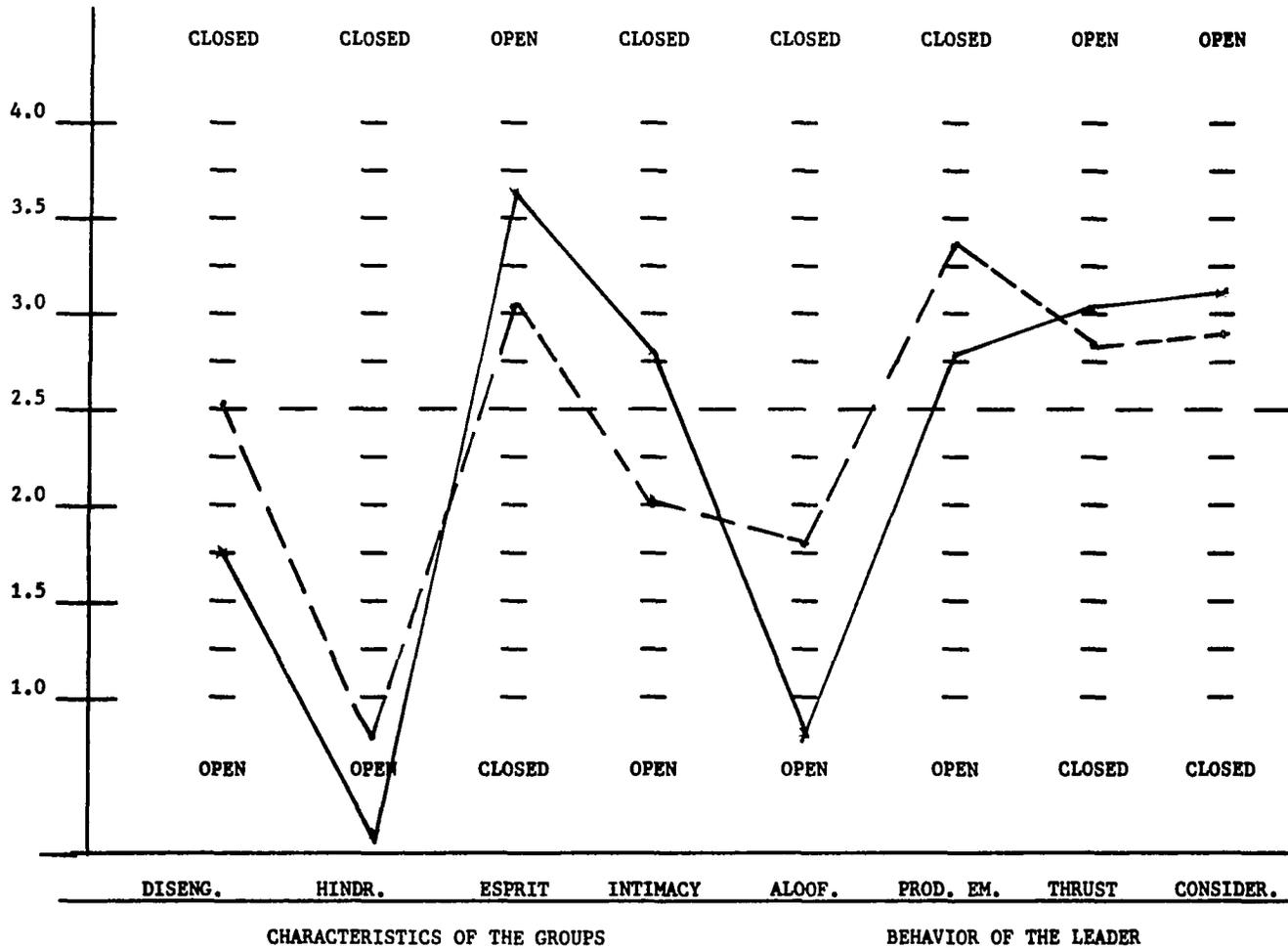
Figure 39

Minority Teacher OCP and Majority Principal OCP in School No. 36

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Minority Teacher
——————— Majority Principal
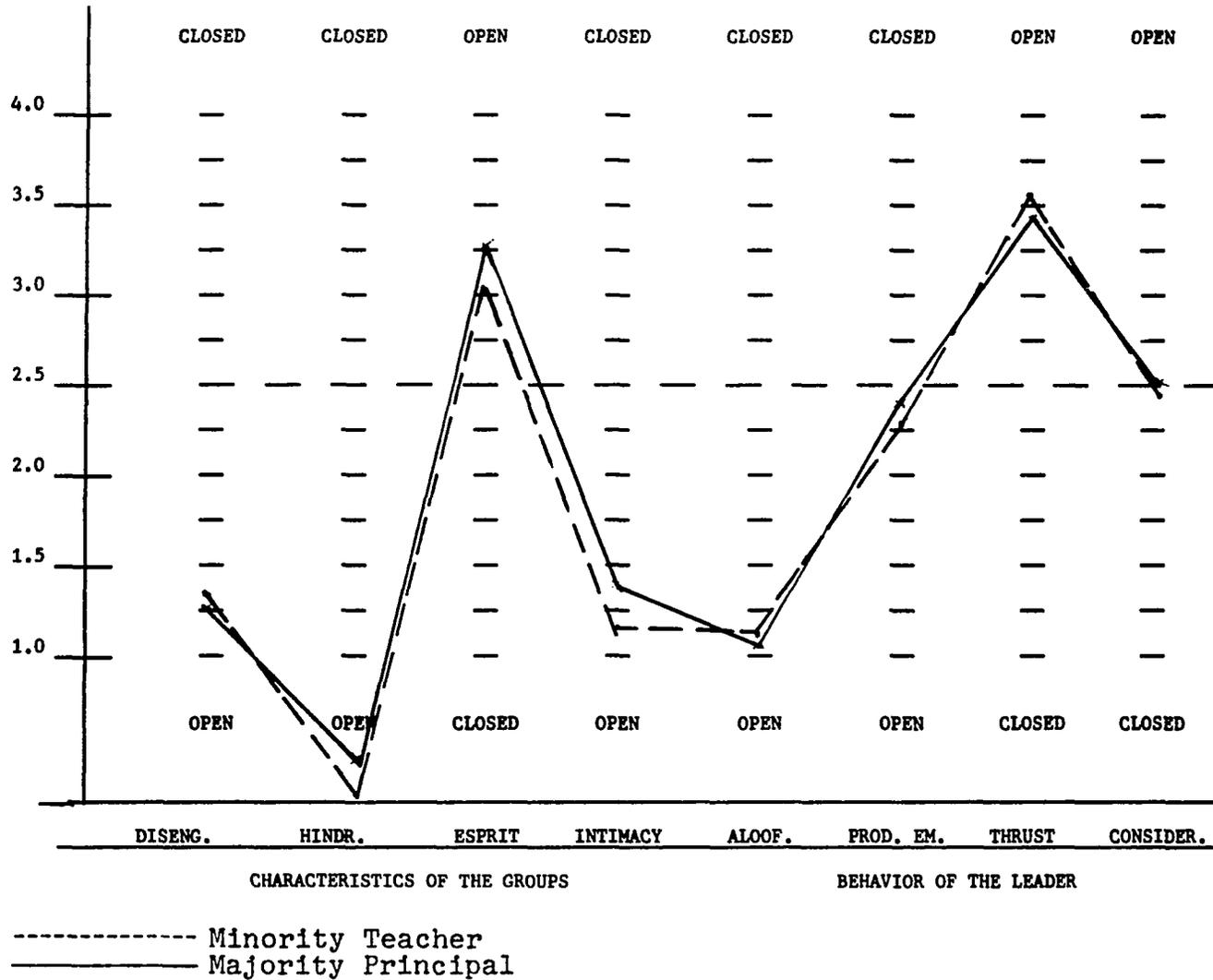
Figure 40

Tenured Teacher OCP and Principal OCP in School No. 6

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
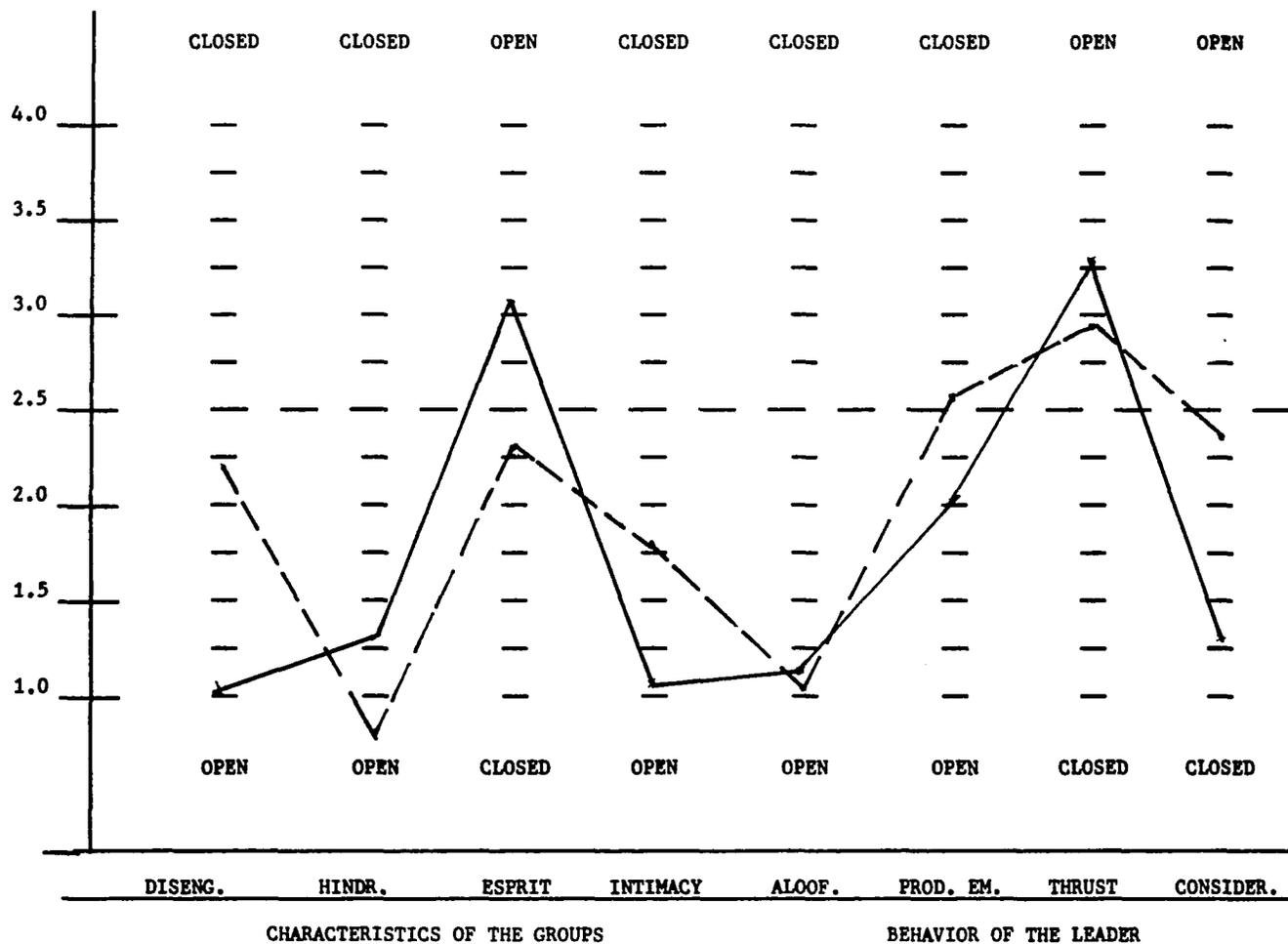
------------- Tenured Teacher
—————— Principal

Figure 41

Tenured Teacher OCP and Principal OCP in School No. 7

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

| DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
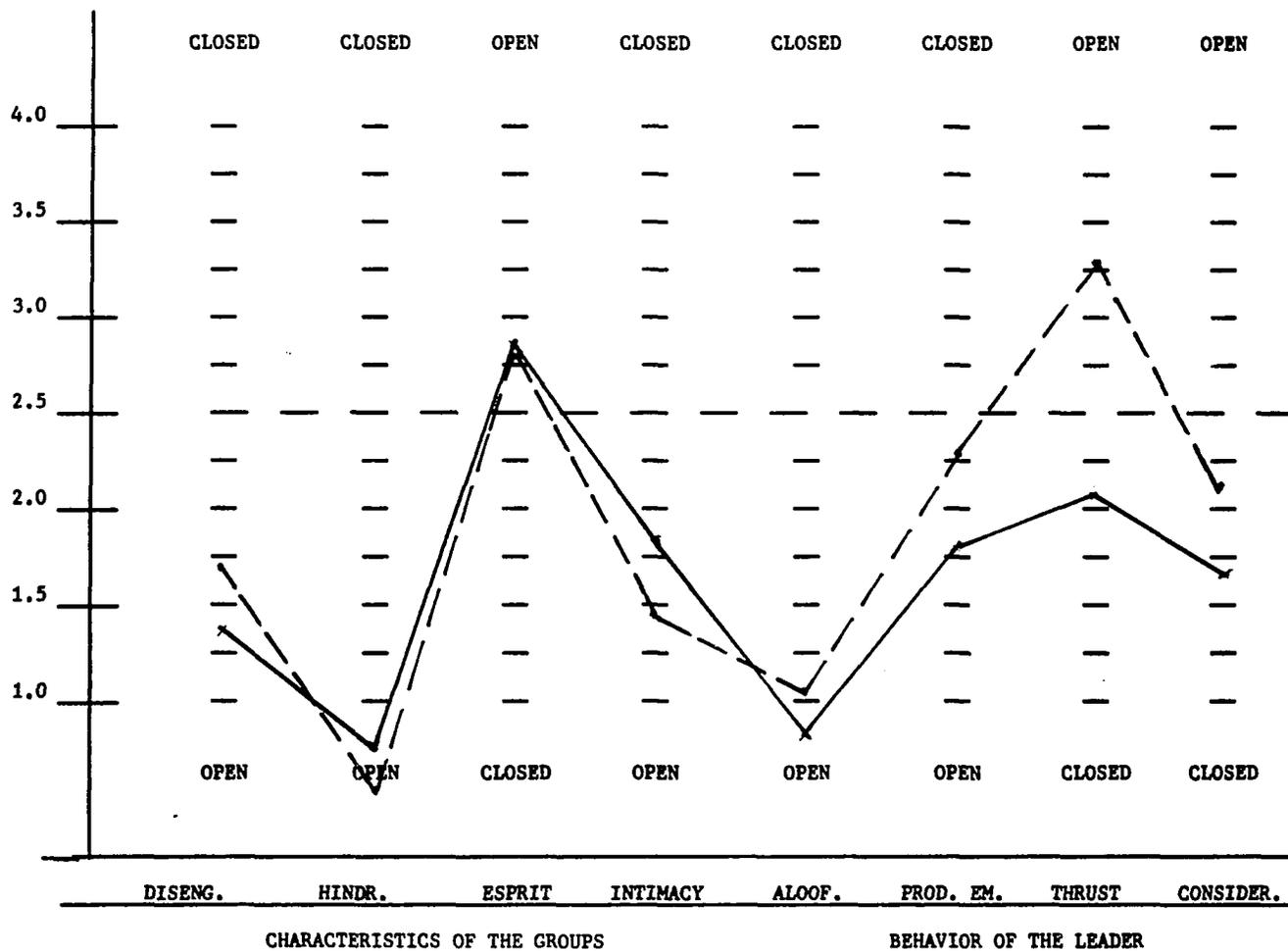
----------- Tenured Teacher
─────────── Principal

Figure 42

Tenured Teacher OCP and Principal OCP in School No. 12

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
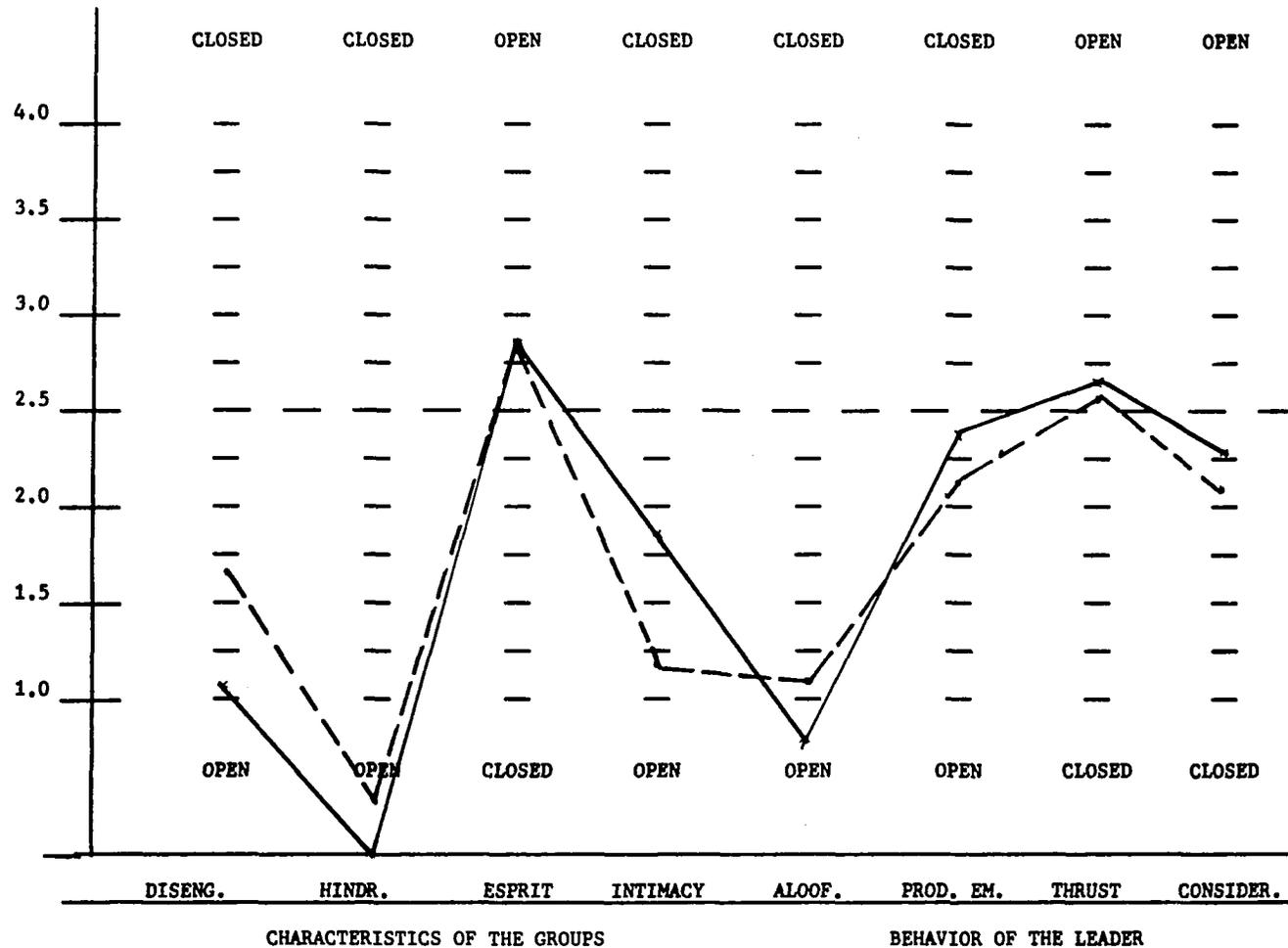
------------- Tenured Teacher
——————— Principal

Figure 43
Tenured Teacher OCP and Principal OCP in School No. 13

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED
	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
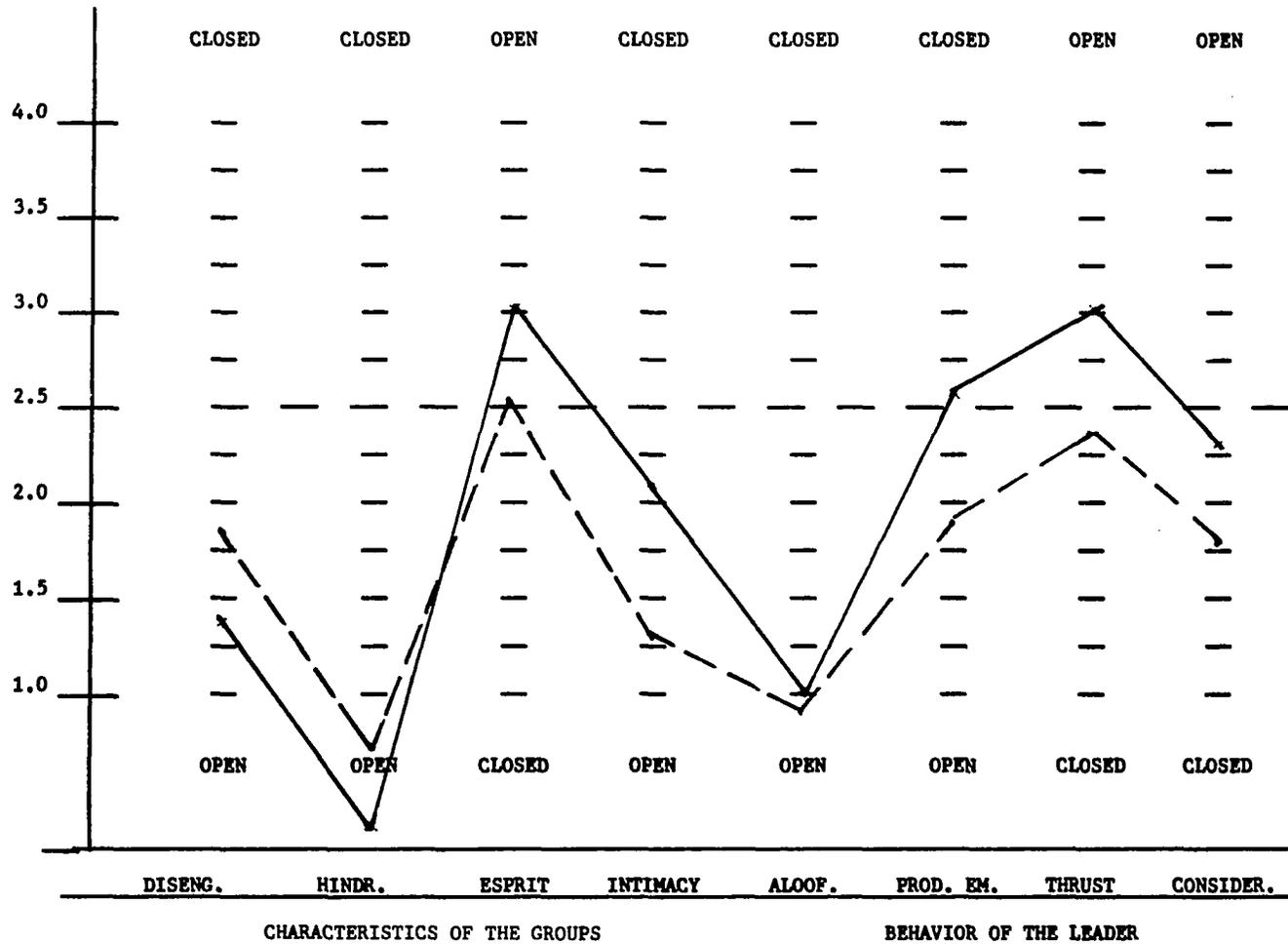
-------------- Tenured Teacher
———————— Principal

Figure 44

Tenured Teacher OCP and Principal OCP in School No. 14

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Tenured Teacher
——————— Principal
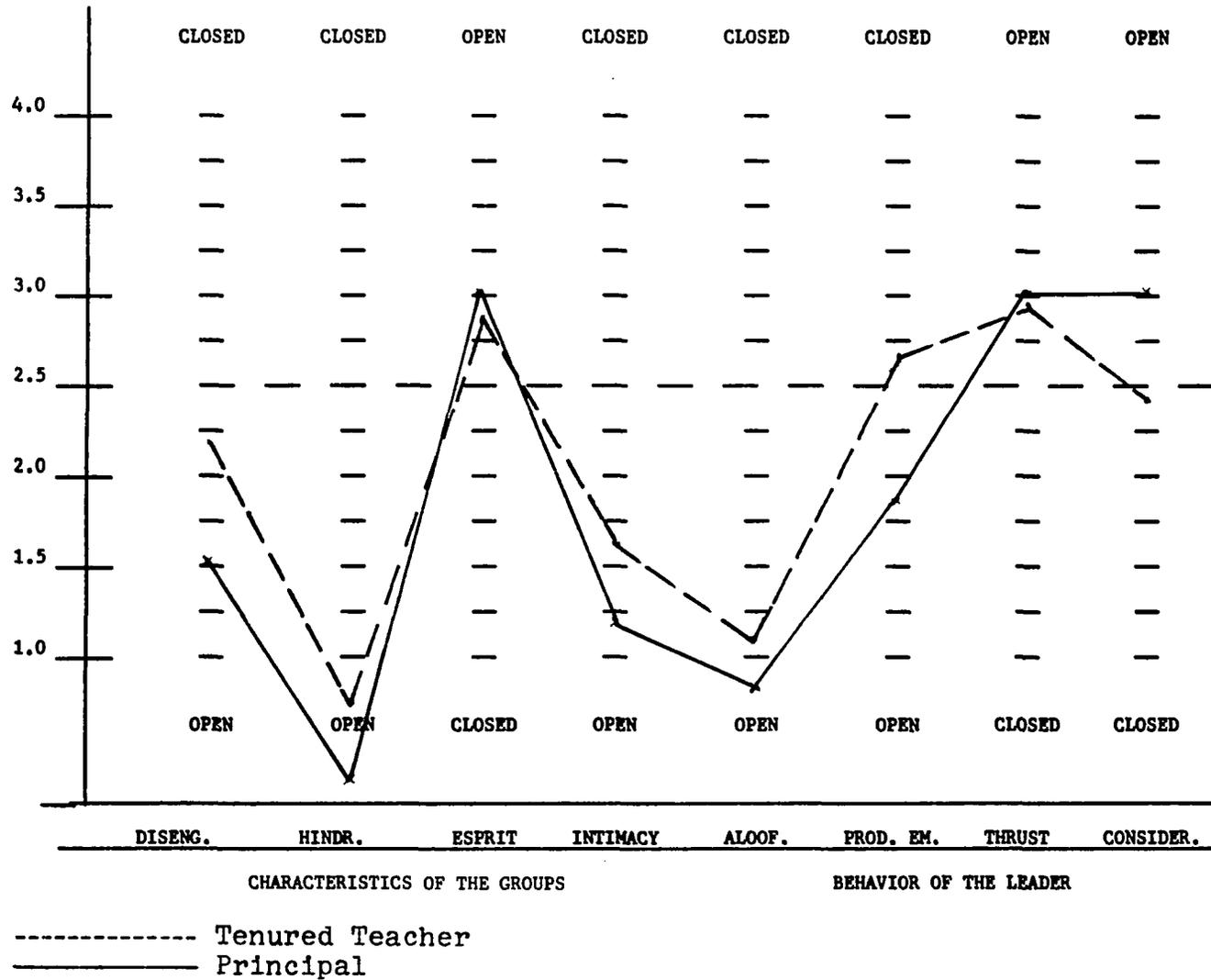
Figure 45

Tenured Teacher OCP and Principal OCP in School No. 22

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

| | OPEN | OPEN | CLOSED | OPEN | OPEN | OPEN | CLOSED | CLOSED |

| DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

--------------- Tenured Teacher
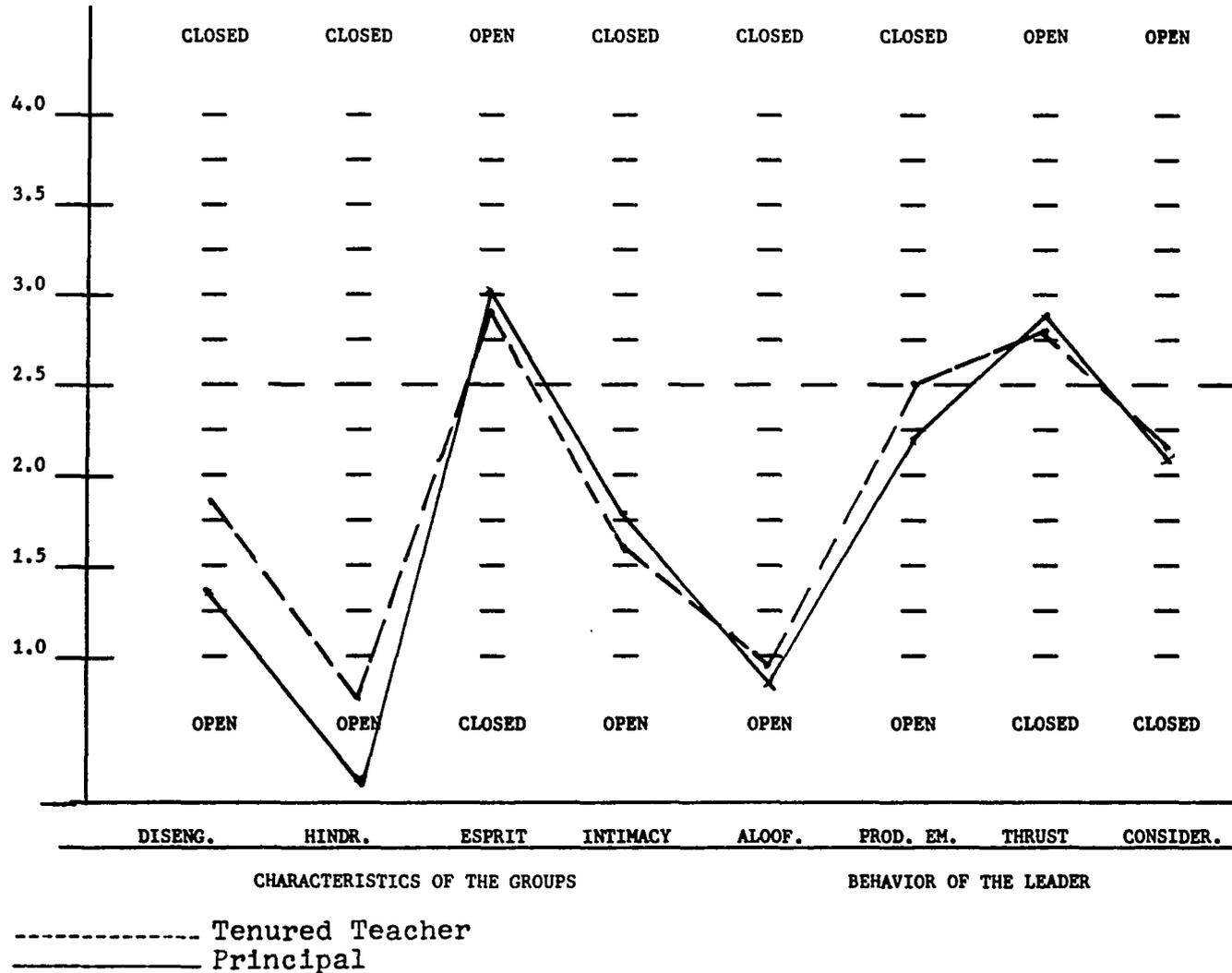
_____ Principal

Figure 46

Tenured Teacher OCP and Principal OCP in School No. 28

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

----------- Tenured Teacher
——————— Principal
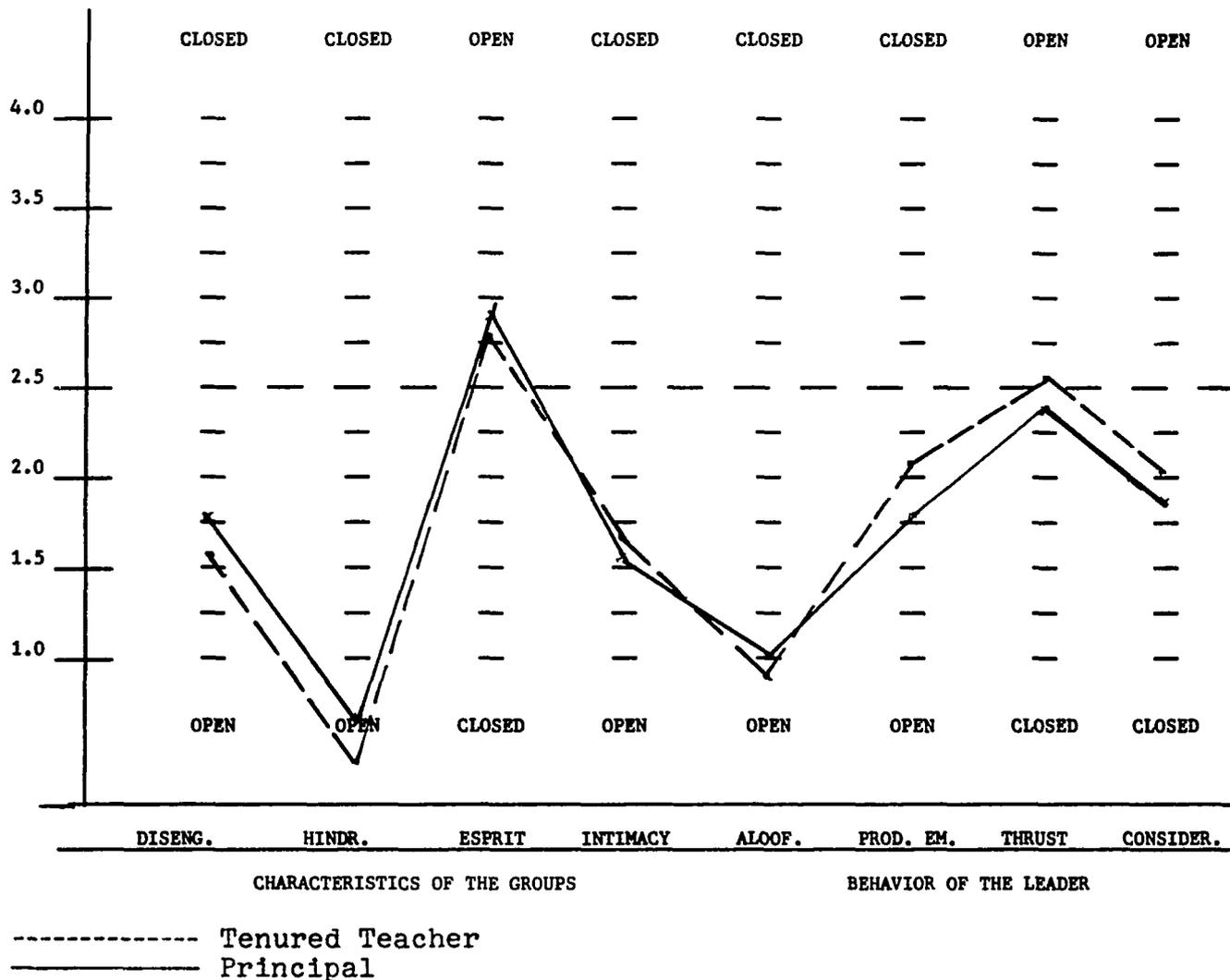
Figure 47

Tenured Teacher OCP and Principal OCP in School No. 32

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
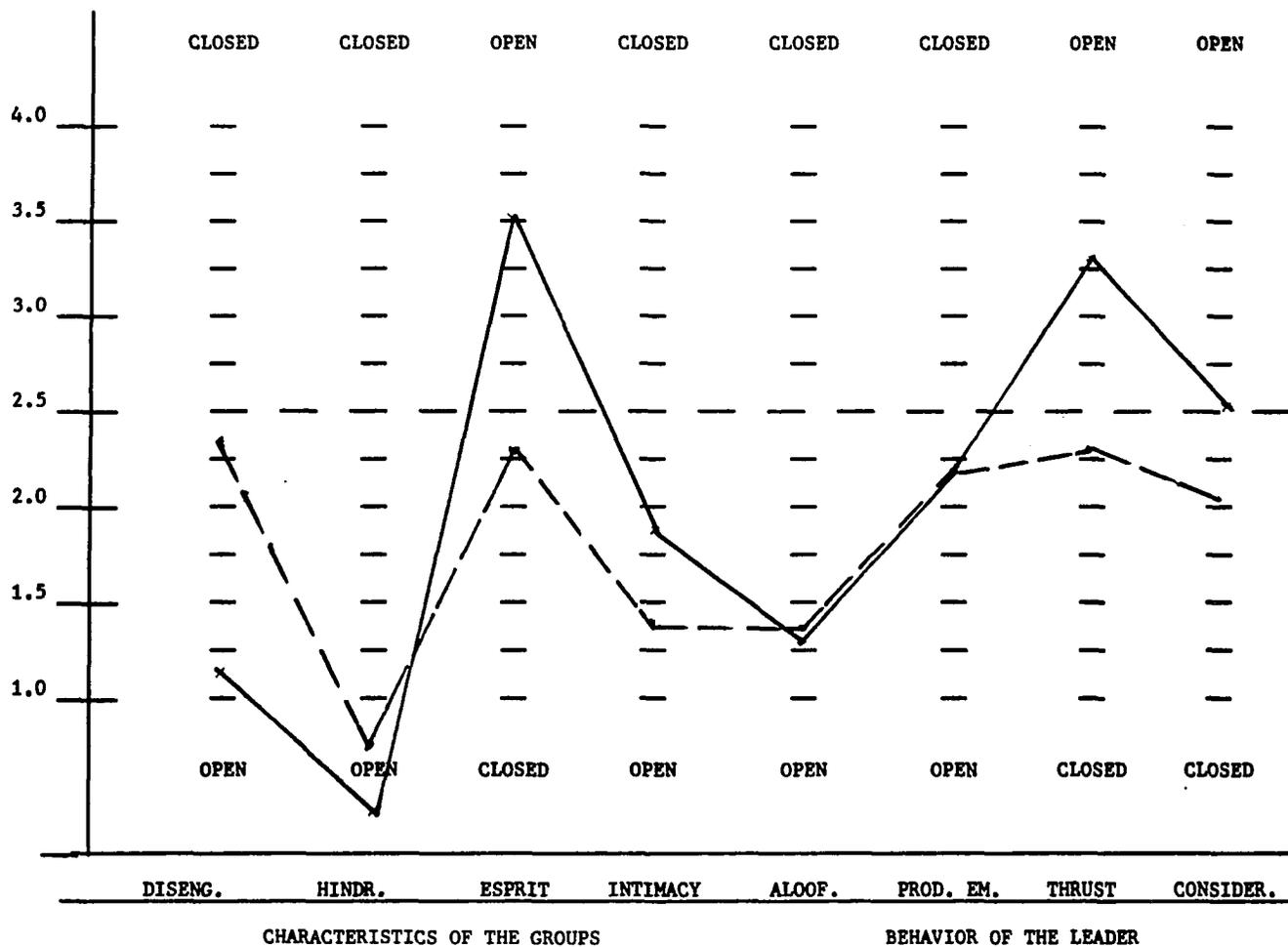
--------------- Tenured Teacher
——————— Principal

Figure 48

Tenured Teacher OCP and Principal OCP in School No. 34
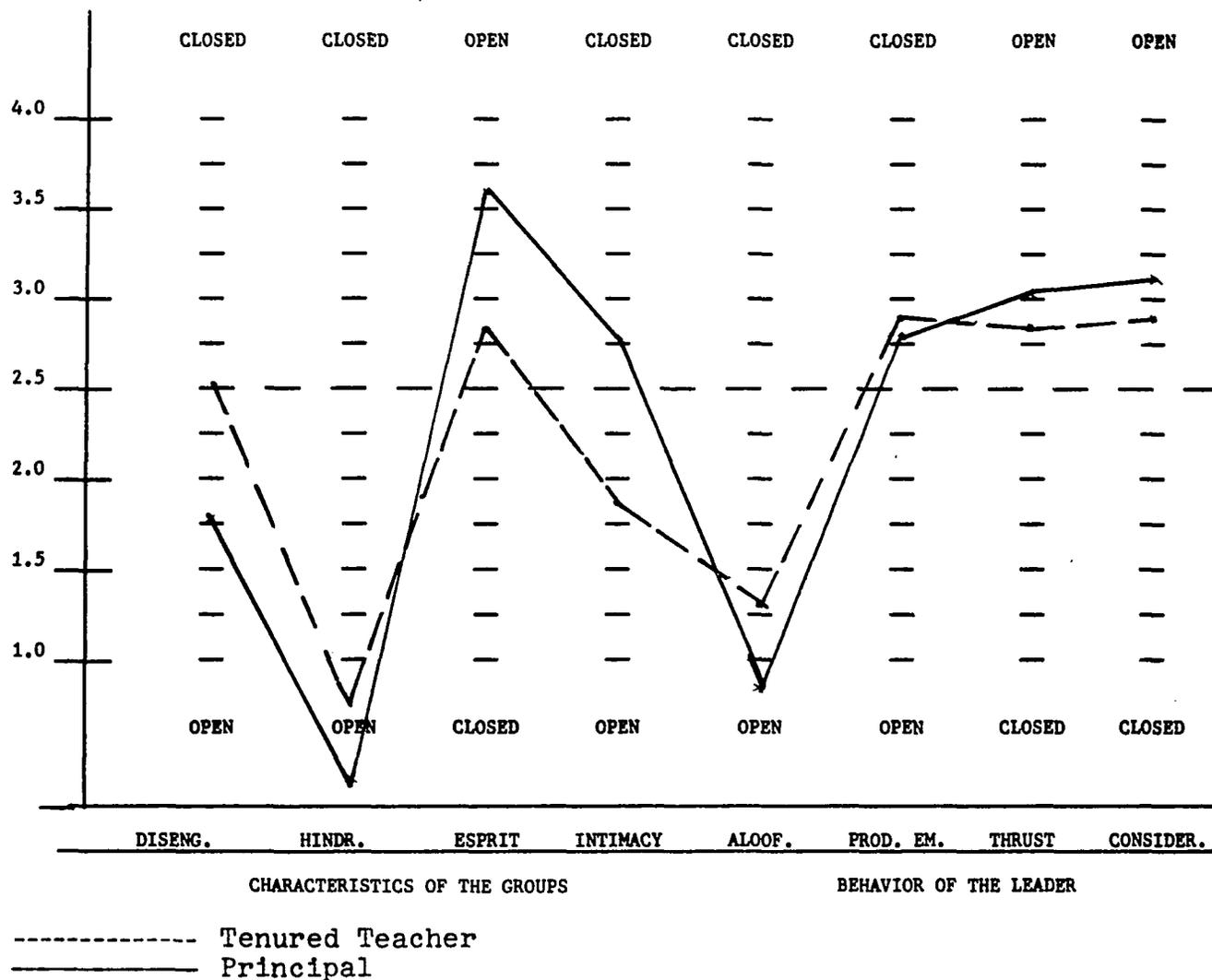
Figure 49

Tenured Teacher OCP and Principal OCP in School No. 36
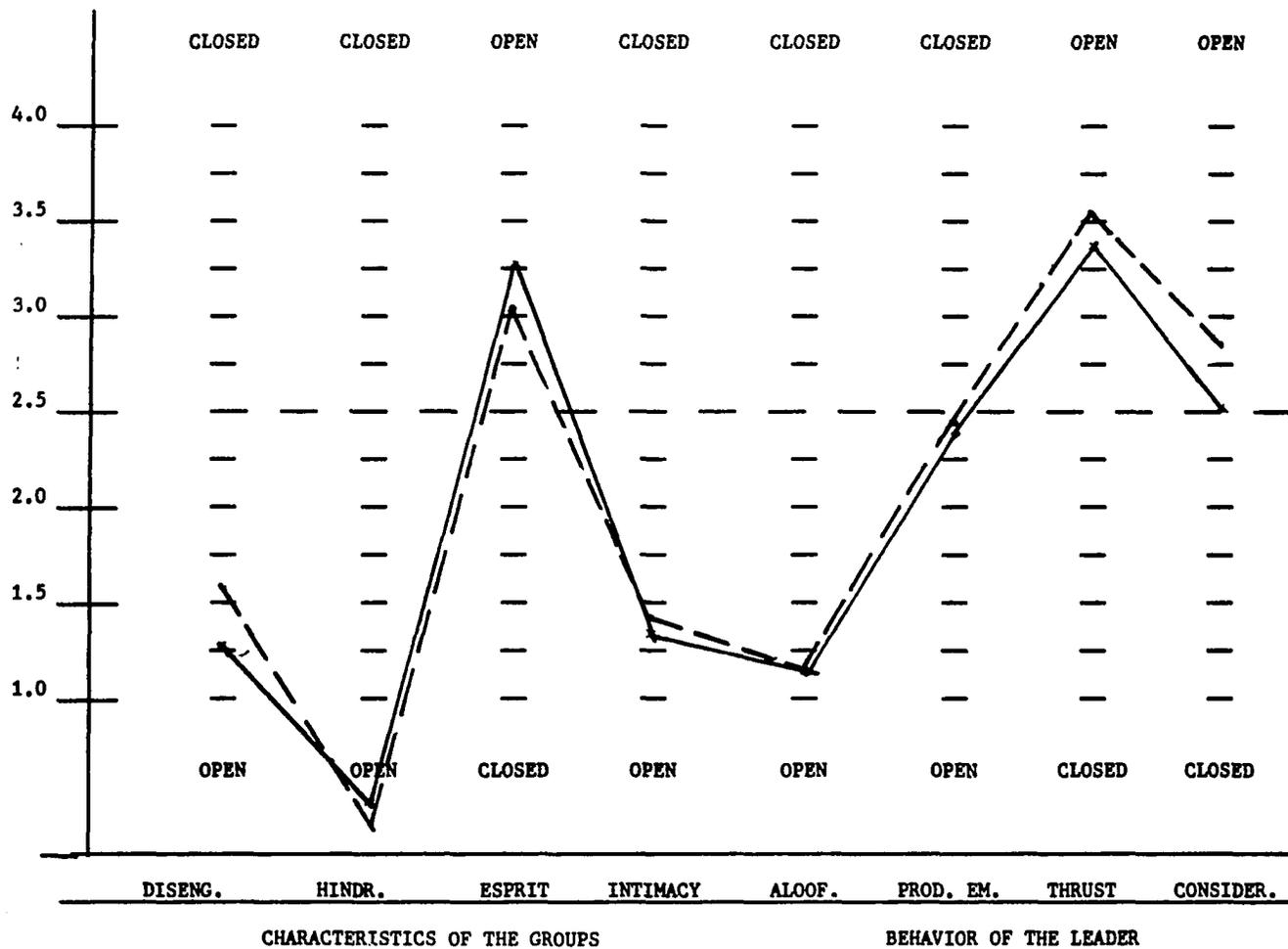
---------------- Tenured Teacher
_____ Principal

Figure 50

Non-Tenured Teacher OCP and Principal OCP in School No. 6
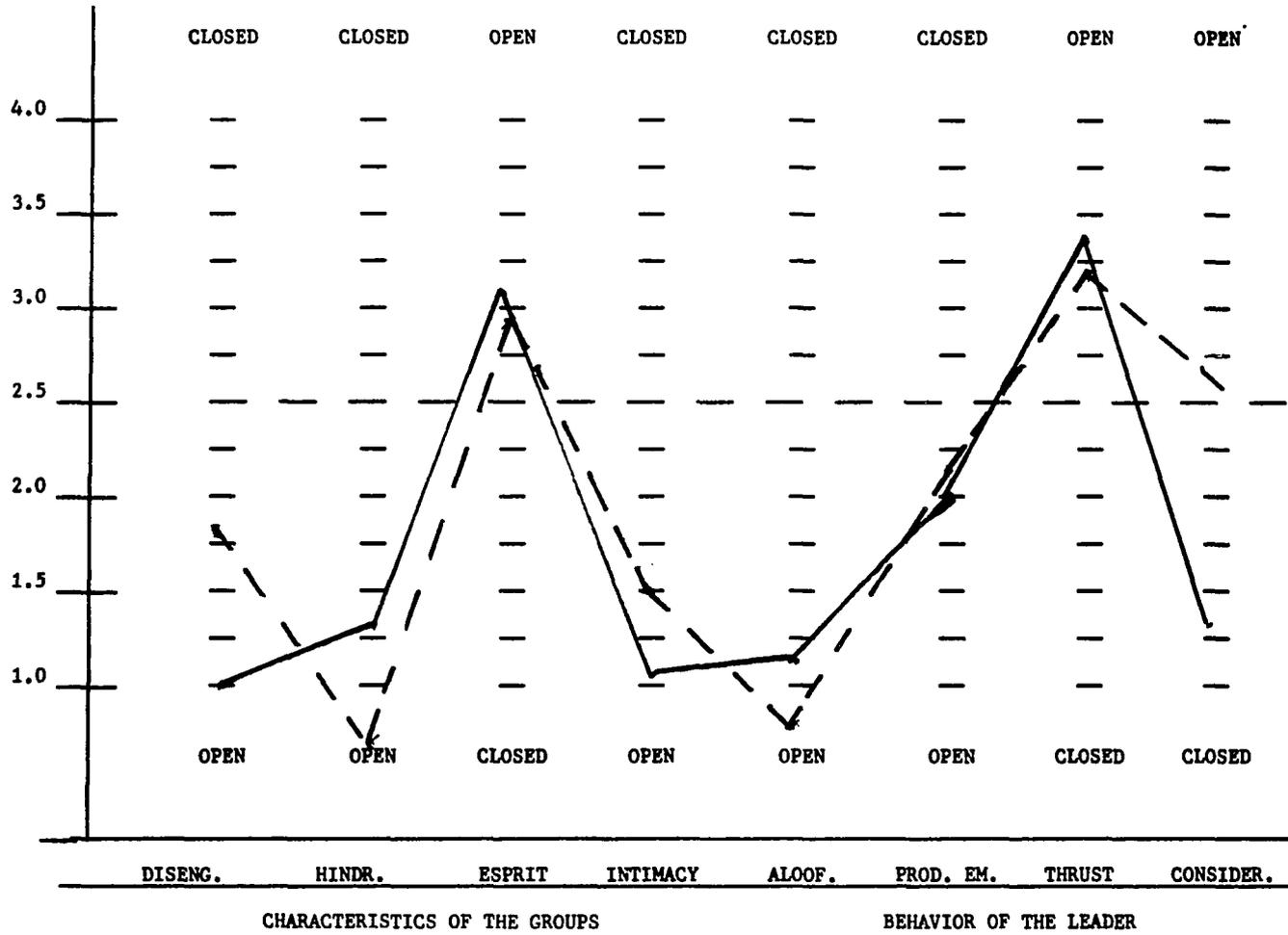
Figure 51

Non-Tenured Teacher OCP and Principal OCP in School No. 7
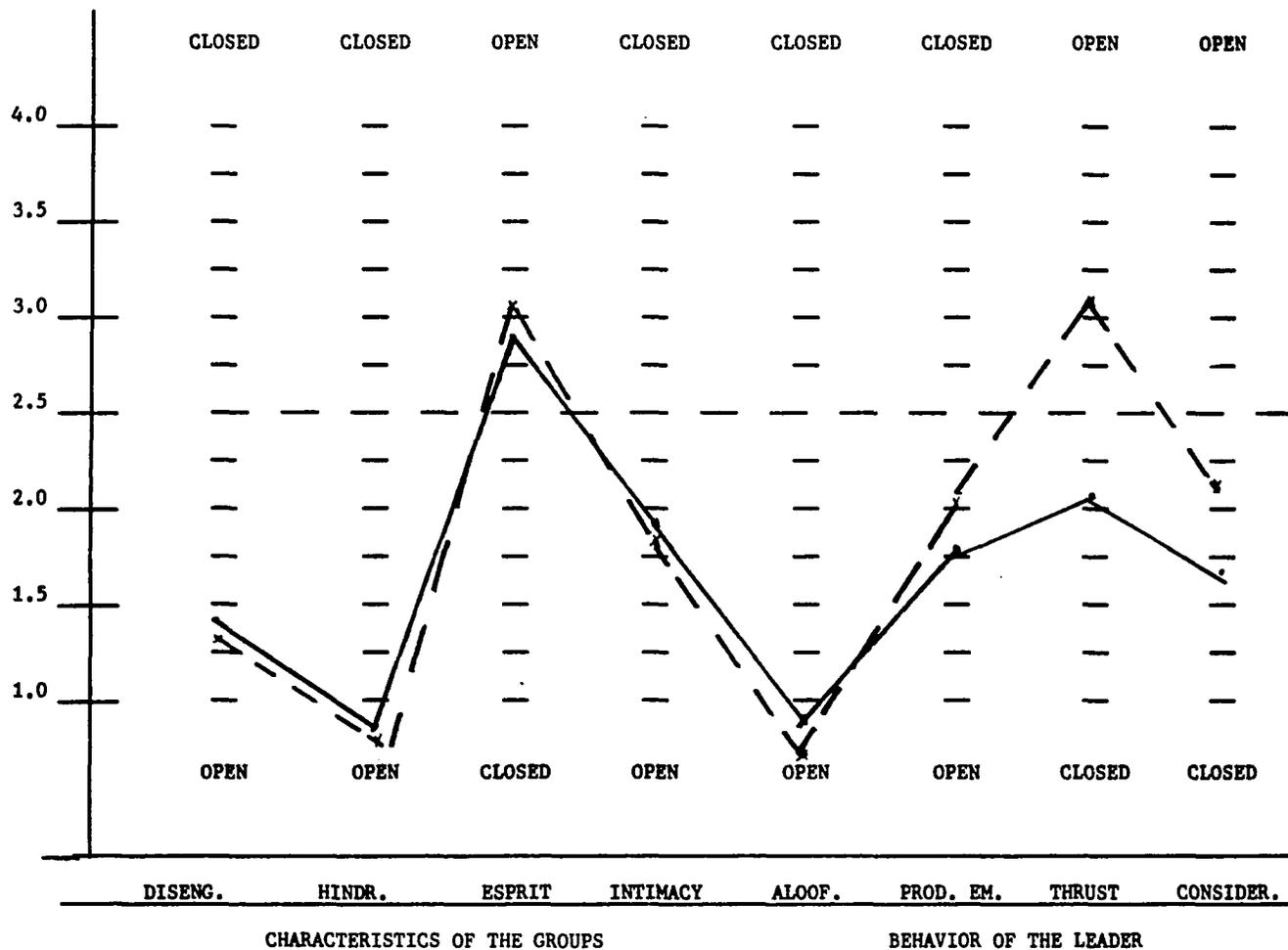
Figure 52

Non-Tenured Teacher OCP and Principal OCP in School No. 12

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED
	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
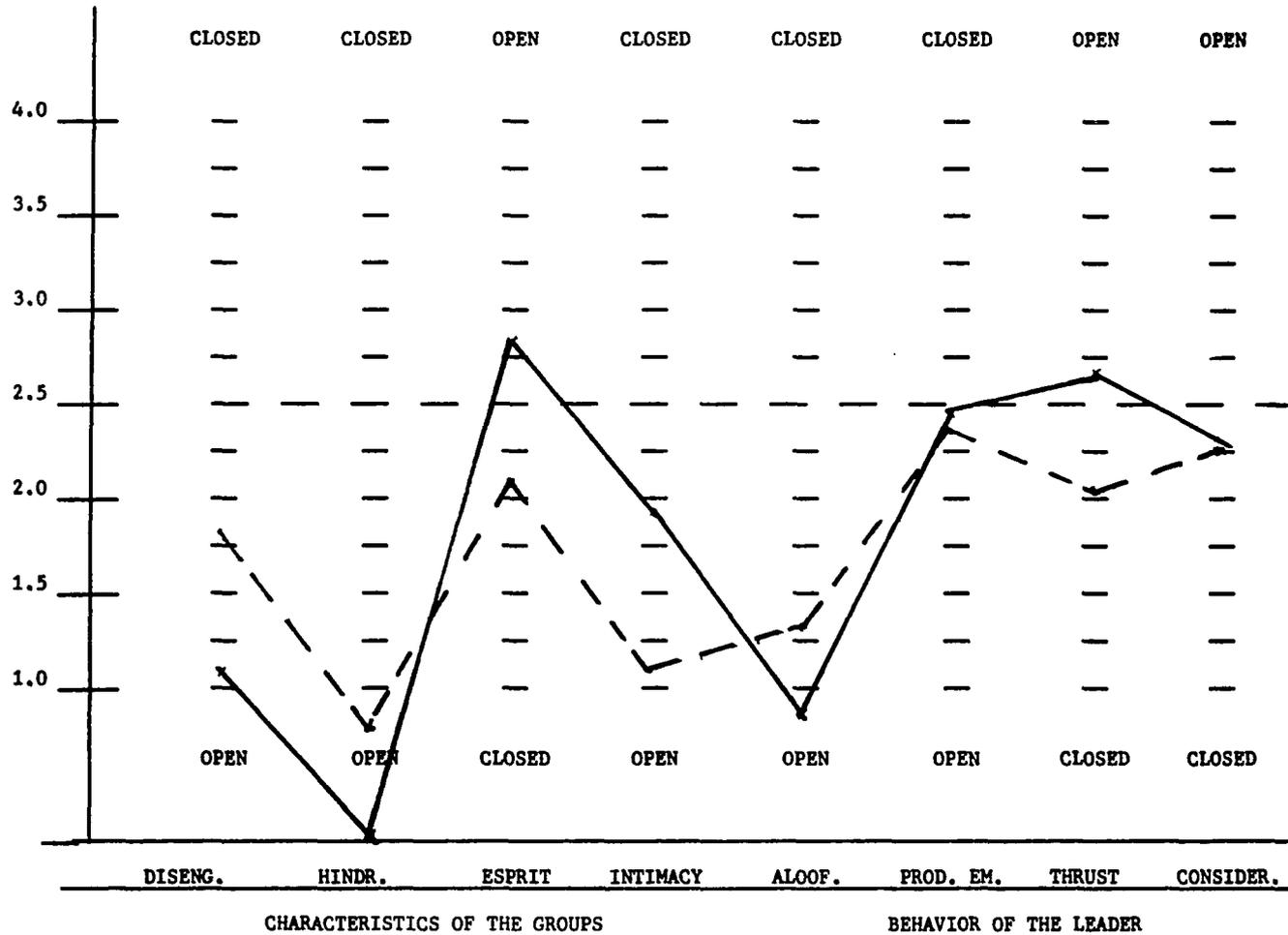
-------------- Non-Tenured Teacher
———————— Principal

Figure 53

Non-Tenured Teacher OCP and Principal OCP in School No. 13

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED
	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Non-Tenured Teacher
_____ Principal
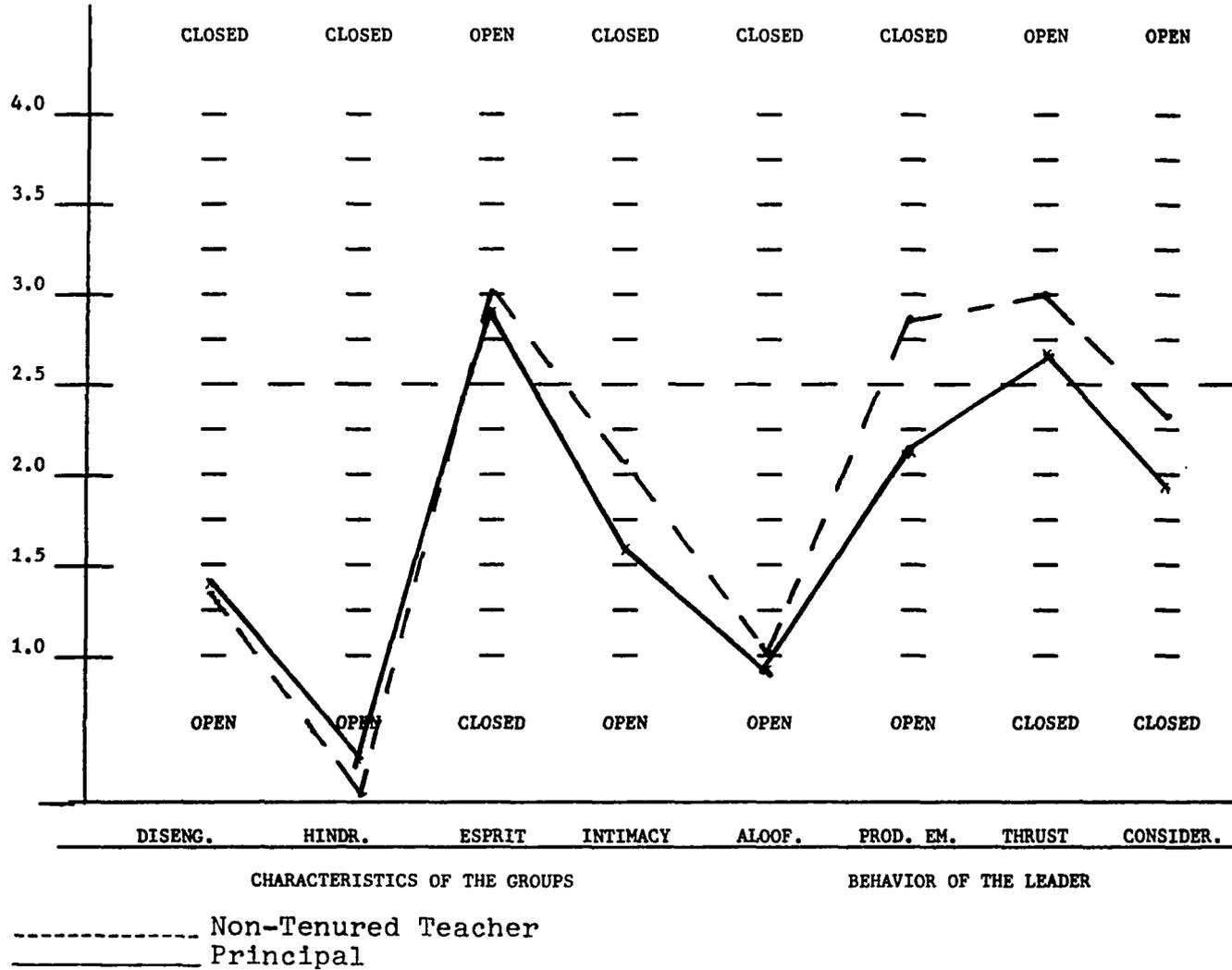
Figure 54

Non-Tenured Teacher OCP and Principal OCP in School No. 14

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

(y-axis values: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0)

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

---------------- Non-Tenured Teacher
————————— Principal
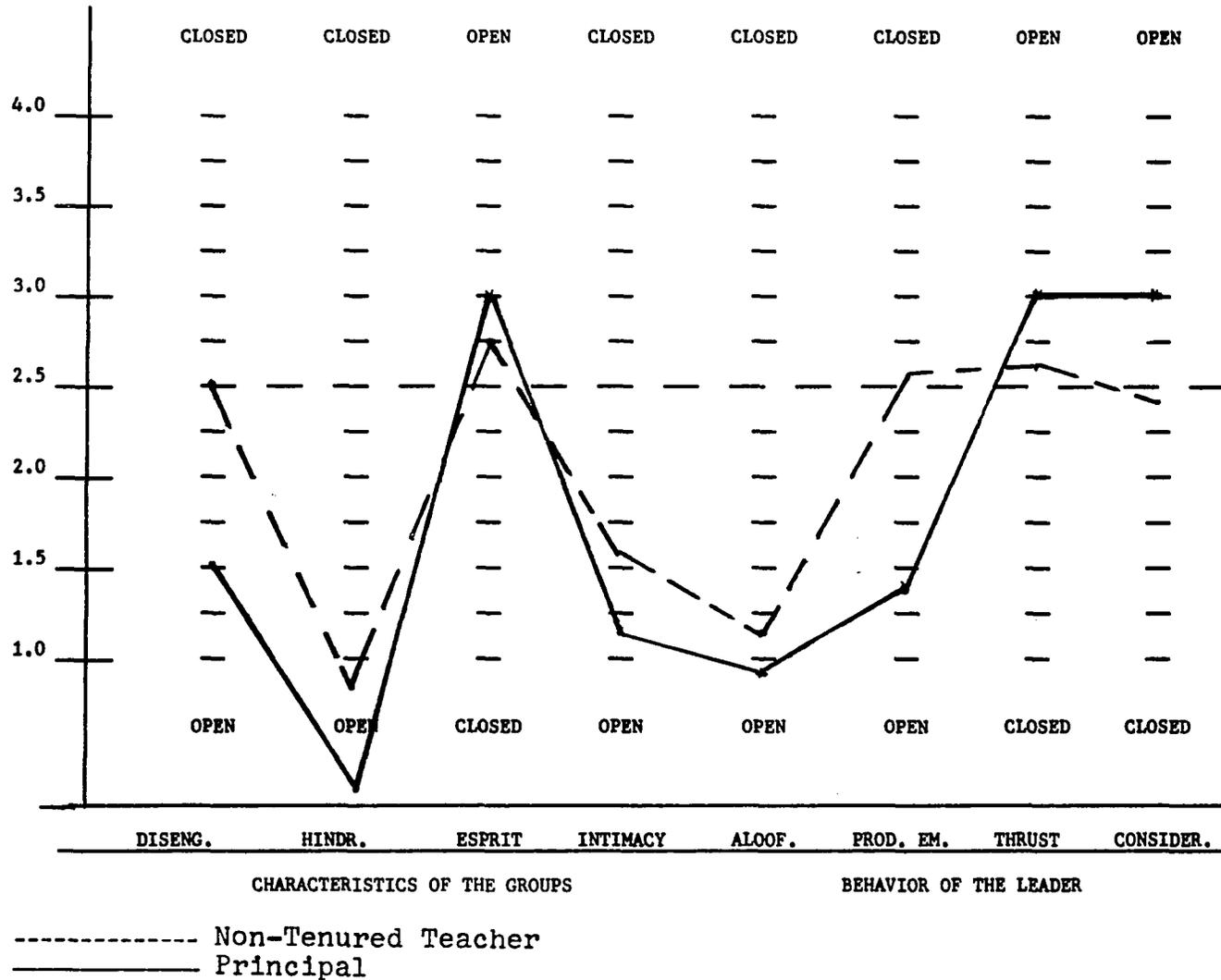
Figure 55
Non-Tenured Teacher OCP and Principal OCP in School 22

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	**OPEN**

4.0

3.5

3.0

2.5

2.0

1.5

1.0

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED
	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
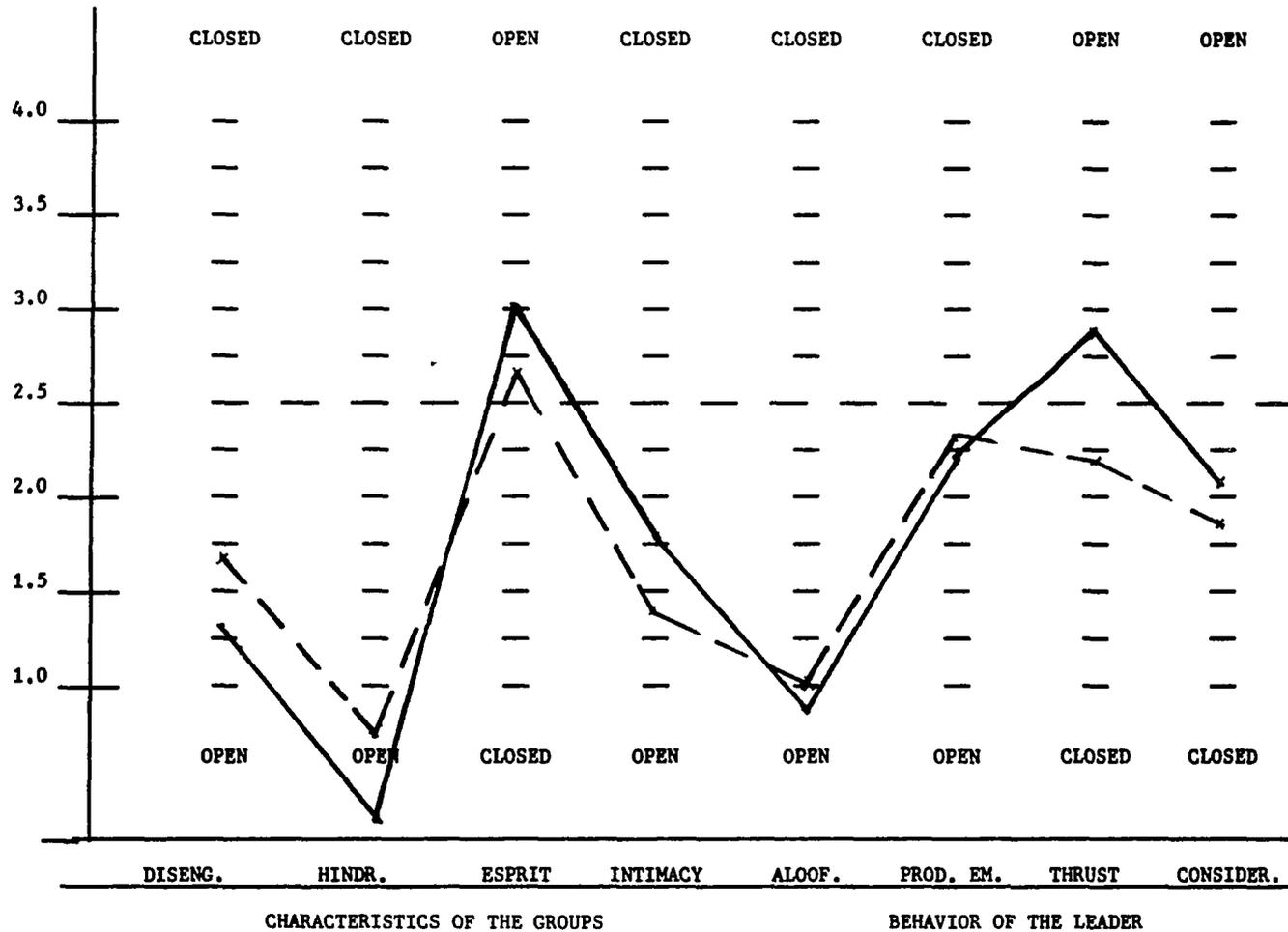
-------------- Non-Tenured Teacher
————————— Principal

Figure 56
Non-Tenured Teacher OCP and Principal OCP in School No. 28

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN
	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED
	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
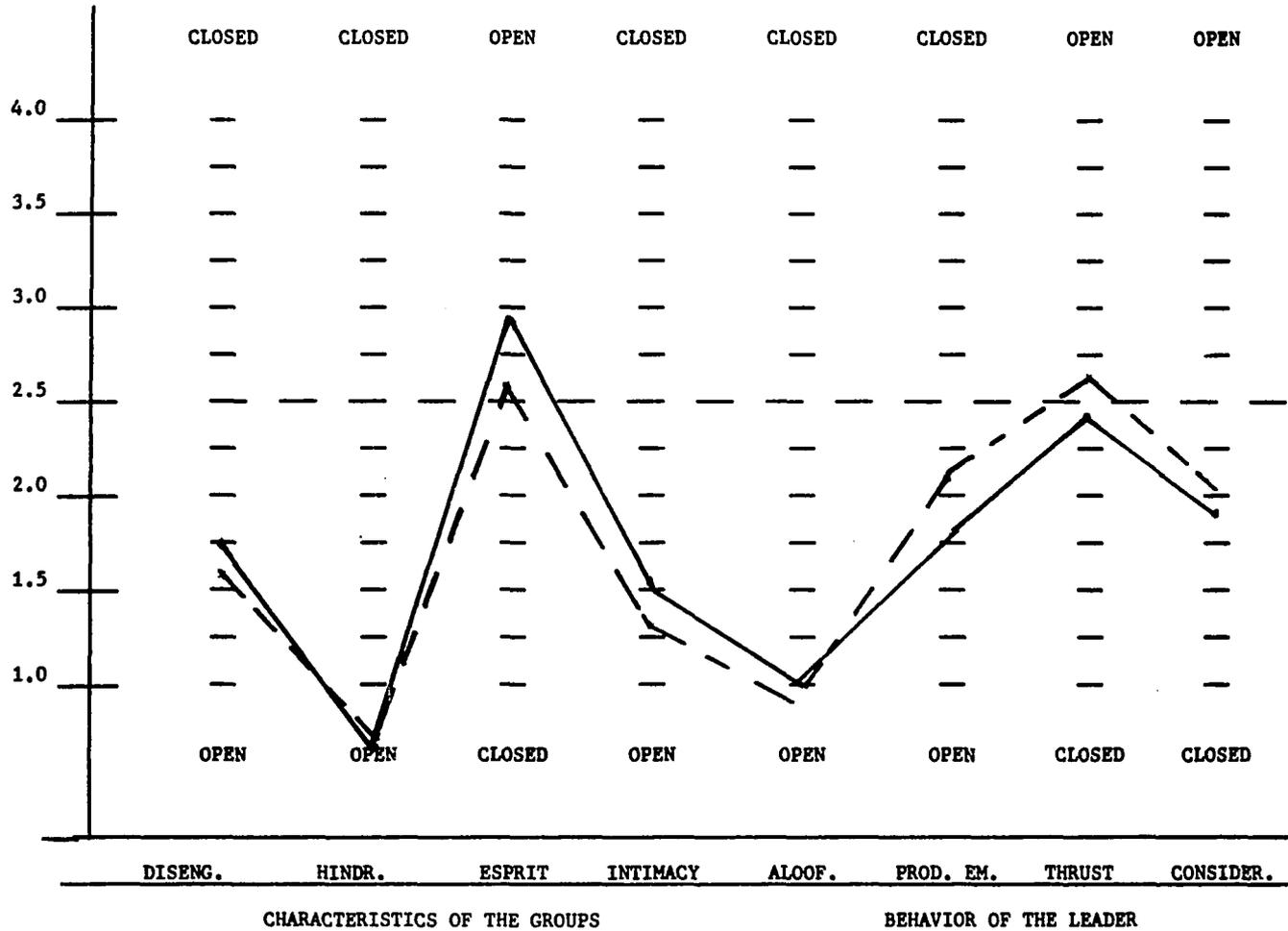
------------- Non-Tenured Teacher
——————— Principal

Figure 57

Non-Tenured Teacher OCP and Principal OCP in School No. 32

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
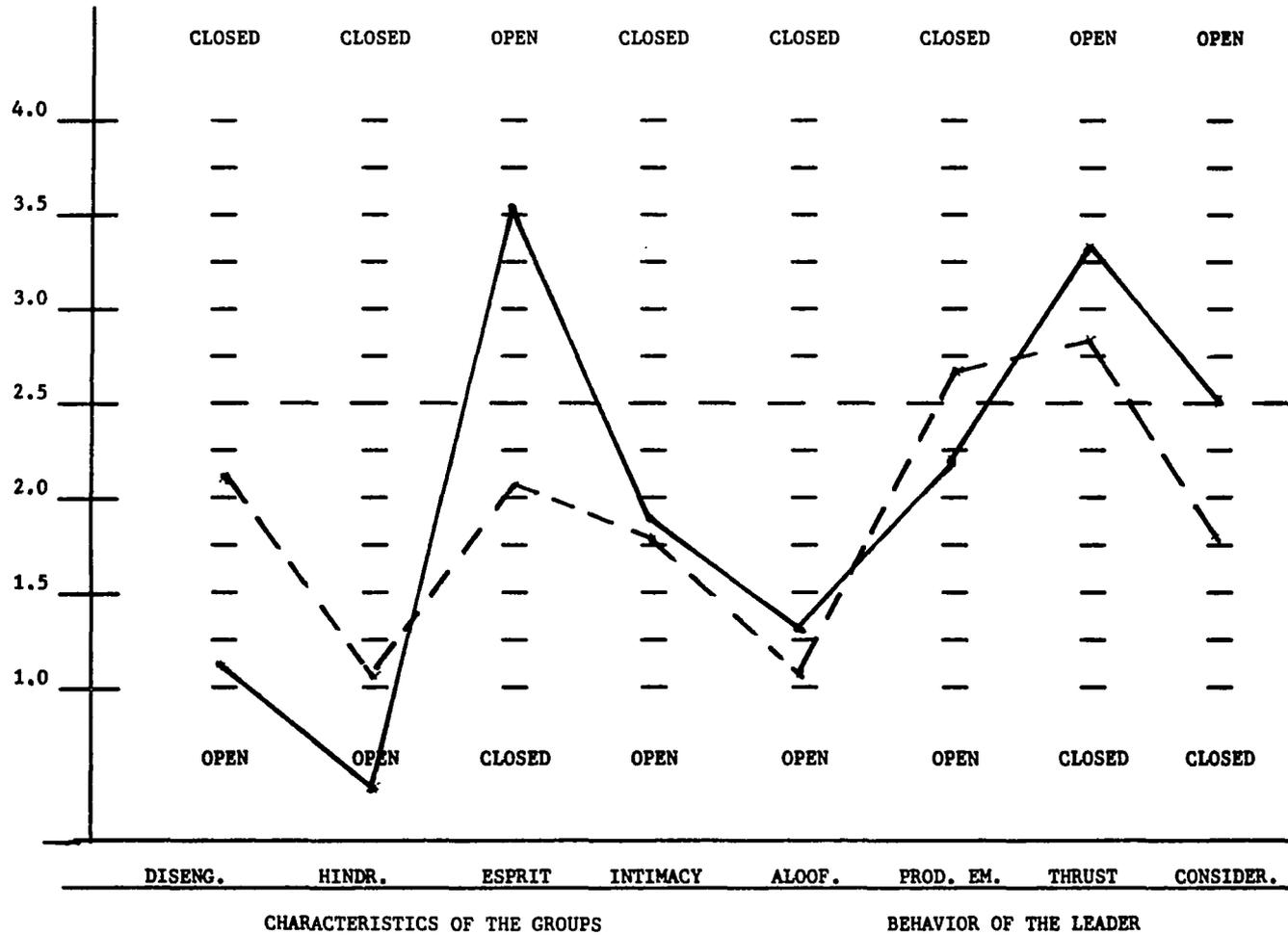
--------------- Non-Tenured Teacher
_____ Principal

Figure 58

Non-Tenured Teacher OCP and Principal OCP in School No. 34

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
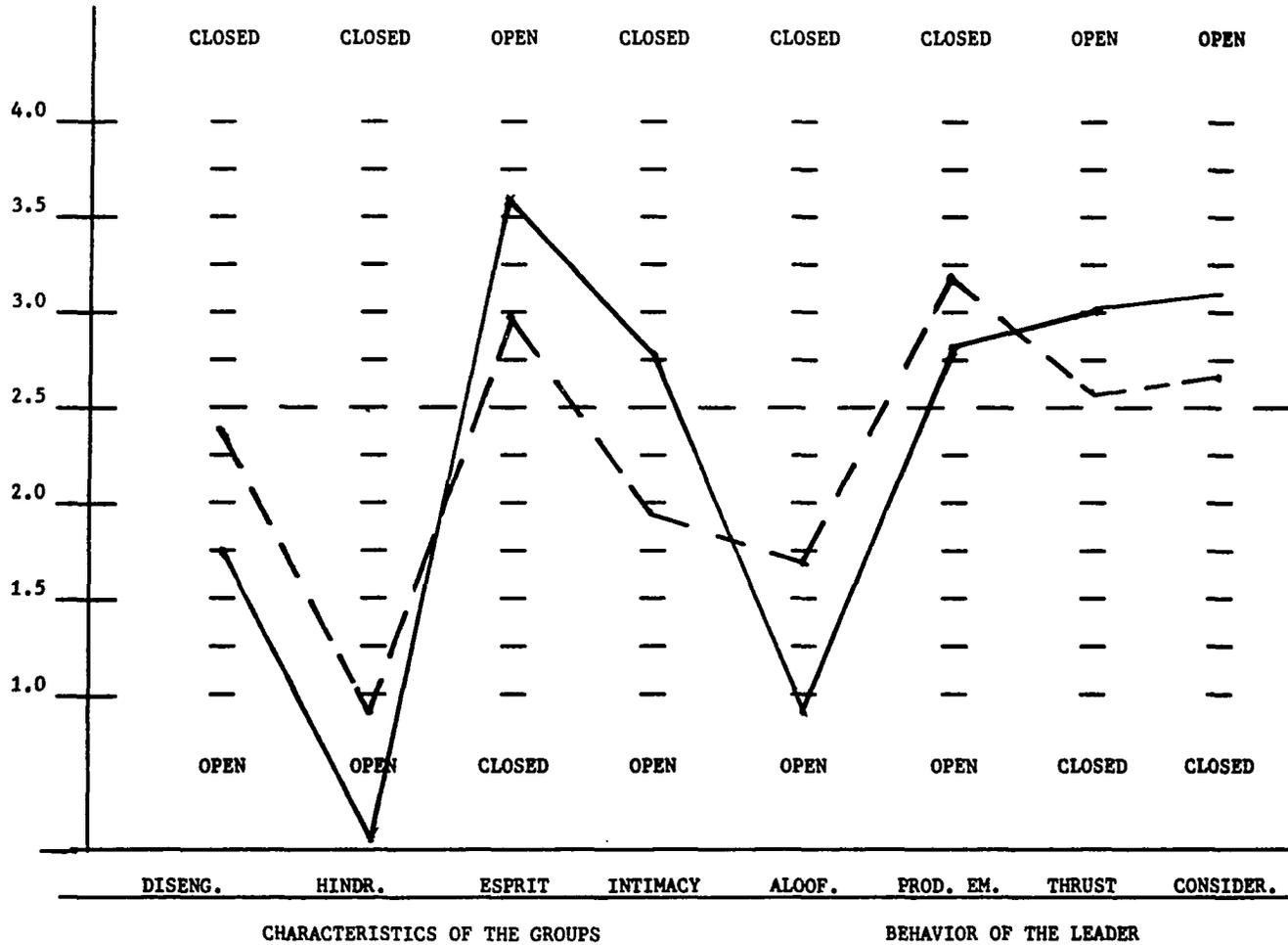
-------------- Non-Tenured Teacher
_____ Principal

Figure 59

Non-Tenured Teacher OCP and Principal OCP in School No. 36

----------- Non-Tenured Teacher
————————— Principal

183
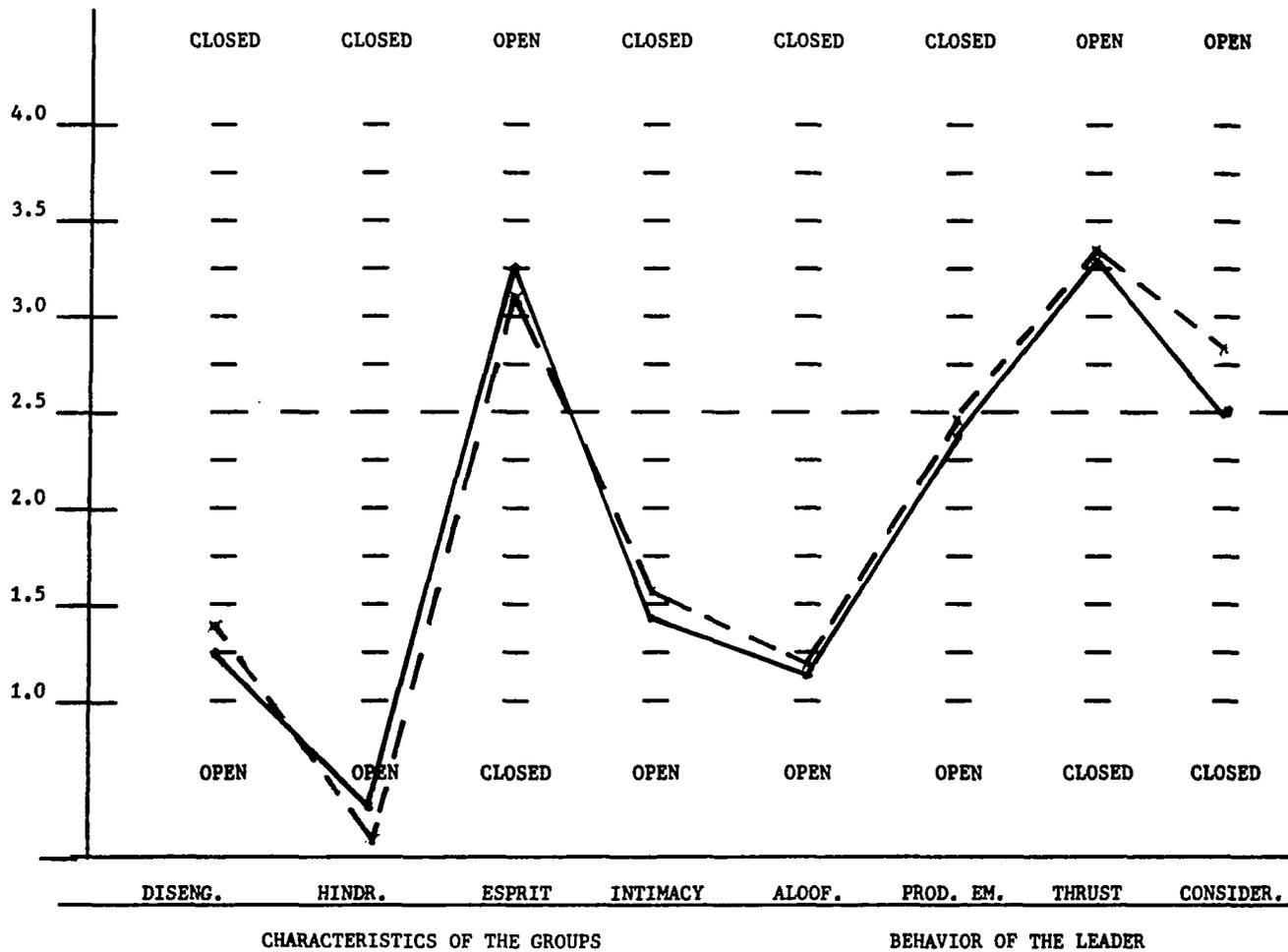
Figure 60. Teacher OCP and Principal OCP in School No. 6
(0-4 years)

CLOSED   CLOSED   OPEN   CLOSED   CLOSED   CLOSED   OPEN   OPEN

OPEN   OPEN   CLOSED   OPEN   OPEN   OPEN   CLOSED   CLOSED

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
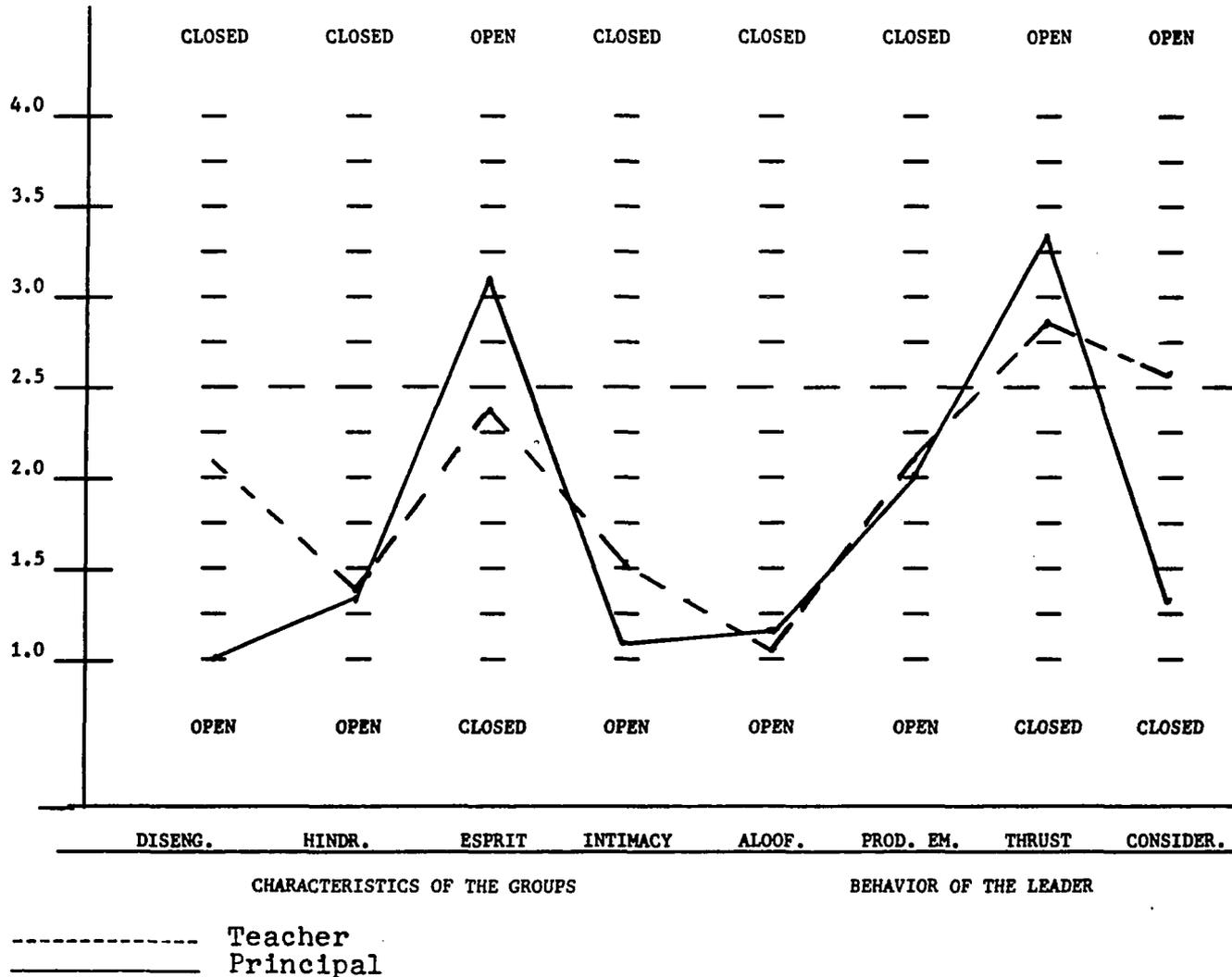
--------------- Teacher
_____ Principal

Figure 61.   Teacher OCP and Principal OCP in School No. 7
             (0-4 years)
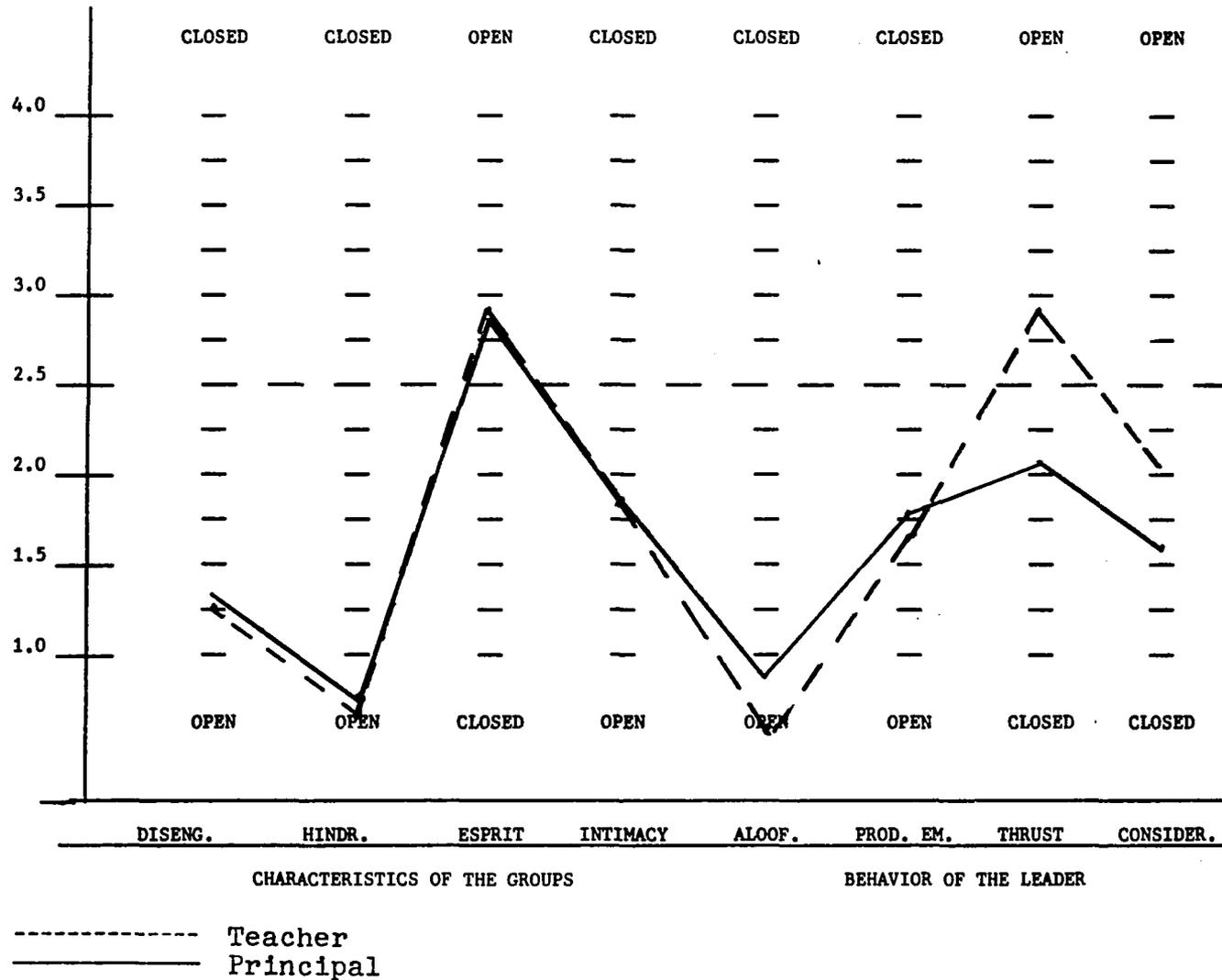
------------- Teacher
————————— Principal

Figure 62. Teacher OCP and Principal OCP in School No. 12
(0-4 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
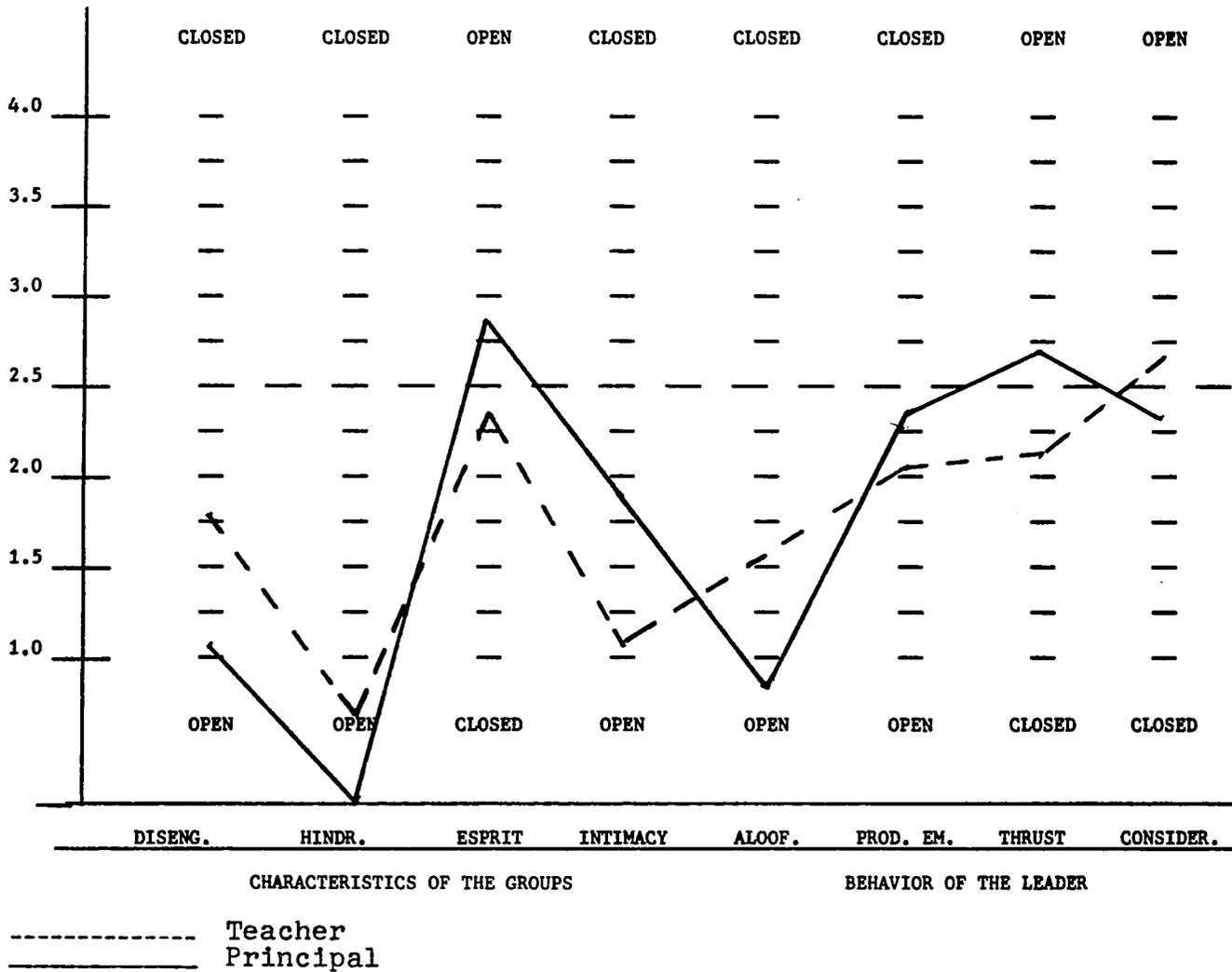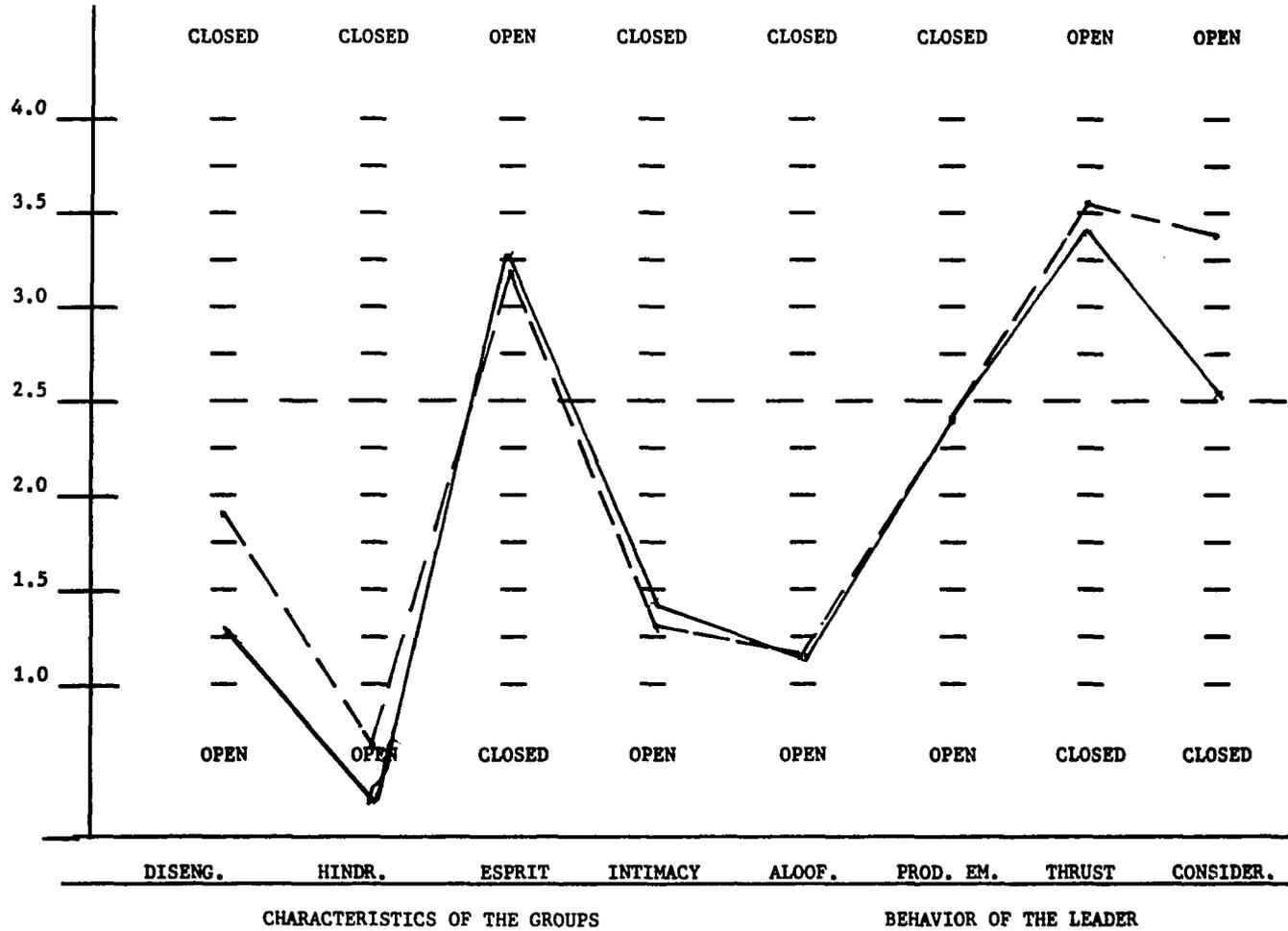
------------- Teacher
_____ Principal

Figure 63.   Teacher OCP and Principal OCP in School No. 13
(0-4 years)
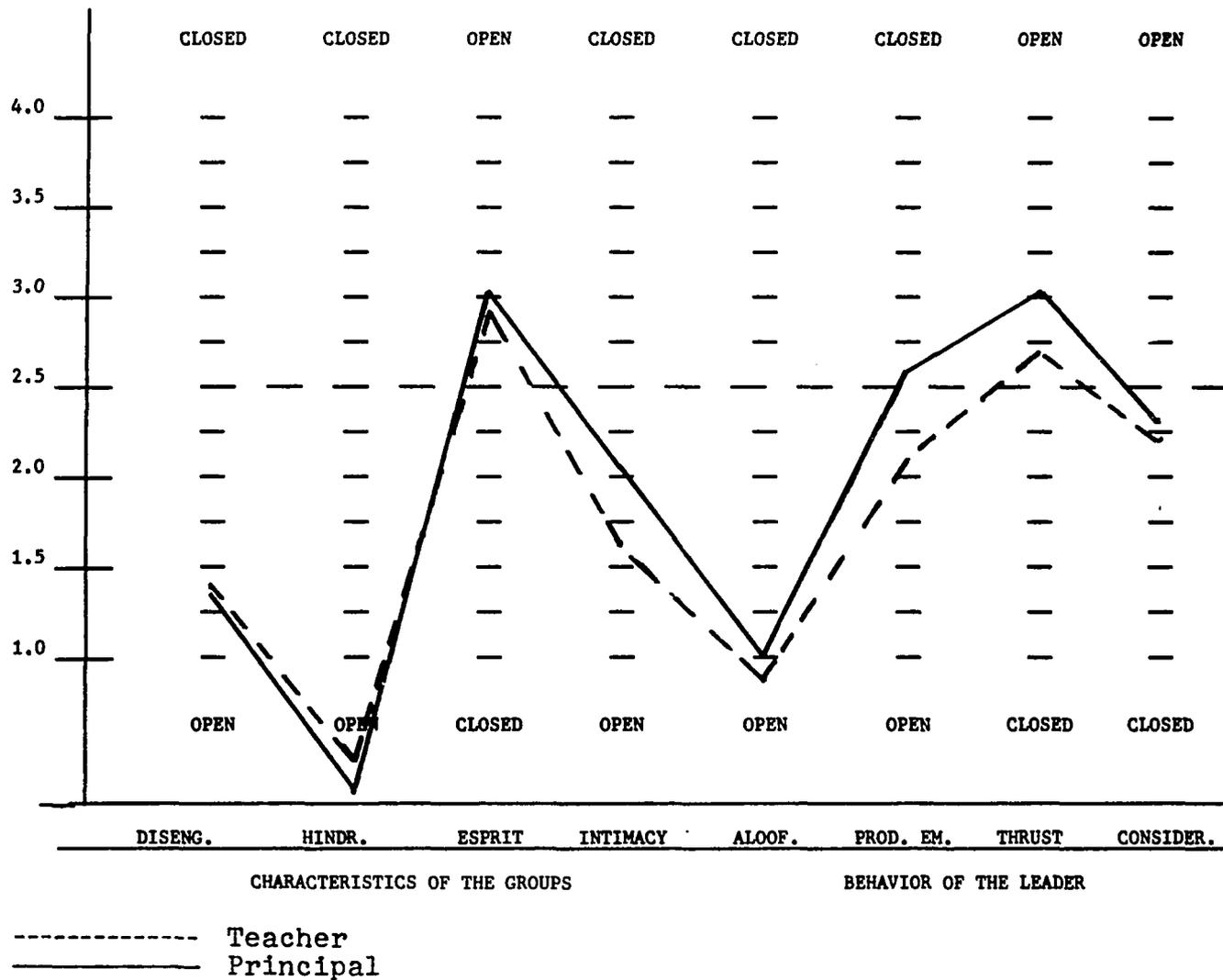
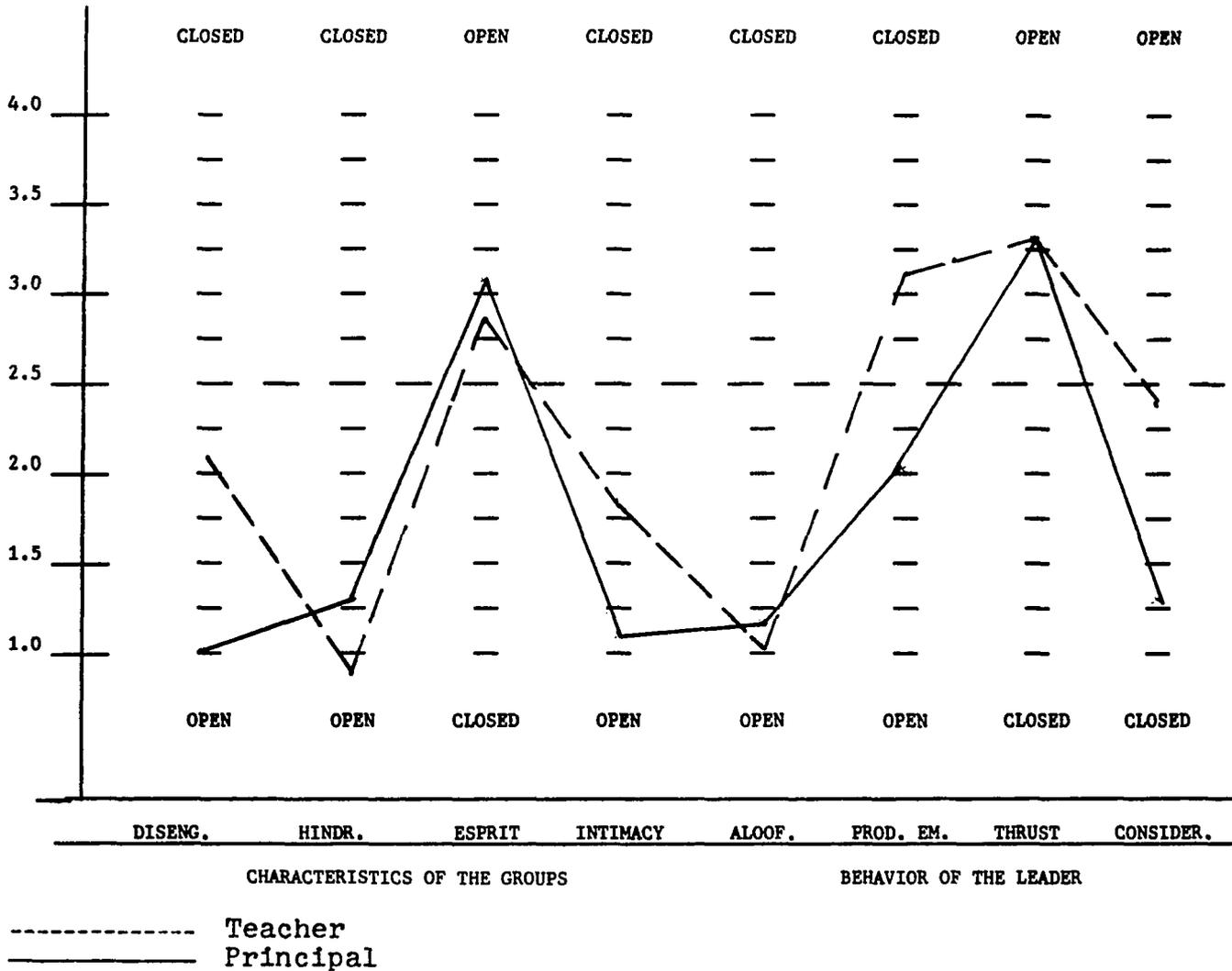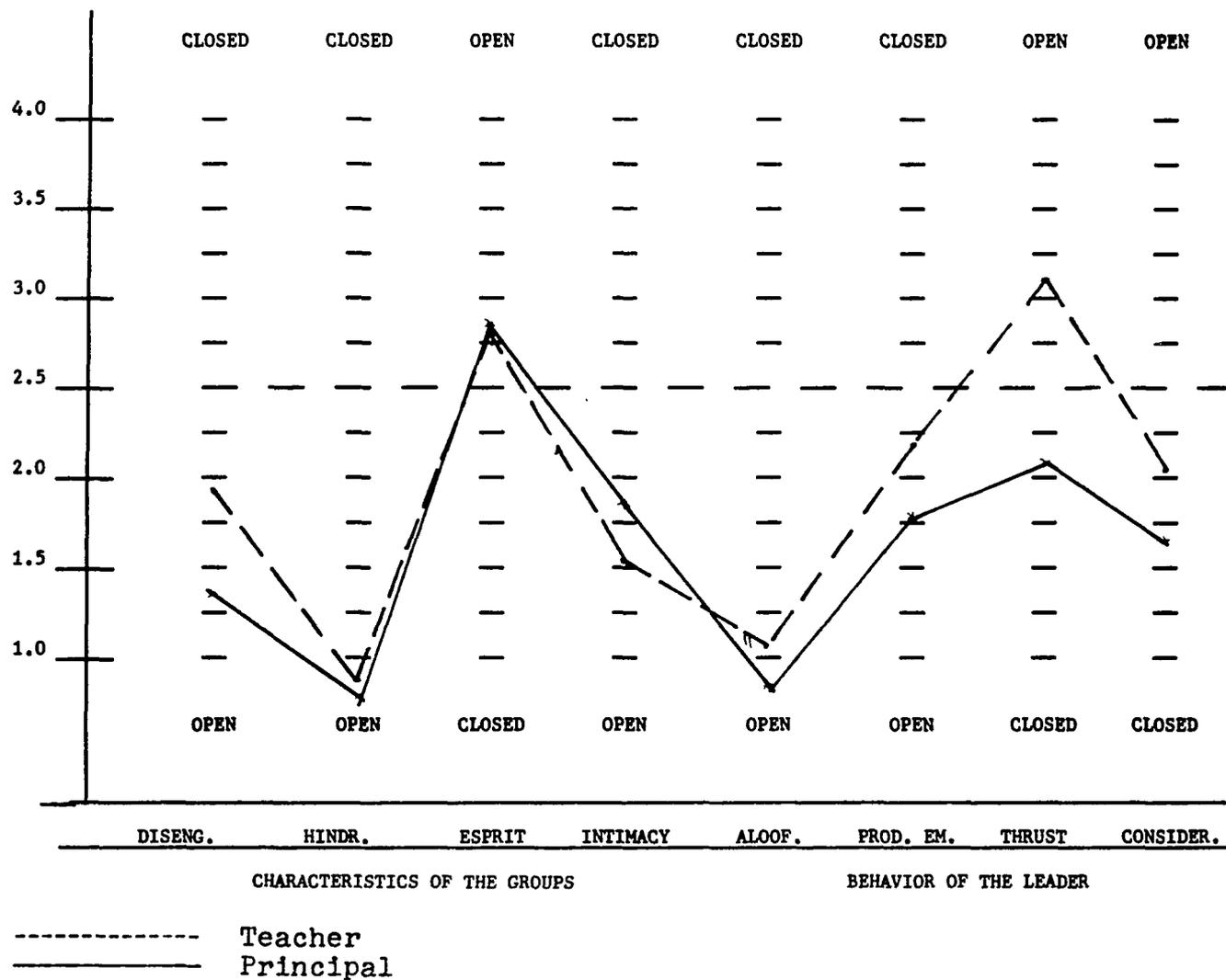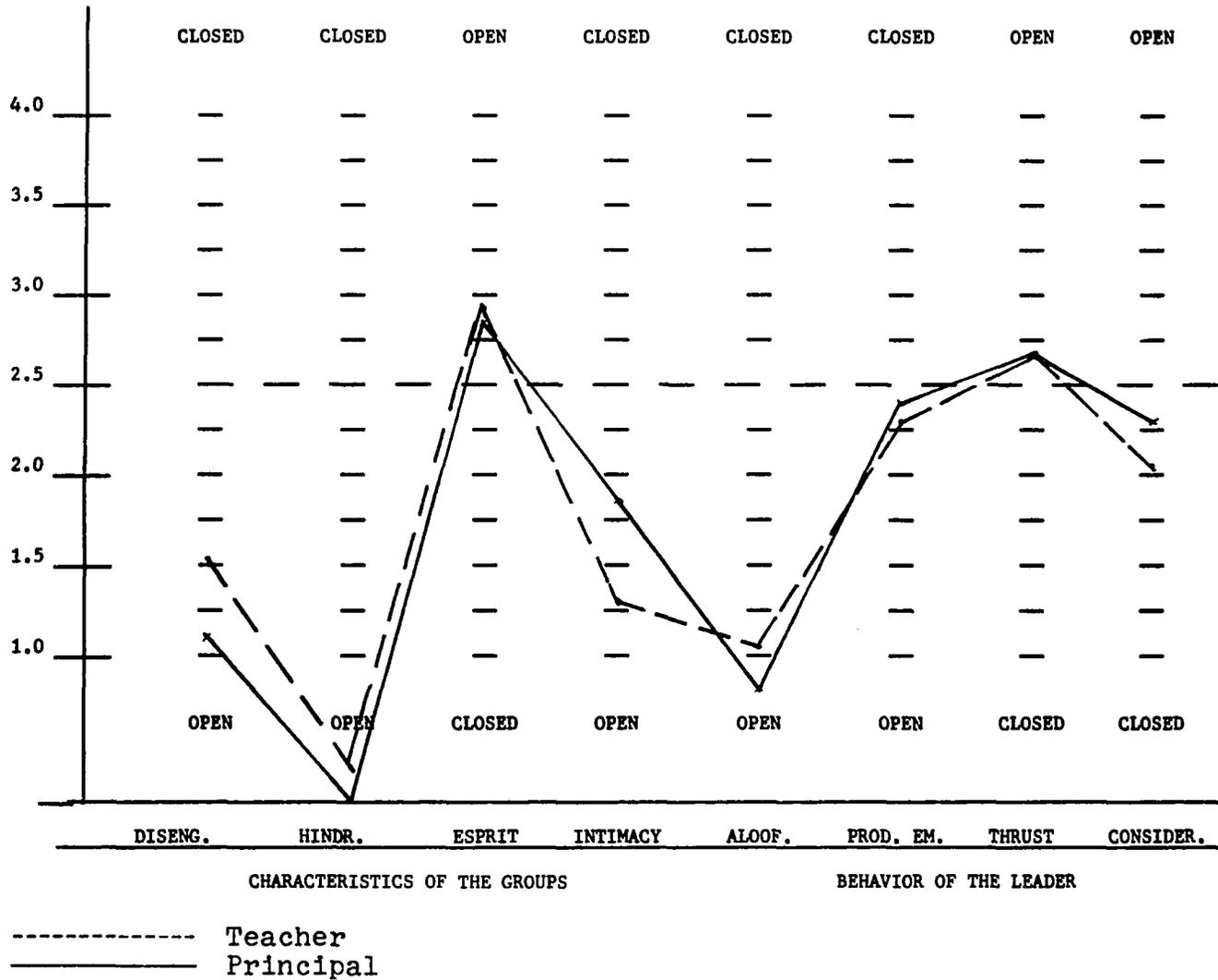Figure 64. Teacher OCP and Principal OCP in School No. 14 (0-4 years)
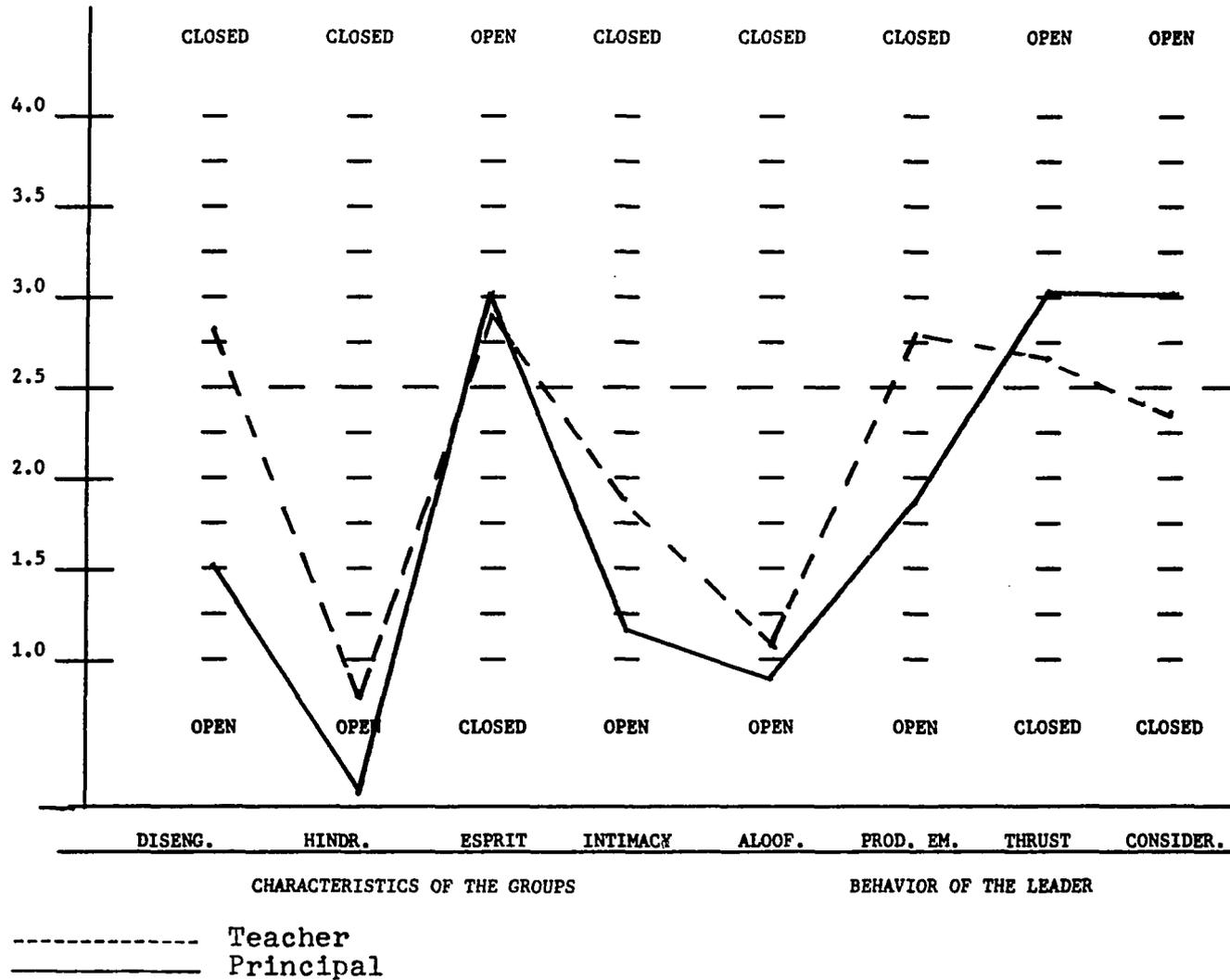
------------- Teacher
——————— Principal

Figure 65. Teacher OCP and Principal OCP in School No. 22
(0-4 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
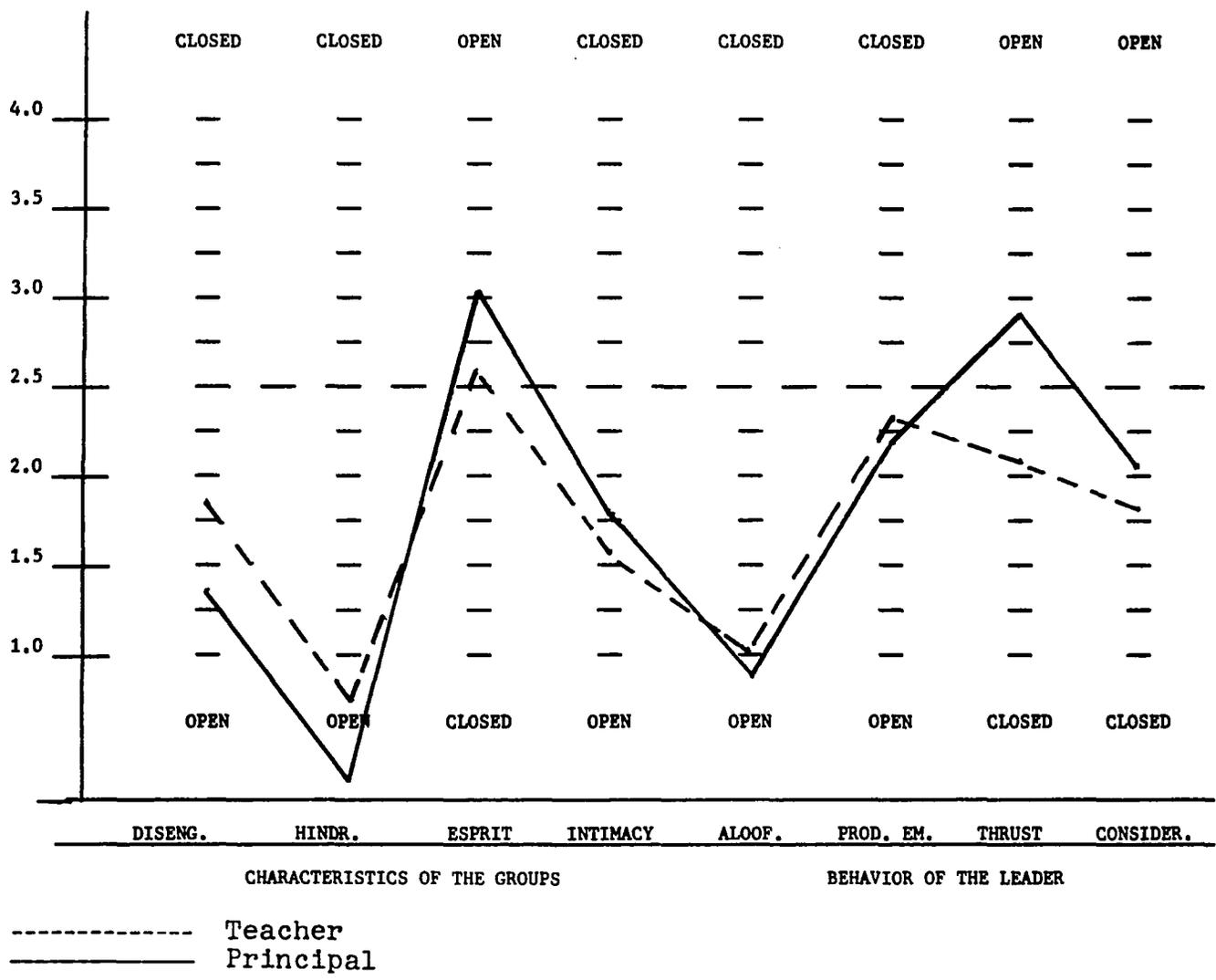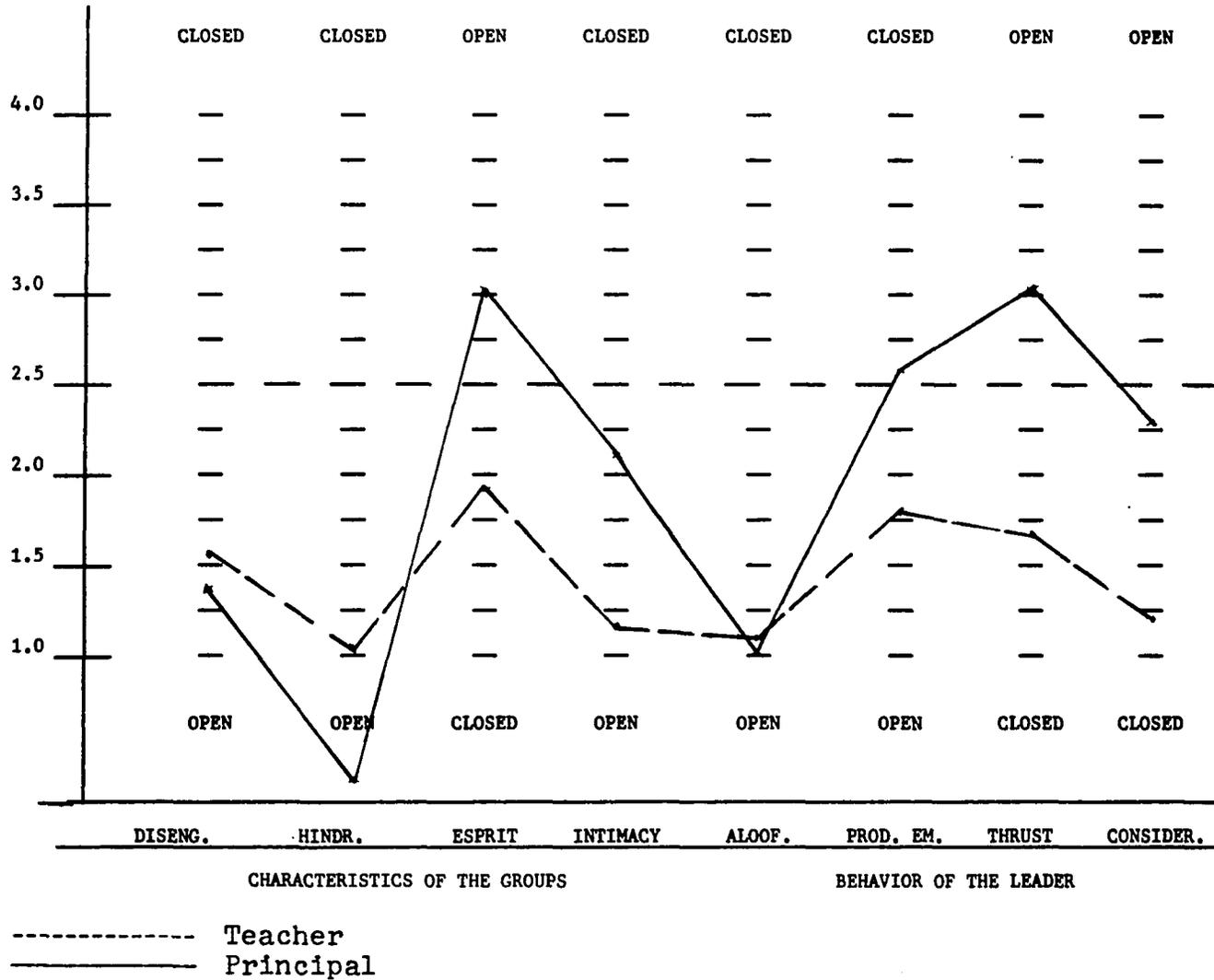
------------ Teacher
——————— Principal

Figure 66. Teacher OCP and Principal OCP in School No. 24
(0-4 years)
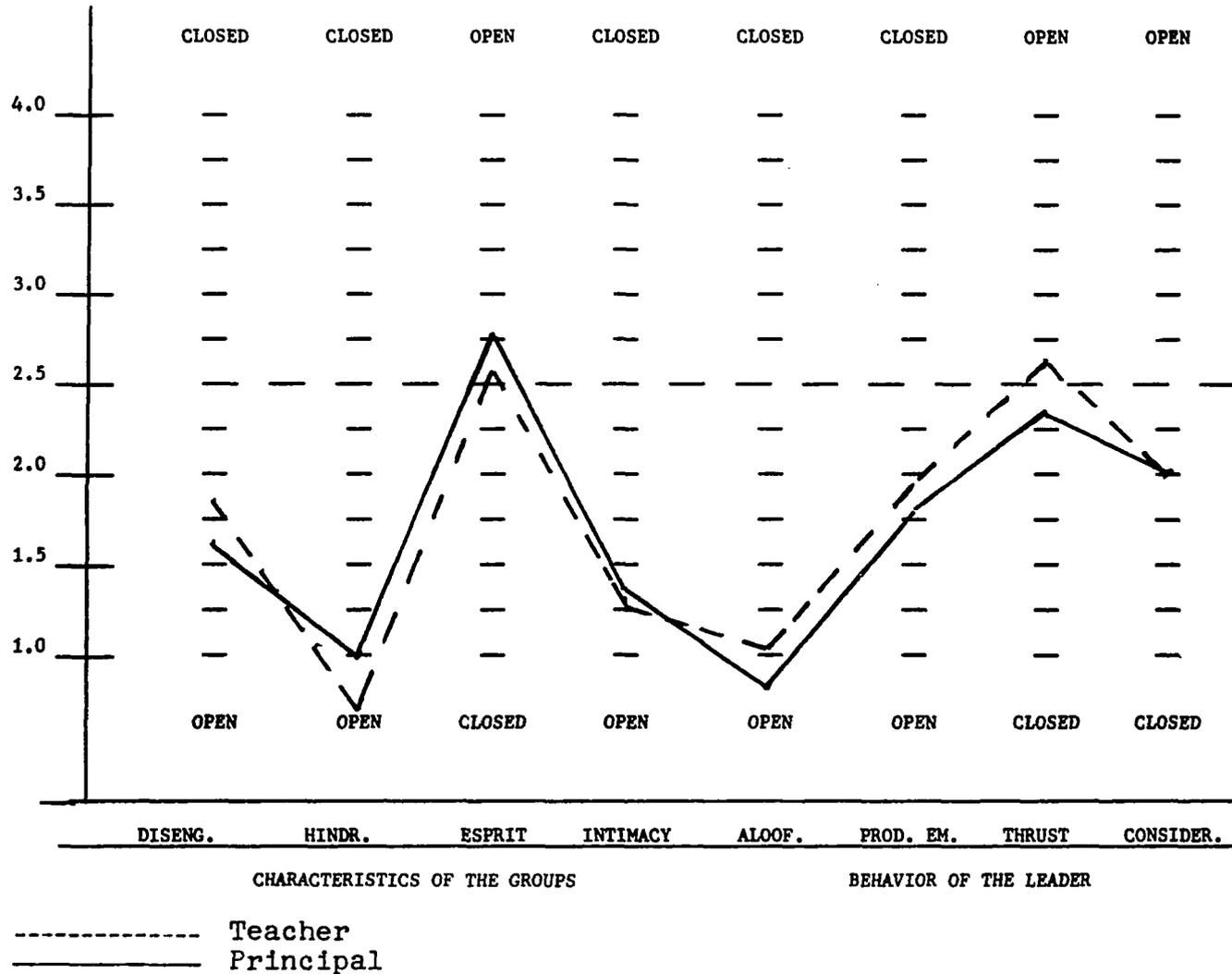
Figure 67. Teacher OCP and Principal OCP in School No. 28
(0-4 years)

CLOSED   CLOSED   OPEN   CLOSED   CLOSED   CLOSED   OPEN   OPEN

OPEN   OPEN   CLOSED   OPEN   OPEN   OPEN   CLOSED   CLOSED

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
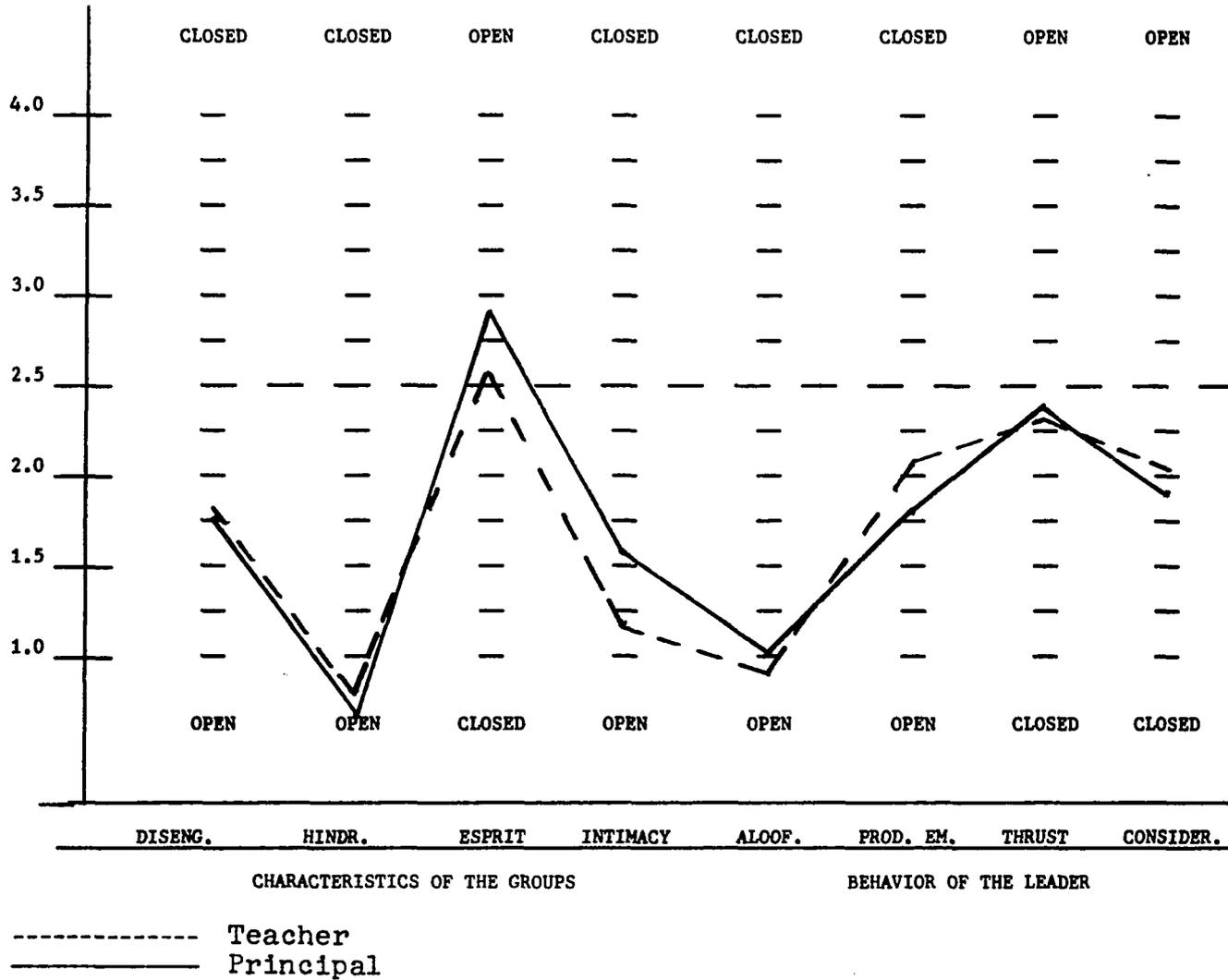
--------------- Teacher
————————— Principal

Figure 68. Teacher OCP and Principal OCP in School No. 34 (0-4 years)
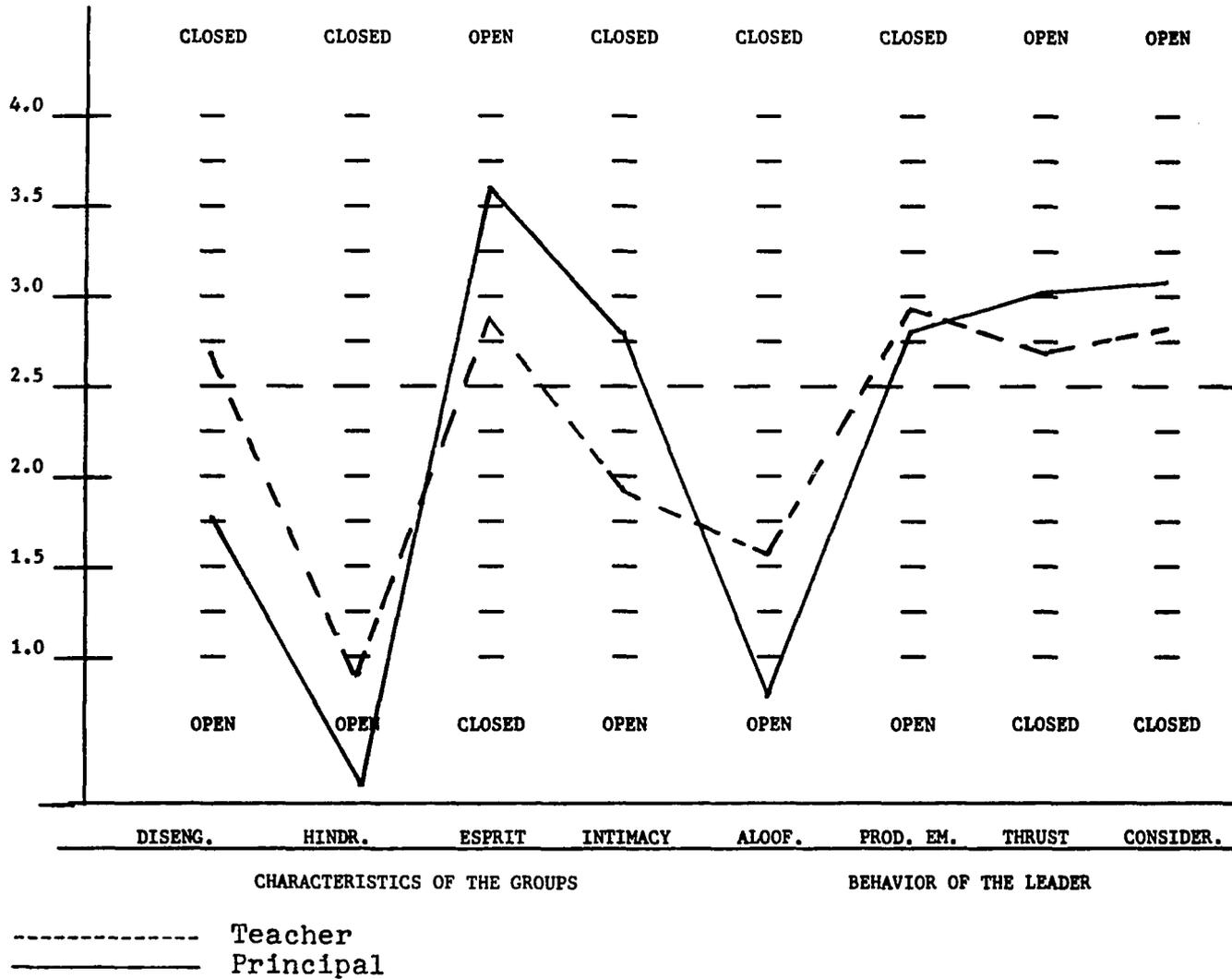
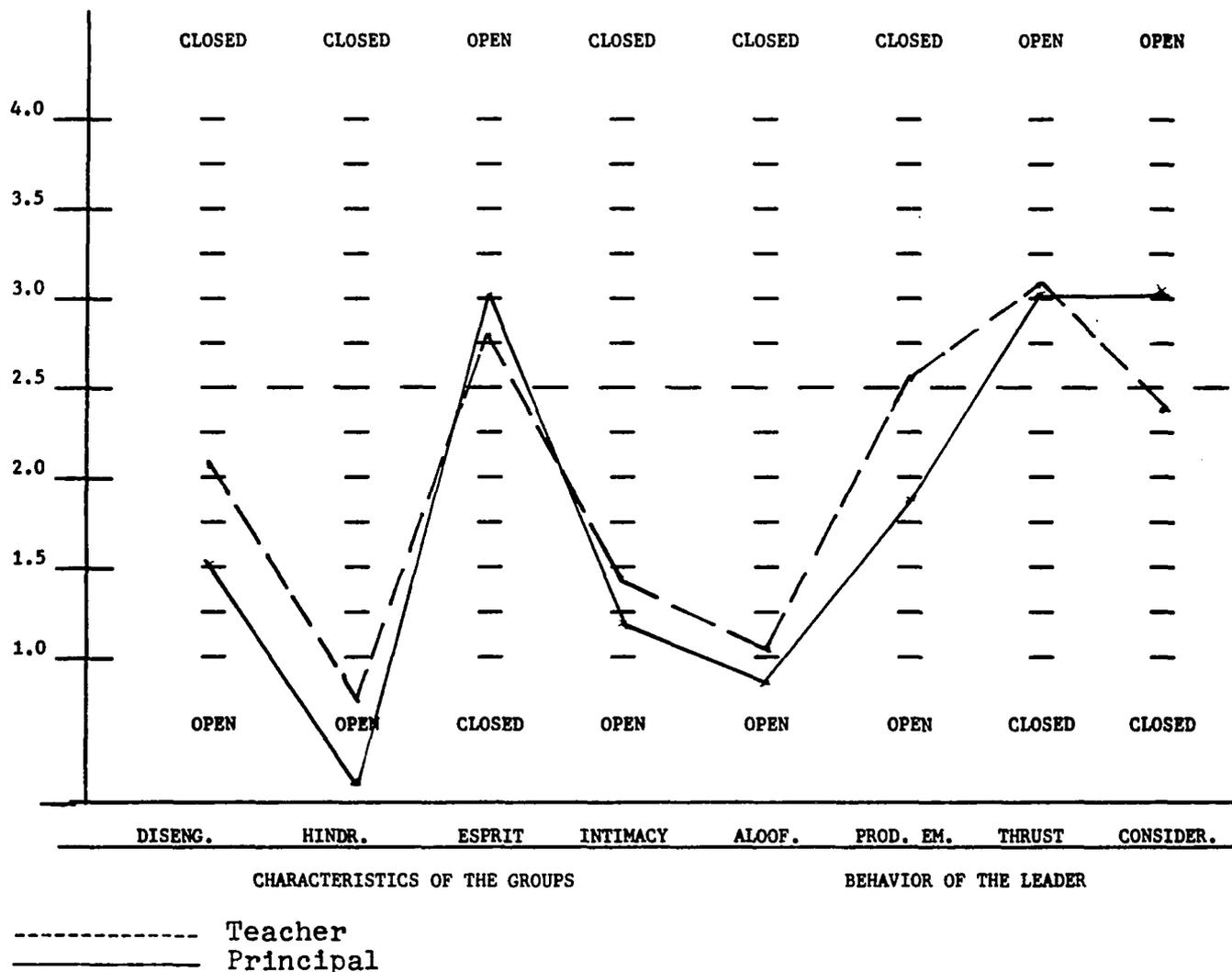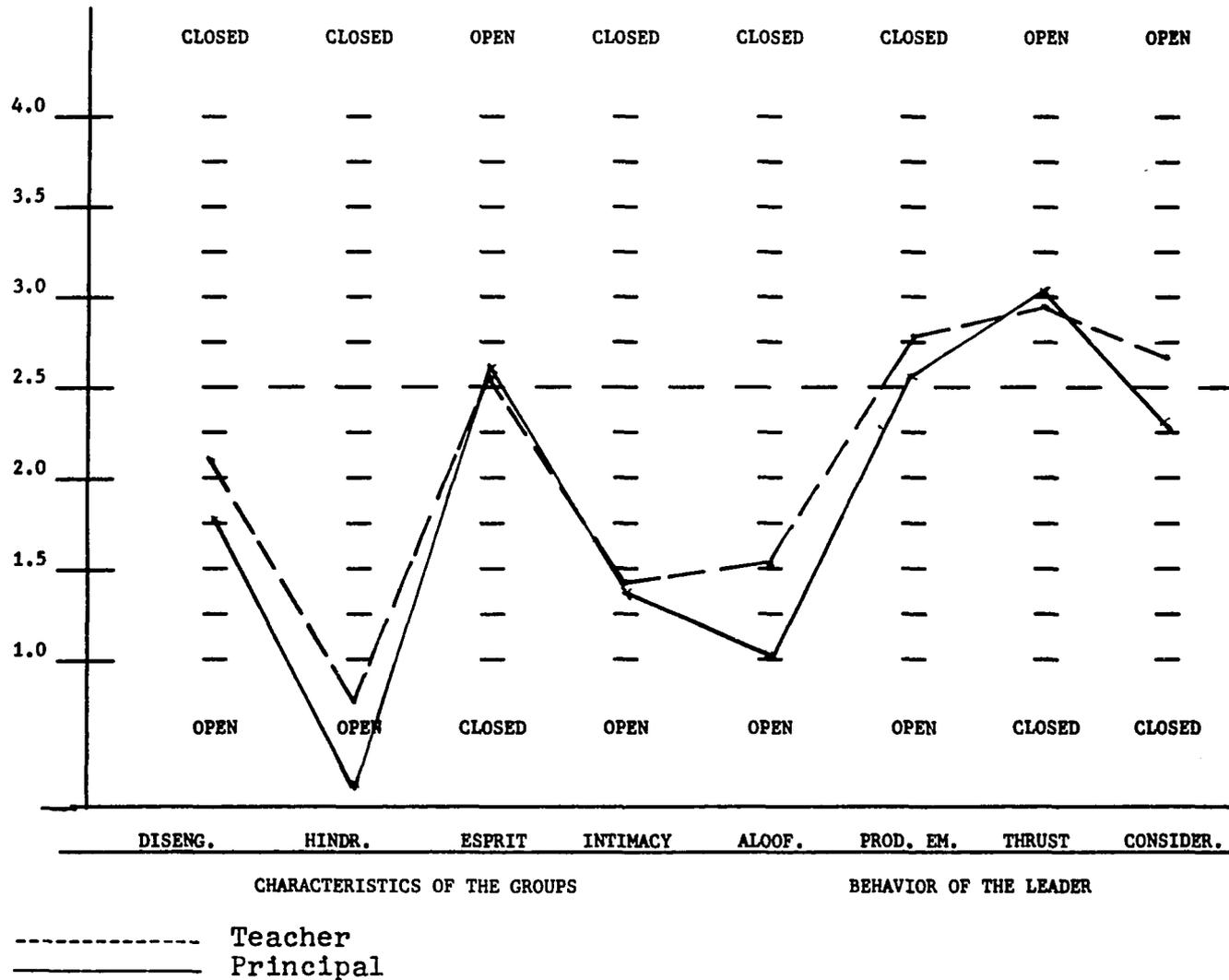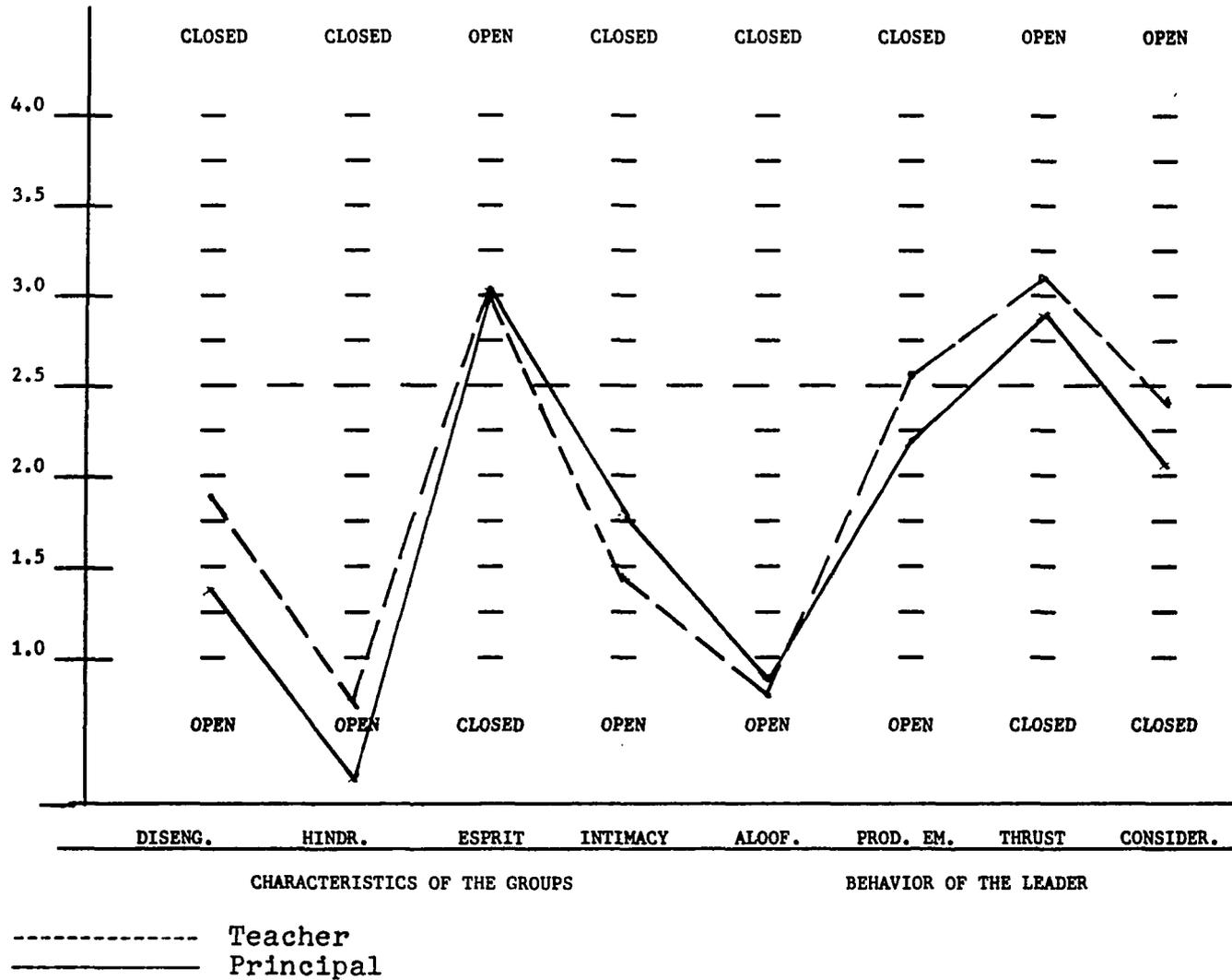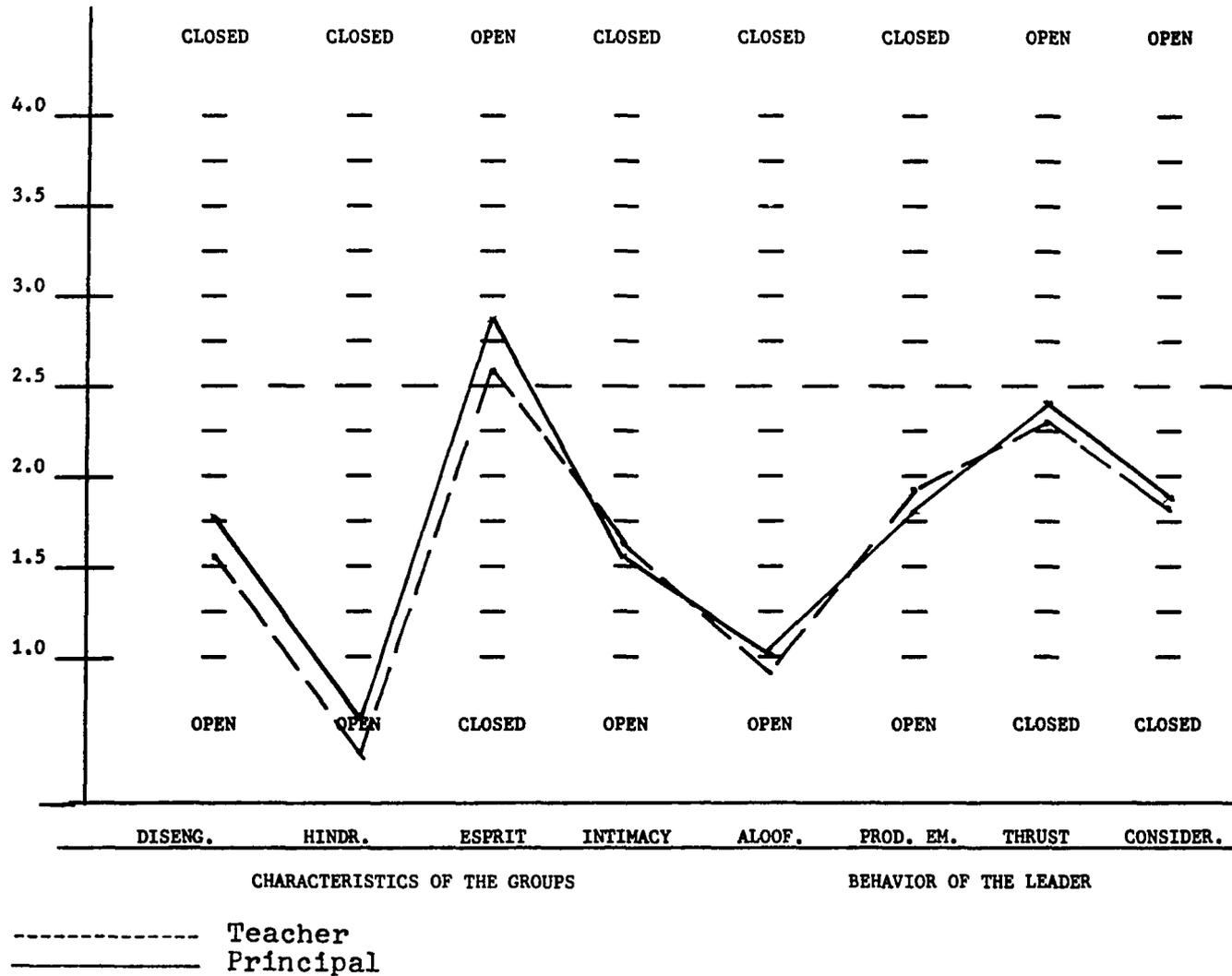Figure 69. Teacher OCP and Principal OCP in School No. 36 (0-4 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
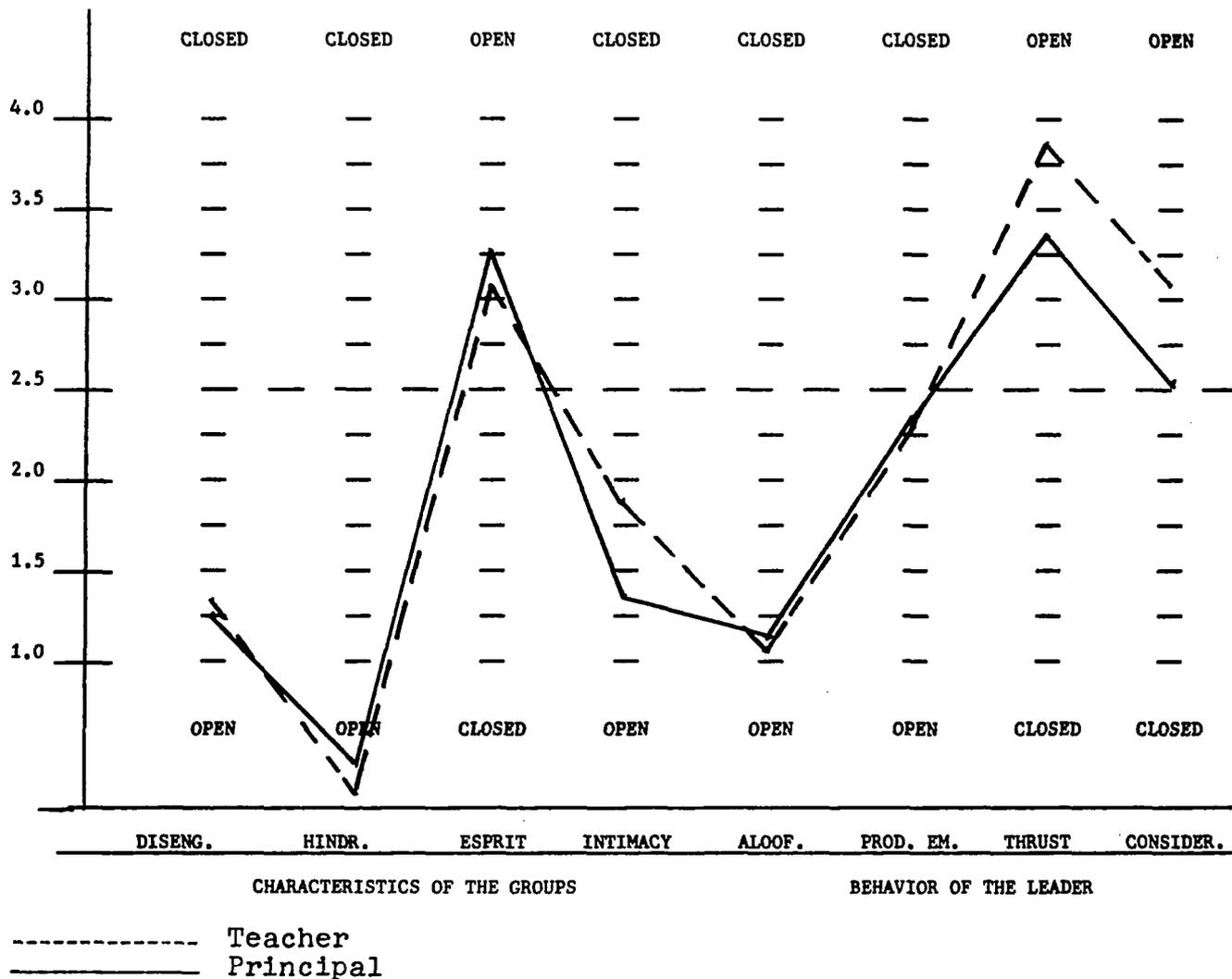
------------ Teacher
——————— Principal

Figure 70.   Teacher OCP and Principal OCP in School No. 6
            (5-10 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
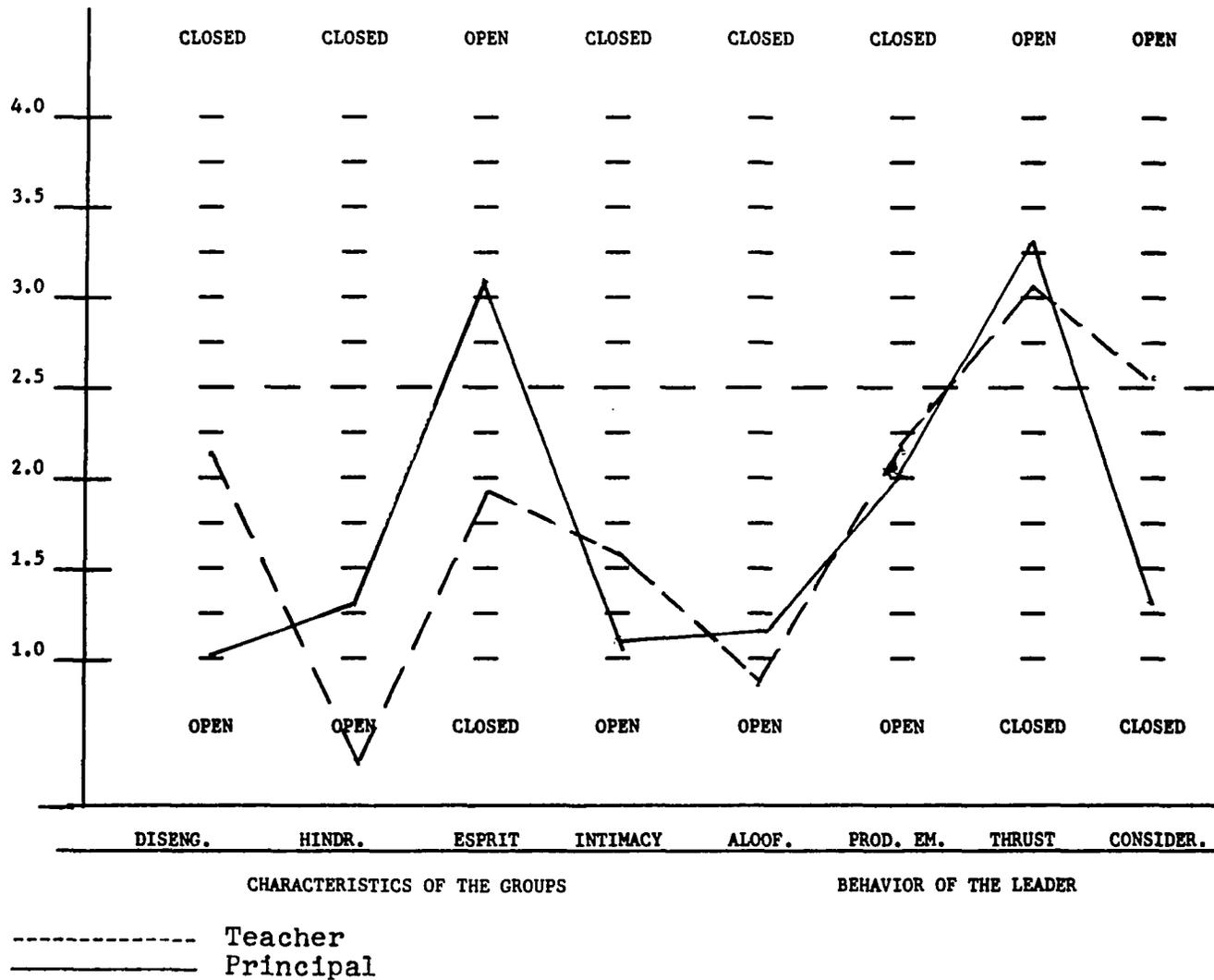
--------------- Teacher
——————— Principal

Figure 71. Teacher OCP and Principal OCP in School No. 7
(5-10 years)

| CLOSED | CLOSED | OPEN | CLOSED | CLOSED | CLOSED | OPEN | OPEN |

| OPEN | OPEN | CLOSED | OPEN | OPEN | OPEN | CLOSED | CLOSED |

| DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
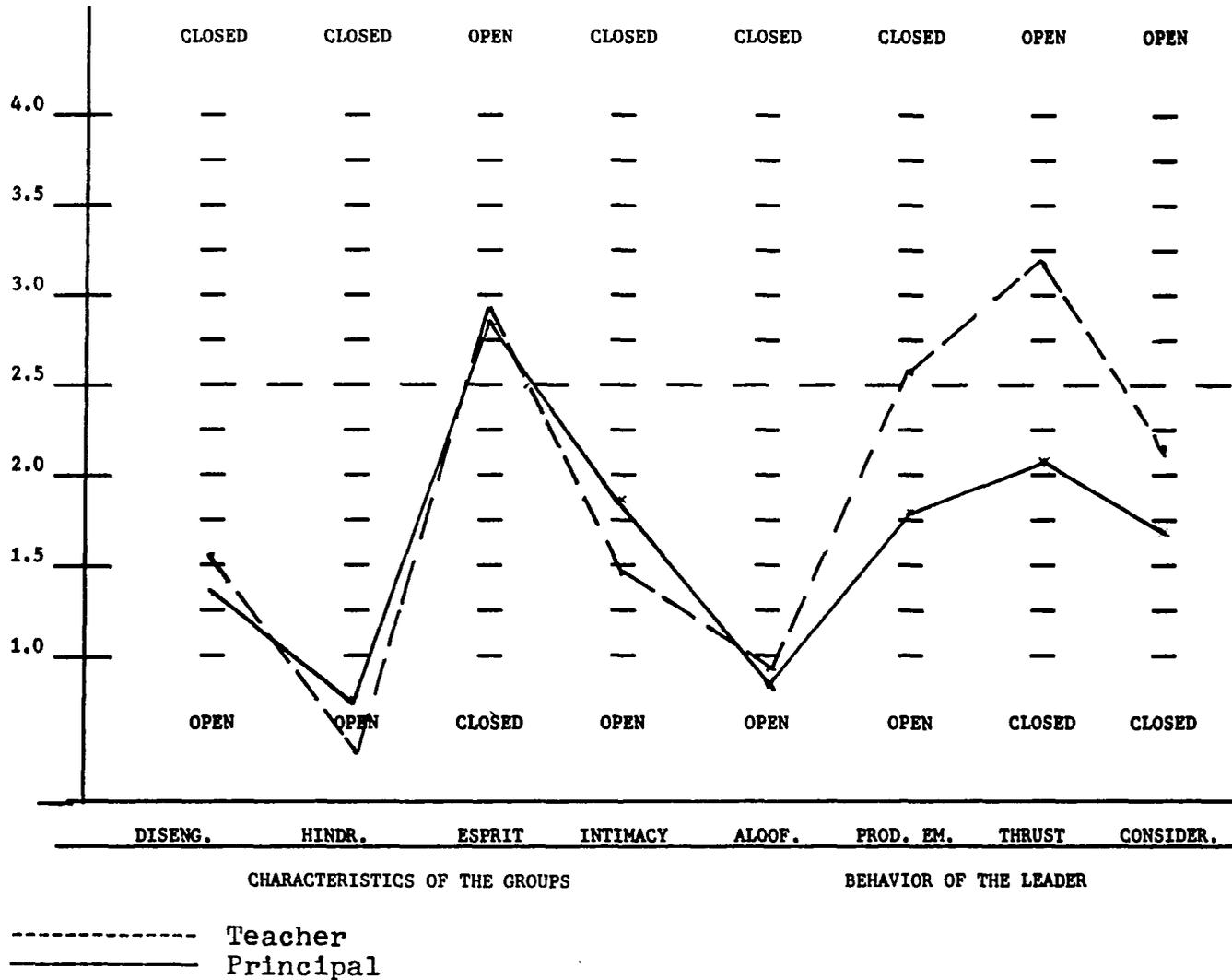
--------------- Teacher
─────────── Principal

Figure 72. Teacher OCP and Principal OCP in School No. 12
(5-10 years)

CLOSED   CLOSED   OPEN   CLOSED   CLOSED   CLOSED   OPEN   OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

OPEN   OPEN   CLOSED   OPEN   OPEN   OPEN   CLOSED   CLOSED

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
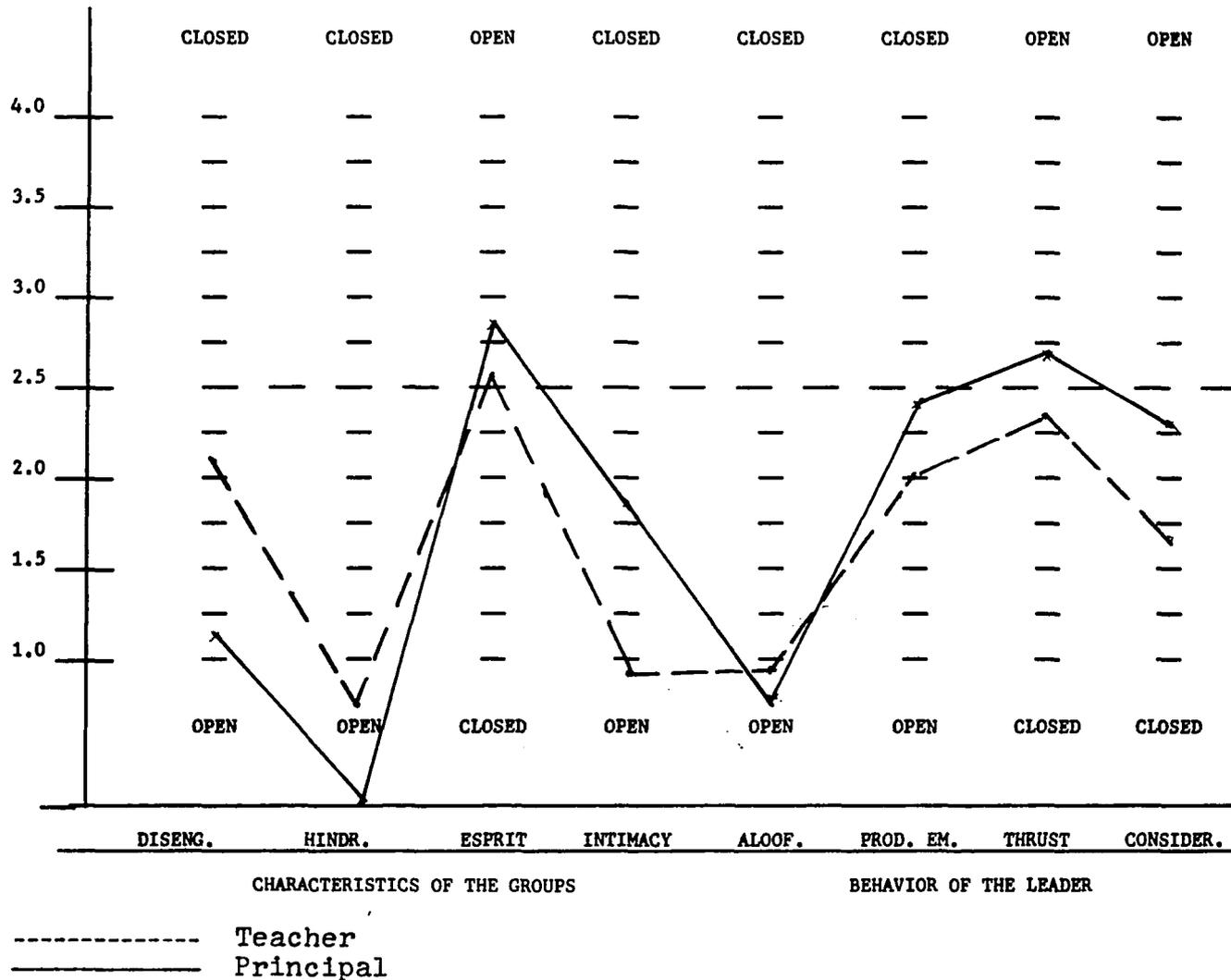
- - - - - - - - -   Teacher
———————   Principal

Figure 73. Teacher OCP and Principal OCP in School No. 13 (5-10 years)
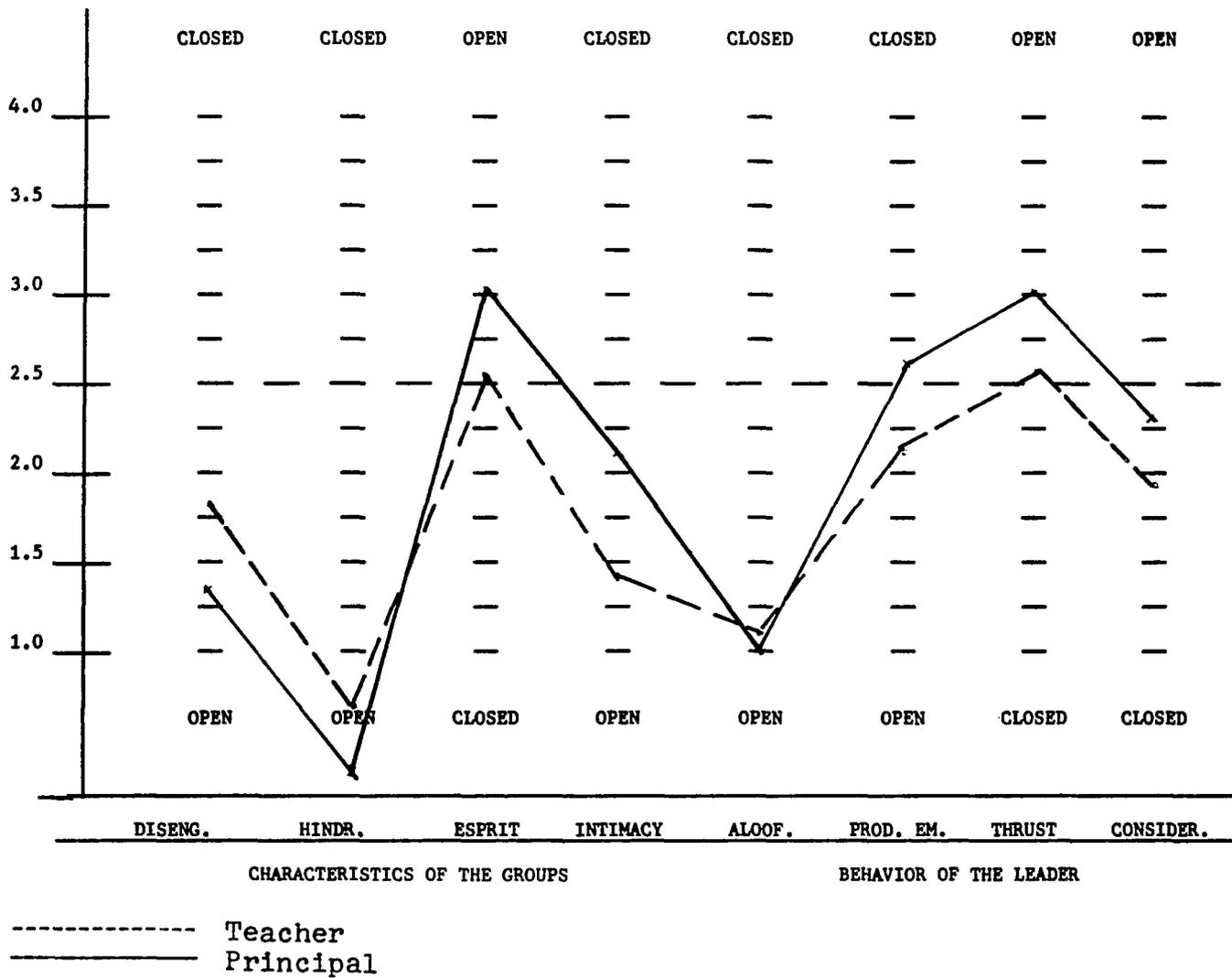
------------- Teacher
——————— Principal

Figure 74. Teacher OCP and Principal OCP in School No. 14 (5-10 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
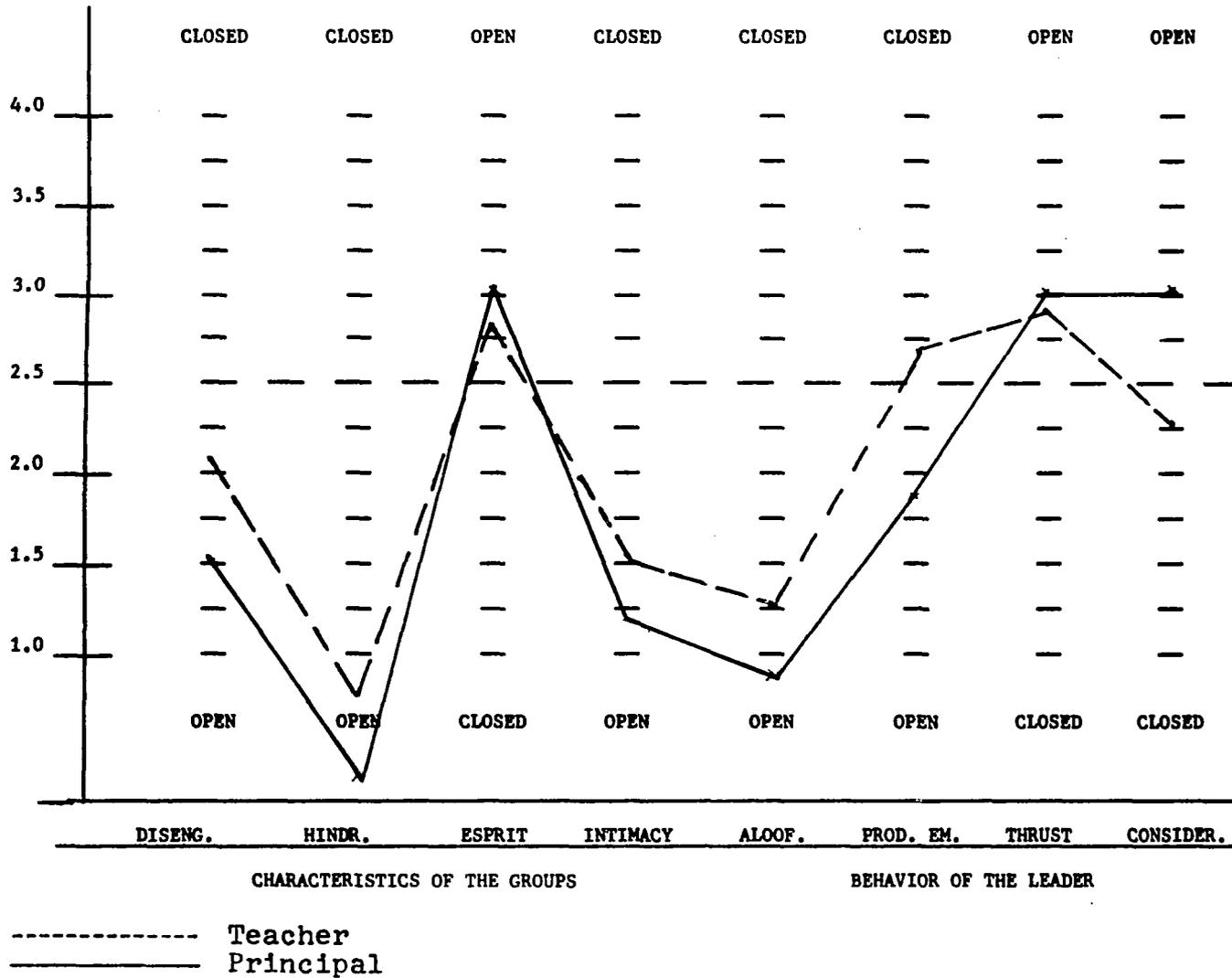
--------------- Teacher
————— Principal

Figure 75. Teacher OCP and Principal OCP in School No. 22
(5-10 years)
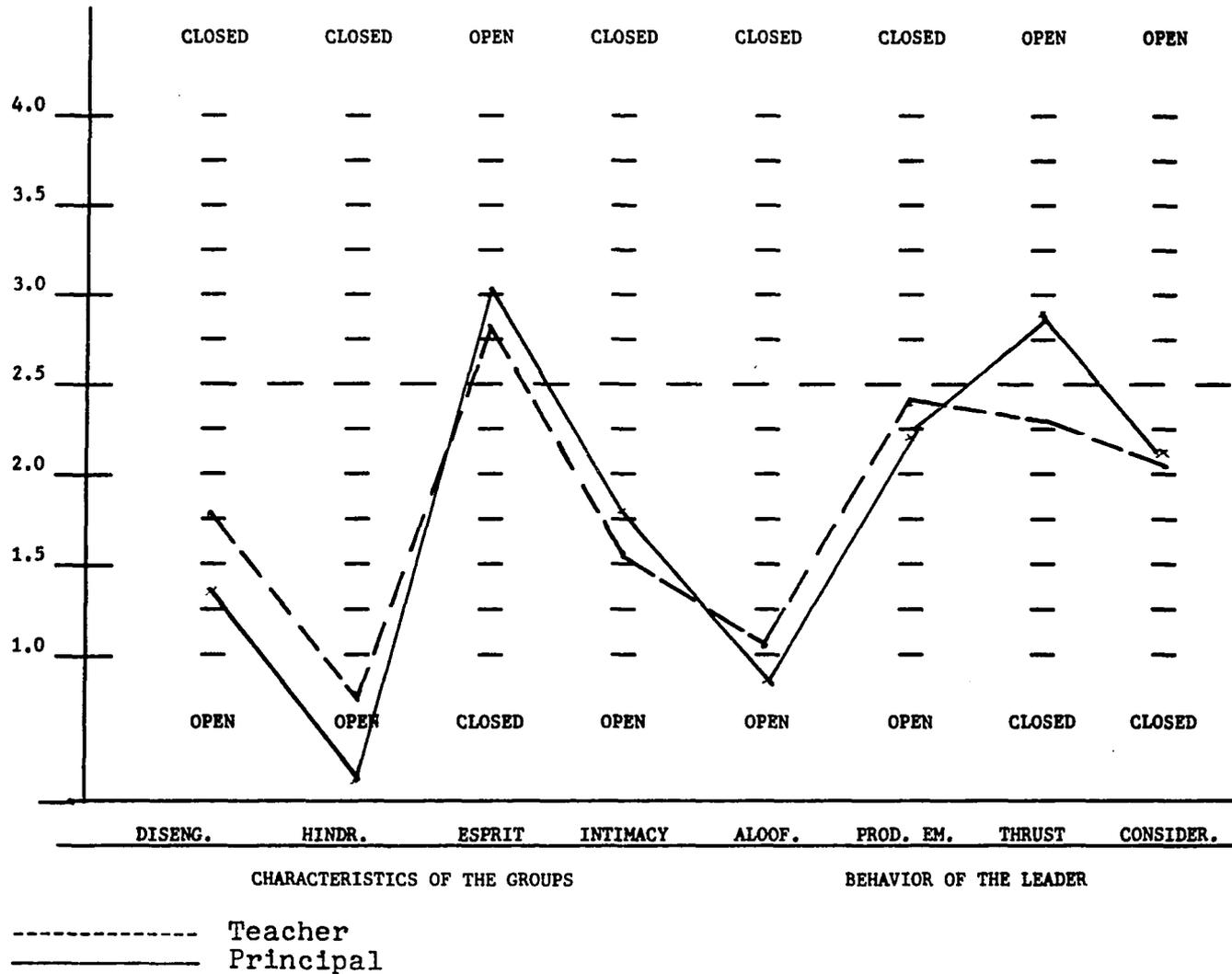
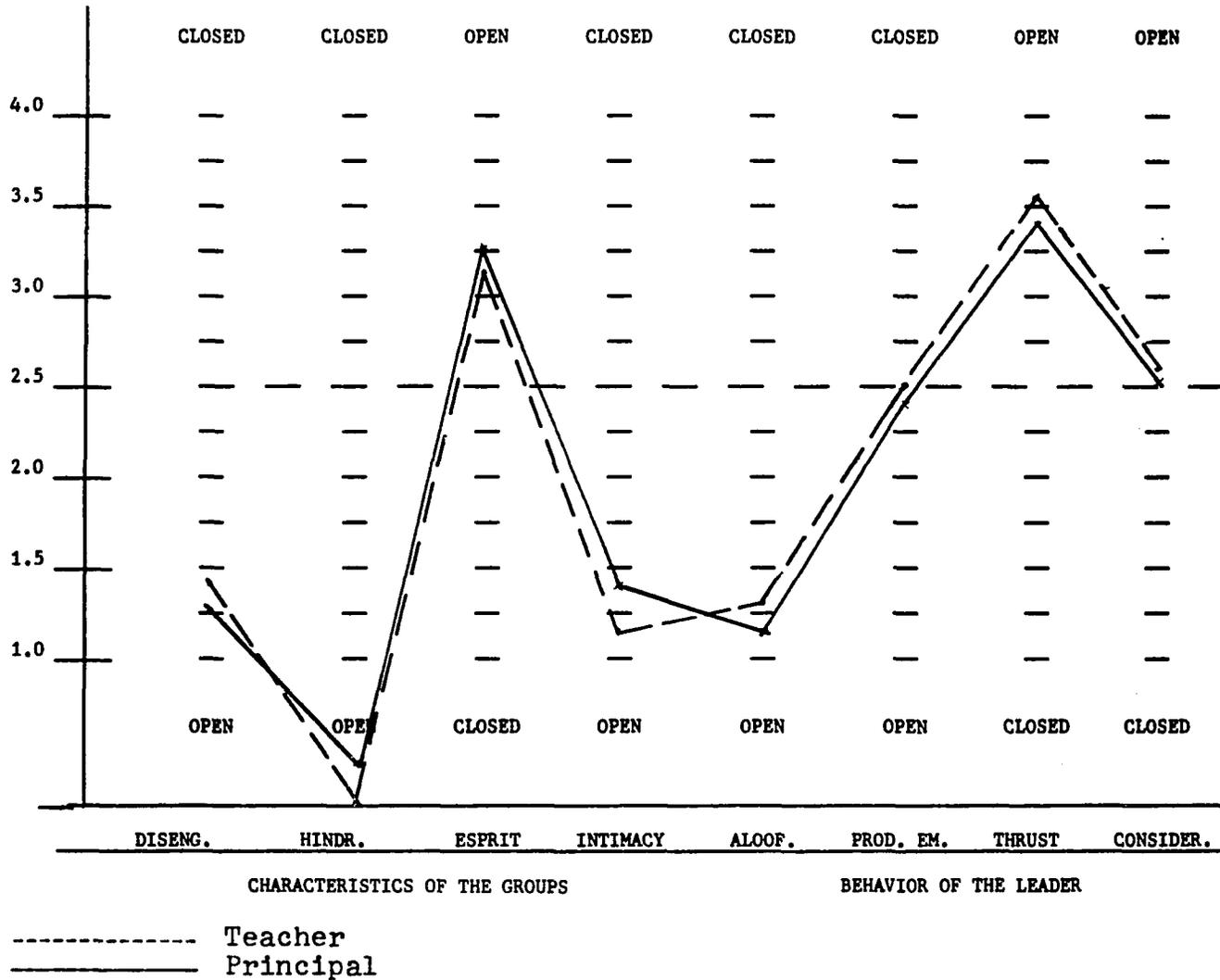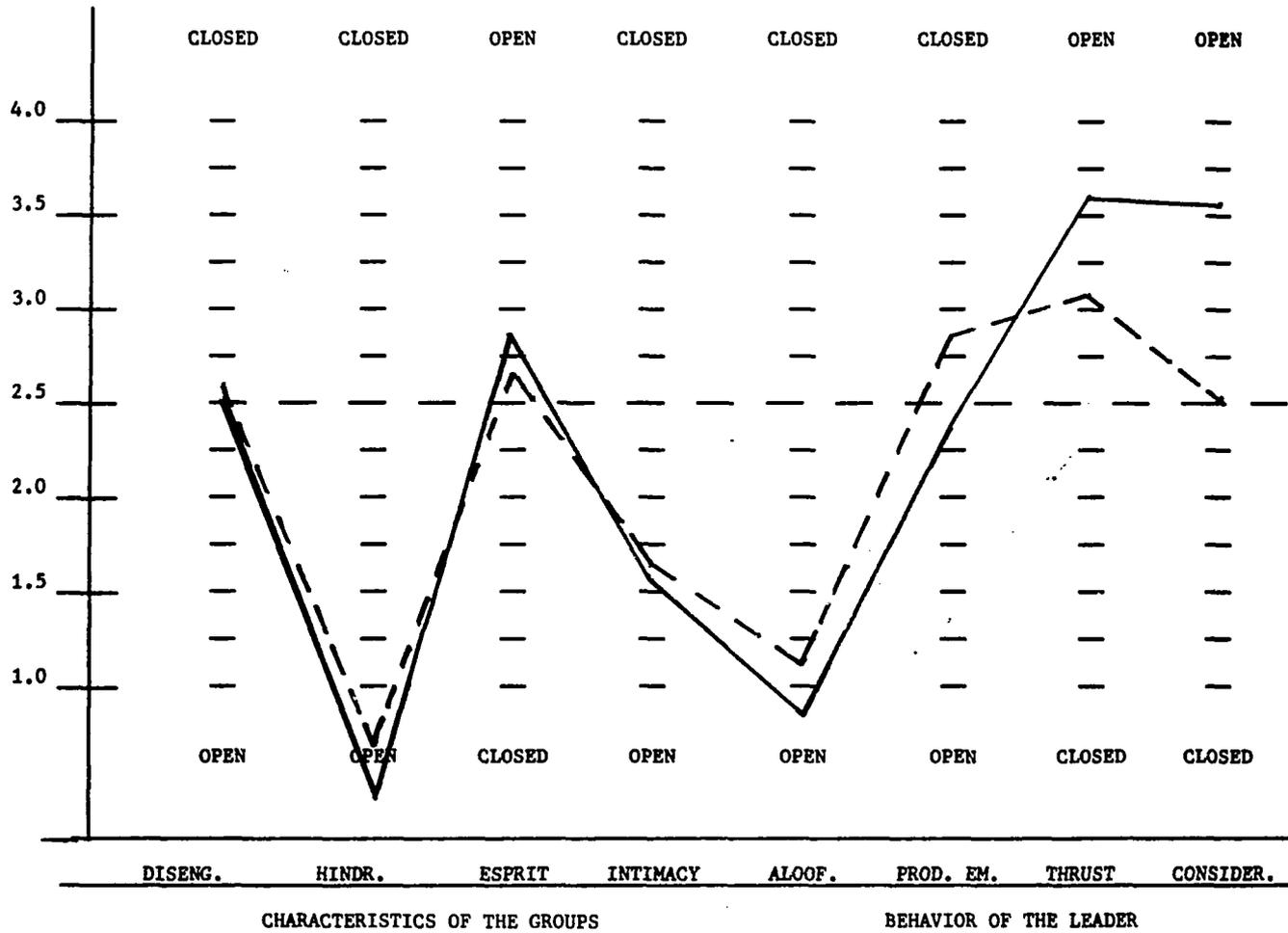Figure 76. Teacher OCP and Principal OCP in School No. 28 (5-10 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
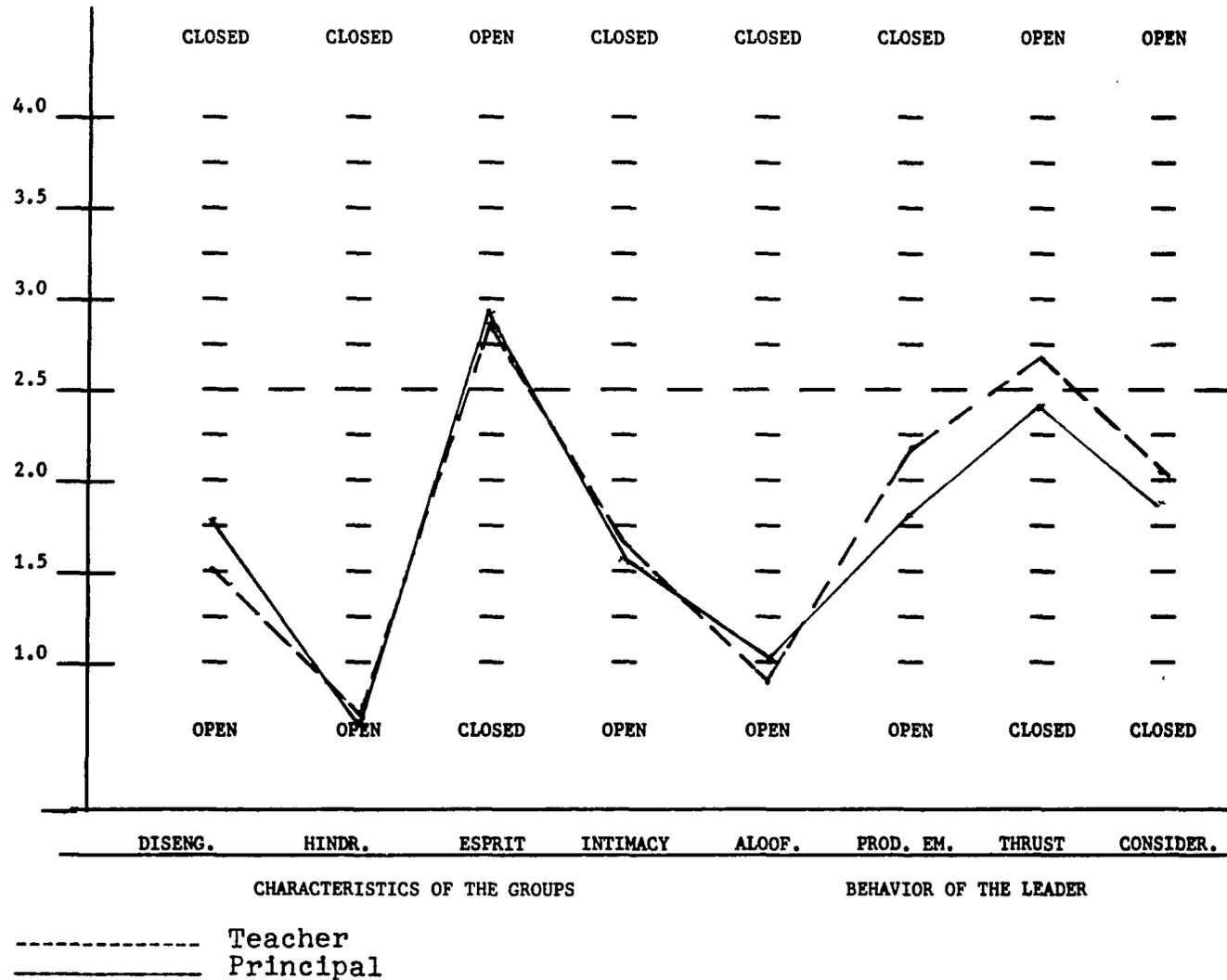
------------- Teacher
_____ Principal

Figure 77. Teacher OCP and Principal OCP in School No. 32 (5-10 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

```
-------------- Teacher
_____ Principal
```
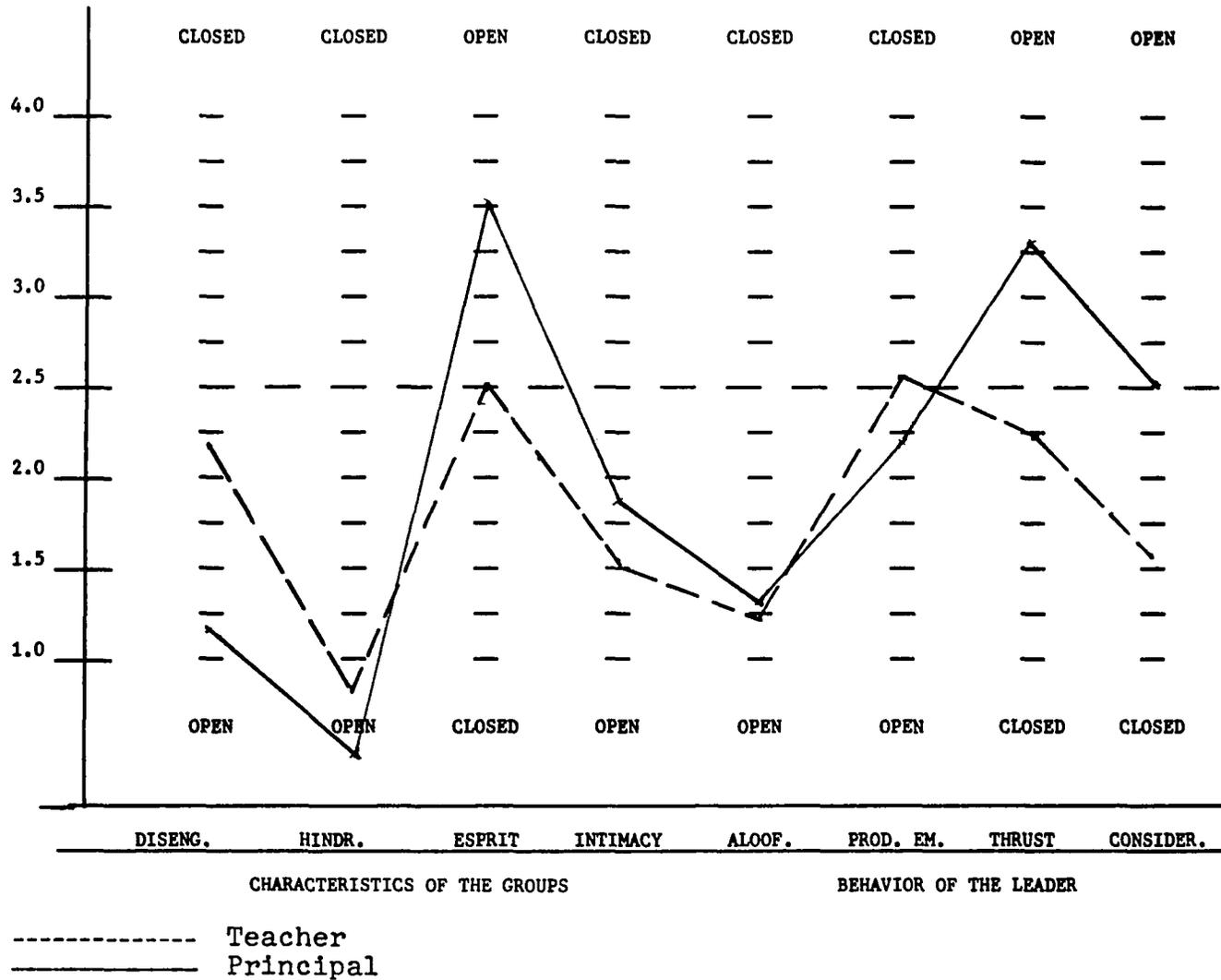
Figure 78. Teacher OCP and Principal OCP in School No. 34
            (5-10 years)
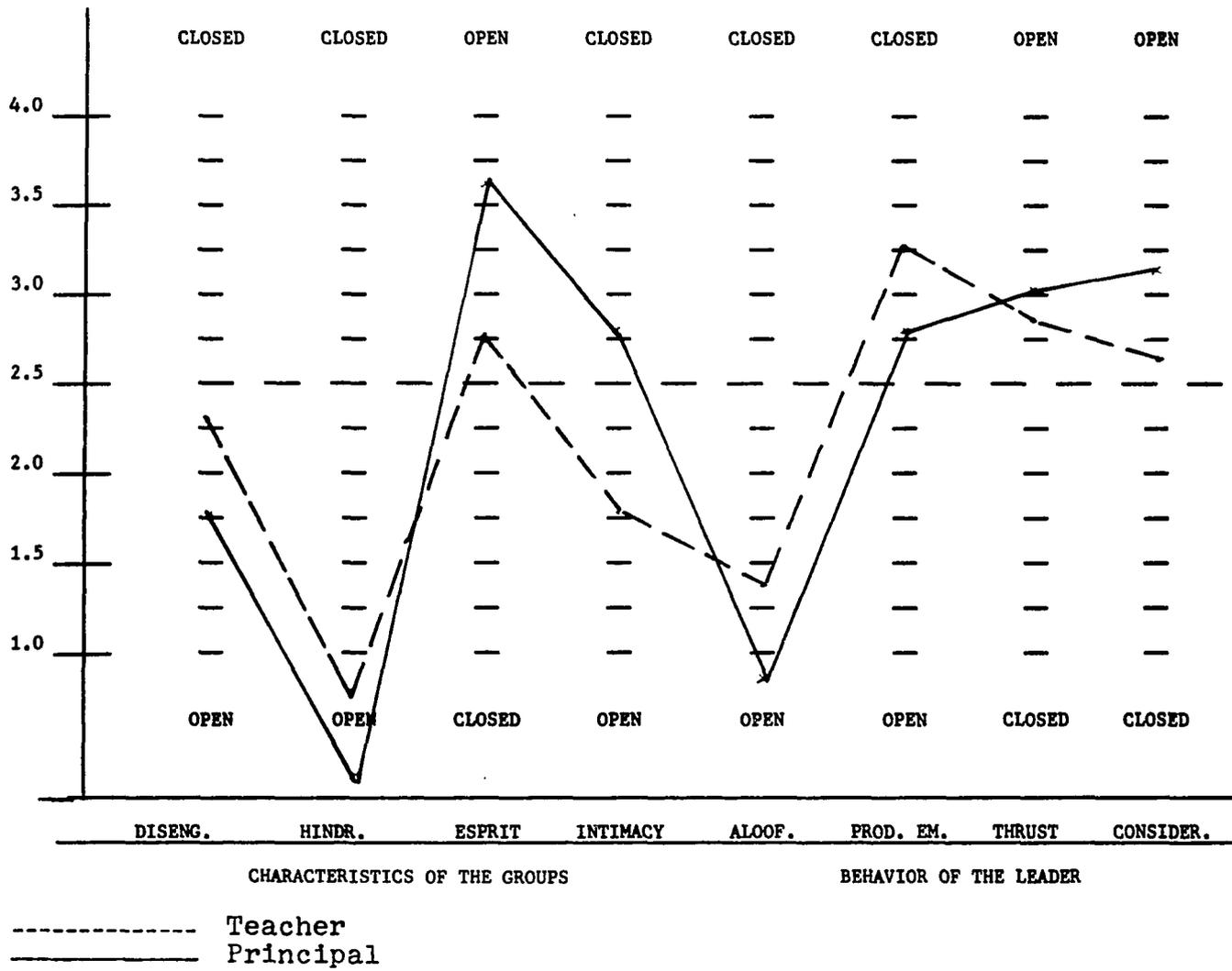
Figure 79. Teacher OCP and Principal OCP in School No. 36
            (5-10 years)

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
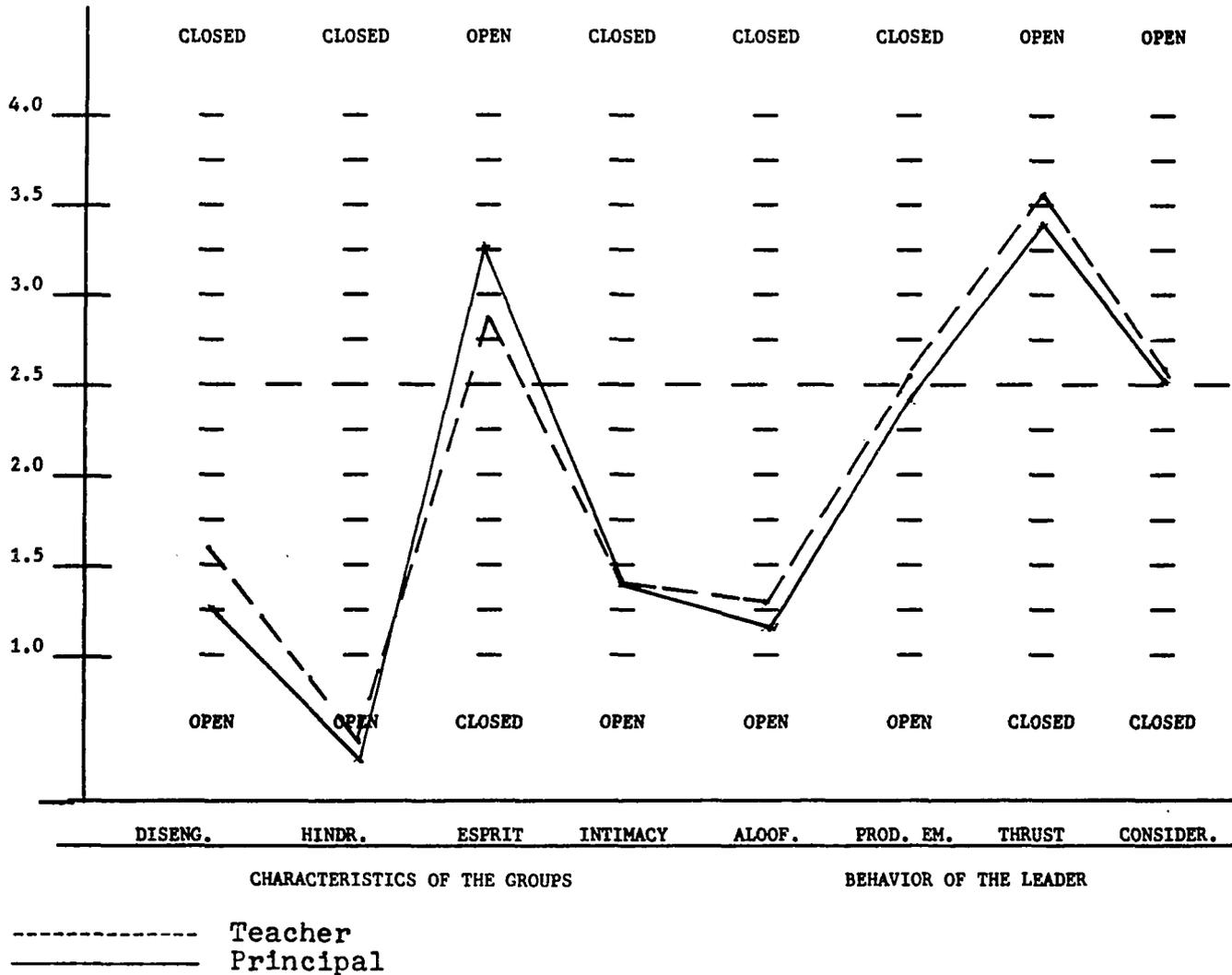
--------------- Teacher
——————— Principal

Figure 80. Teacher OCP and Principal OCP in School No. 5
           (11-15 years)
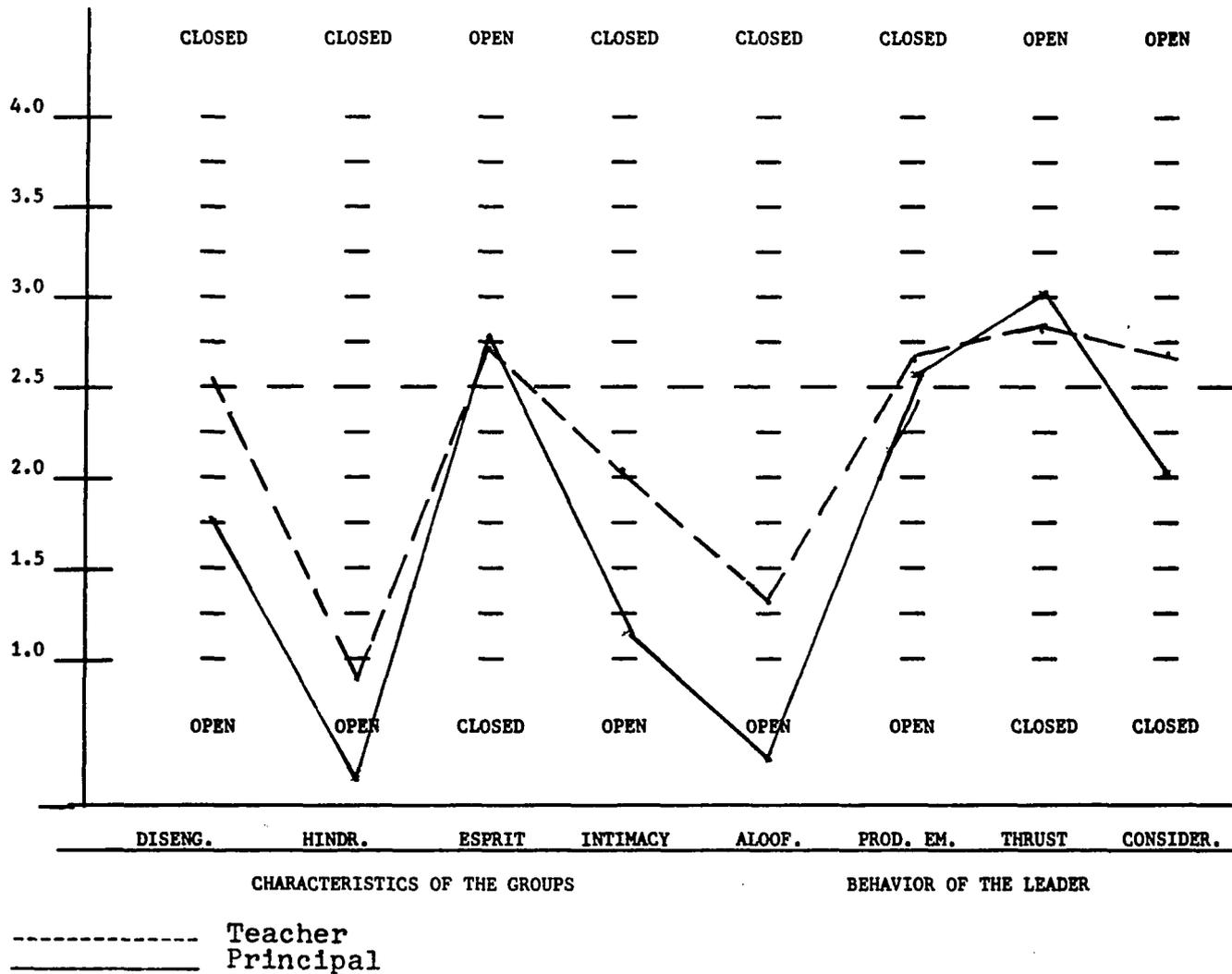
Figure 81. Teacher OCP and Principal OCP in School No. 6 (11-15 years)
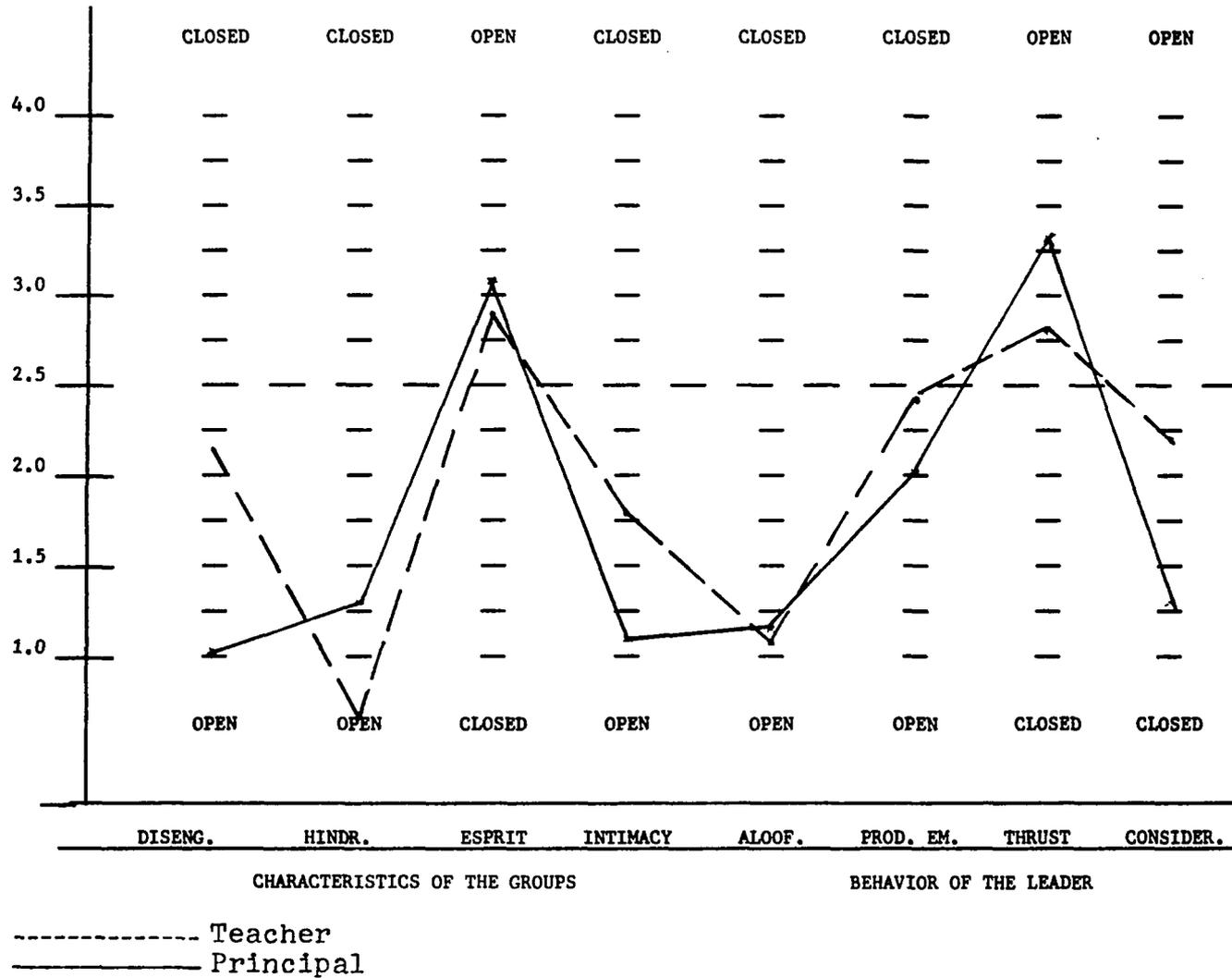
Figure 82. Teacher OCP and Principal OCP in School No. 7
(11-15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
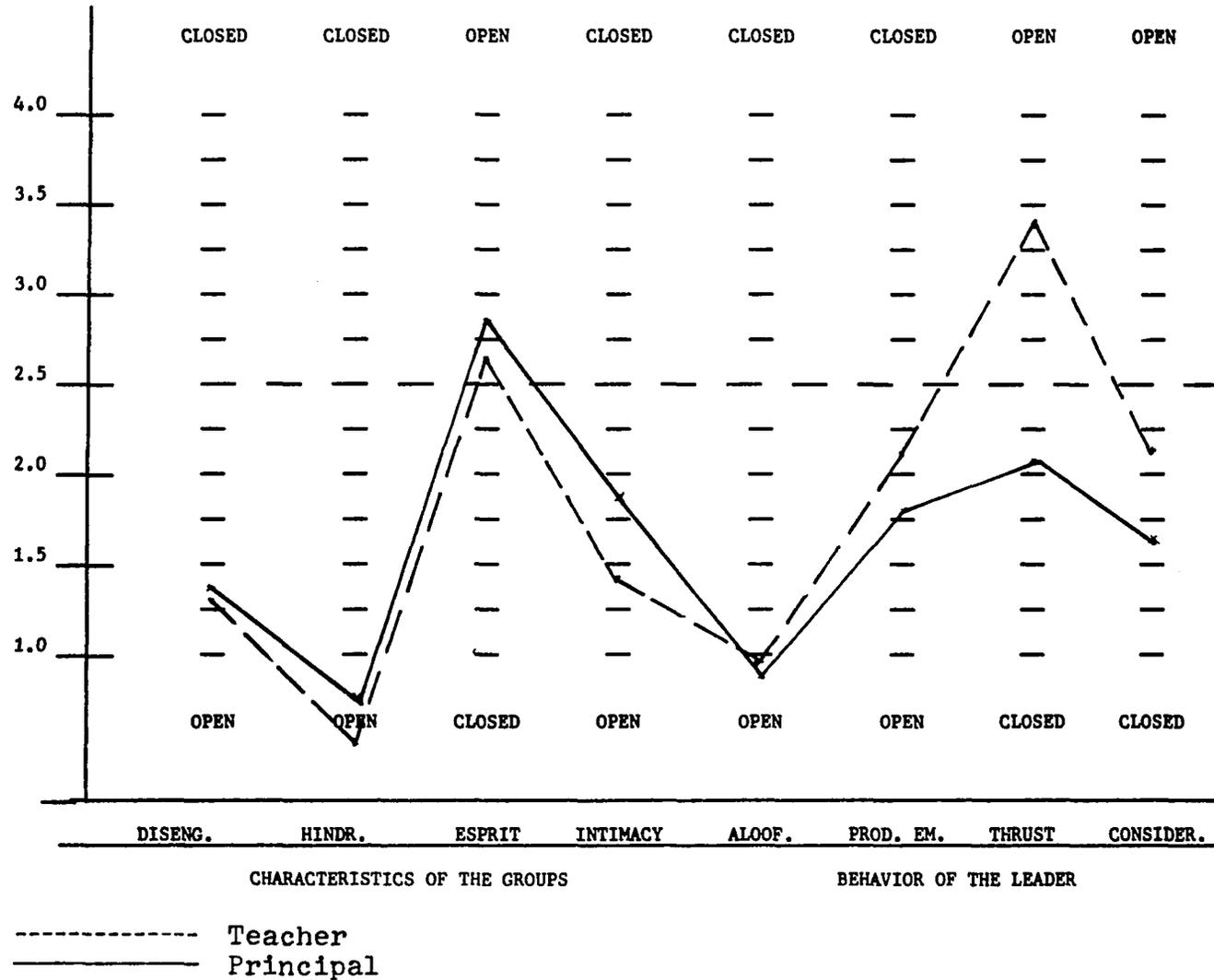
------------ Teacher
———————— Principal

Figure 83. Teacher OCP and Principal OCP in School No. 12
(11-15 years

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

| DISENG. | HINDR. | ESPRIT | INTIMACY | ALOOF. | PROD. EM. | THRUST | CONSIDER. |

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
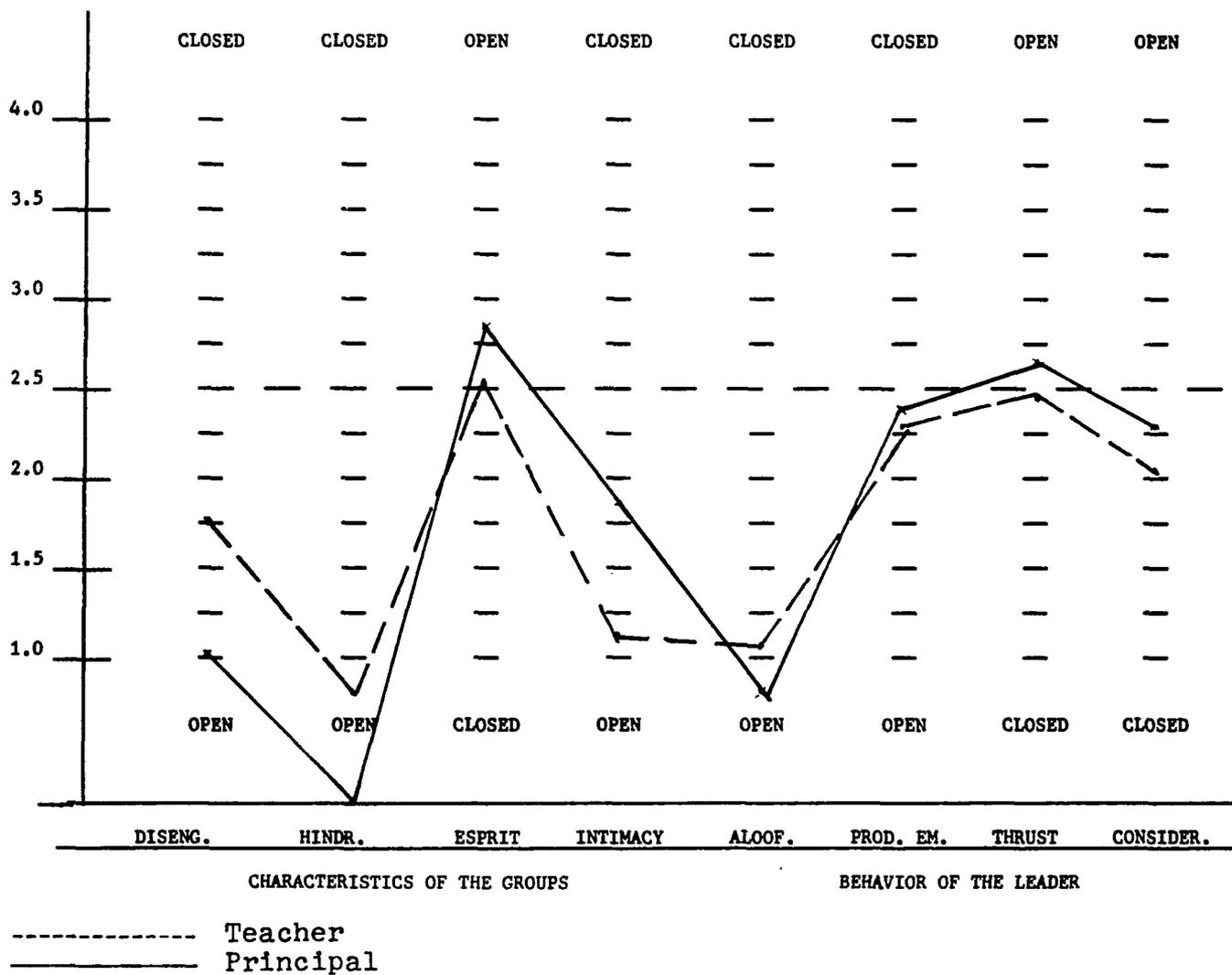
------------- Teacher
_____ Principal

Figure 84. Teacher OCP and Principal OCP in School No. 13 (11-15 years)
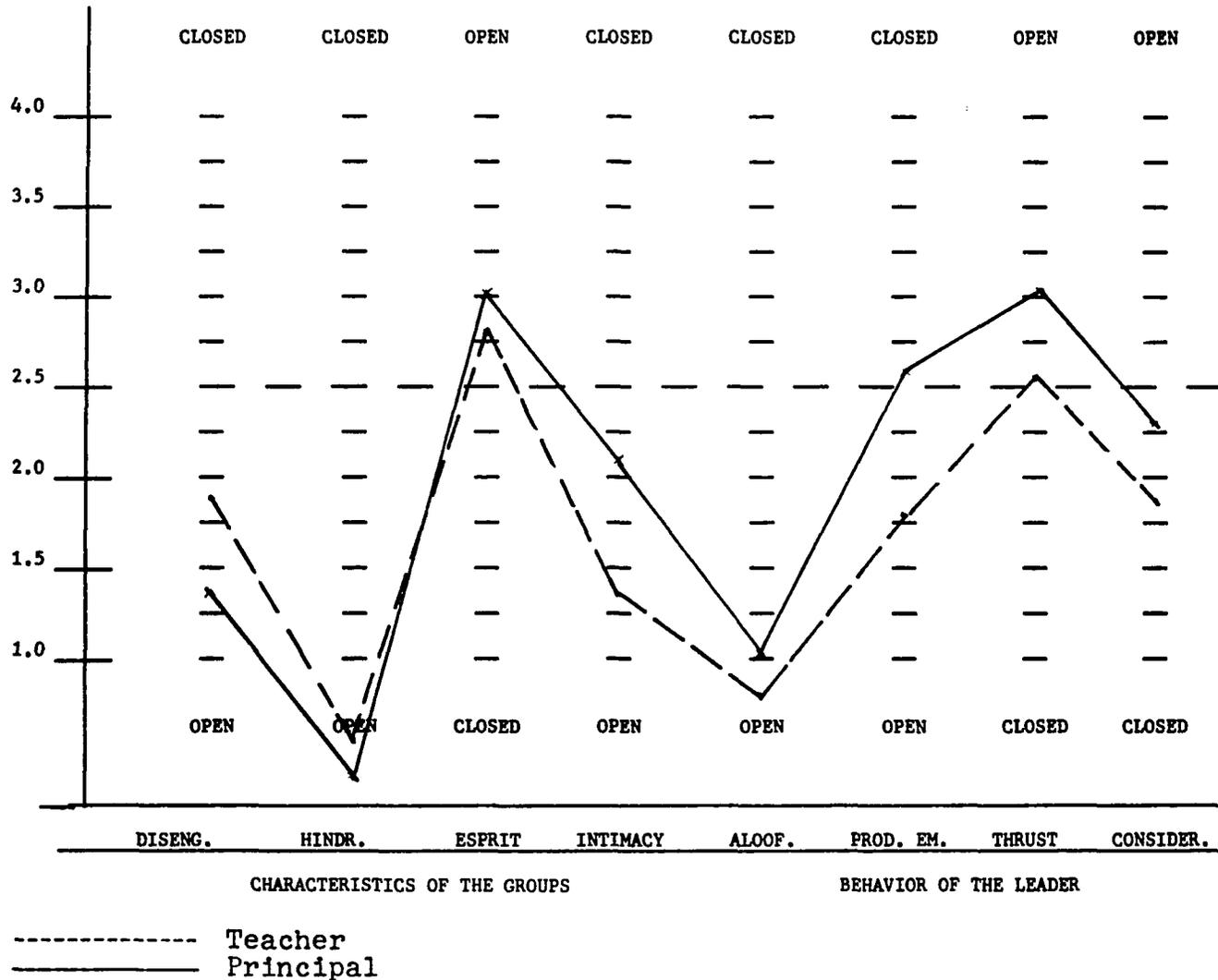
------------- Teacher
——————— Principal

Figure 85. Teacher OCP and Principal OCP in School No. 14 (11-15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
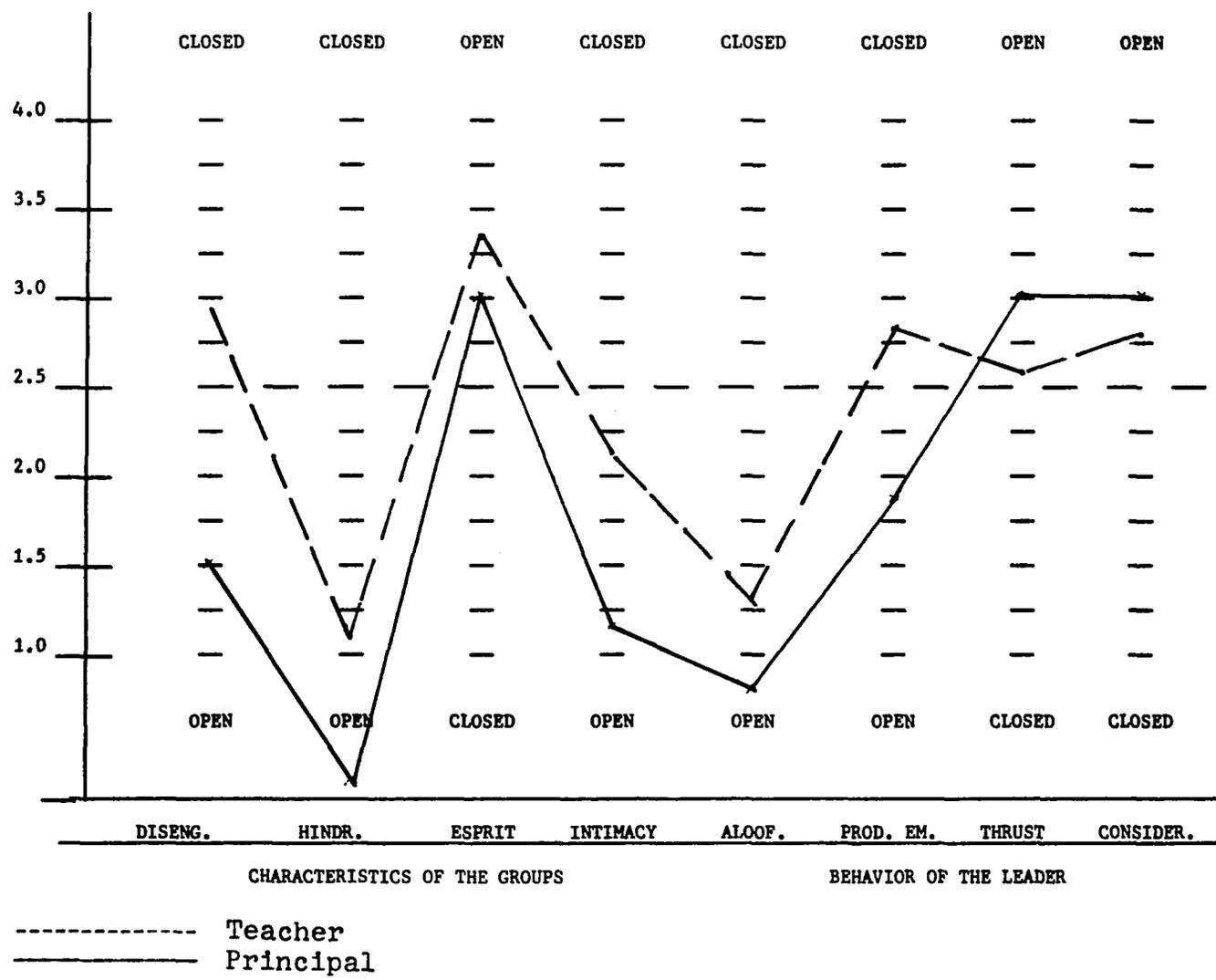
------------ Teacher
———————— Principal

Figure 86. Teacher OCP and Principal OCP in School No. 29 (11-15 years)
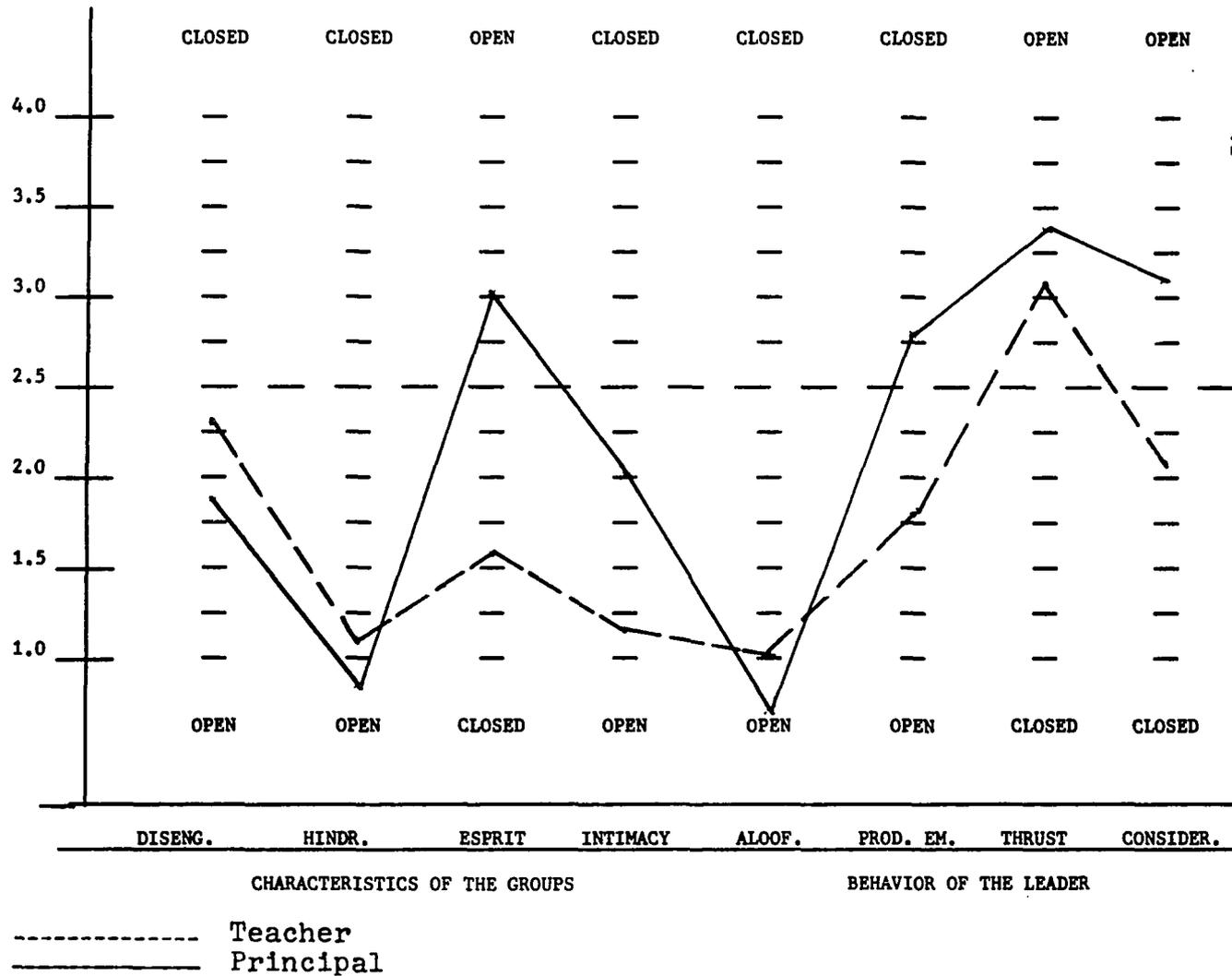
Figure 87. Teacher OCP and Principal OCP in School No. 31
(11-15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.
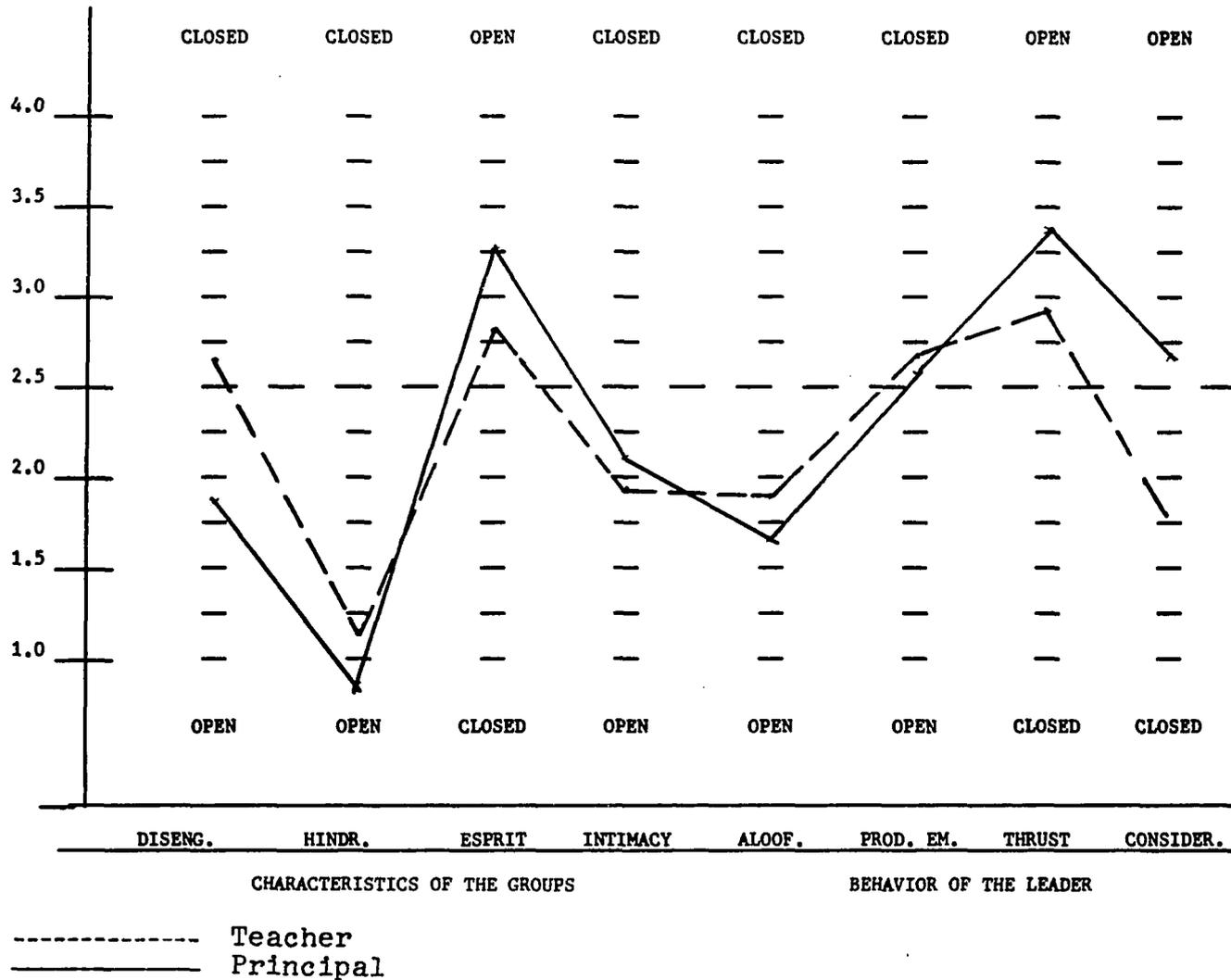
-------------- Teacher
————————— Principal

Figure 88. Teacher OCP and Principal OCP in School 32 (11-15 years)
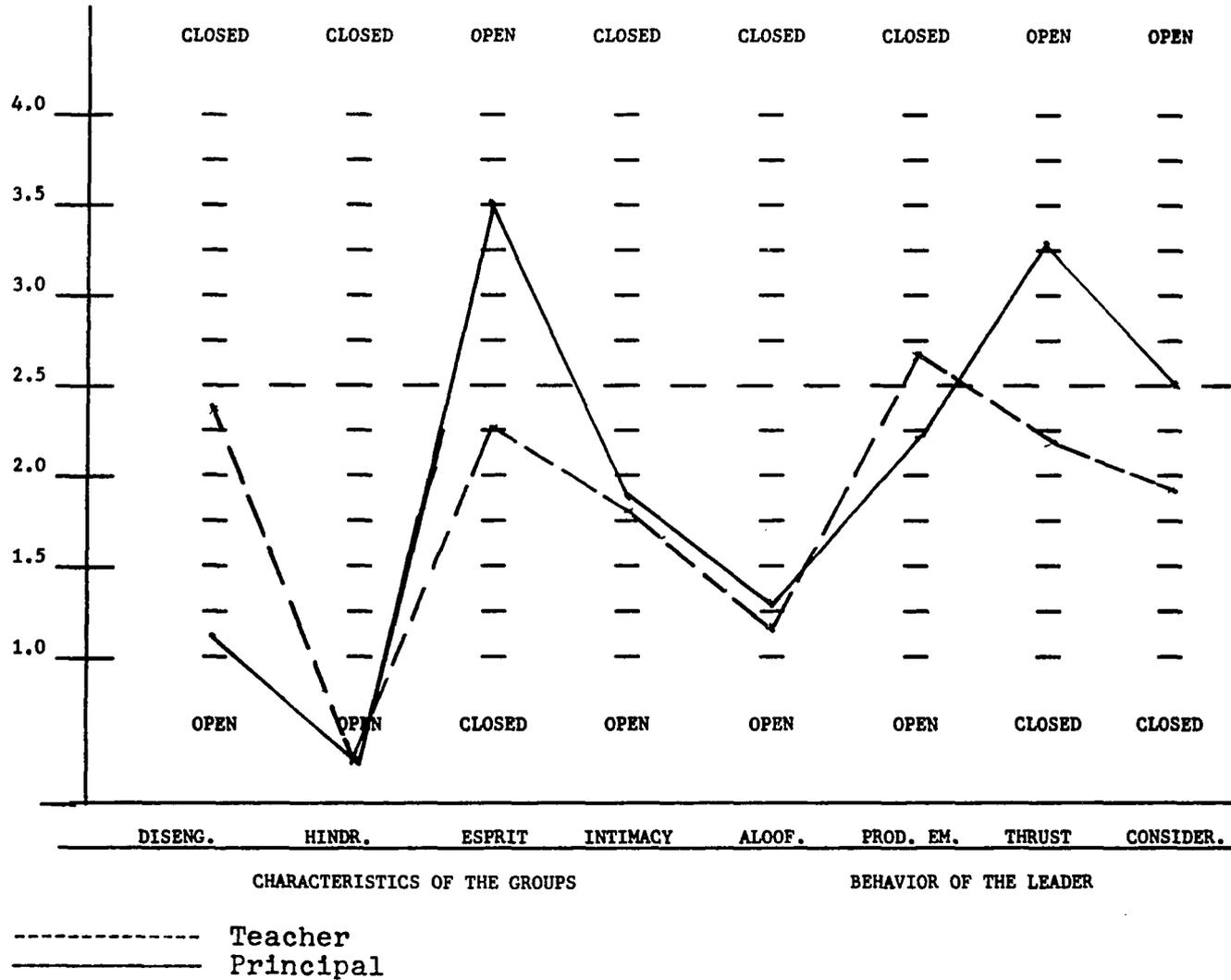
Figure 89. Teacher OCP and Principal OCP in School No. 36
(11-15 years)

Figure 90.   Teacher OCP and Principal OCP in School No. 6
(Over 15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Teacher
_____ Principal

Figure 91. Teacher OCP and Principal OCP in School No. 7
             (Over 15 years)

Figure 92. Teacher OCP and Principal OCP in School No. 12
(Over 15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

--------------- Teacher
—————————— Principal

Figure 93. Teacher OCP and Principal OCP in School No. 13
(Over 15 years)

CLOSED CLOSED OPEN CLOSED CLOSED CLOSED OPEN OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

OPEN OPEN CLOSED OPEN OPEN OPEN CLOSED CLOSED

DISENG. HINDR. ESPRIT INTIMACY ALOOF. PROD. EM. THRUST CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

--------------- Teacher
─────────── Principal

Figure 94. Teacher OCP and Principal OCP in School No. 14
(Over 15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - - - Teacher
————————— Principal

Figure 95. Teacher OCP and Principal OCP in School No. 21
(Over 15 years)

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - - - - Teacher
——————— Principal

Figure 96. Teacher OCP and Principal OCP in School No. 22
(Over 15 years)

Figure 97. Teacher OCP and Principal OCP in School No. 28
(Over 15 years)

Figure 98. Teacher OCP and Principal OCP in School No. 32
(Over 15 years)
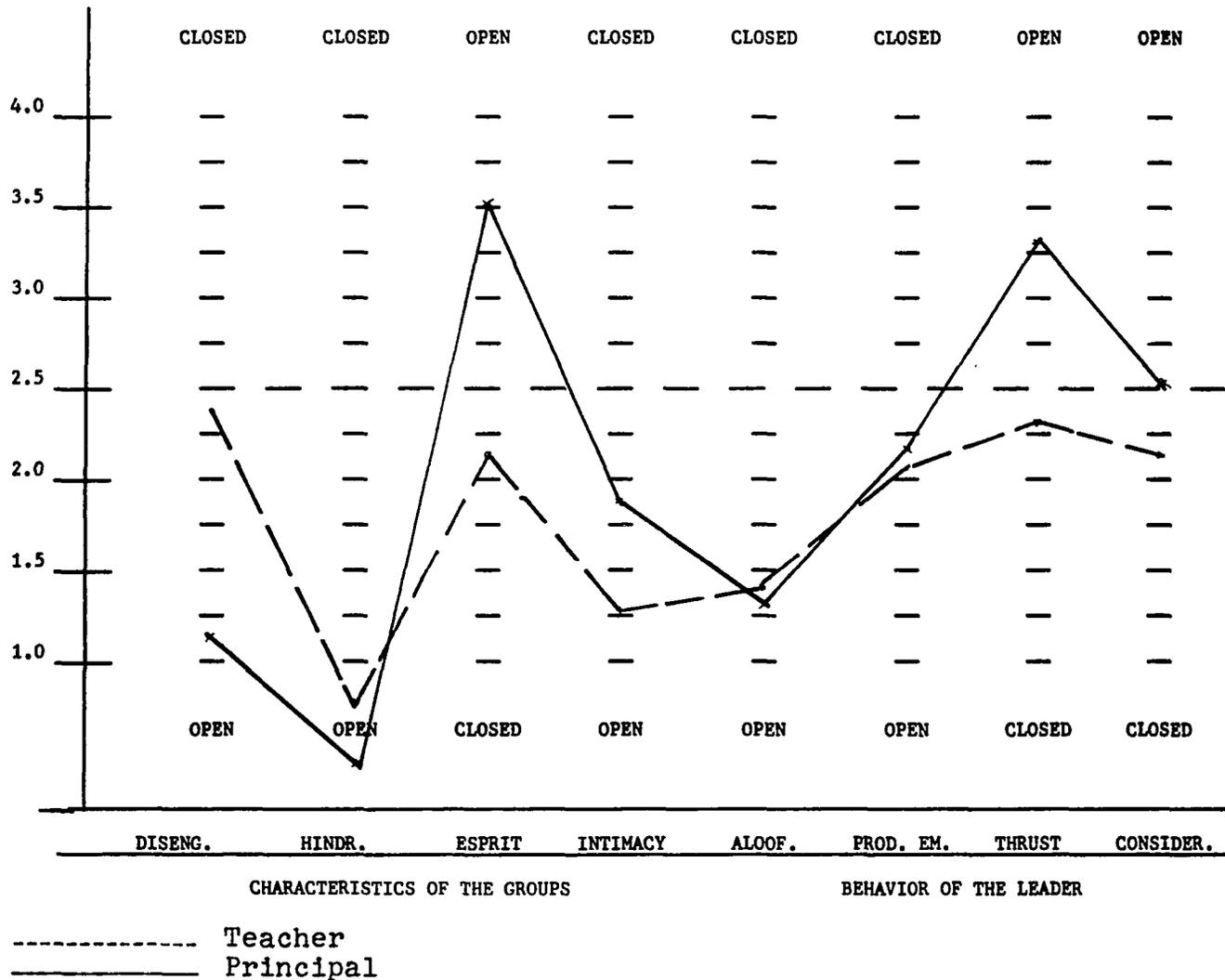
Figure 99. Teacher OCP and Principal OCP in School No. 36
(Over 15 years)

CLOSED   CLOSED   OPEN   CLOSED   CLOSED   CLOSED   OPEN   OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

OPEN   OPEN   CLOSED   OPEN   OPEN   OPEN   CLOSED   CLOSED

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------   Teacher
——————————   Principal

Figure 100

Majority Teacher OCP and Minority Principal OCP in School No. 4

--------------- Majority Teacher
_____ Minority Principal

Figure 101

Majority Teacher OCP and Minority Principal OCP in School No. 5

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

```
- - - - - - - - - -   Majority Teacher
_____   Minority Principal
```
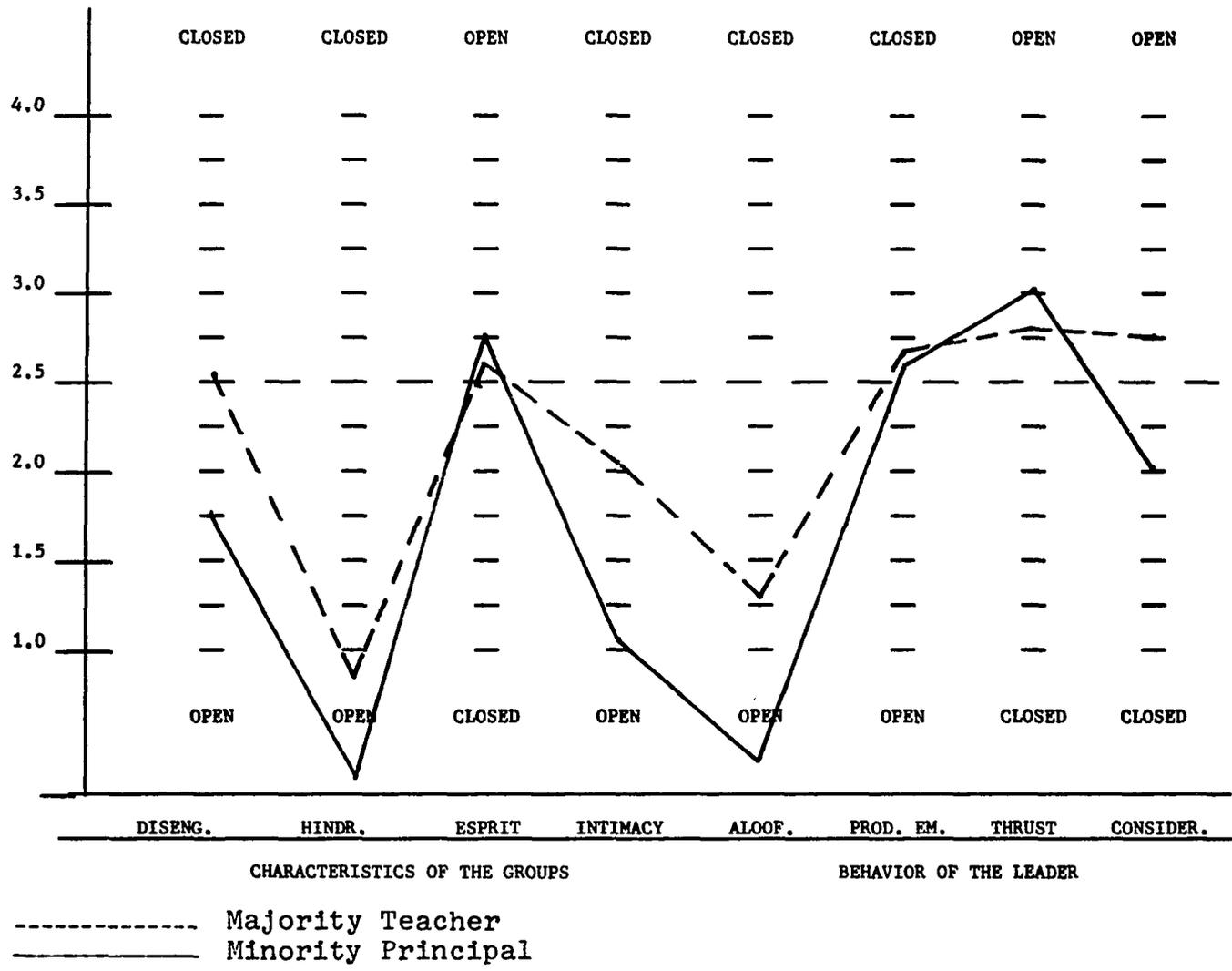
Figure 102

Majority Teacher OCP and Minority Principal OCP in School No. 9

--------------- Majority Teacher
——————— Minority Principal
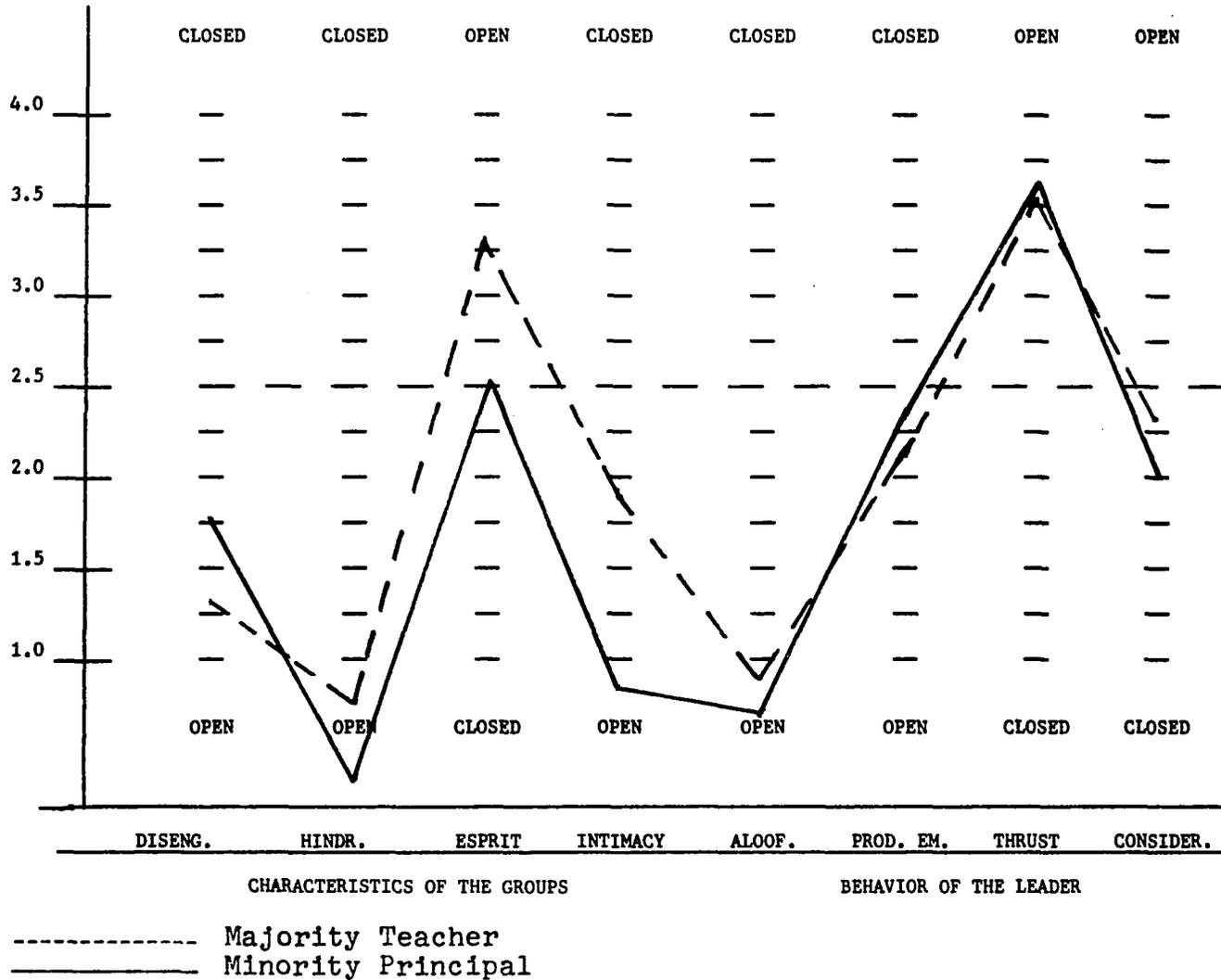
Figure 103

Majority Teacher OCP and Minority Principal OCP in School No. 10
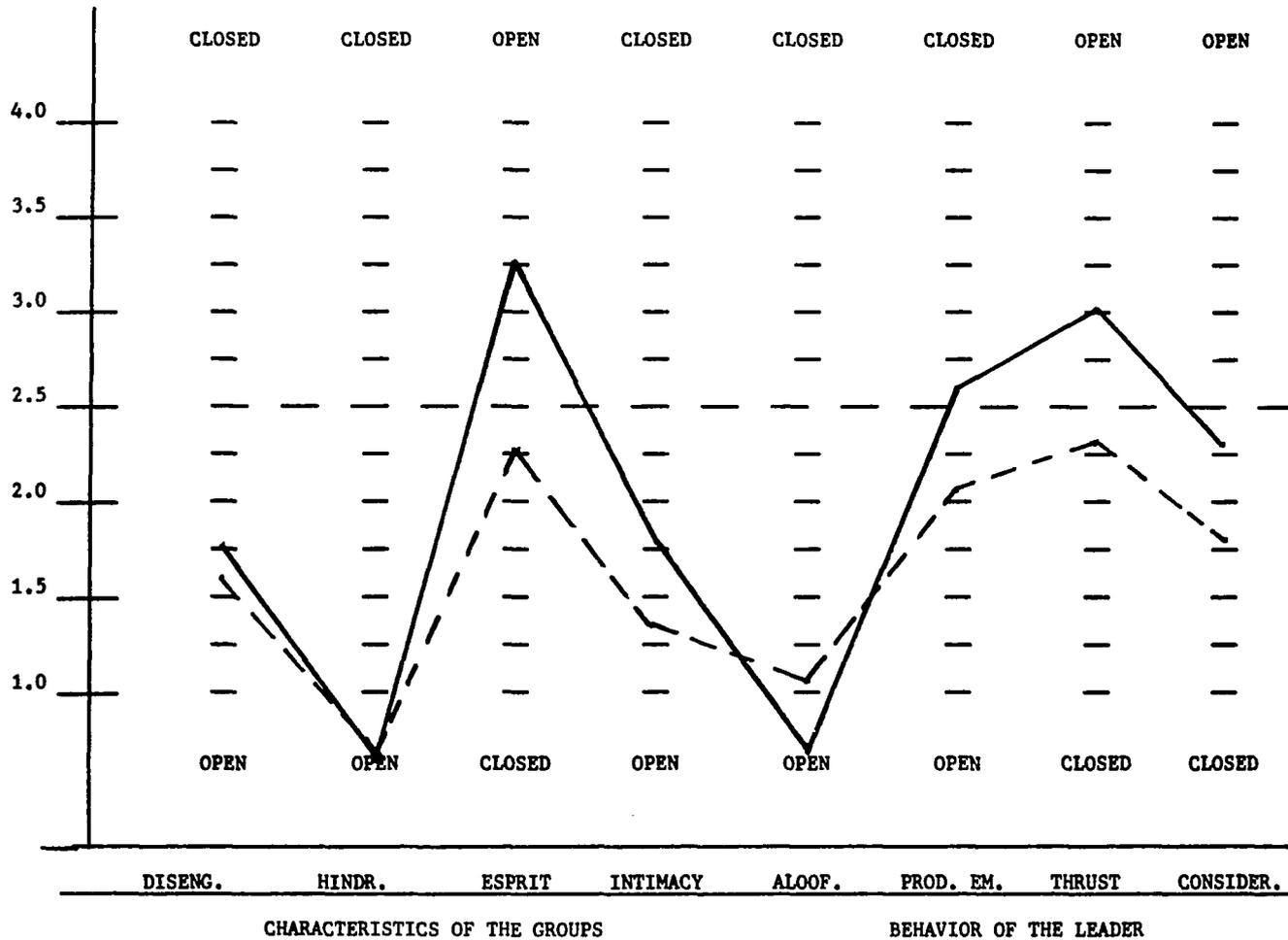
--------------- Majority Teacher
——————— Minority Principal

Figure 104

Majority Teacher OCP and Minority Principal OCP in School 11

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
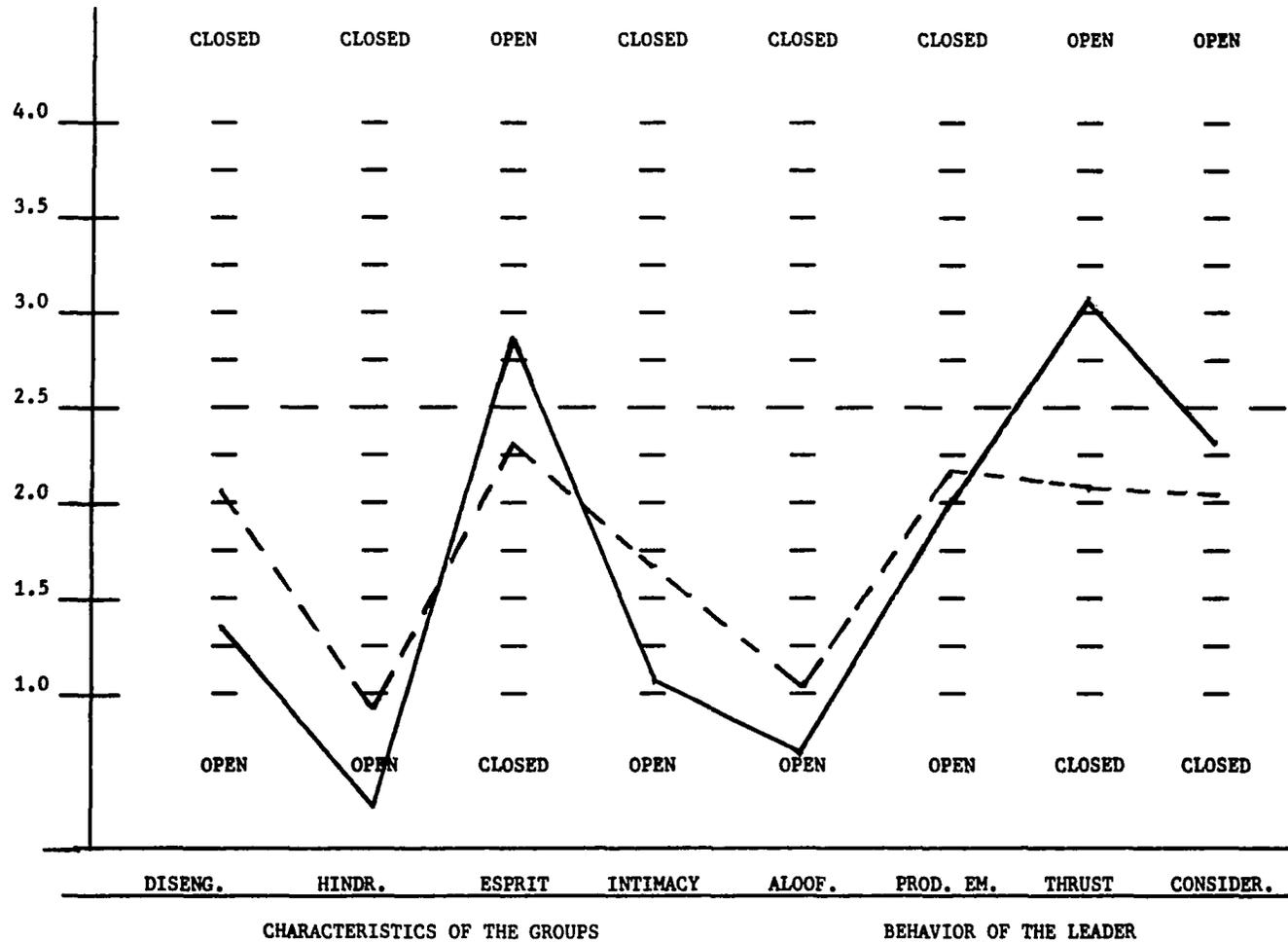
------------ Majority Teacher
————— Minority Principal

Figure 105

Majority Teacher OCP and Minority Principal OCP in School No. 19
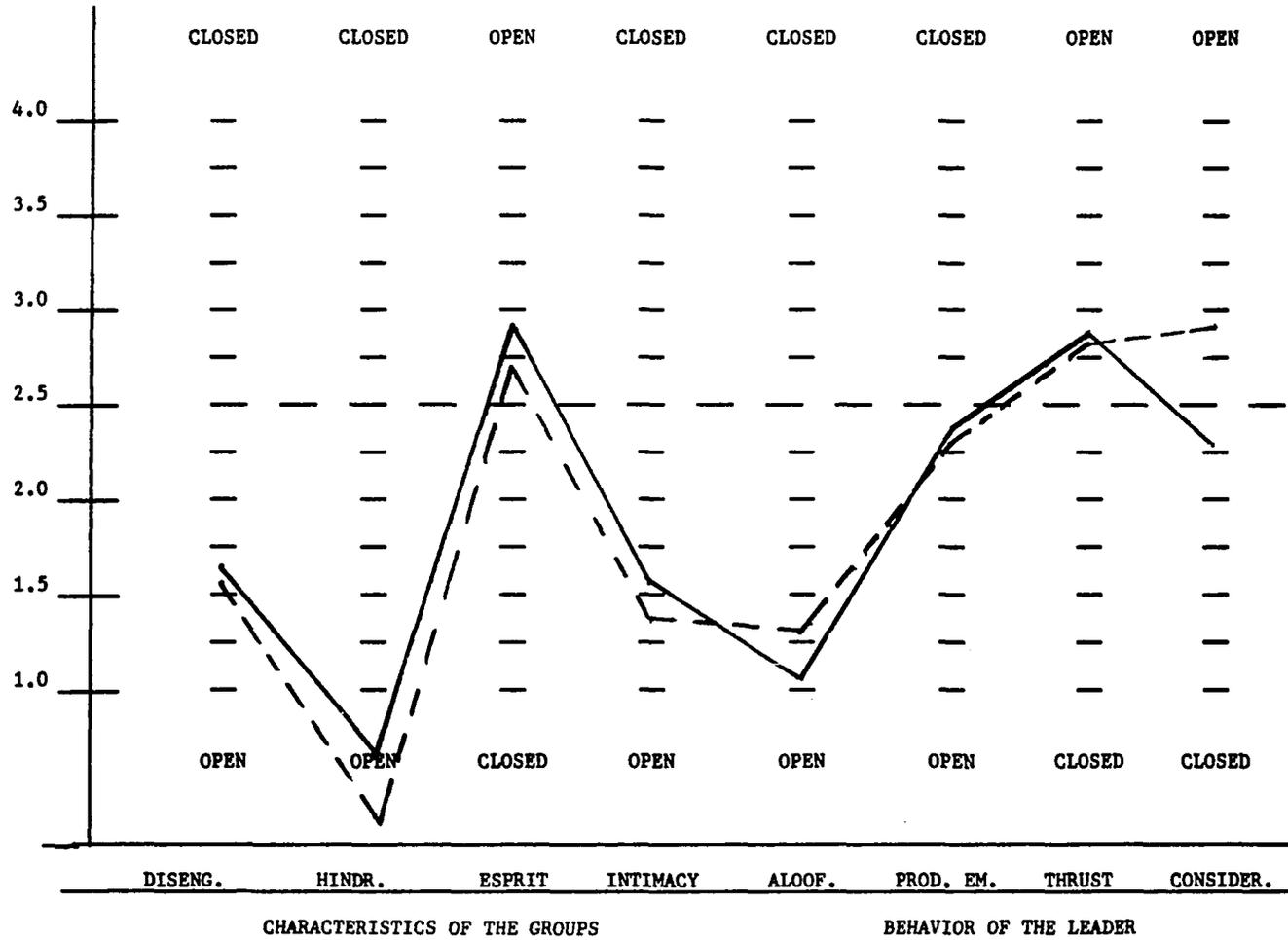
--------------- Majority Teacher
——————— Minority Principal

Figure 106

Majority Teacher OCP and Minority Principal OCP in School No. 22

- - - - - - - - - - Majority Teacher
——————————— Minority Principal
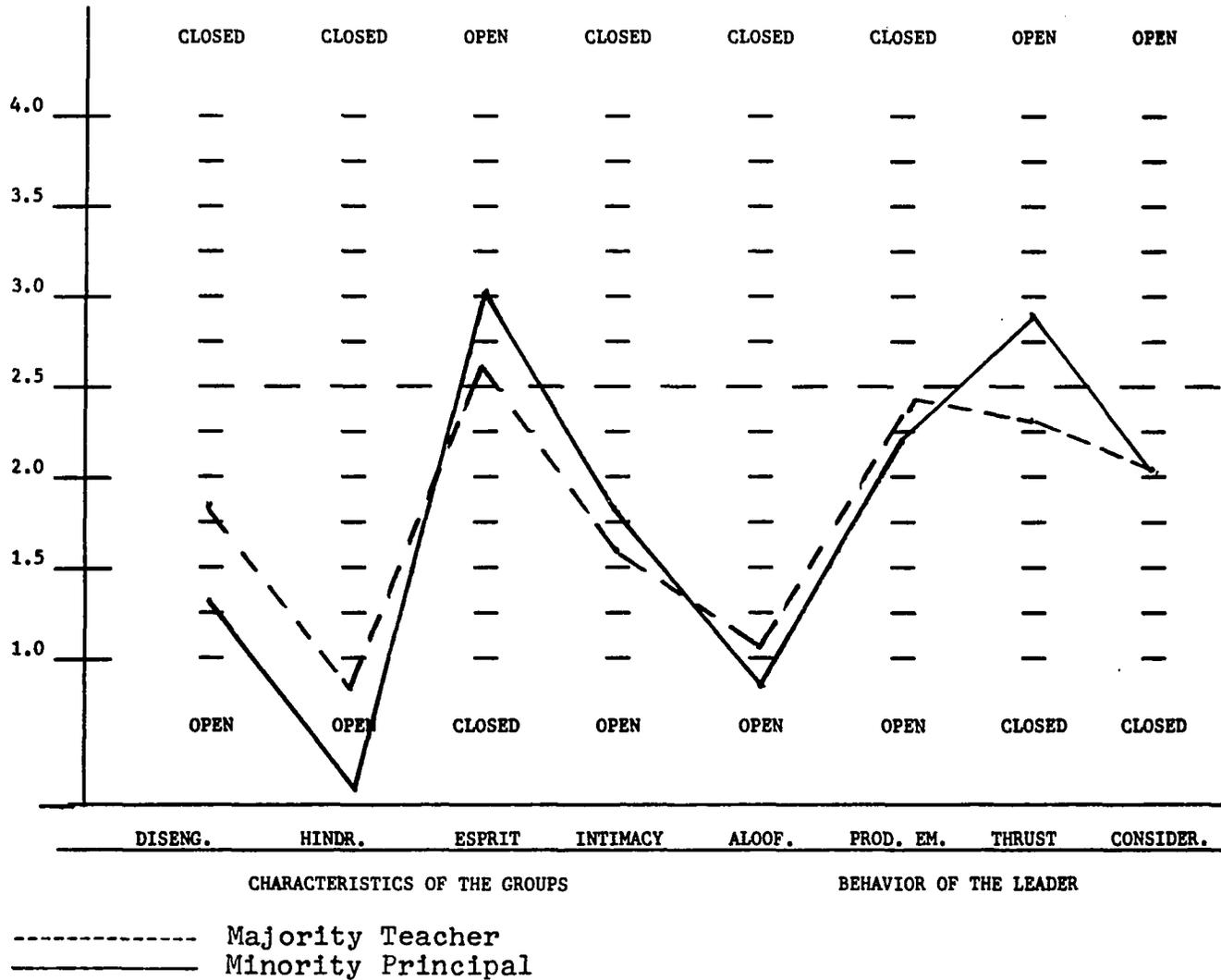
Figure 107

Majority Teacher OCP and Minority Principal OCP in School No. 24

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Majority Teacher
_____ Minority Principal
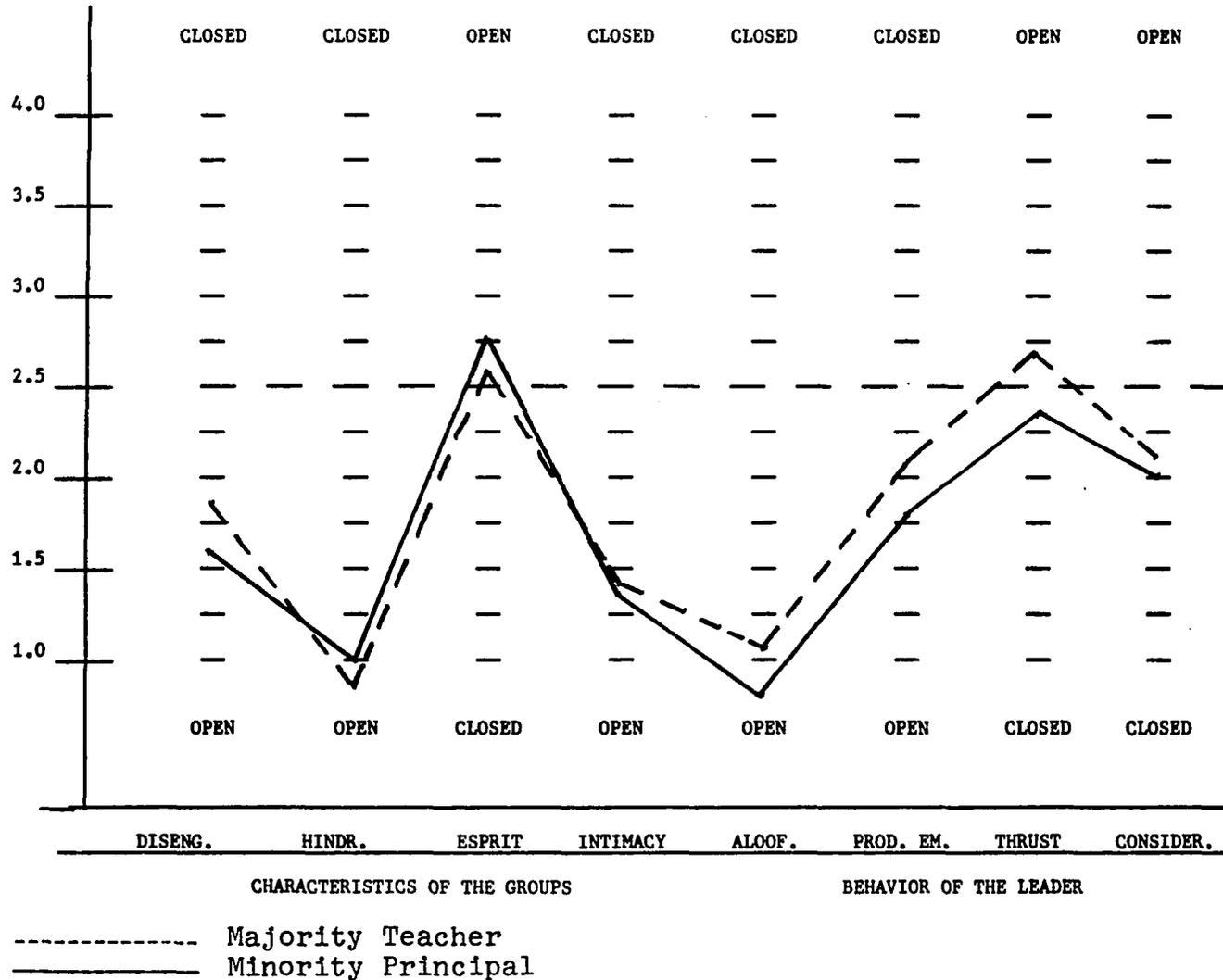
Figure 108

Majority Teacher OCP and Minority Principal OCP in School No. 30
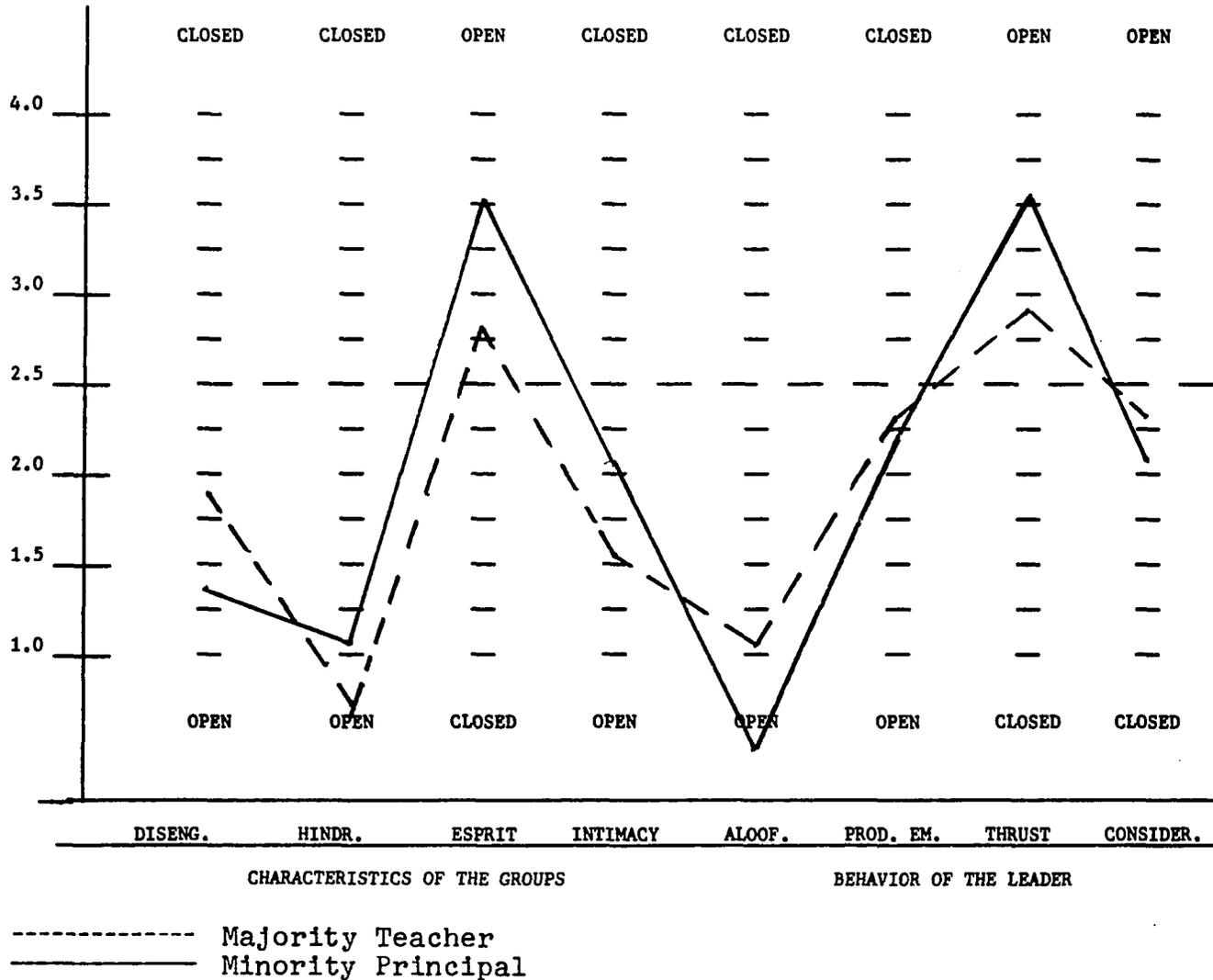
Figure 109

Female Teacher OCP and Male Principal OCP in School No. 6

--------------- Female Teacher
——————————— Male Principal
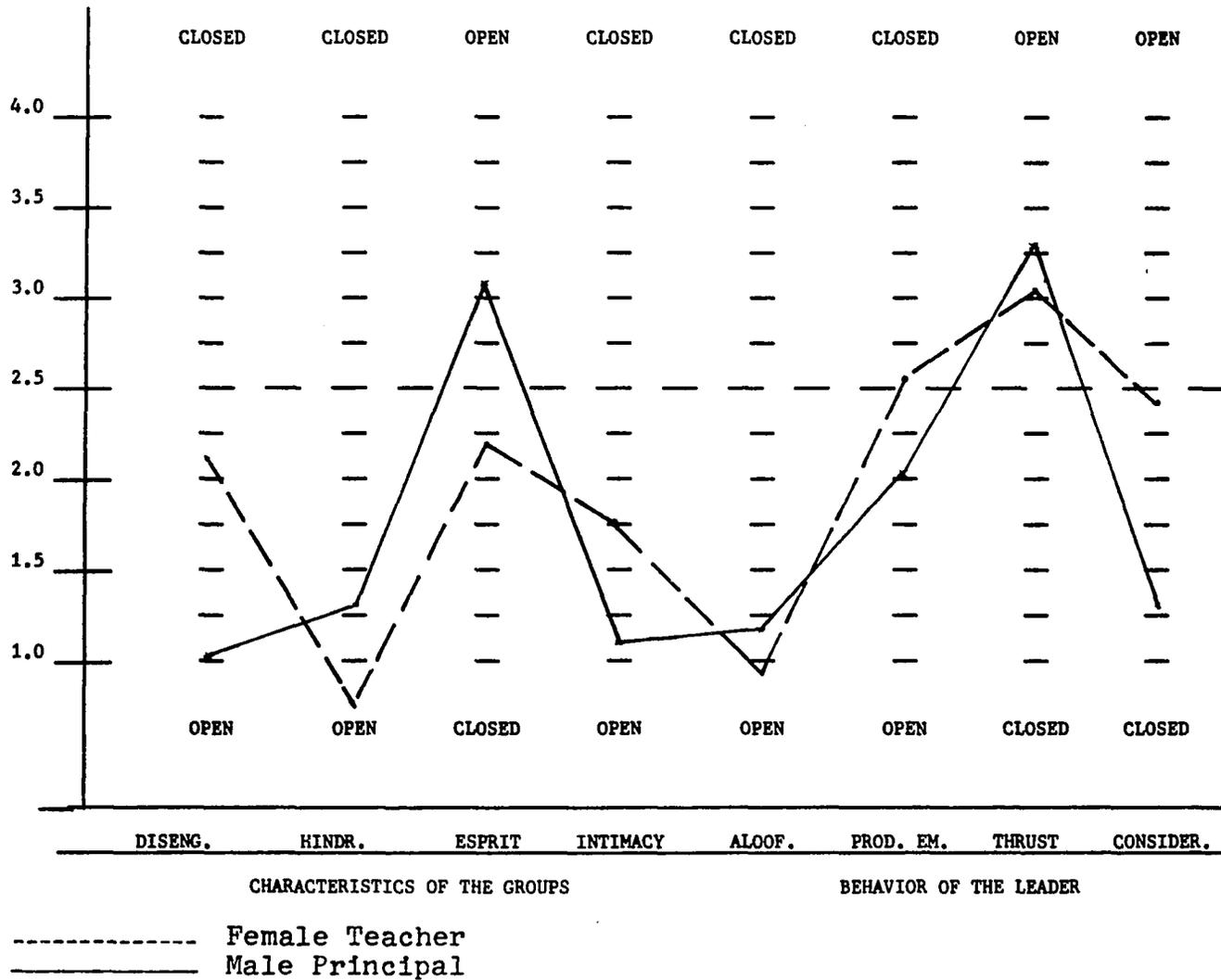
Figure 110

Female Teacher OCP and Male Principal OCP in School No. 7

------------- Female Teacher
——————————— Male Principal
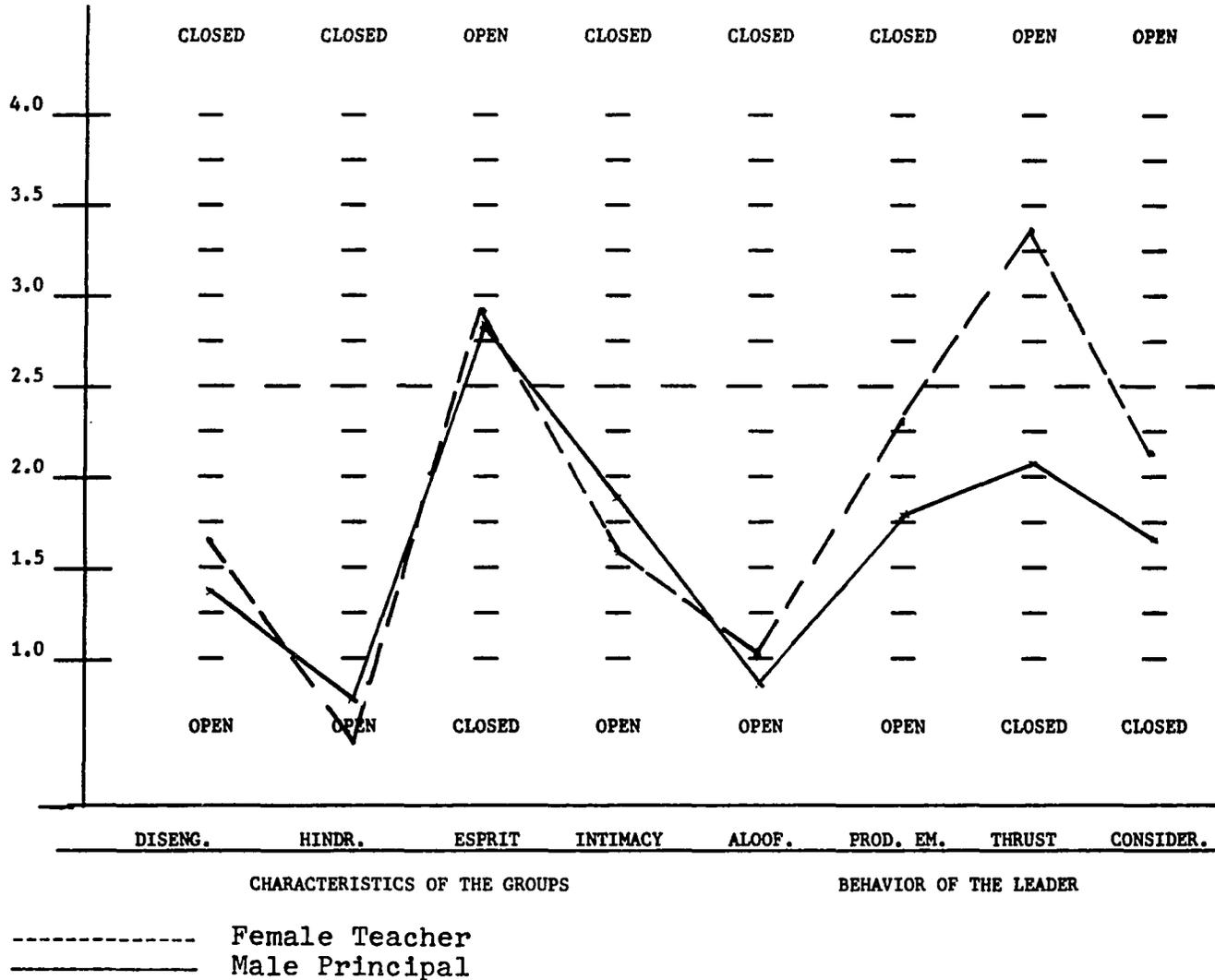
Figure 111

Female Teacher OCP and Male Principal OCP in School No. 8
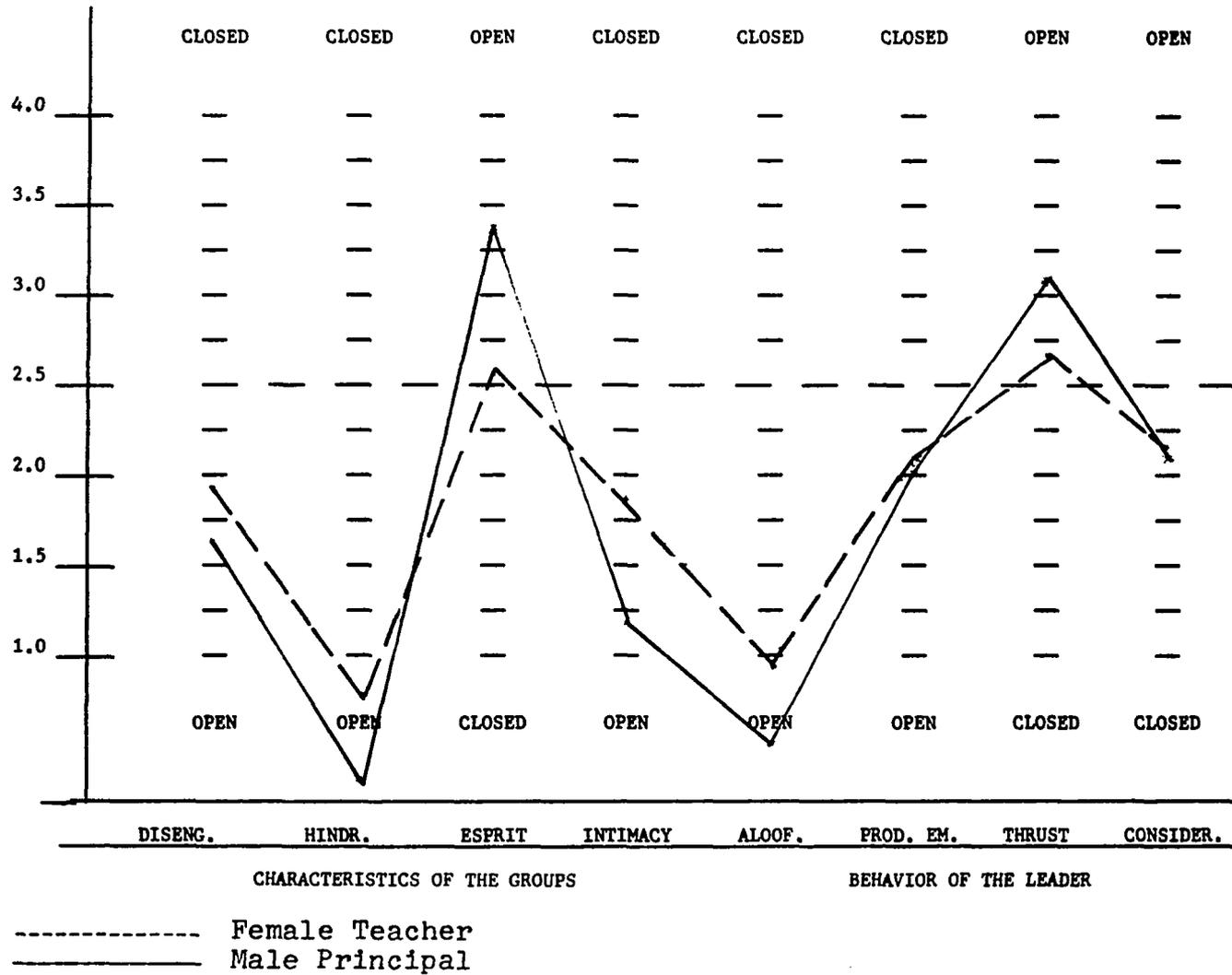
Figure 112

Female Teacher OCP and Male Principal OCP in School No. 12

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Female Teacher
——————— Male Principal
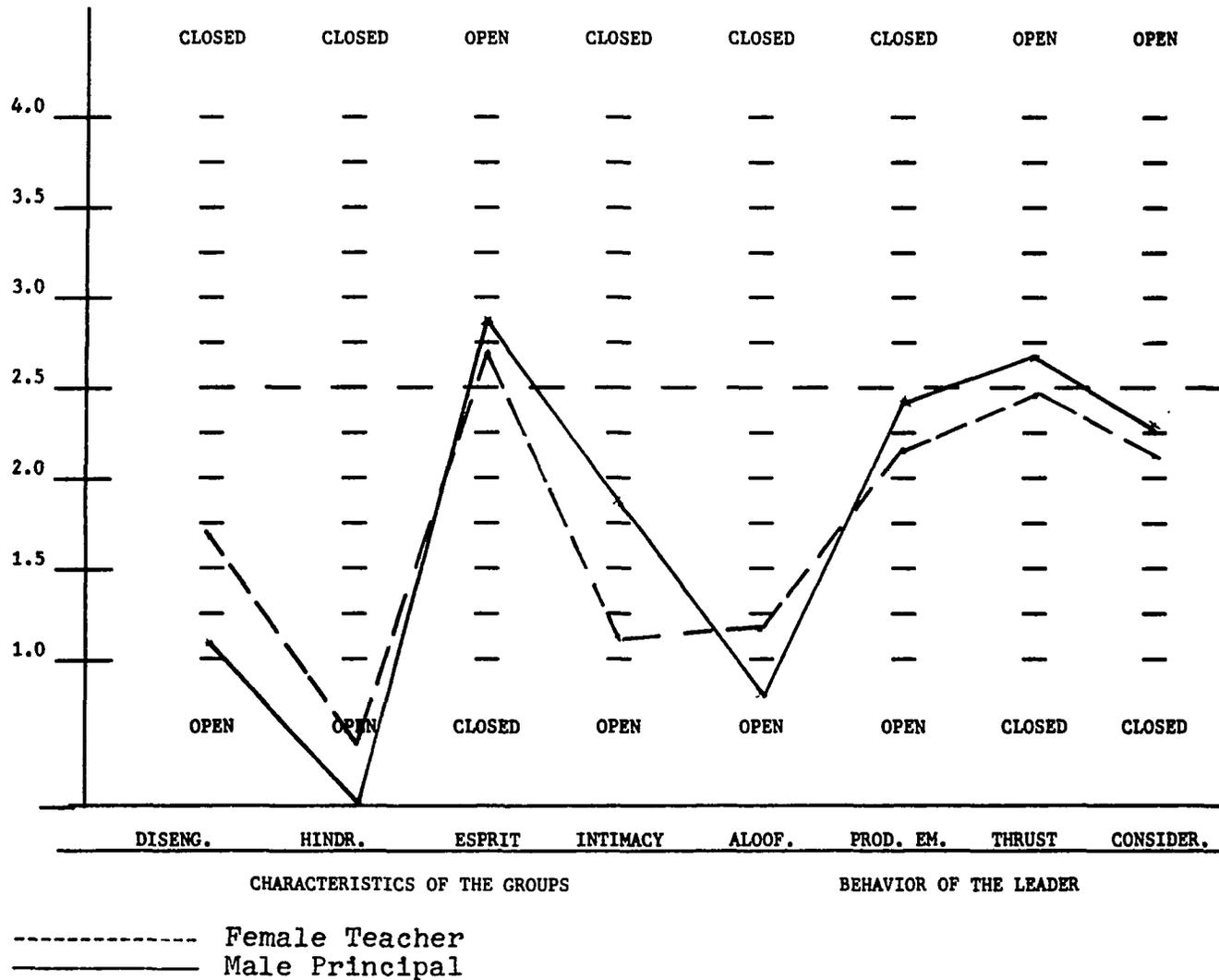
Figure 113

Female Teacher OCP and Male Principal OCP in School No. 13
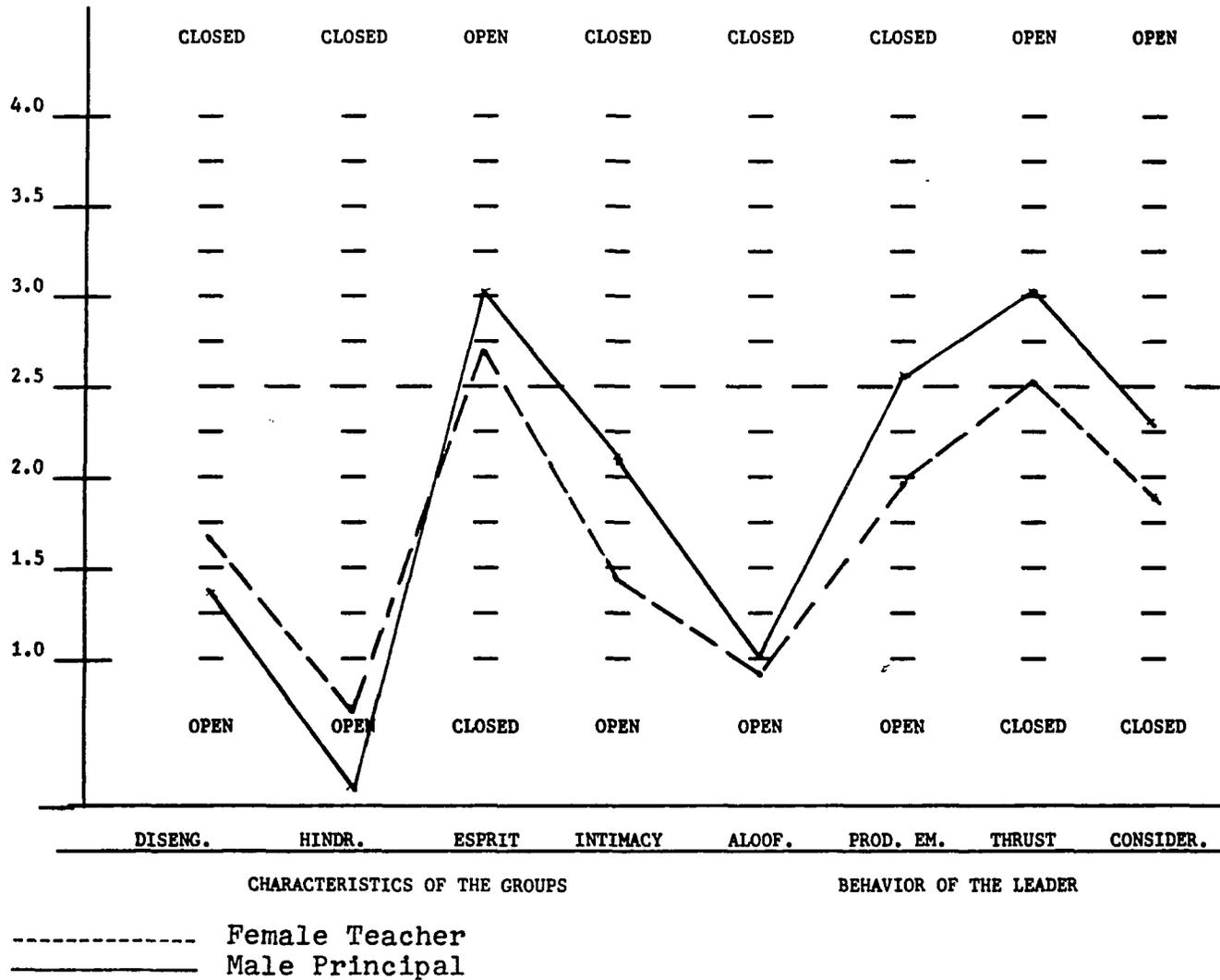
Figure 114

Female Teacher OCP and Male Principal OCP in School No. 19
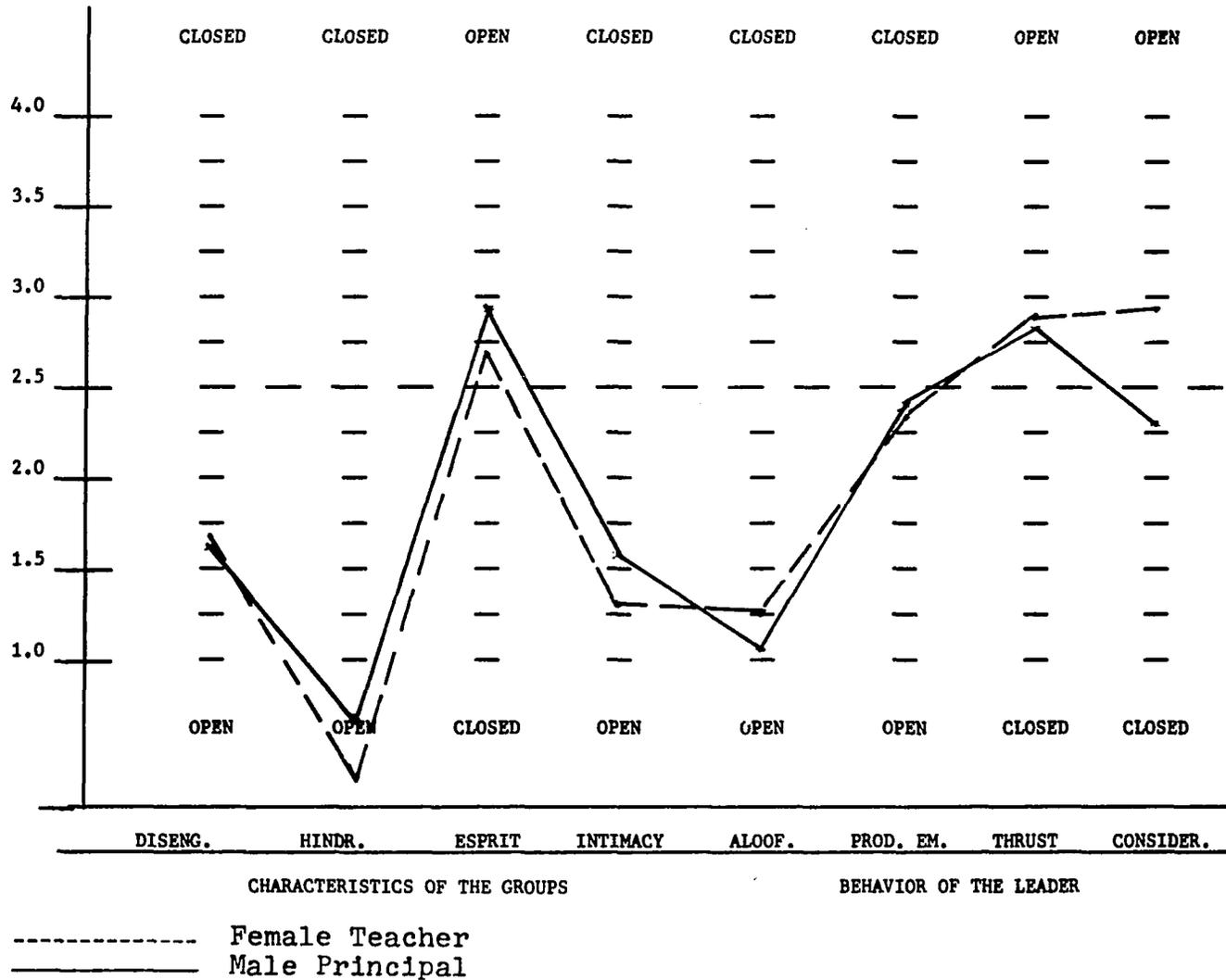
Figure 115
Female Teacher OCP and Male Principal OCP in School No. 22

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

---------- Female Teacher
————— Male Principal
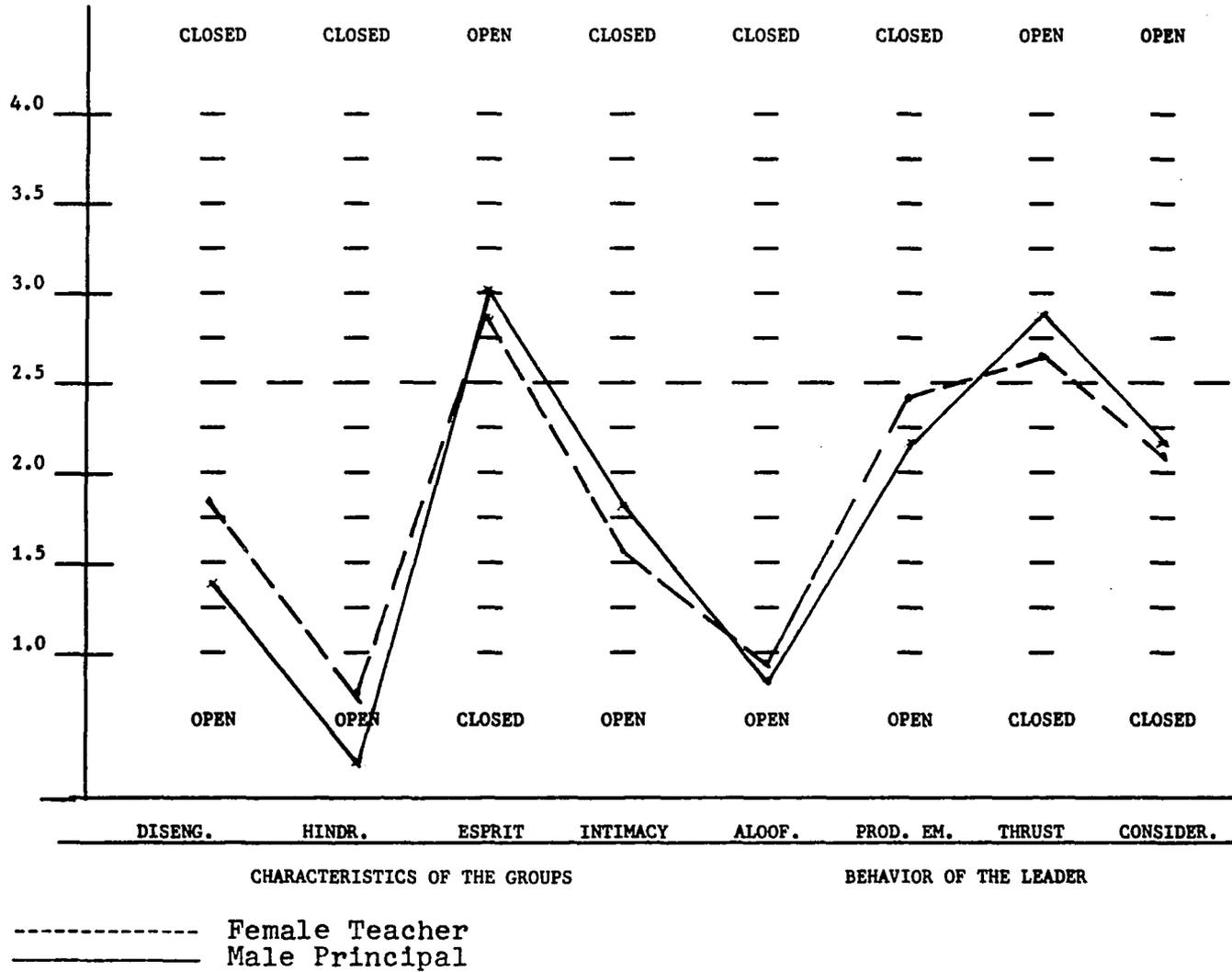
Figure 116
Female Teacher OCP and Male Principal OCP in School No. 28

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

----------- Female Teacher
_____ Male Principal

240
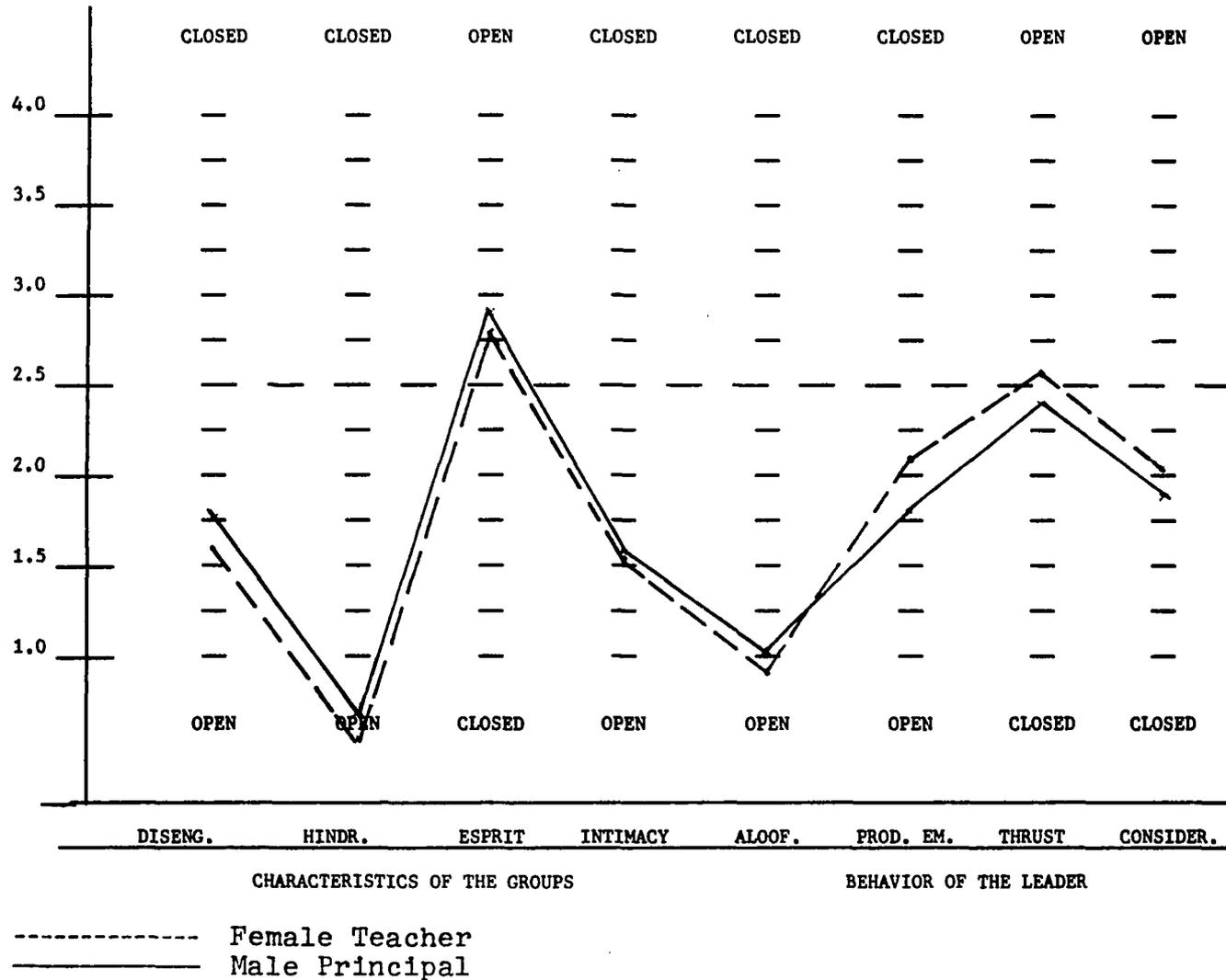
Figure 117

Female Teacher OCP and Male Principal OCP in School 32
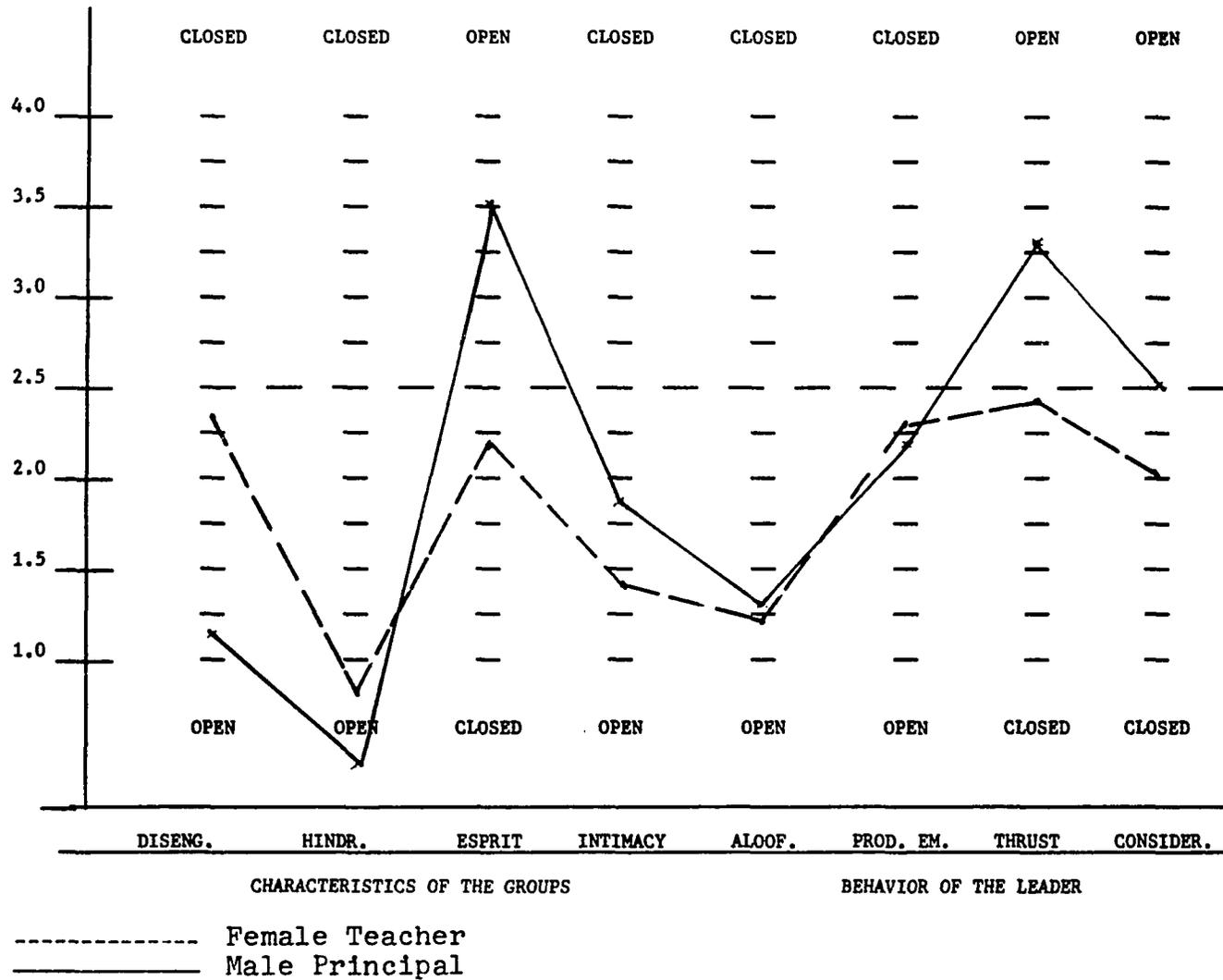
Figure 118

Female Teacher OCP and Male Principal OCP in School No. 34

CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

(vertical axis: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0)

OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - - - Female Teacher
————————— Male Principal
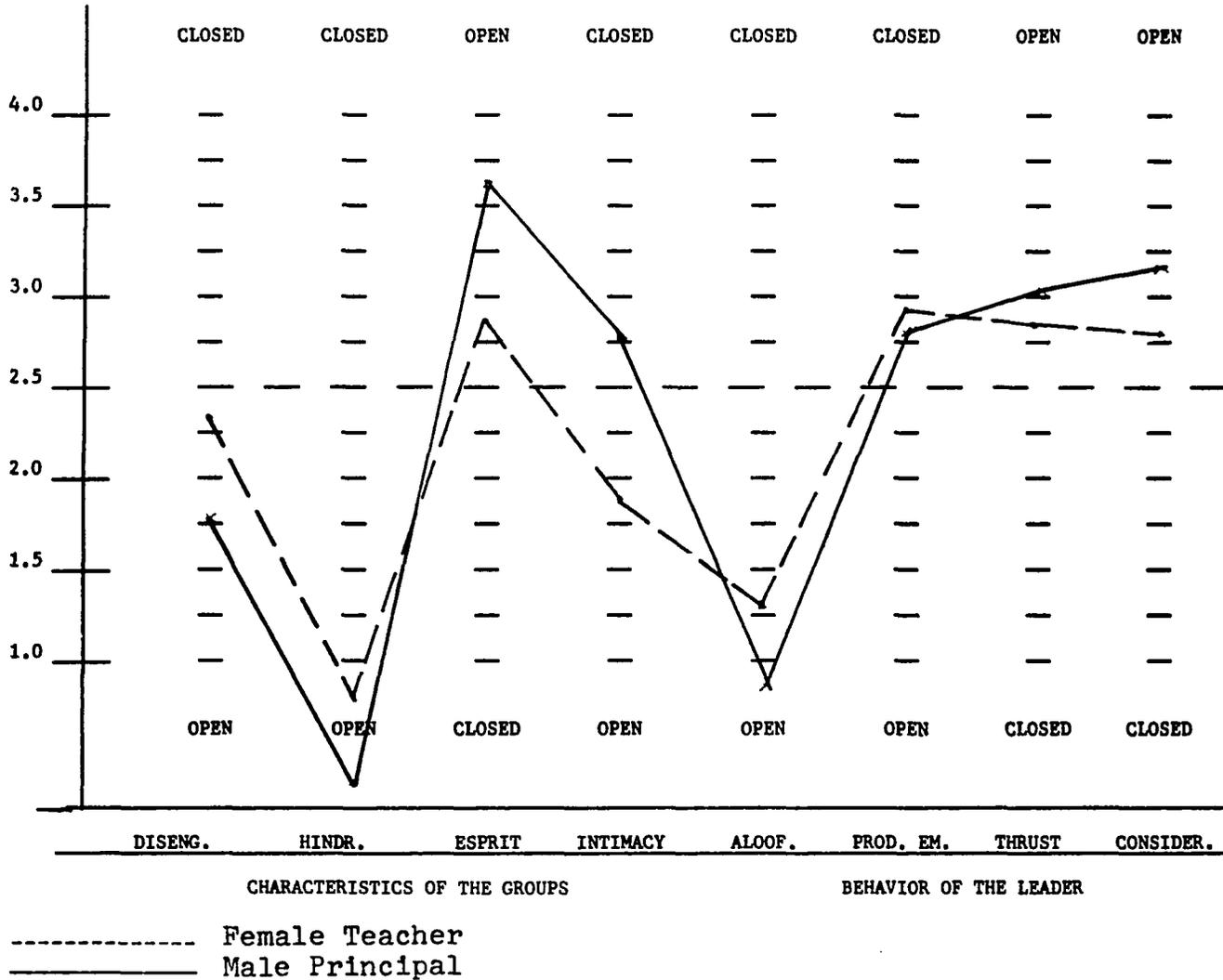
Figure 119

Female Teacher OCP and Female Principal OCP in School No. 4
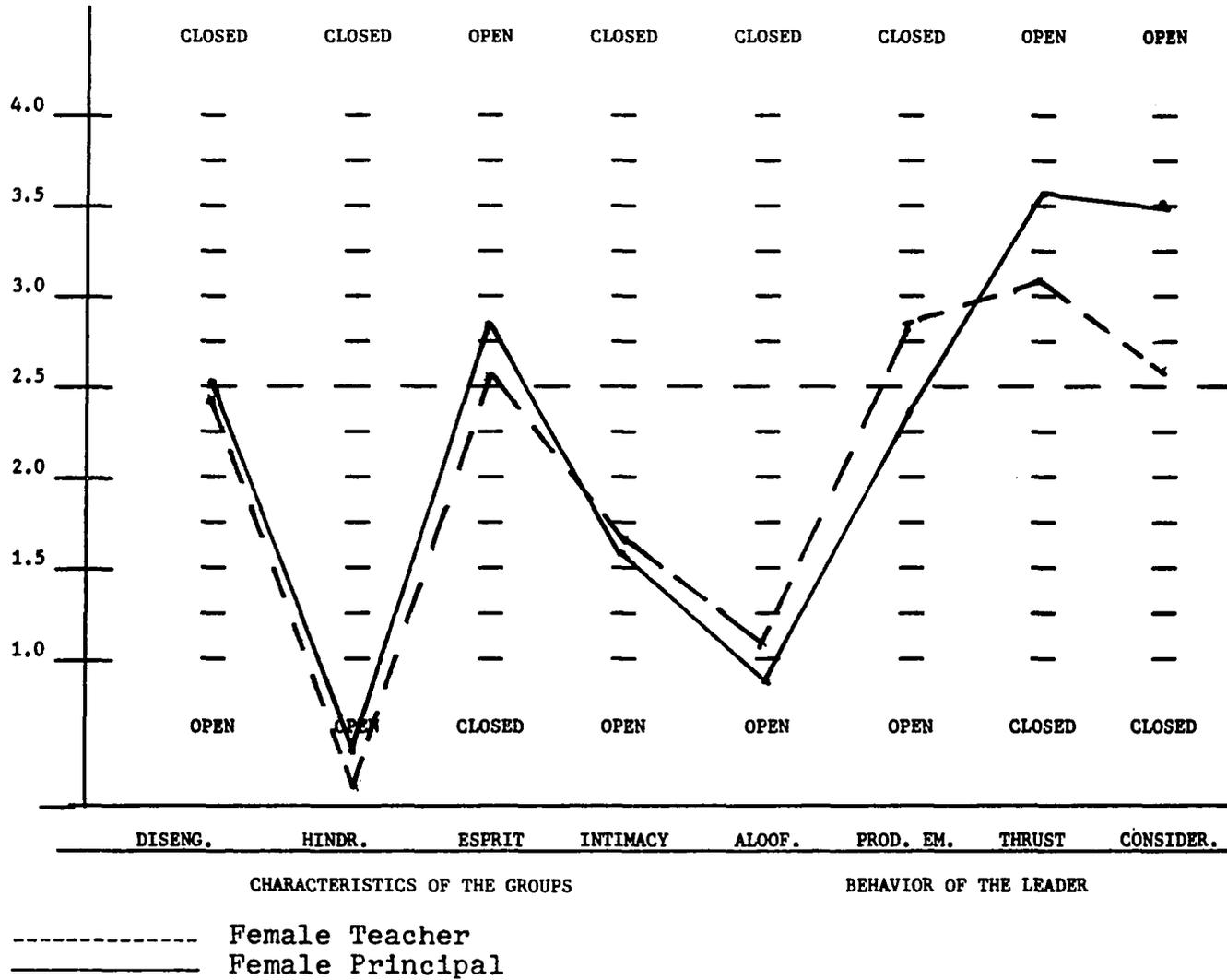
Figure 120

Female Teacher OCP and Female Principal OCP in School No. 9

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
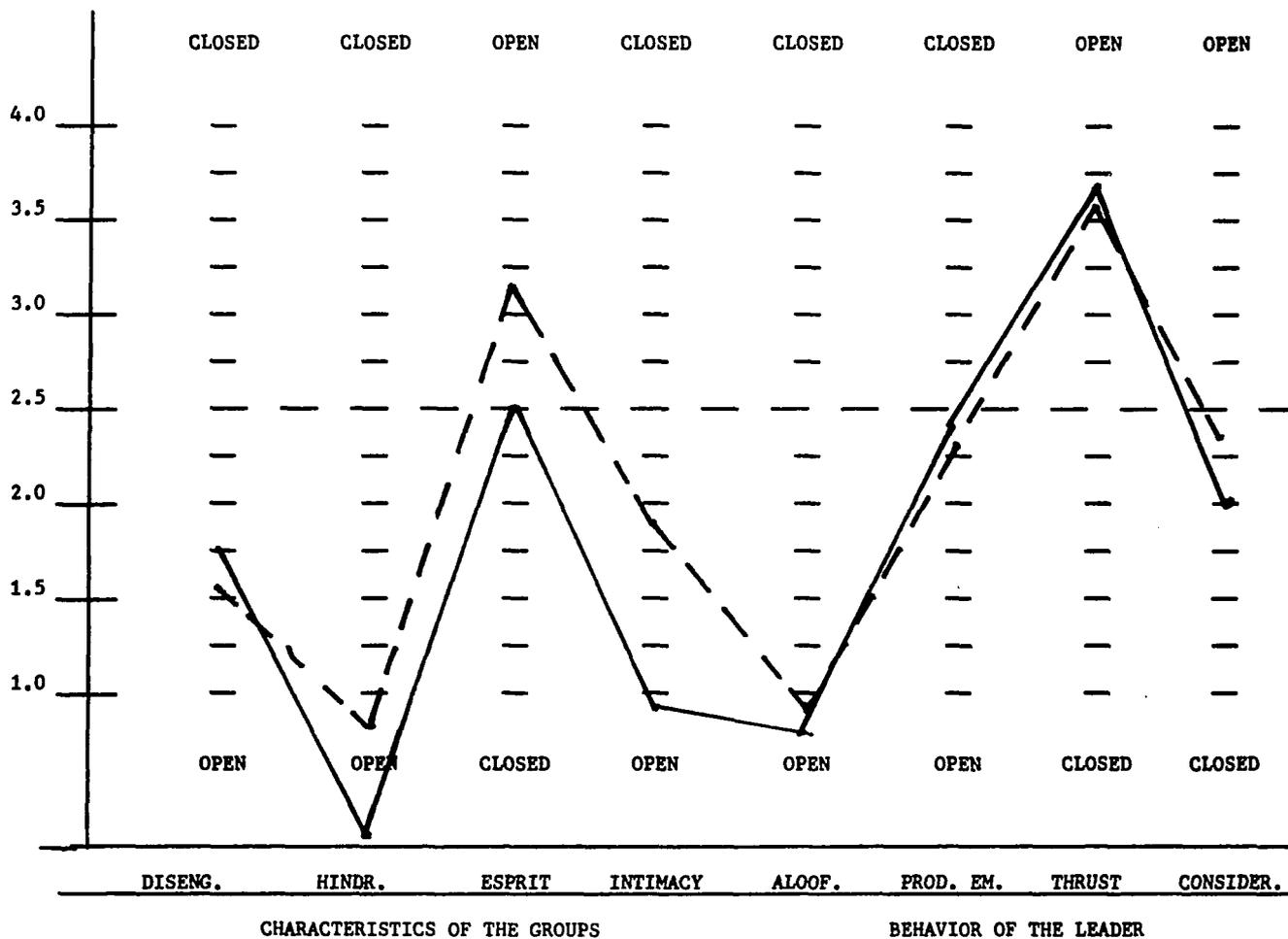
------------- Female Teacher
_____ Female Principal

Figure 121

Female Teacher OCP and Female Principal OCP in School No. 14
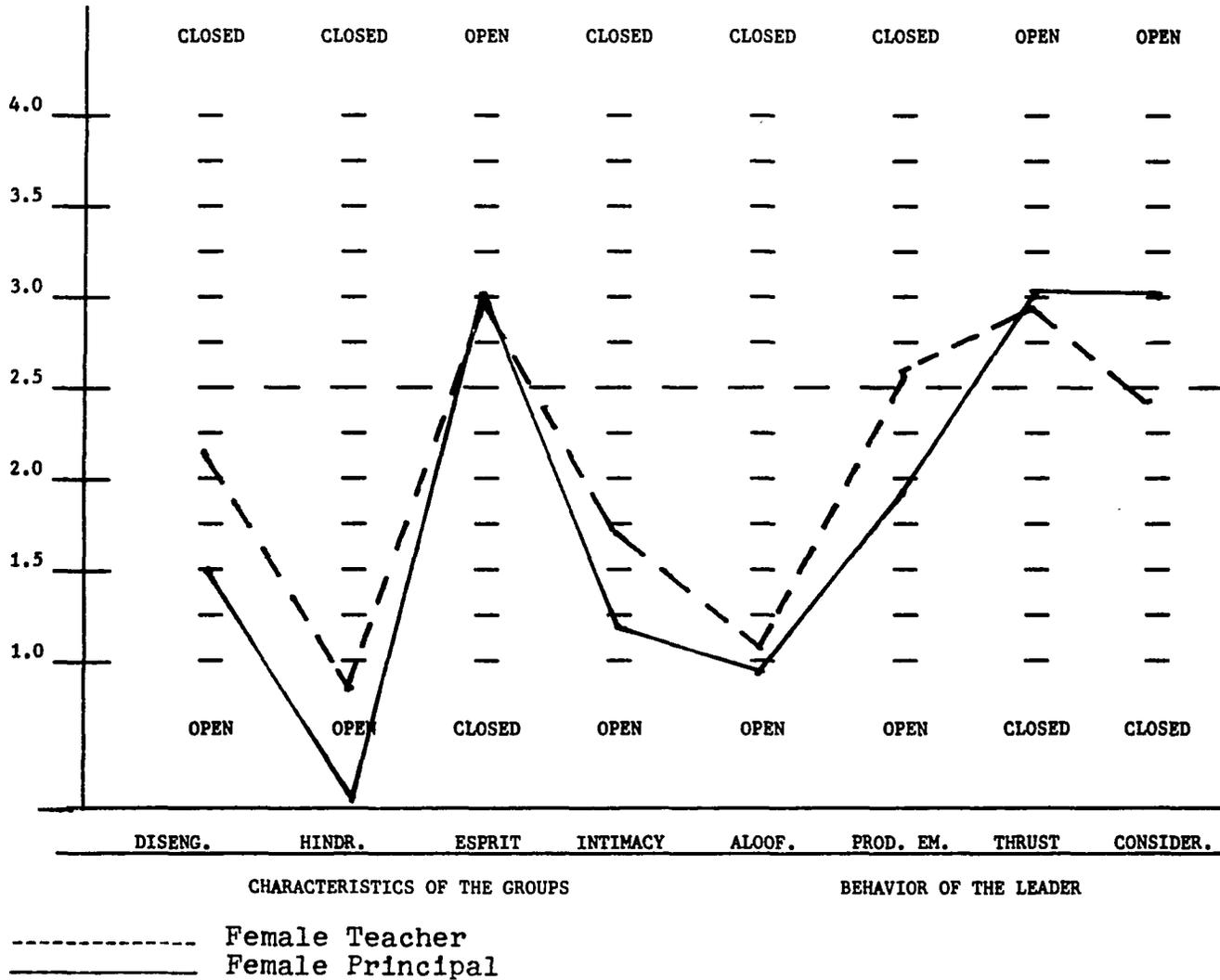
Figure 122

Female Teacher OCP and Female Principal OCP in School No. 16

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Female Teacher
_____ Female Principal
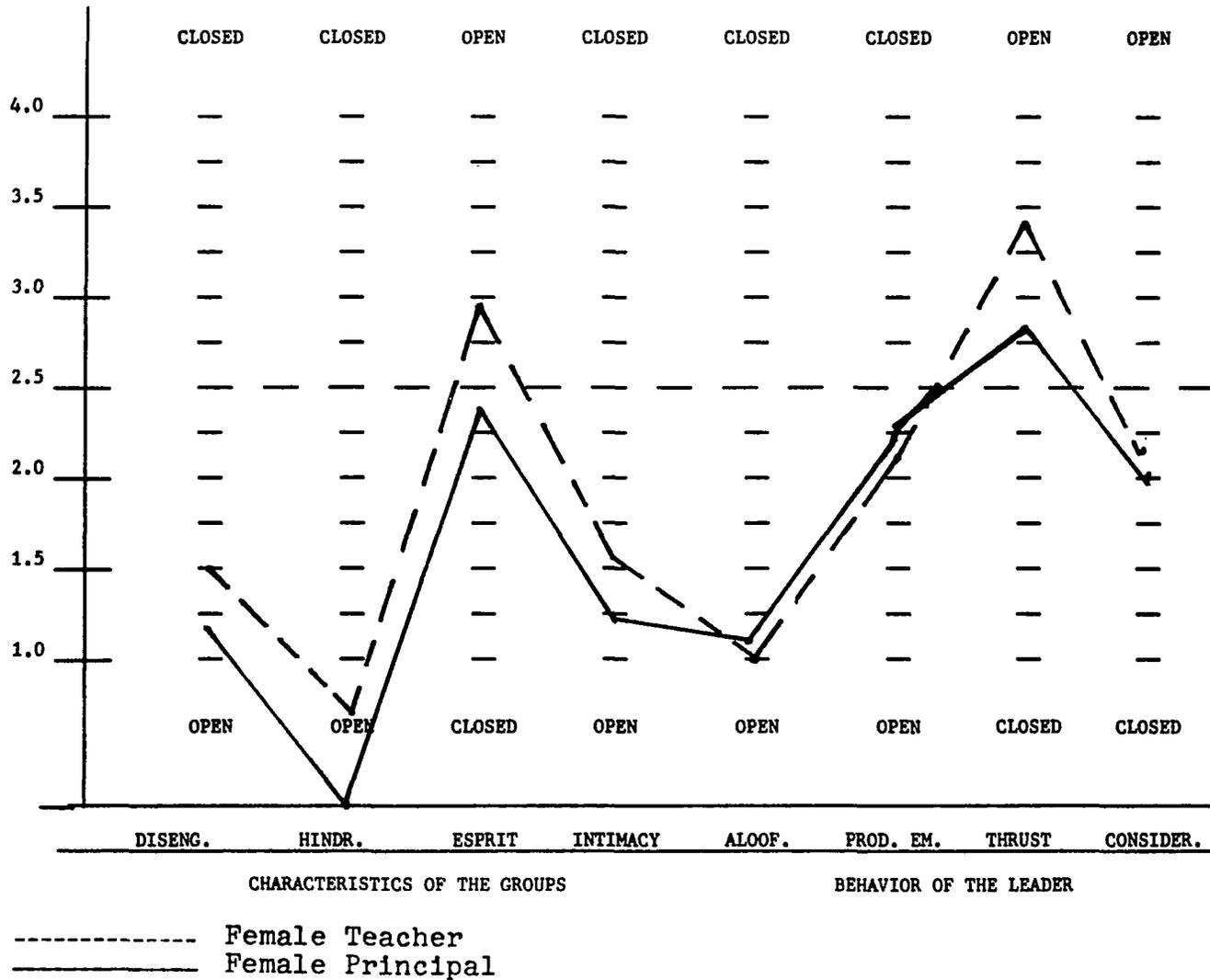
Figure 123

Female Teacher OCP and Female Principal OCP in School No. 18
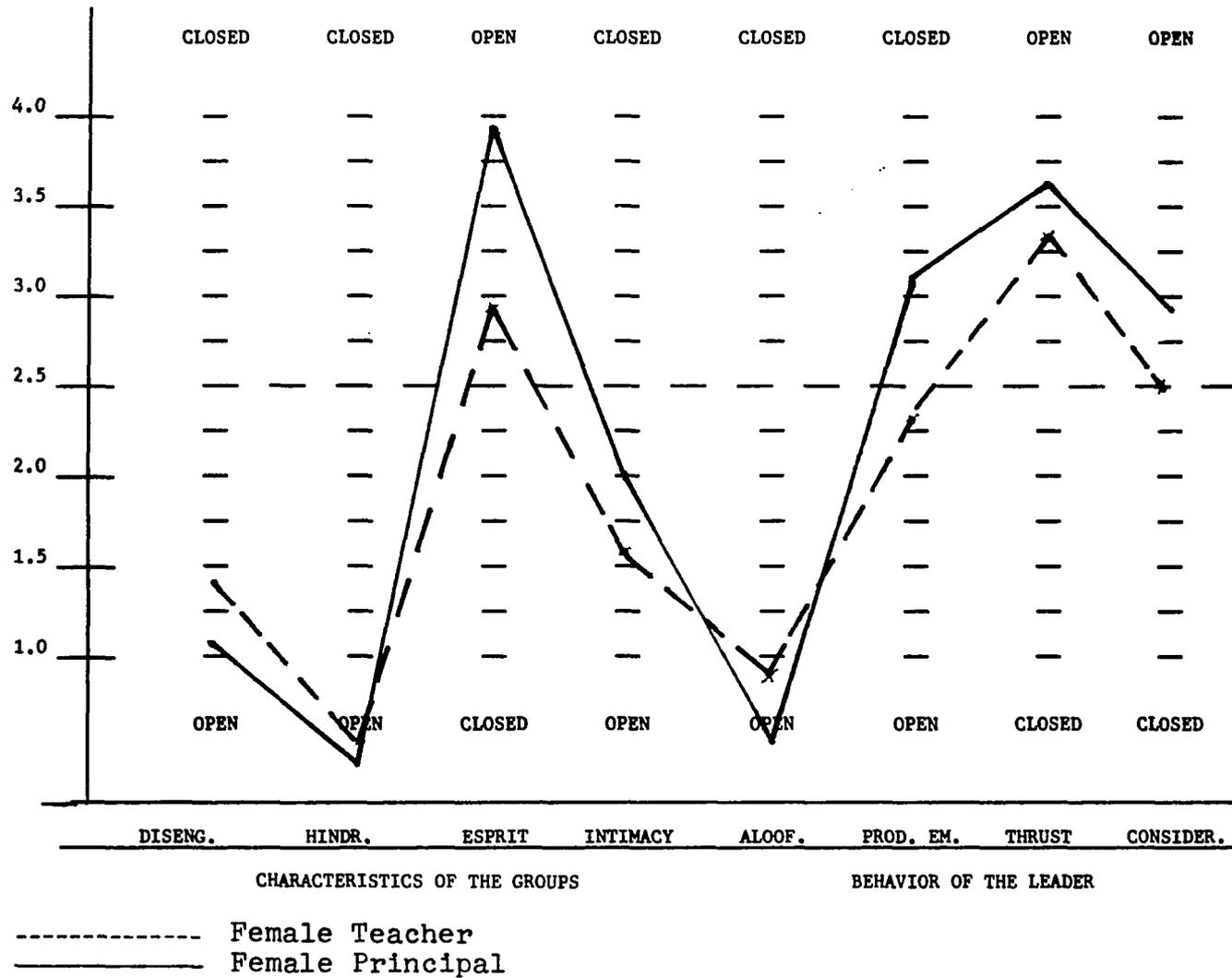
Figure 124

Female Teacher OCP and Female Principal OCP in School No. 24

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Female Teacher
———————— Female Principal
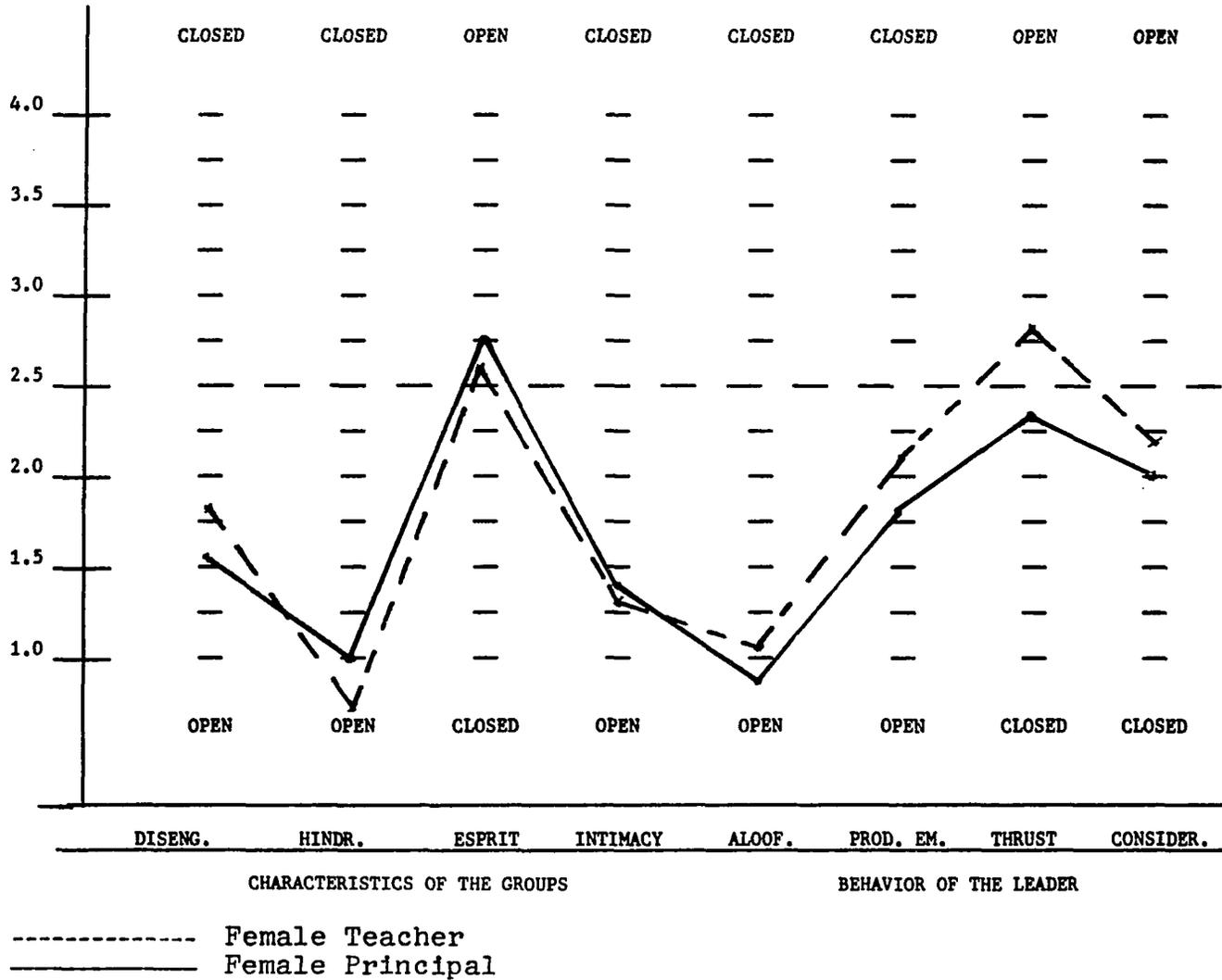
Figure 125

Female Teacher OCP and Female Principal OCP in School No. 30
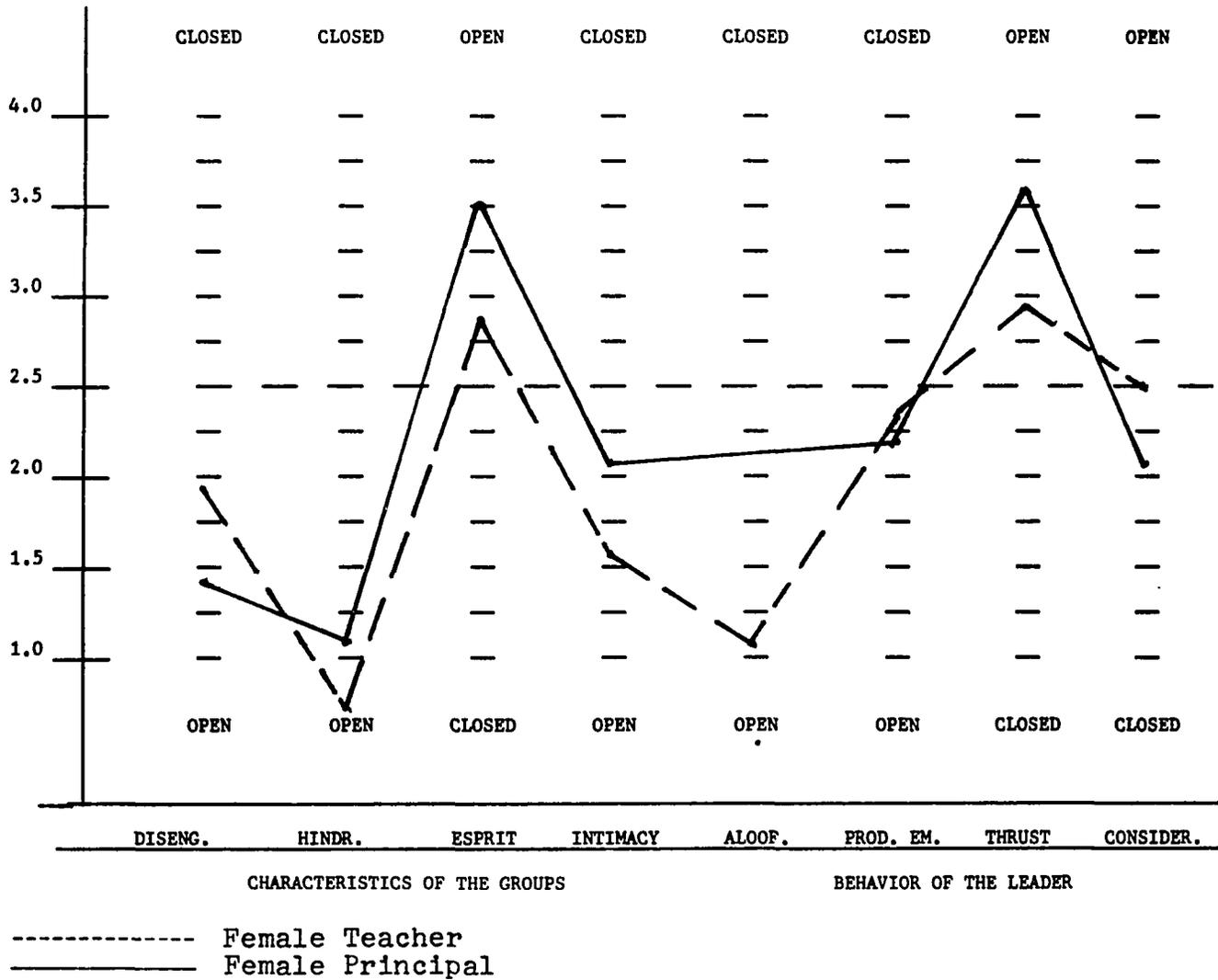
Figure 126

Female Teacher OCP and Female Principal OCP in School No. 31

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
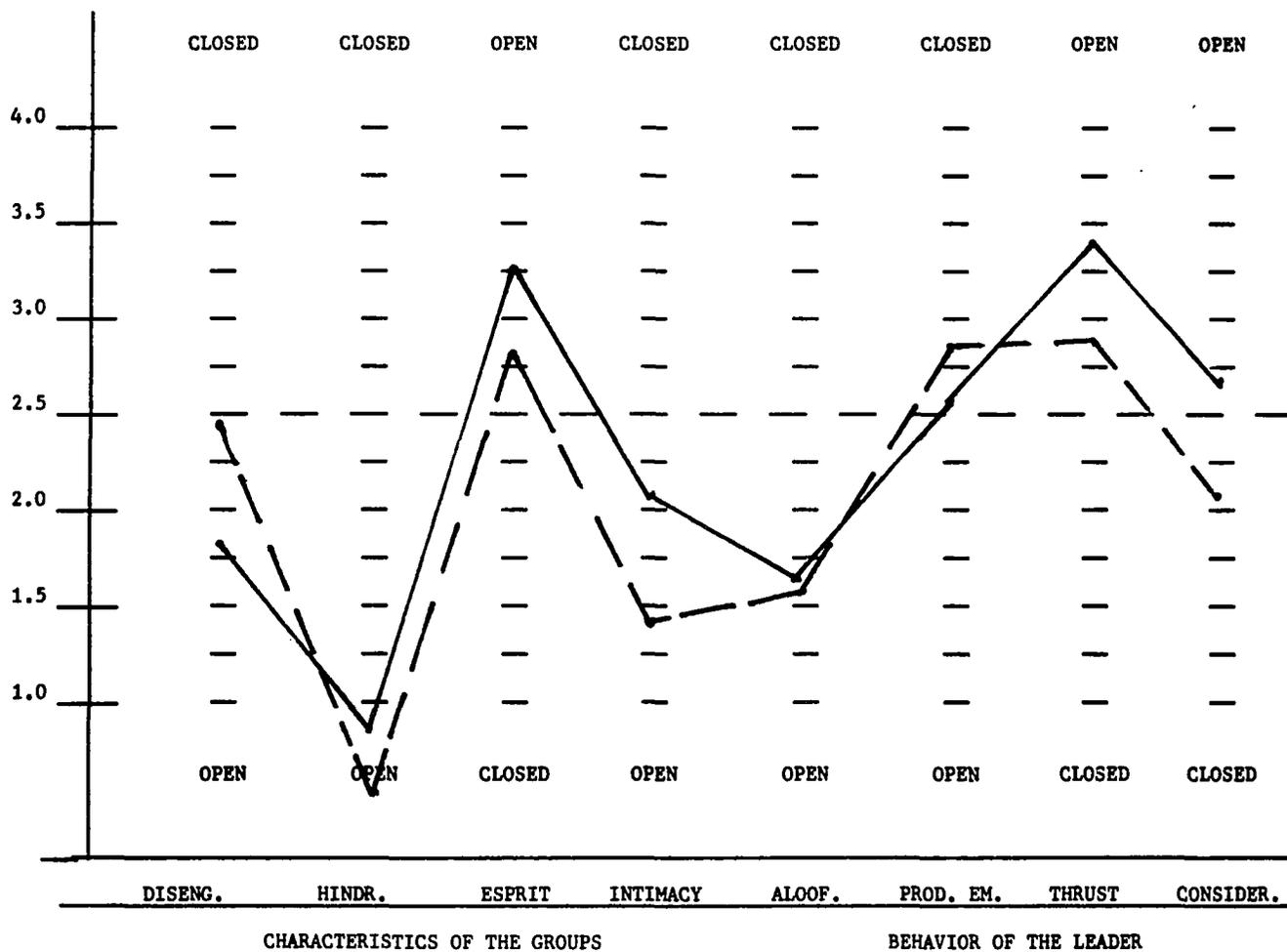
------------- Female Teacher
——————— Female Principal

Figure 127

Female Teacher OCP and Female Principal OCP in School No. 36

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

```
-------------- Female Teacher
_____ Female Principal
```
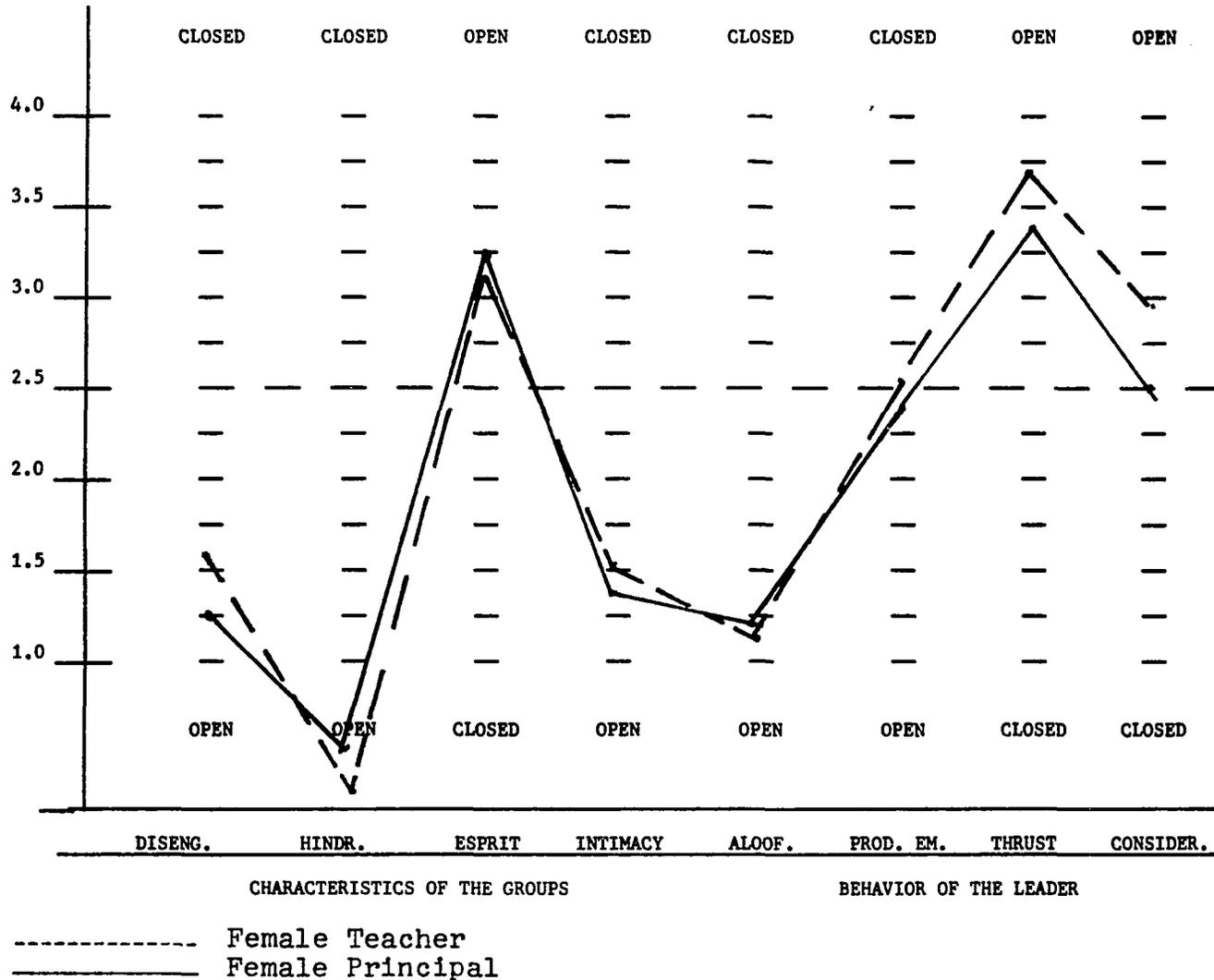
Figure 128

Male Teacher OCP and Female Teacher OCP in School No. 4
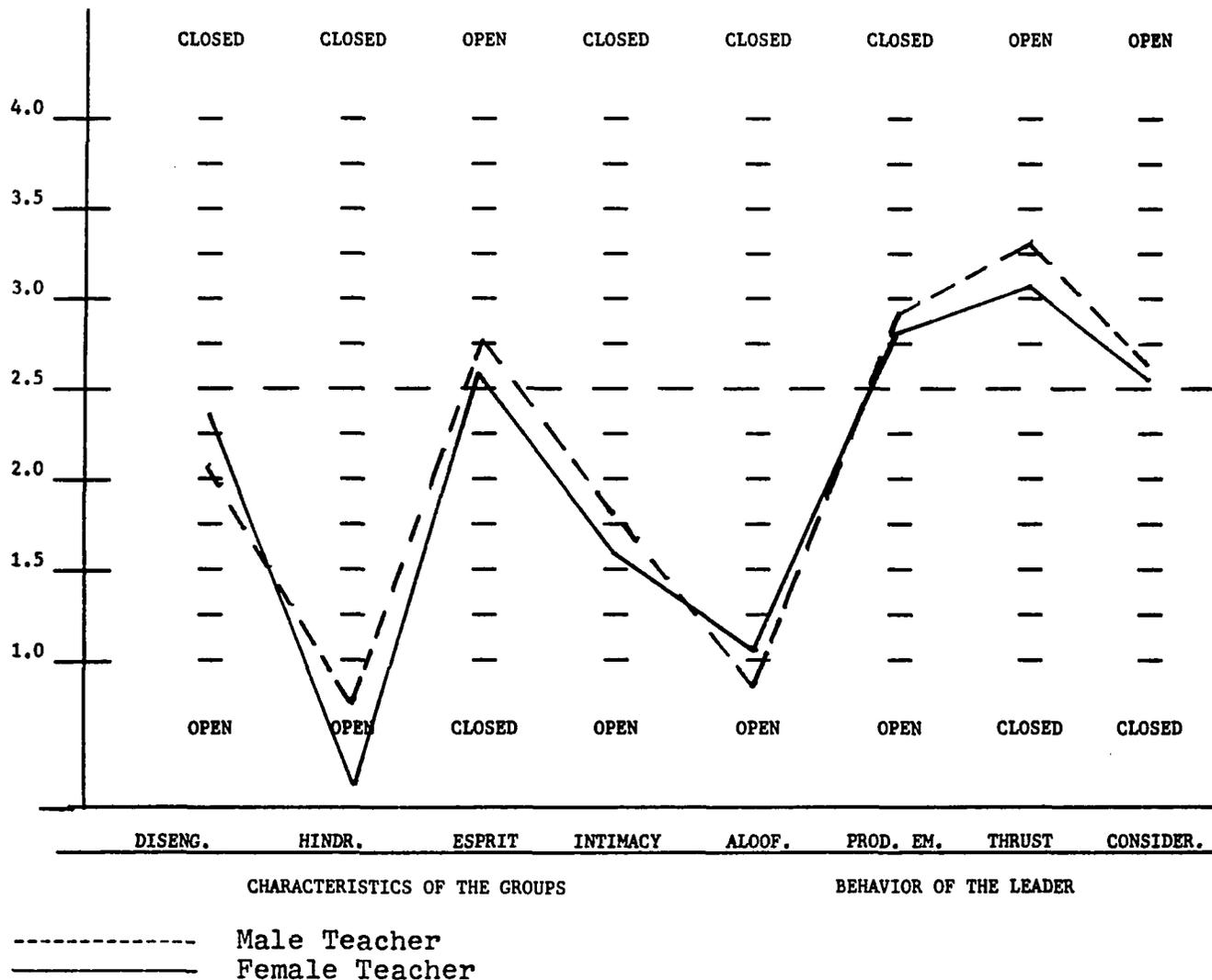
Figure 129

Male Teacher OCP and Female Teacher OCP in School No. 6

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - - - - - Male Teacher
———————————— Female Teacher
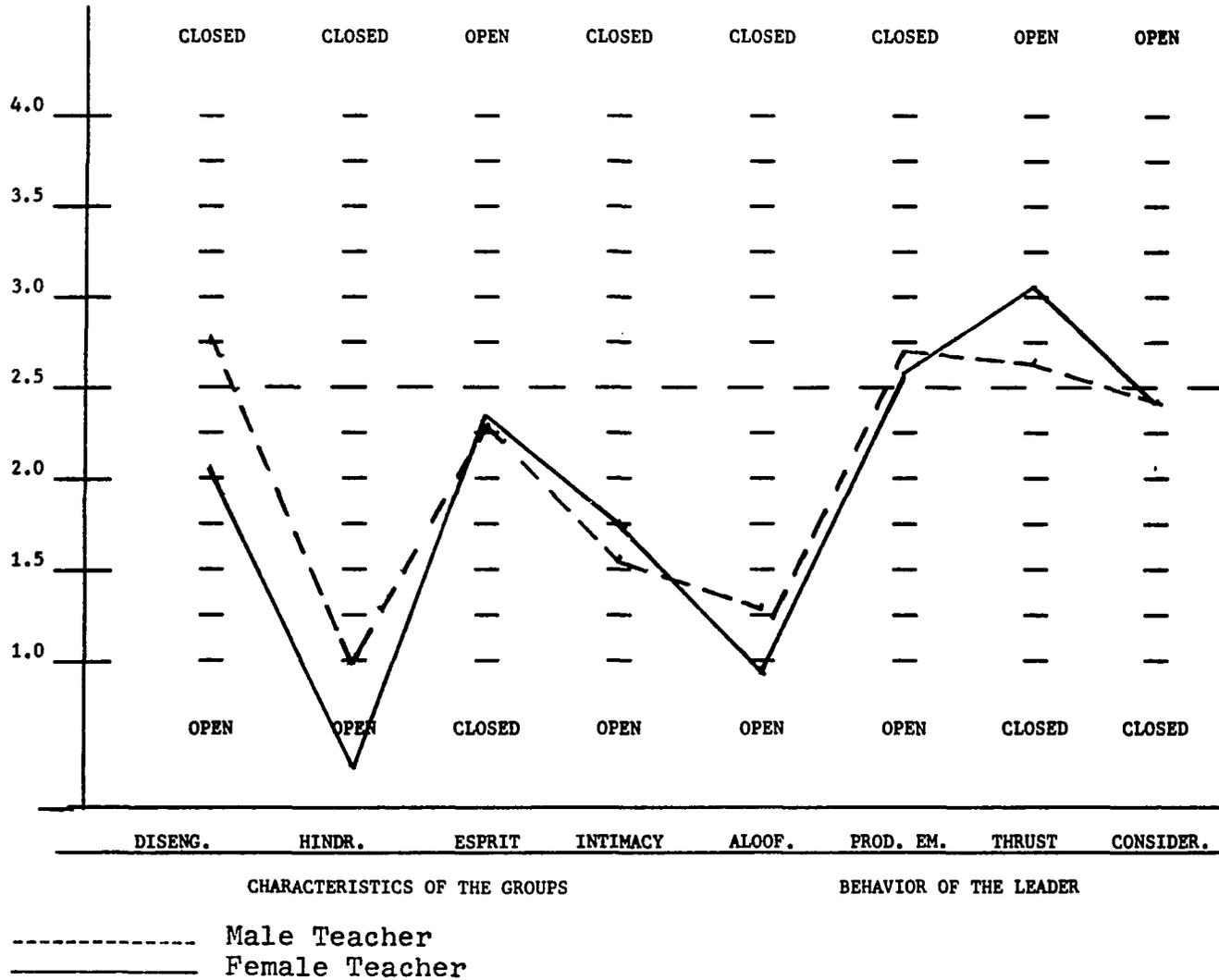
Figure 130

Male Teacher OCP and Female Teacher OCP in School No. 7

---------------- Male Teacher
———————— Female Teacher
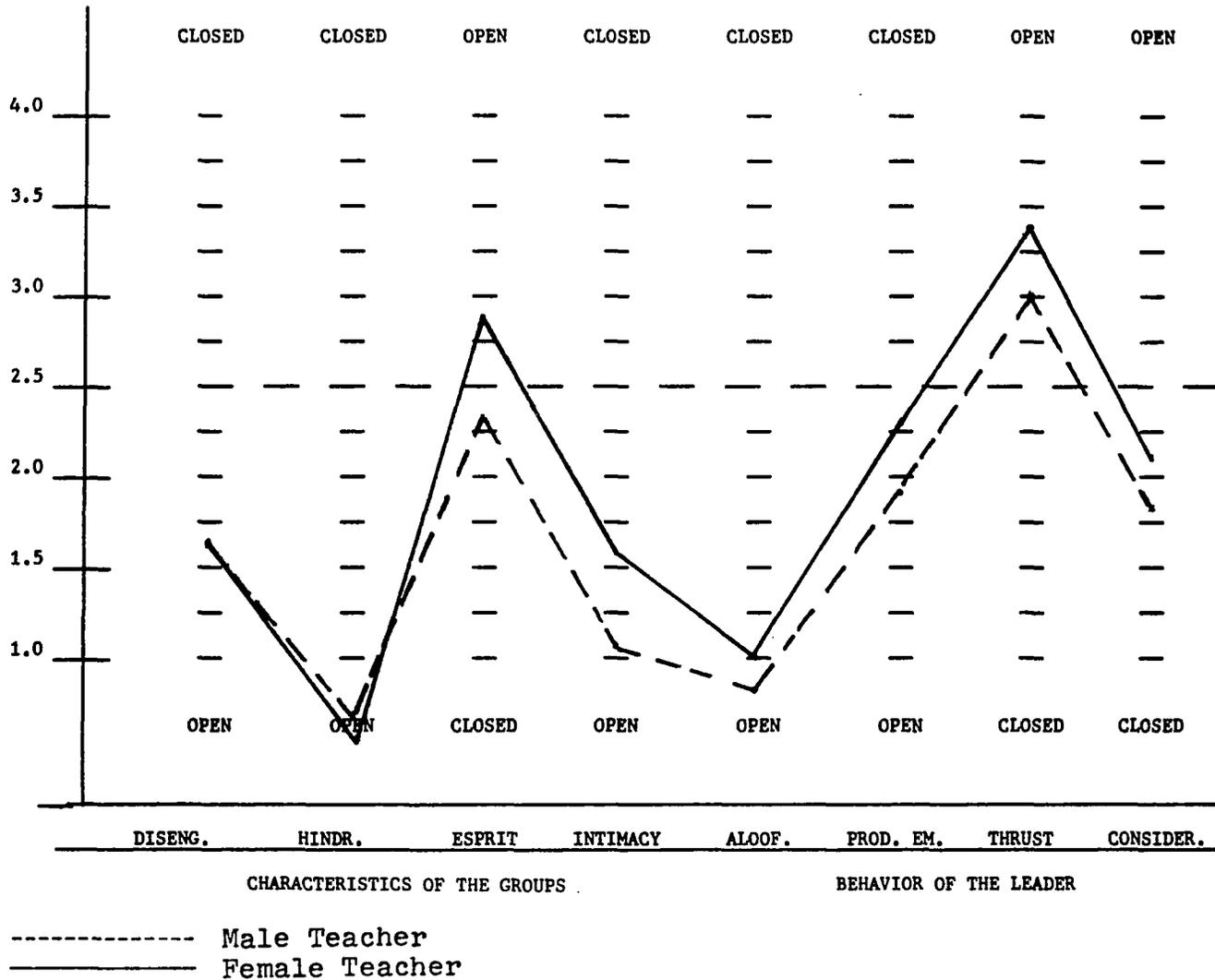
Figure 131

Male Teacher OCP and Female Teacher OCP in School No. 9
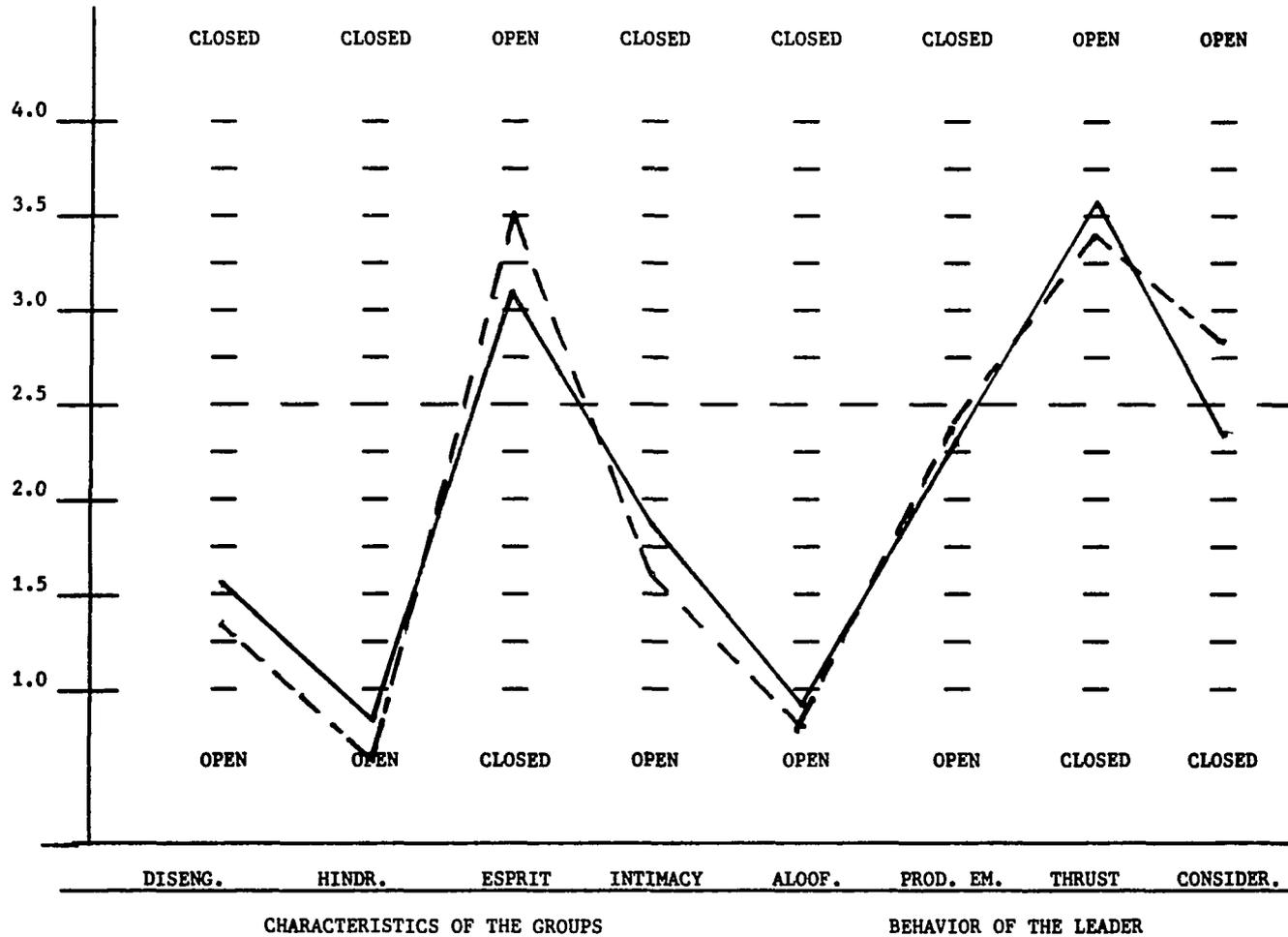
Figure 132

Male Teacher OCP and Female Teacher OCP in School No. 10
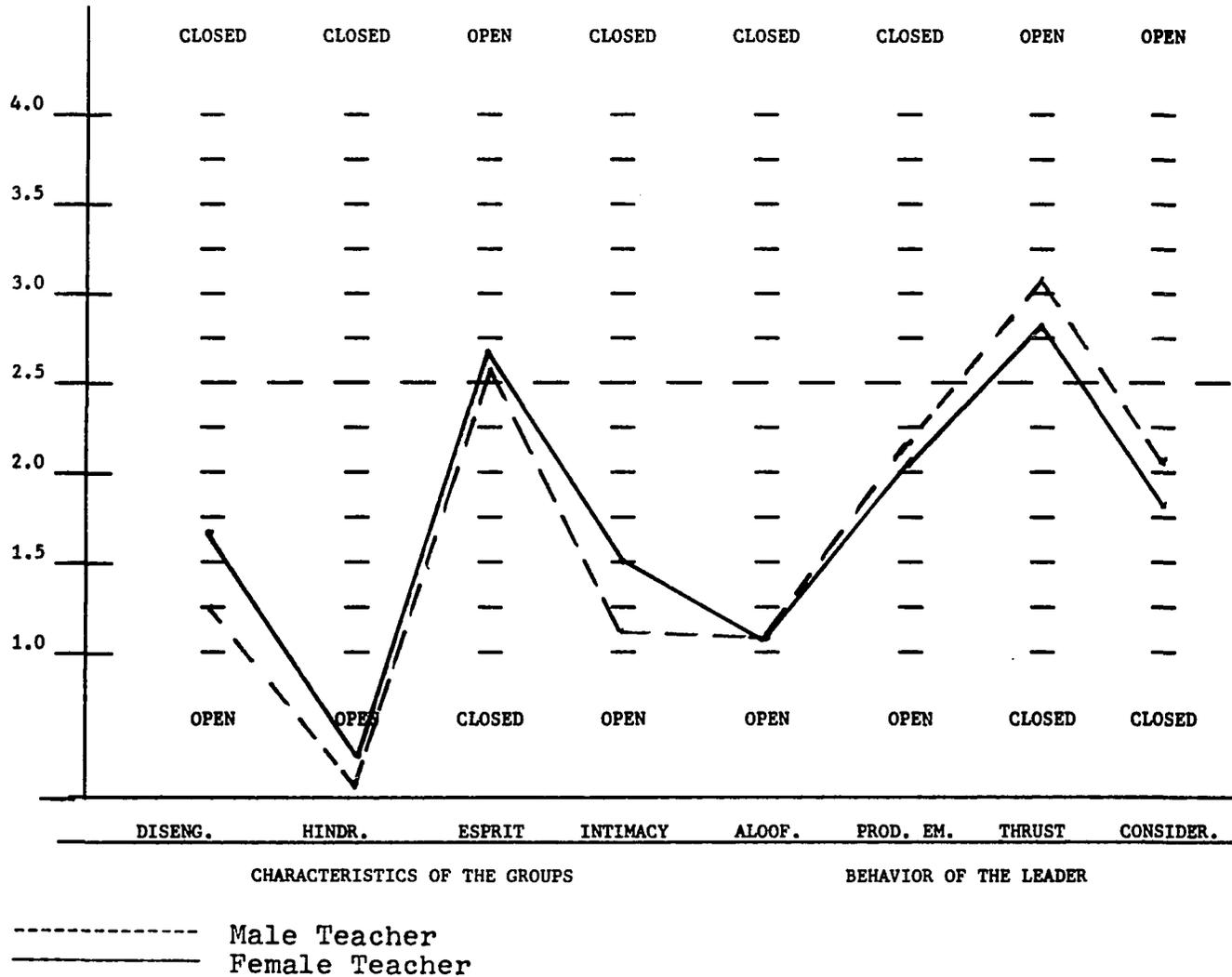
Figure 133
Male Teacher OCP and Female Teacher OCP in School No. 14

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - - - Male Teacher
——————— Female Teacher
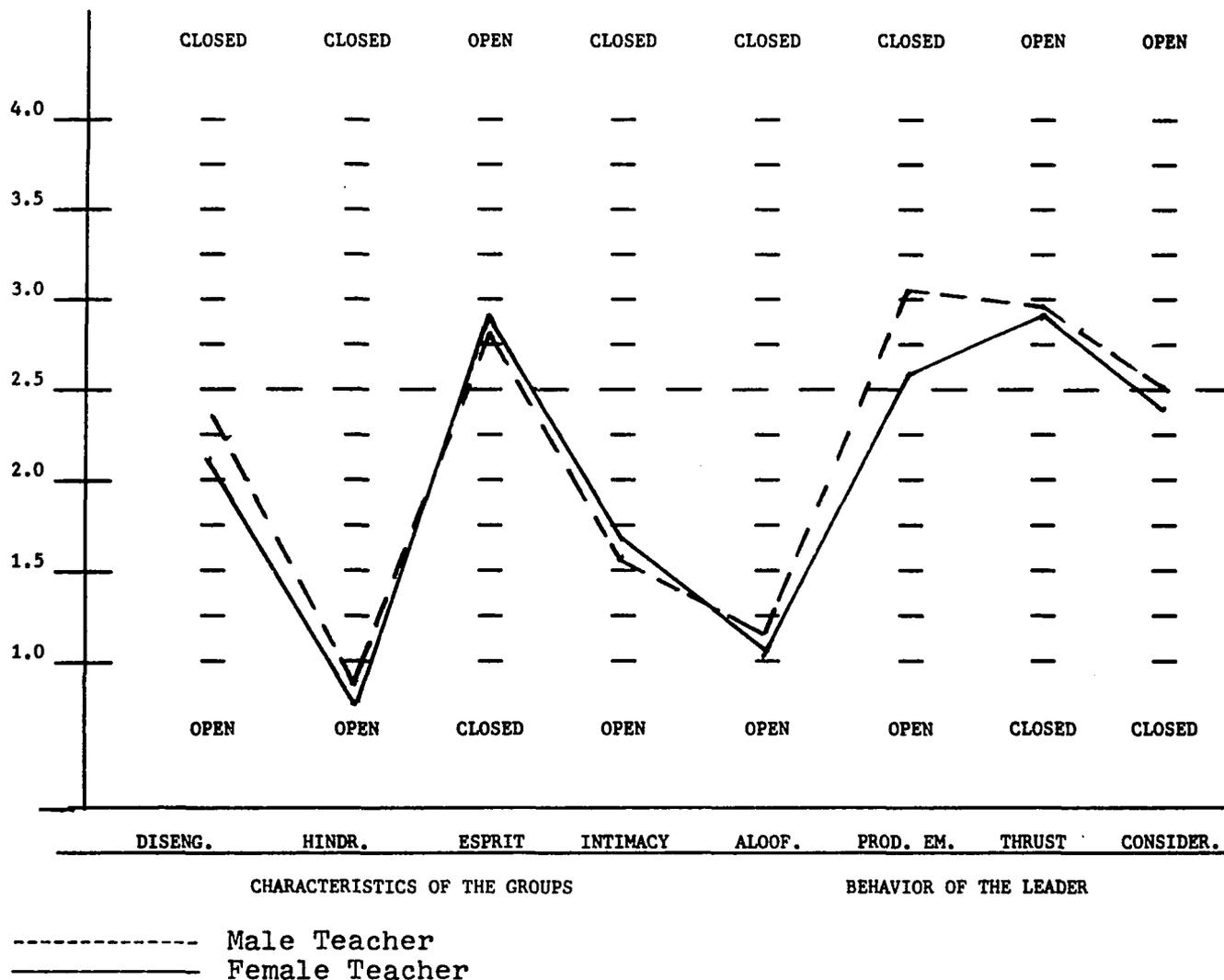
Figure 134

Male Teacher OCP and Female Teacher OCP in School No. 20

--------------- Male Teacher
———————— Female Teacher
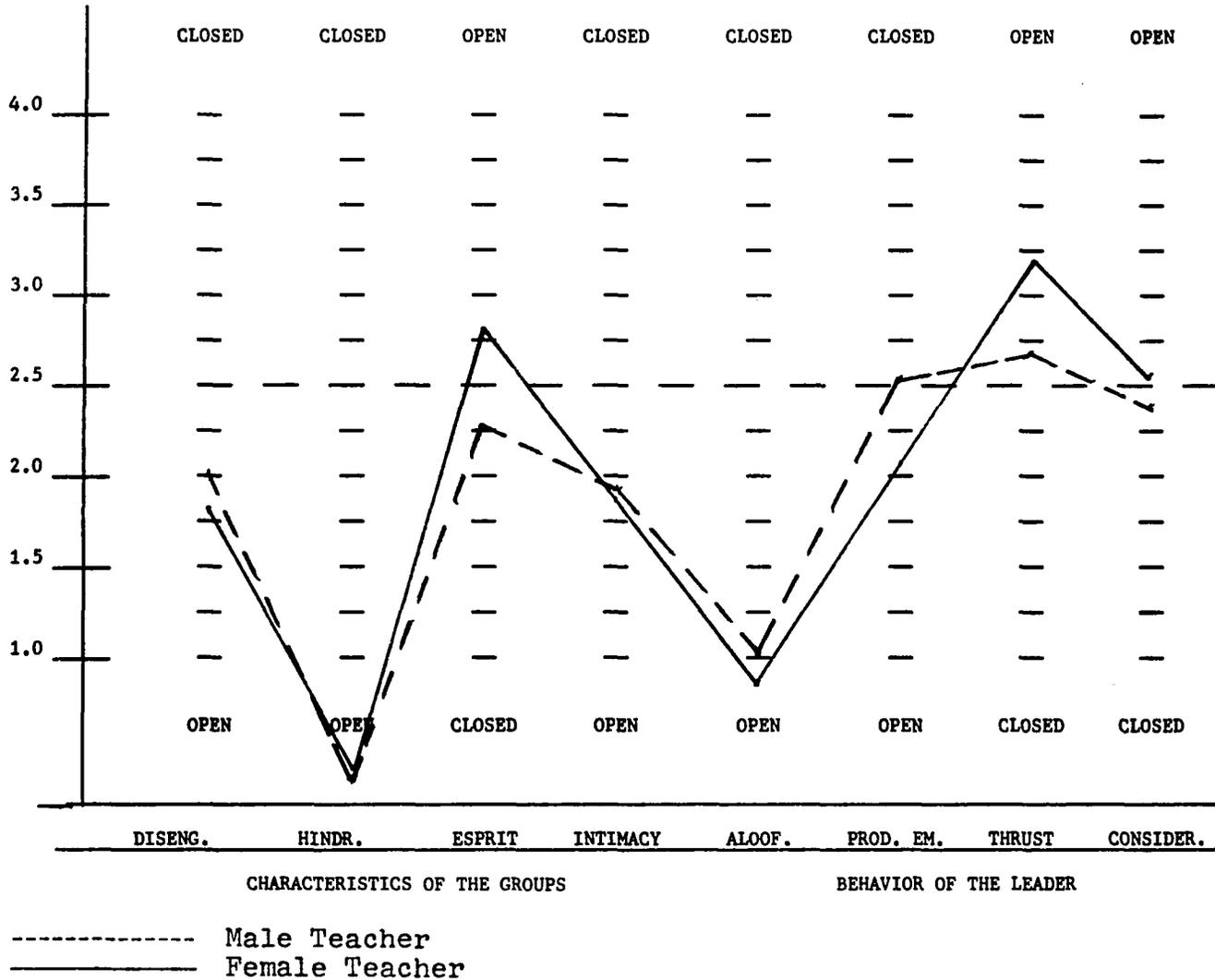
Figure 135

Male Teacher OCP and Female Teacher OCP in School No. 32
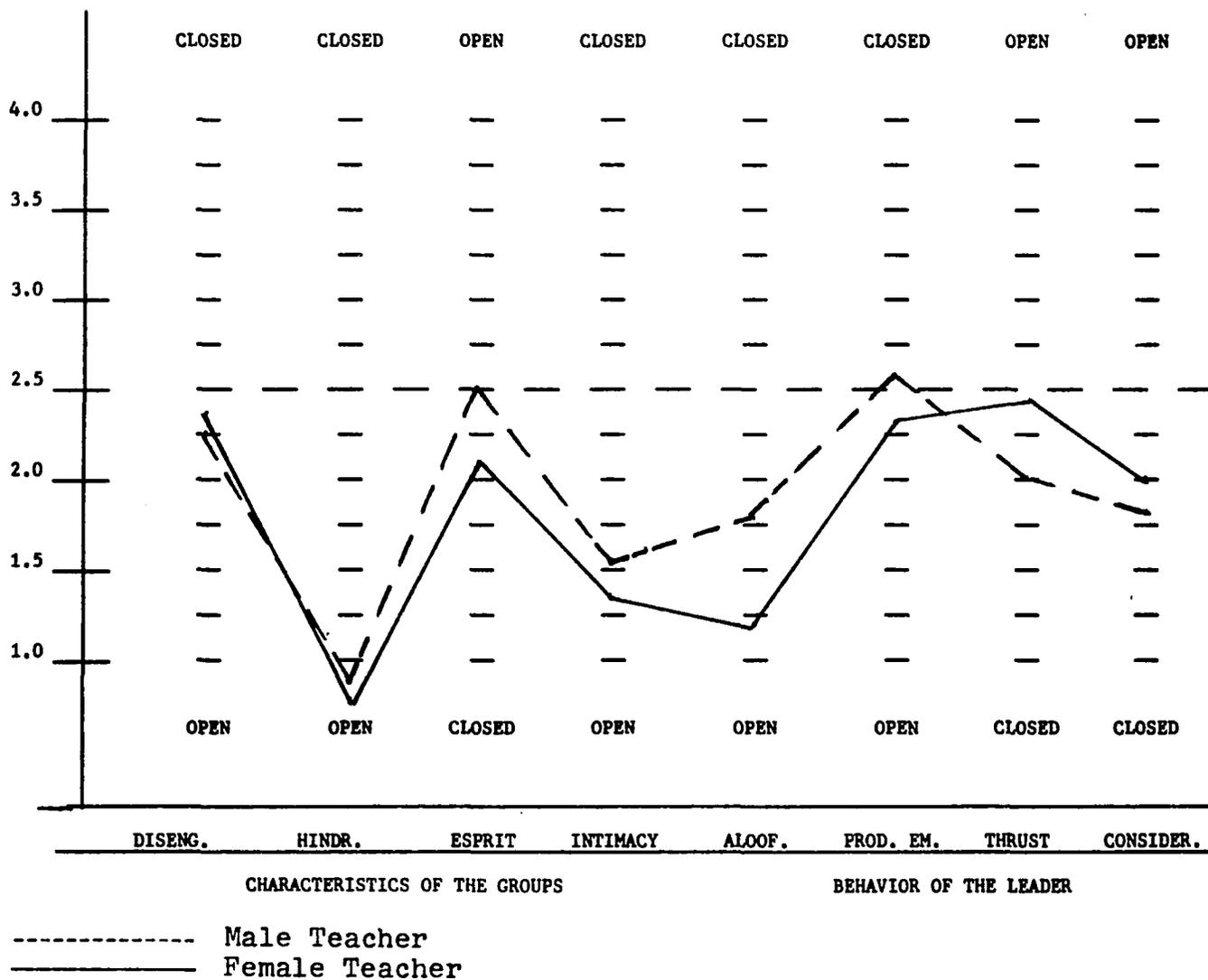
Figure 136

Male Teacher OCP and Female Teacher OCP in School No. 34
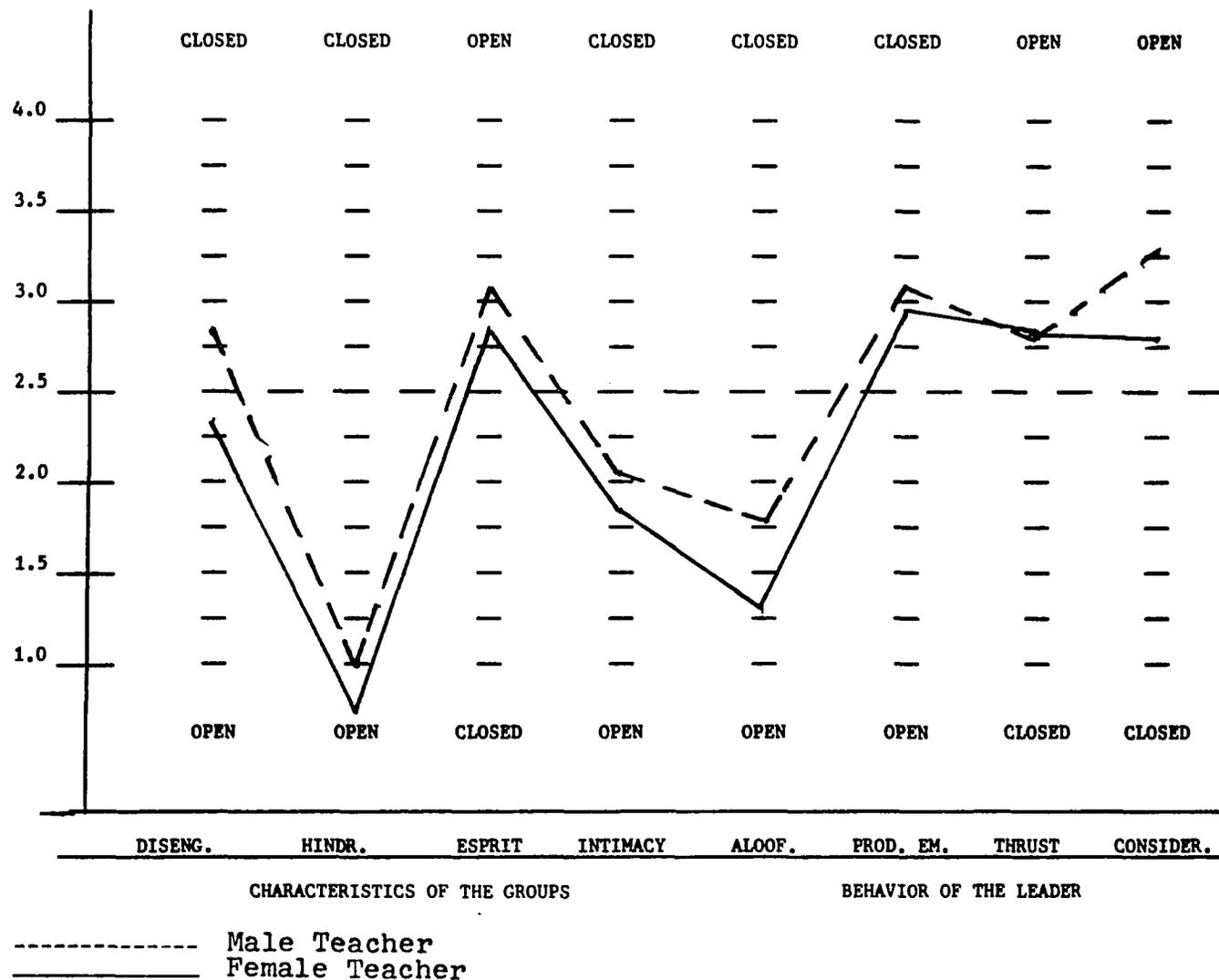
Figure 137

Male Teacher OCP and Female Teacher OCP in School No. 36

------------- Male Teacher
_____ Female Teacher
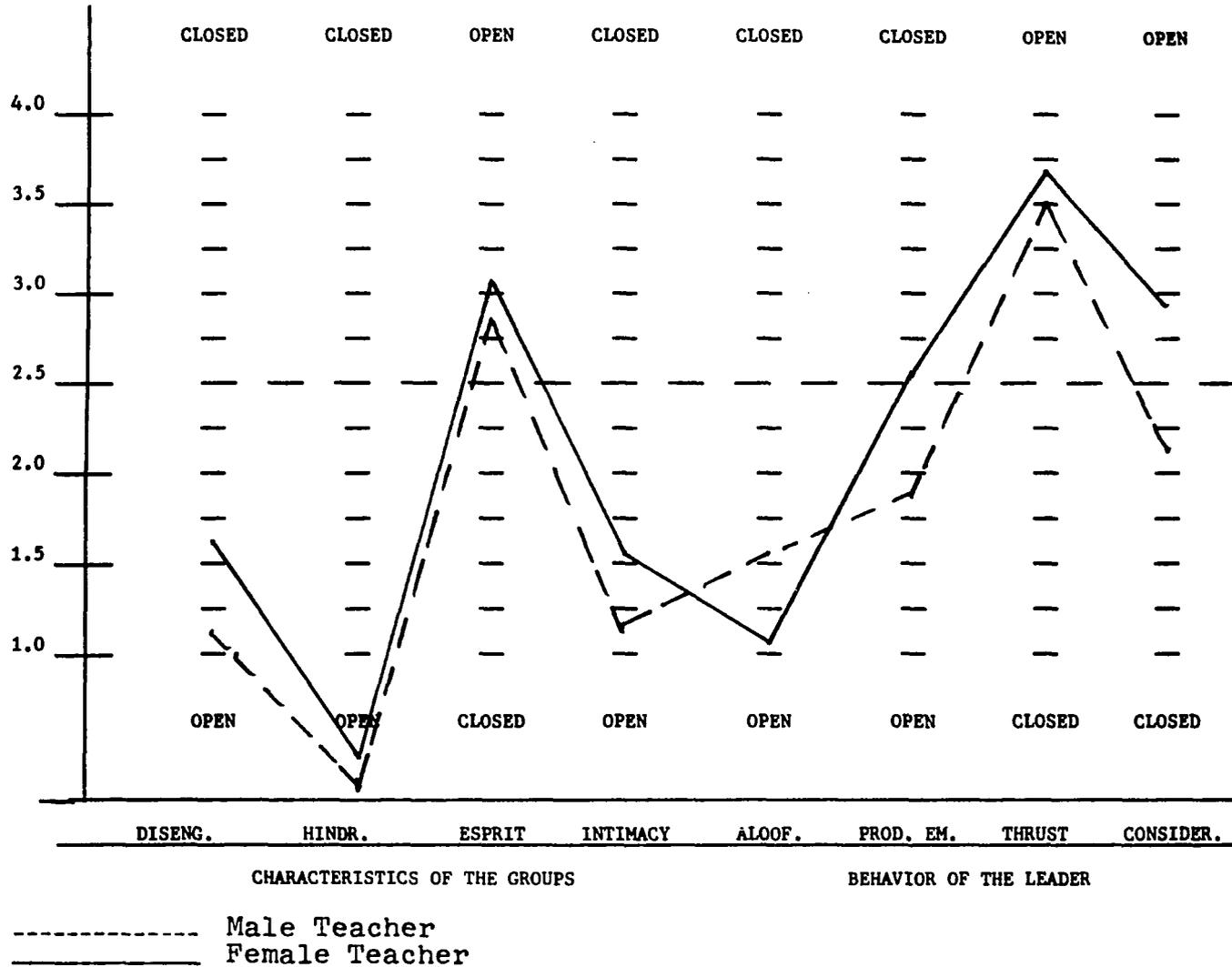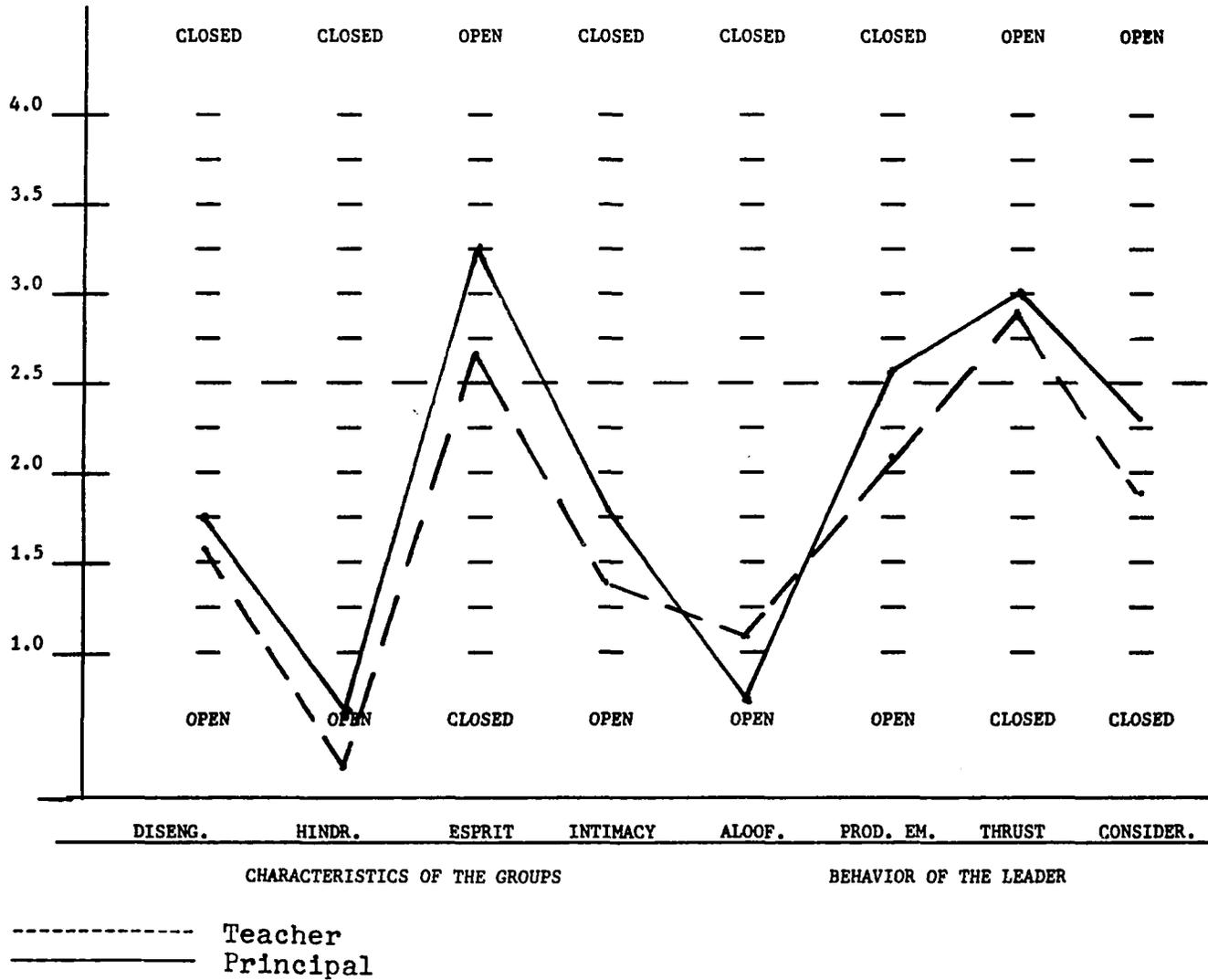
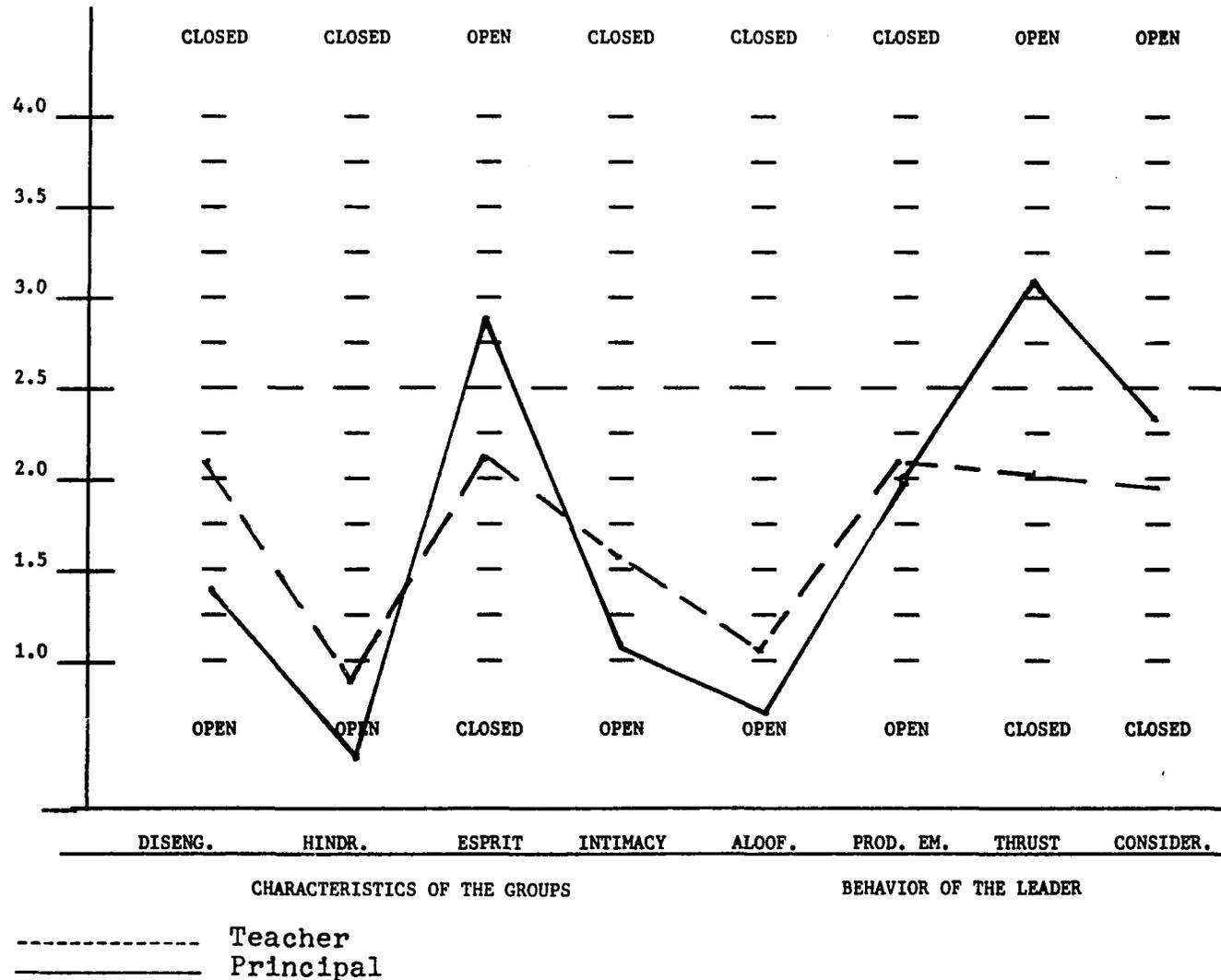Figure 138

Teacher OCP and Principal OCP in School No. 1
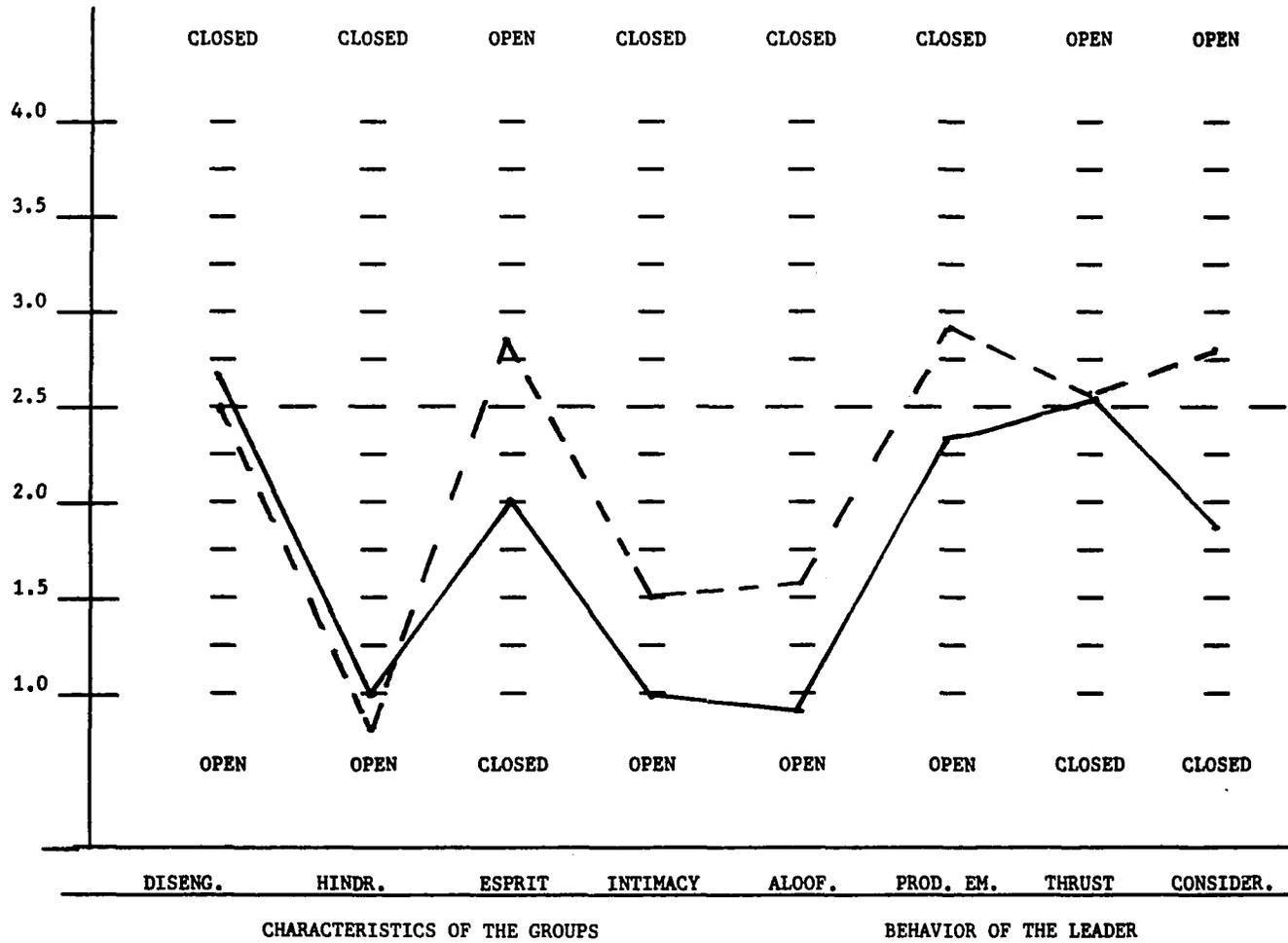
Figure 139

Teacher OCP and Principal OCP in School No. 2
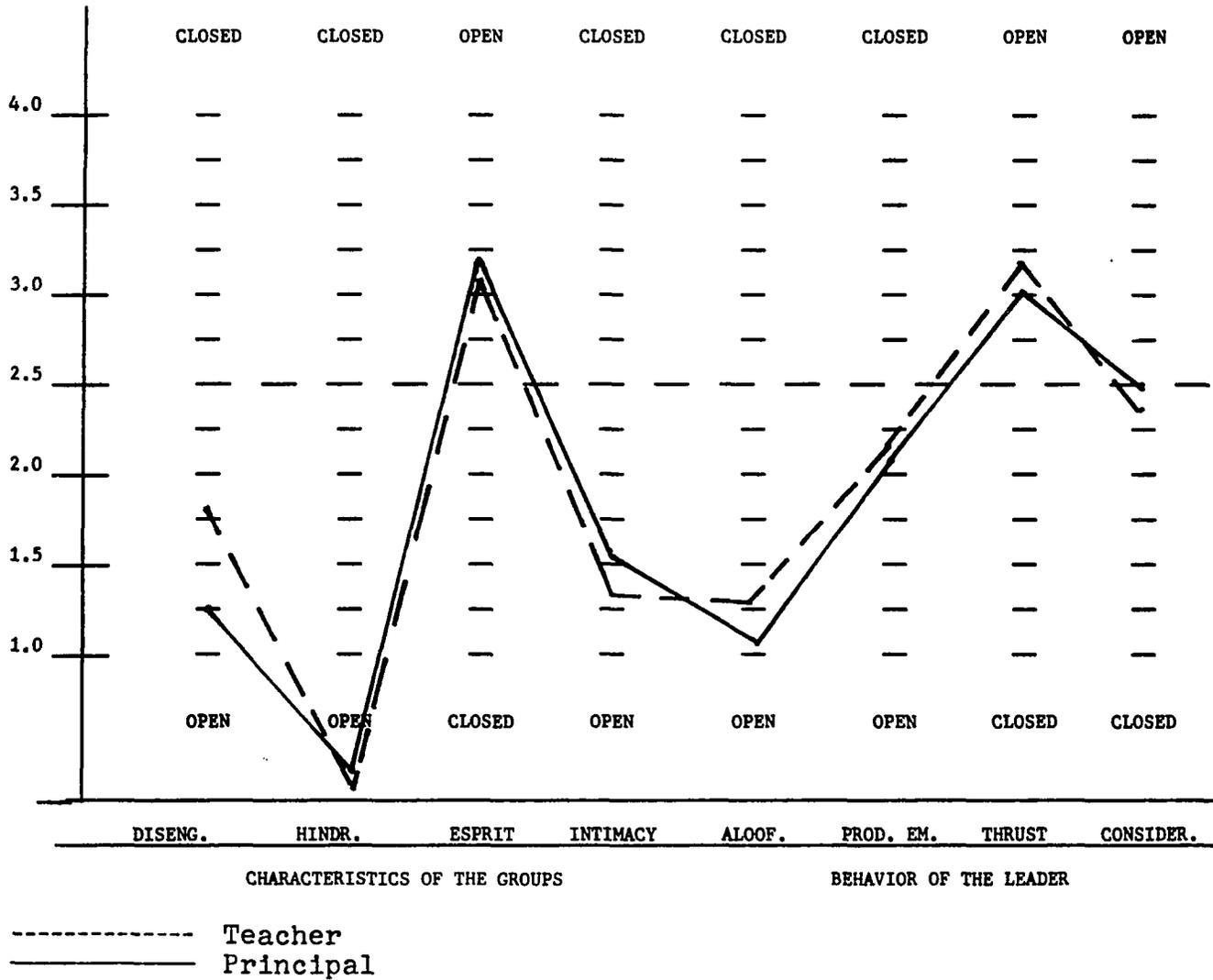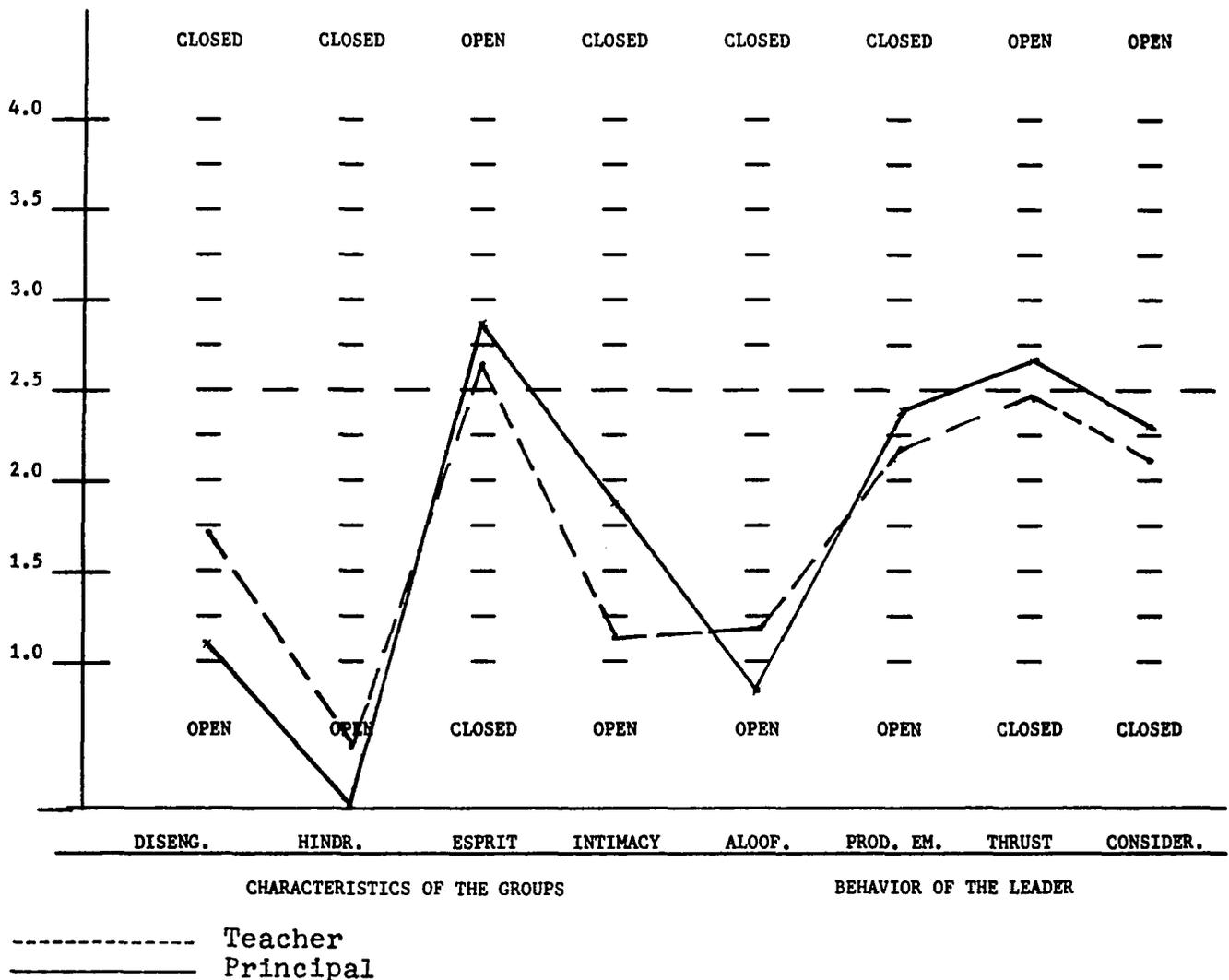
Figure 140

Teacher OCP and Principal OCP in School No. 3
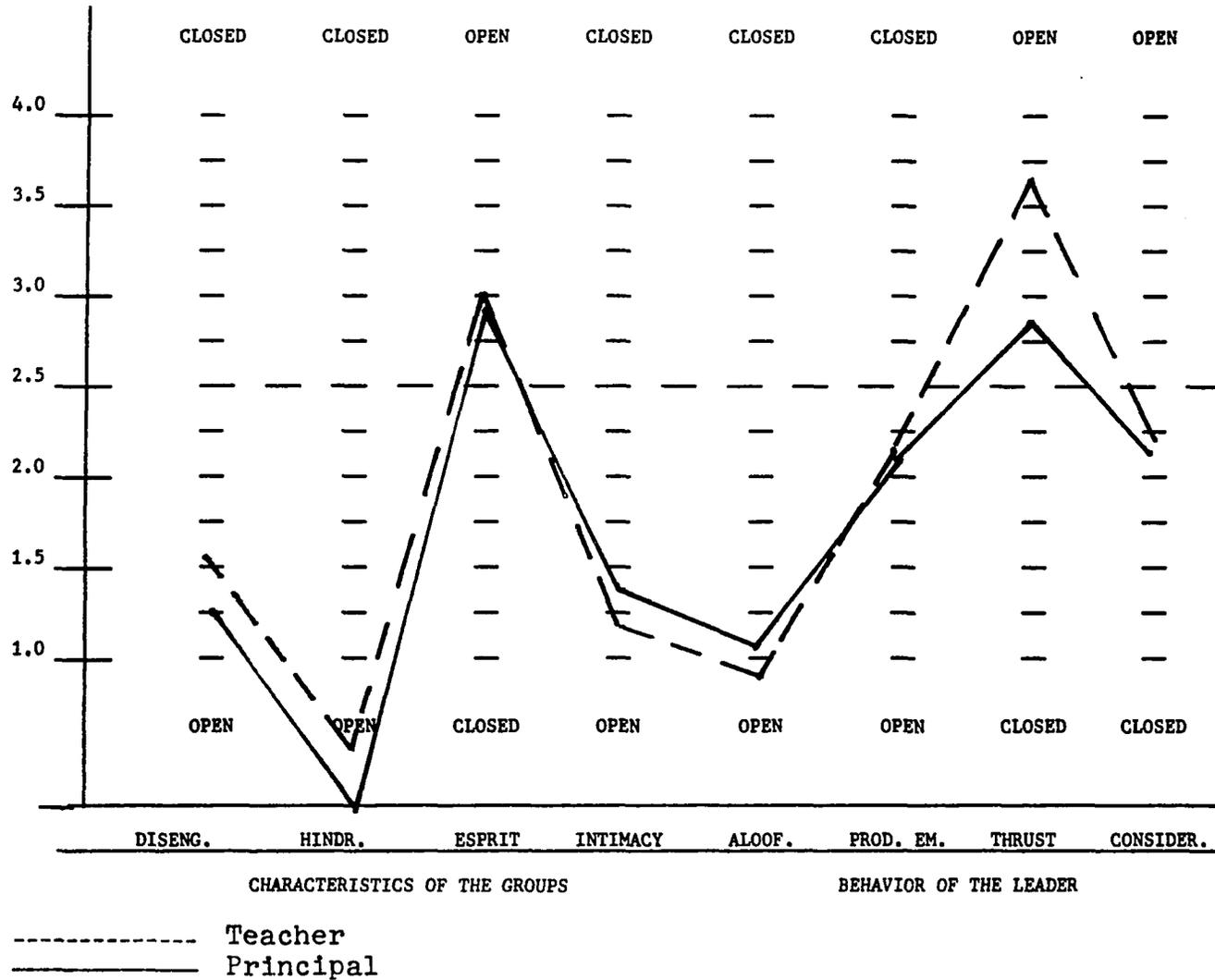
Figure 141

Teacher OCP and Principal OCP in School No. 4
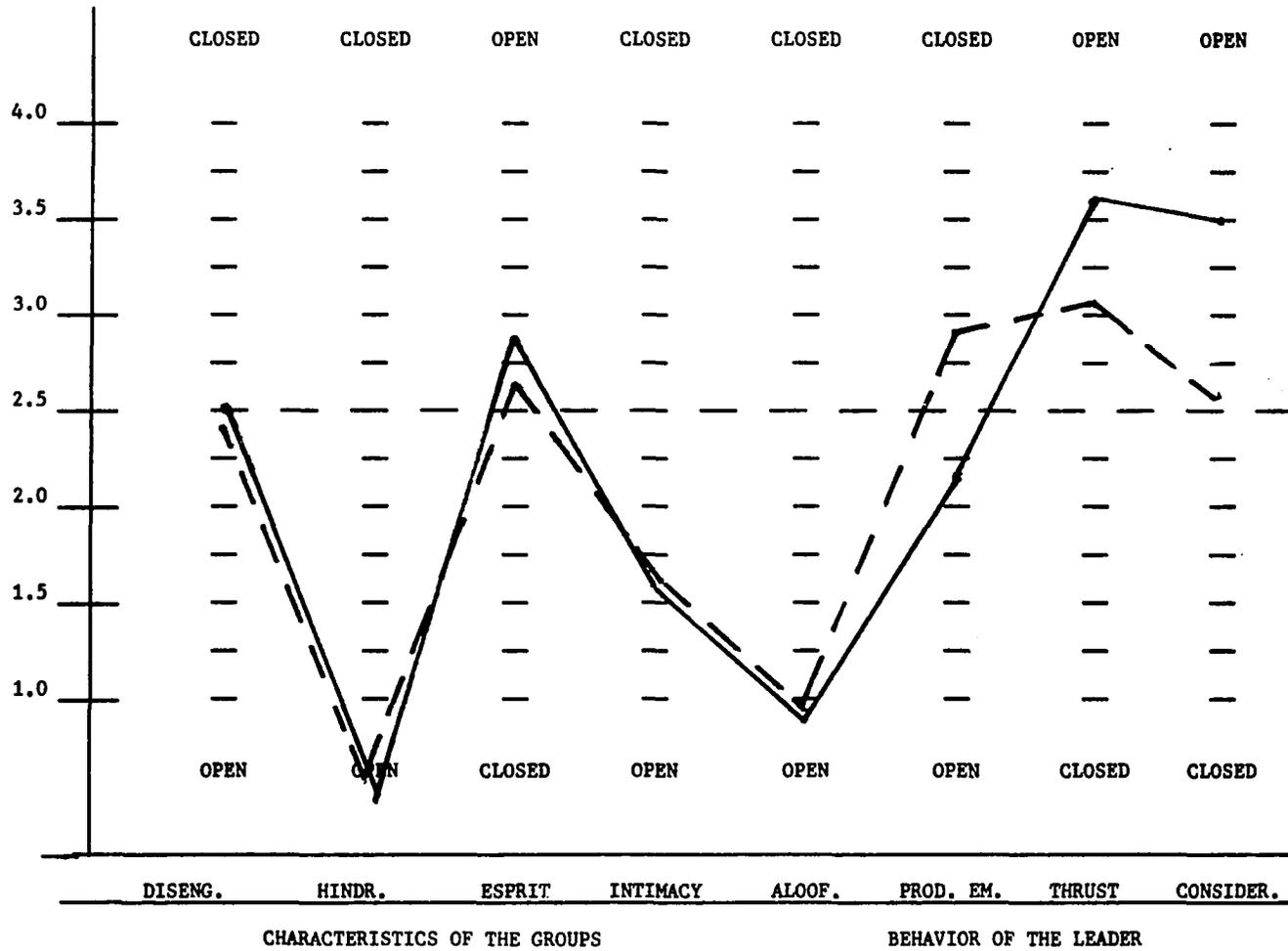
Figure 142

Teacher OCP and Principal OCP in School No. 5

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
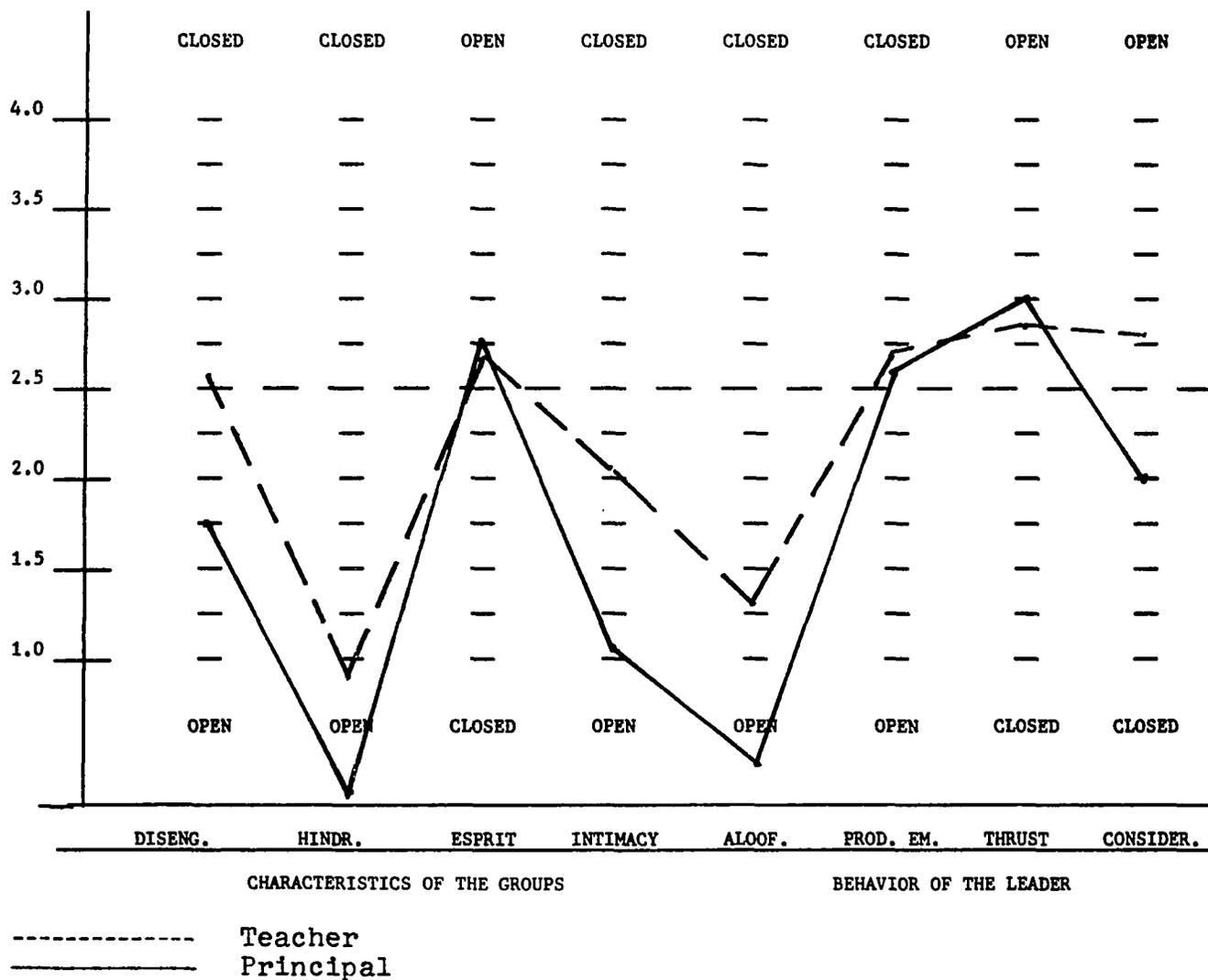
- - - - - - - - - - - - - - - Teacher
——————————— Principal

Figure 143

Teacher OCP and Principal OCP in School No. 6

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
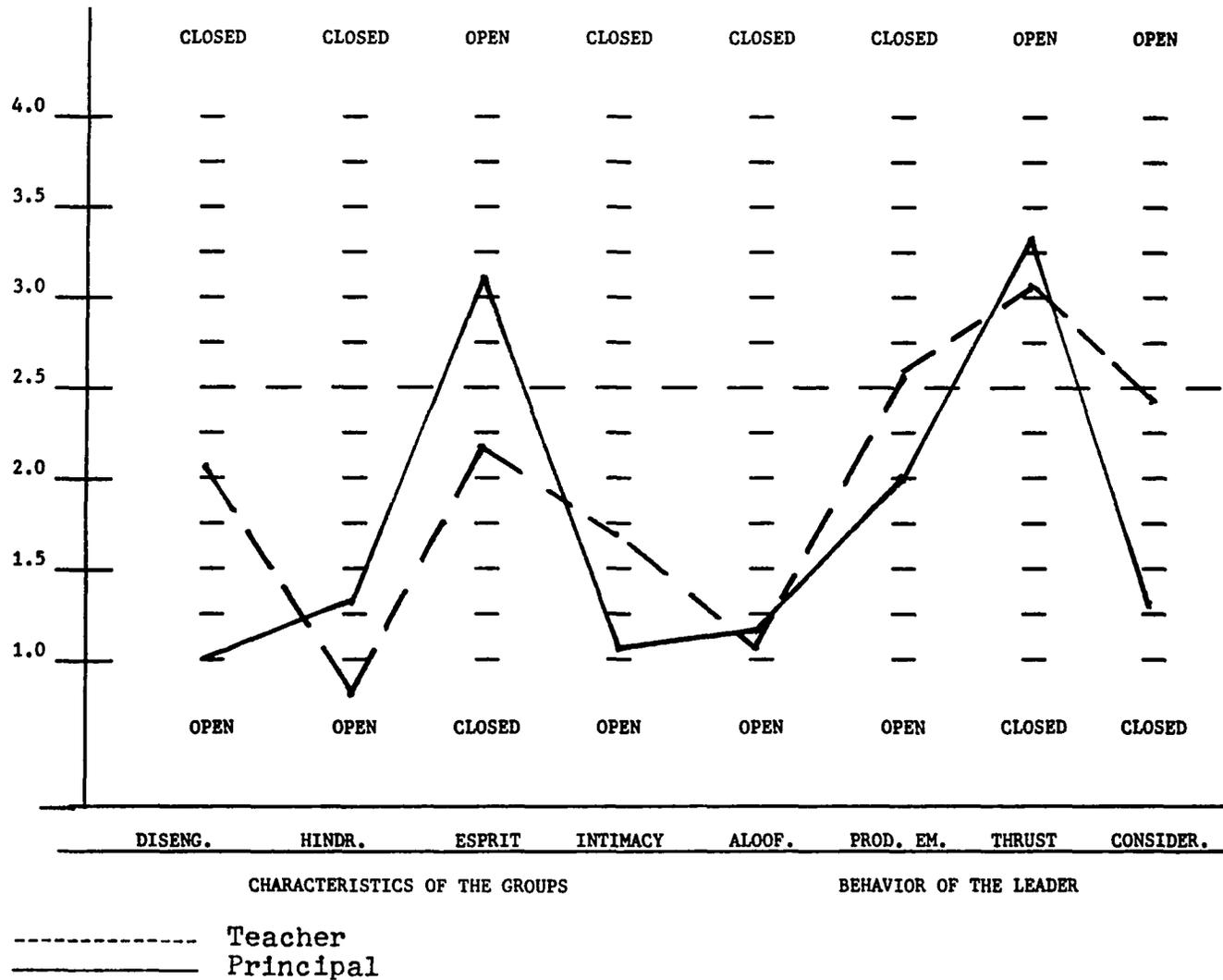
------------- Teacher
————————— Principal

Figure 144

Teacher OCP and Principal OCP in School No. 7
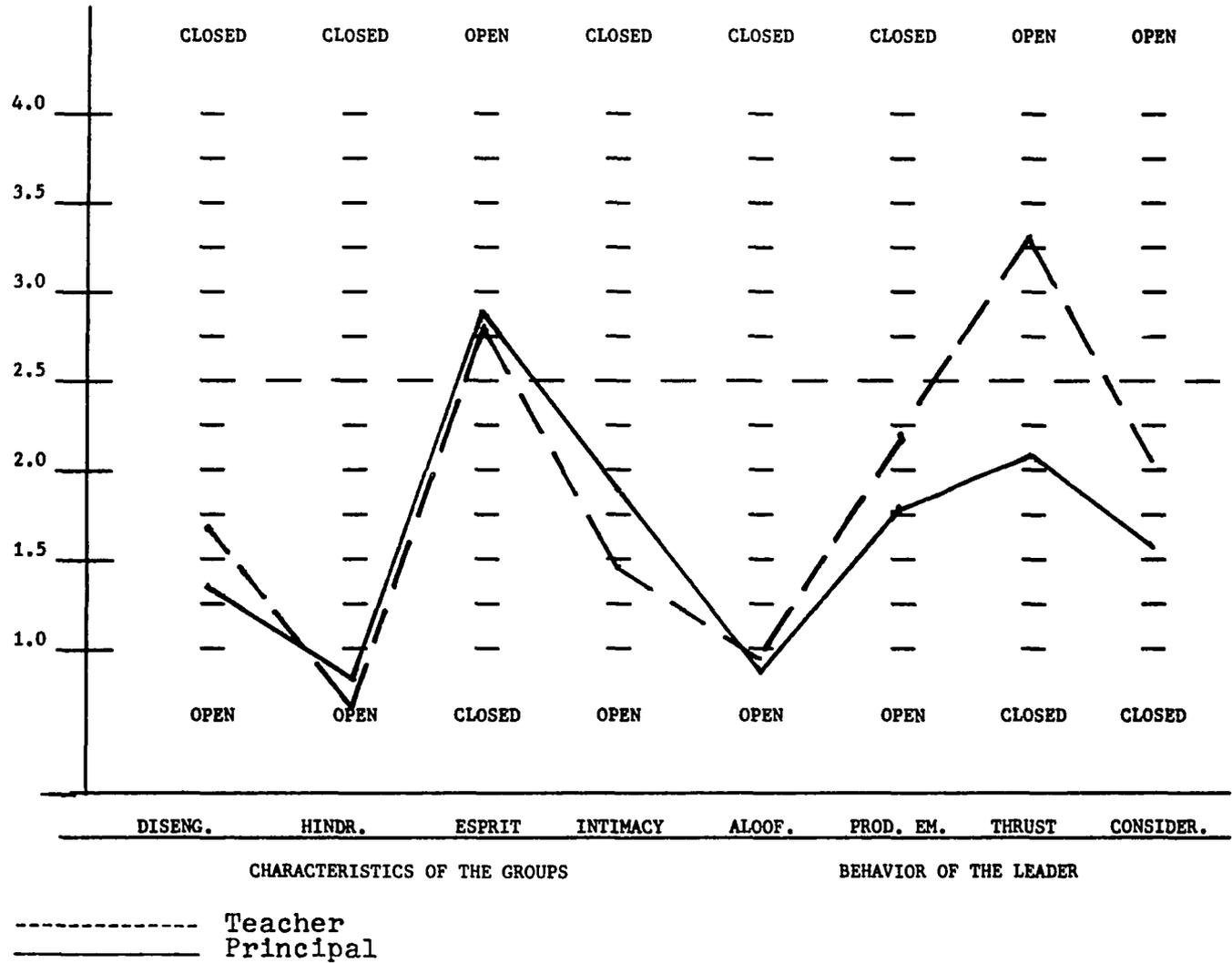
Figure 145

Teacher OCP and Principal OCP in School No. 8
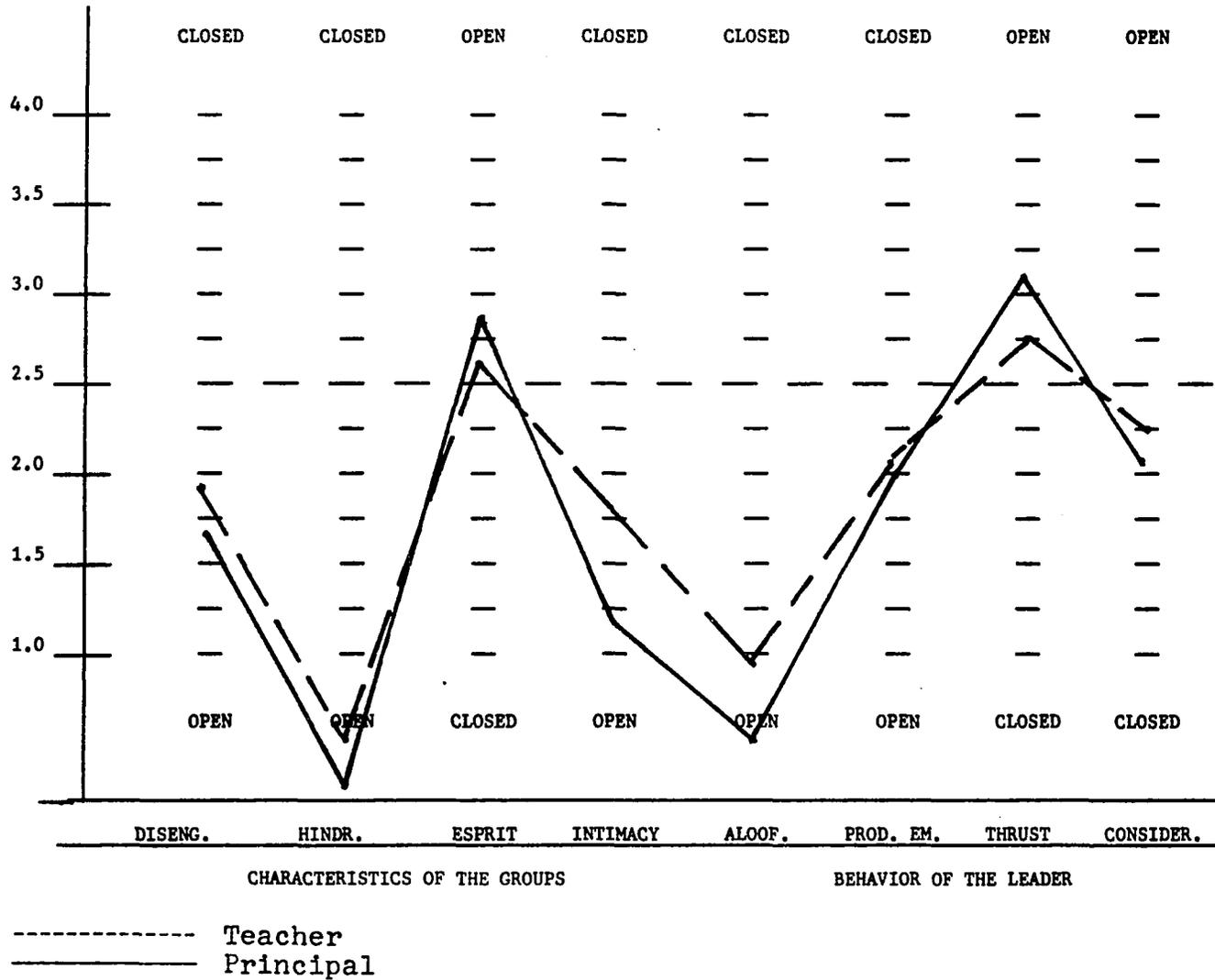
Figure 146

Teacher OCP and Principal OCP in School No. 9
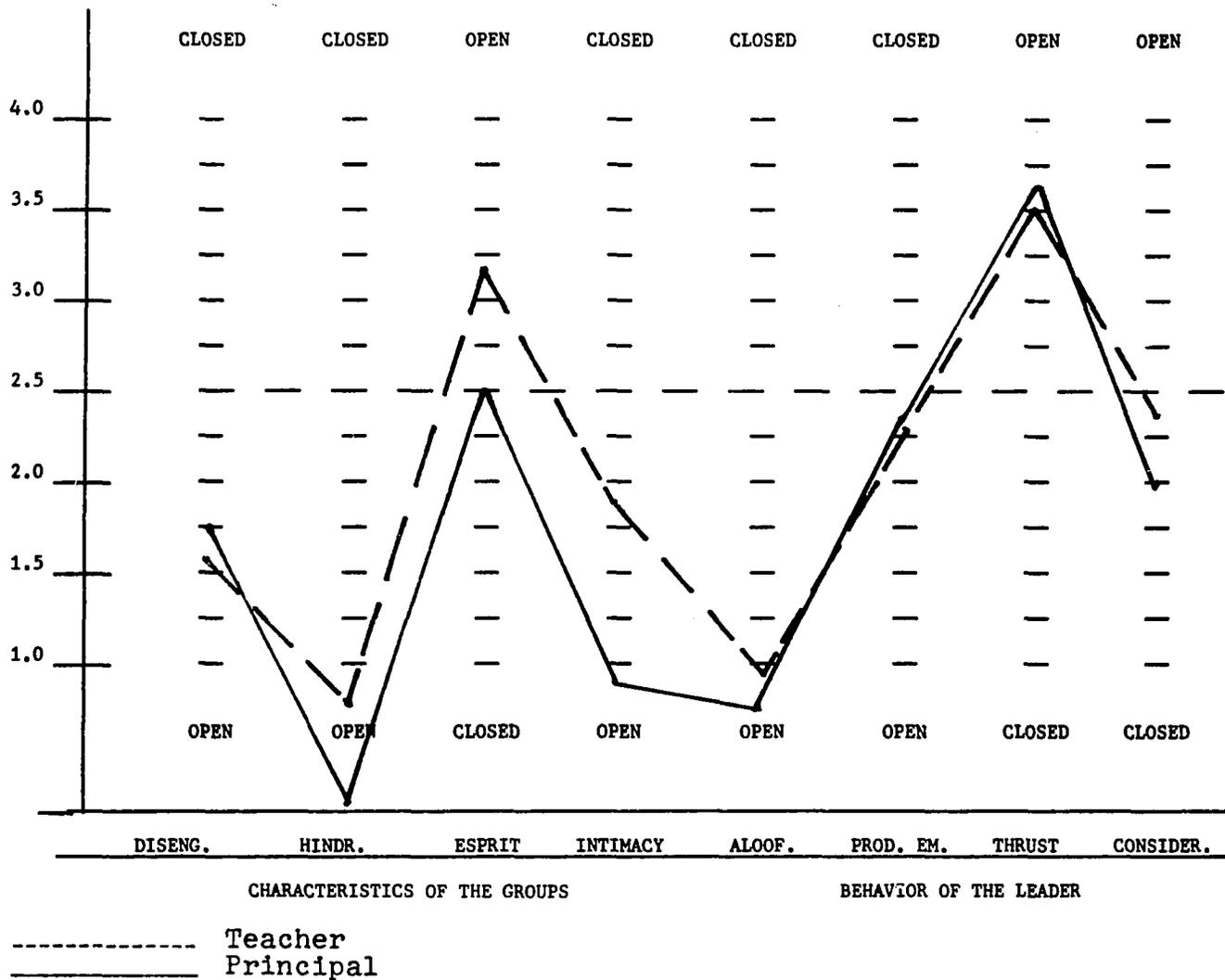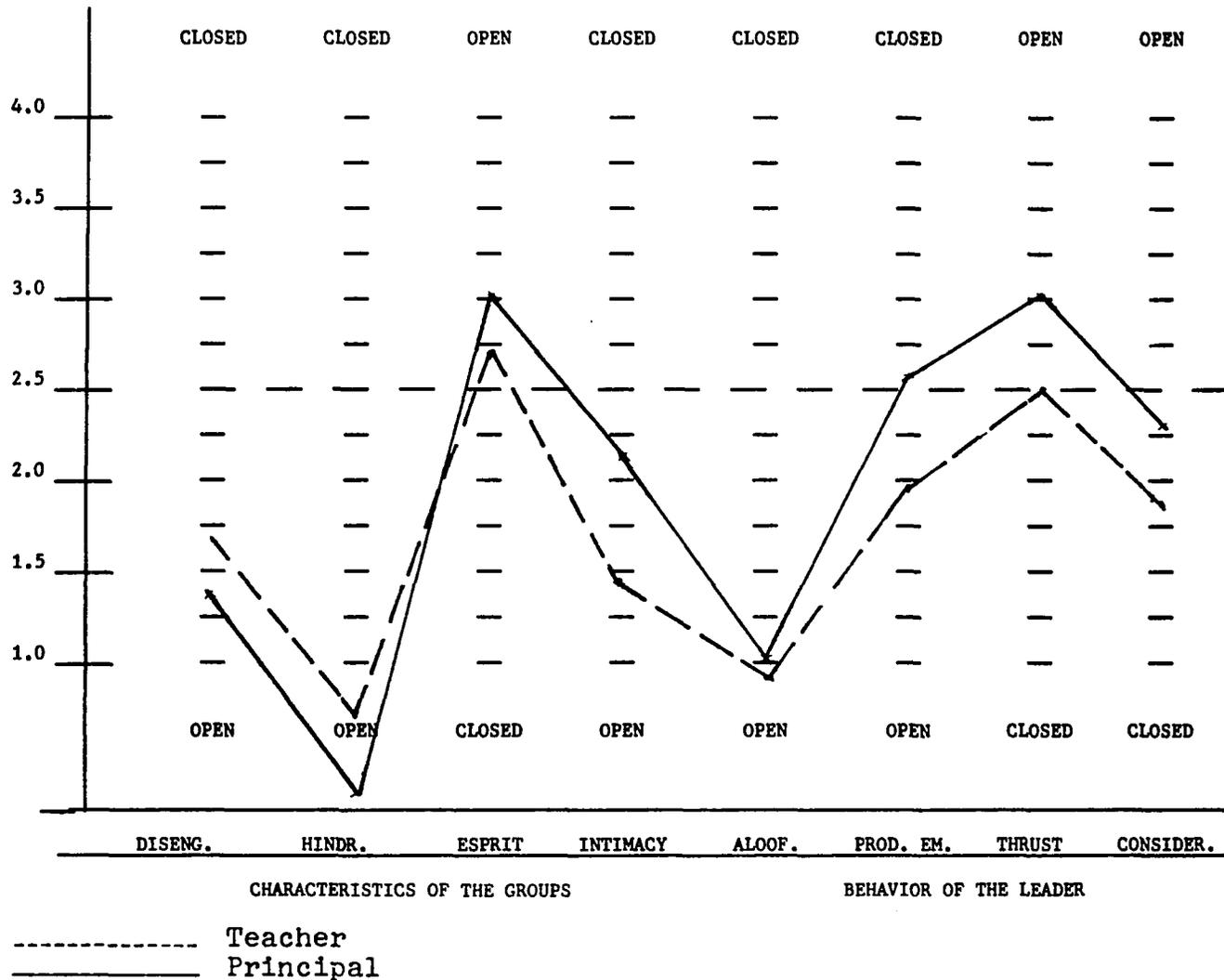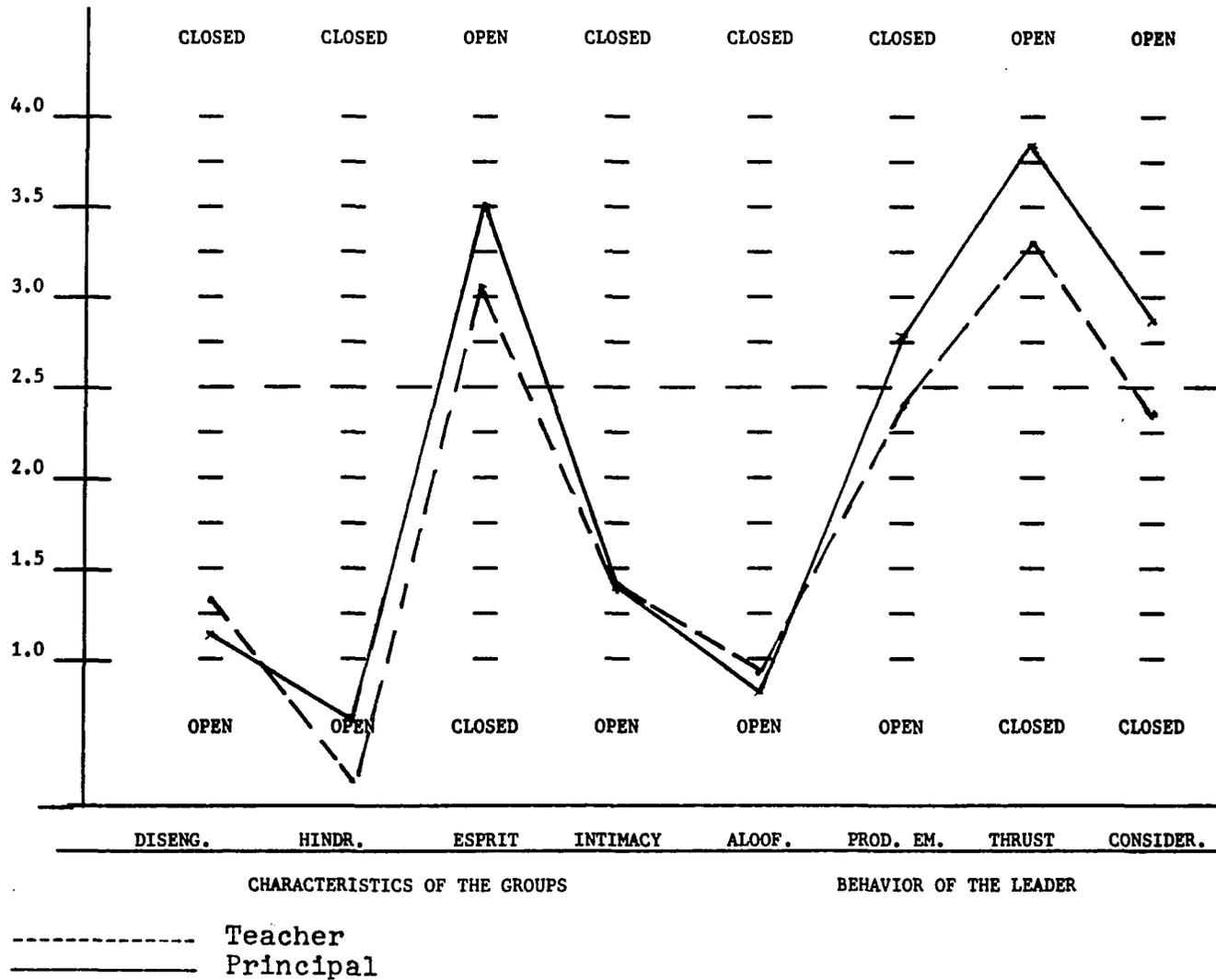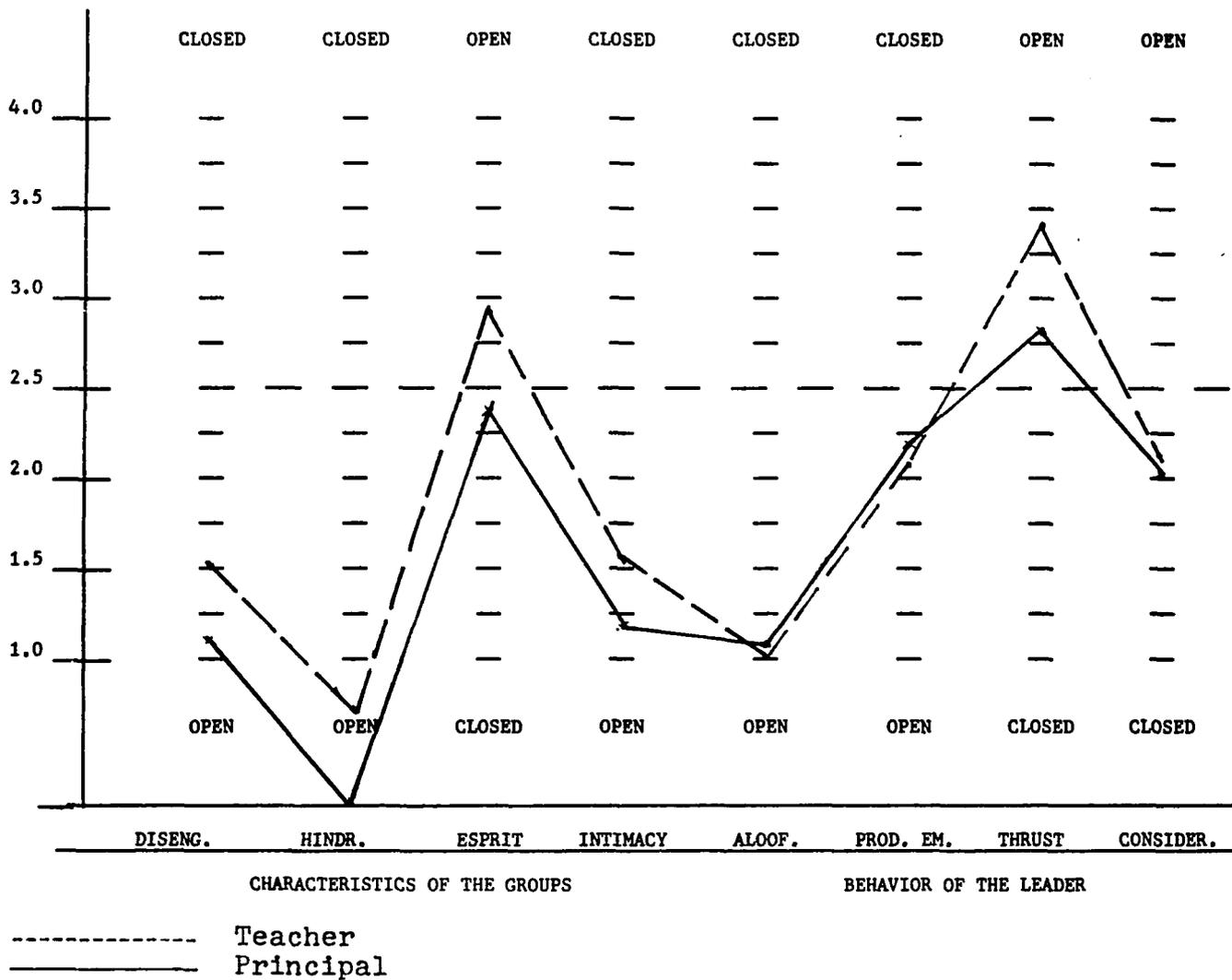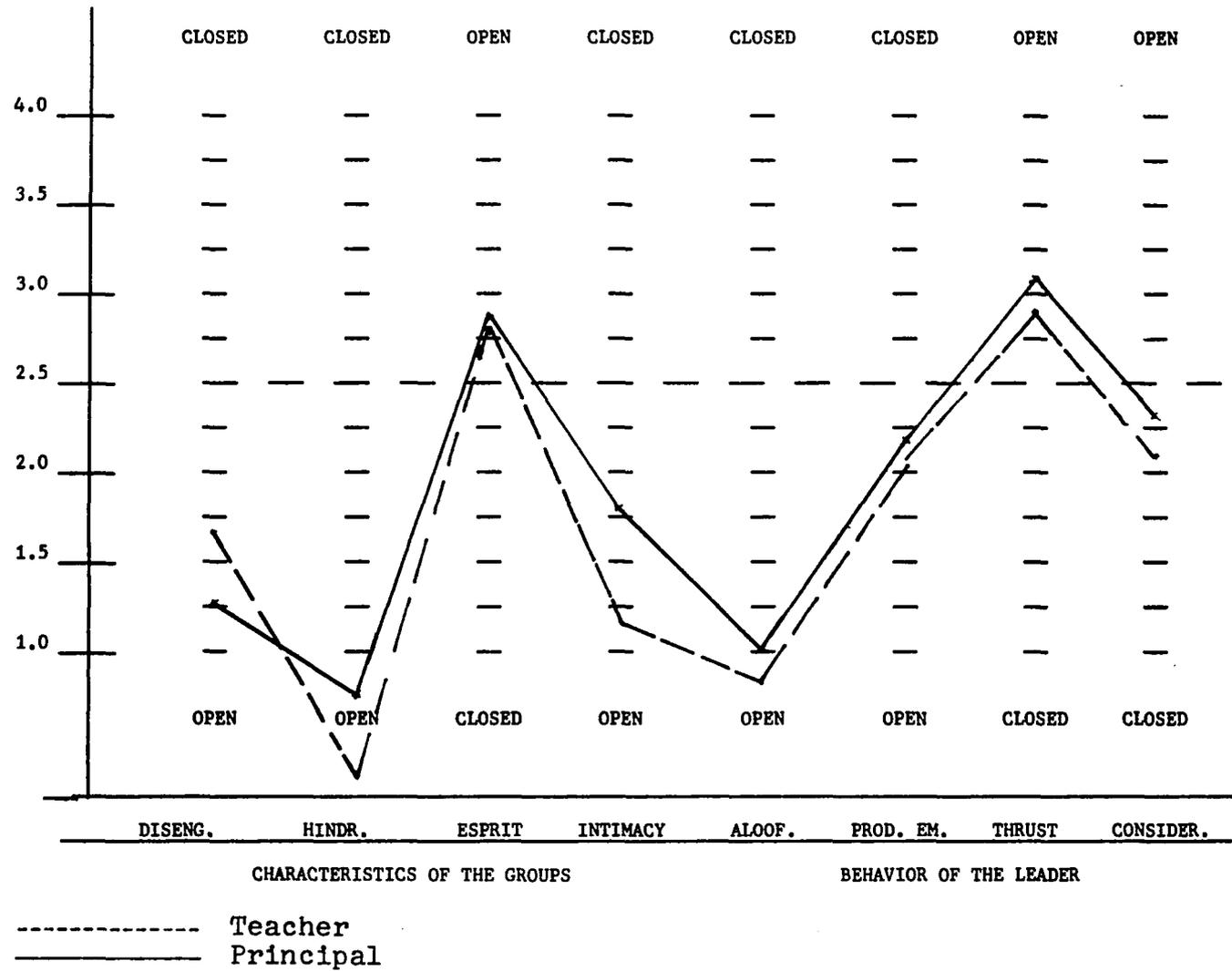
Figure 147

Teacher OCP and Principal OCP in School No. 10

Figure 148

Teacher OCP and Principal OCP in School No. 11

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN
4.0								
3.5								
3.0								
2.5								
2.0								
1.5								
1.0								
	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

---------------- Teacher
——————— Principal

Figure 149

Teacher OCP and Principal OCP in School No. 12

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Teacher
―――――――― Principal

Figure 150

Teacher OCP and Principal OCP in School No. 13
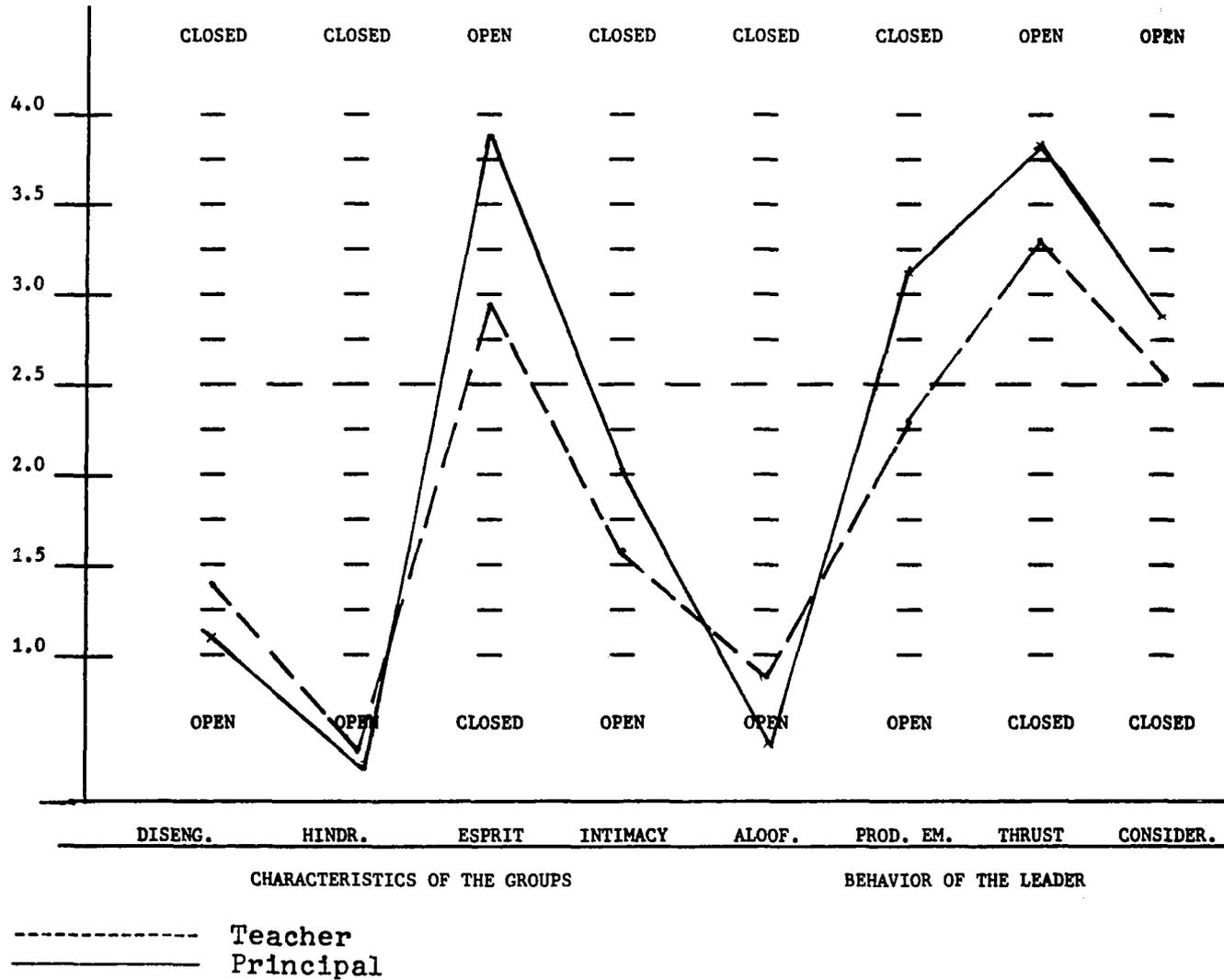
Figure 151

Teacher OCP and Principal OCP in School No. 14

CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

4.0

3.5

3.0

2.5

2.0

1.5

1.0

OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.   HINDR.   ESPRIT   INTIMACY   ALOOF.   PROD. EM.   THRUST   CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

-------------- Teacher
————————— Principal

275
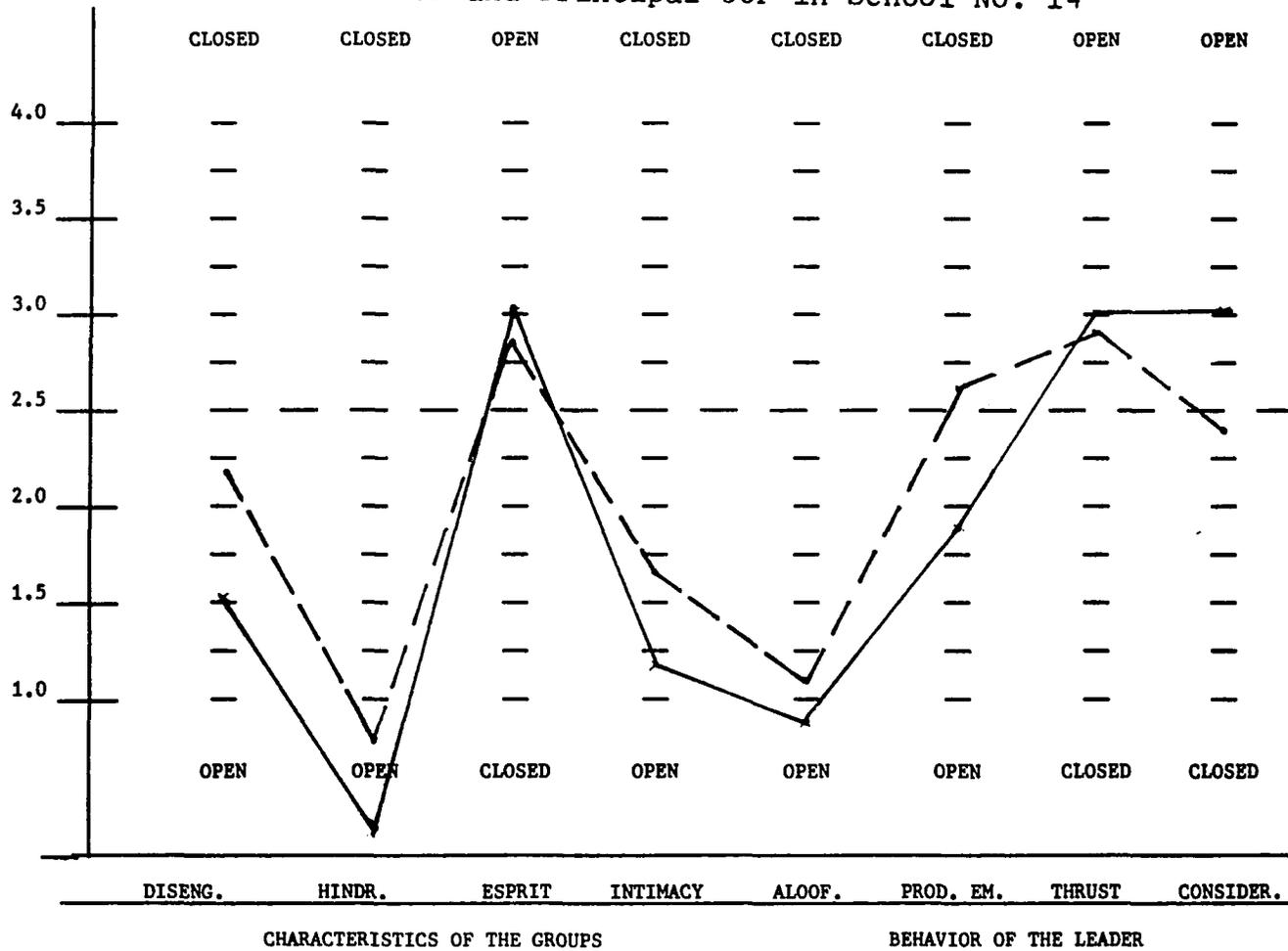
Figure 152

Teacher OCP and Principal OCP in School No. 15

Figure 153

Teacher OCP and Principal OCP in School No. 16

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - -   Teacher
————————   Principal

Figure 154

Teacher OCP and Principal OCP in School No. 17

Figure 155

Teacher OCP and Principal OCP in School No. 18

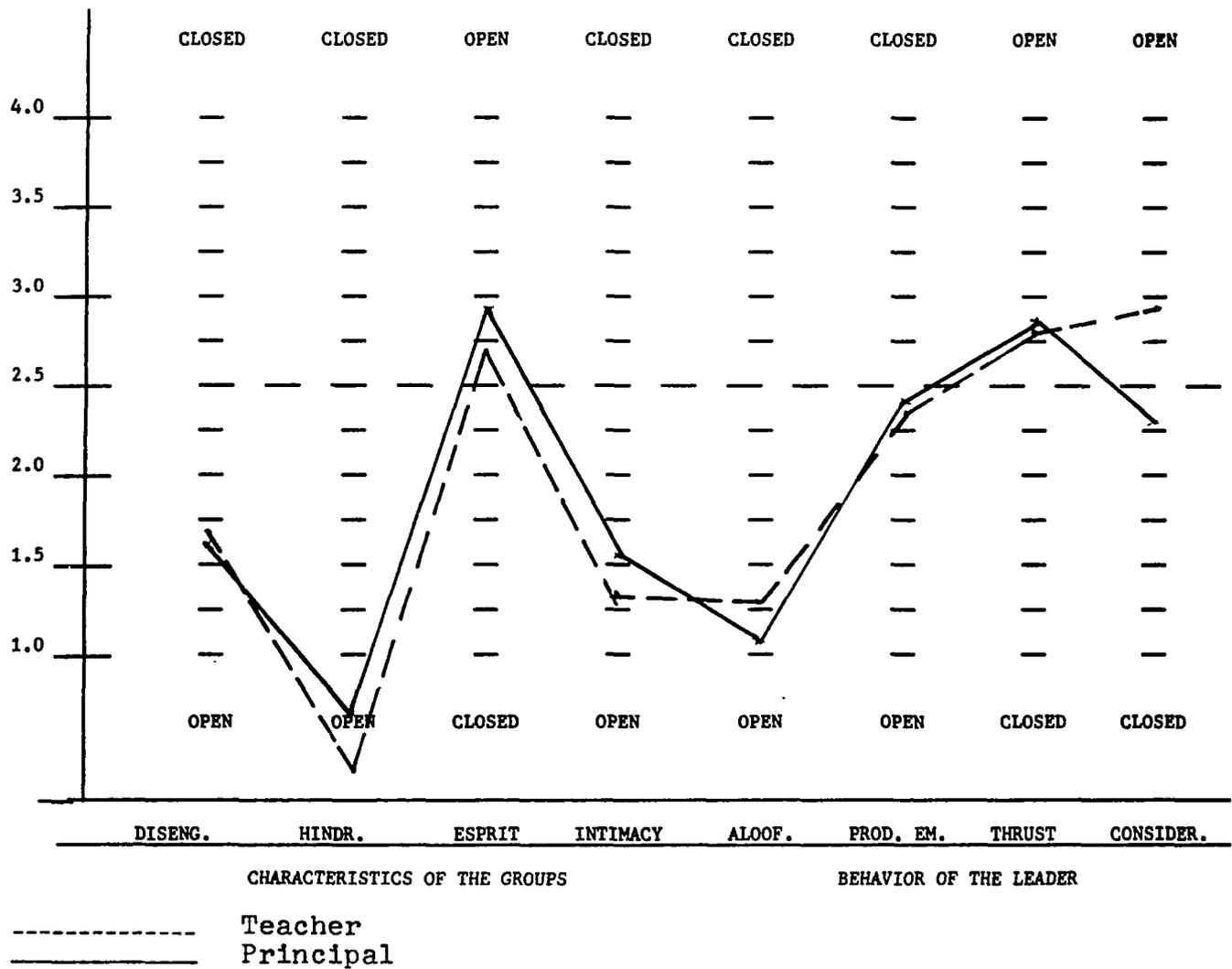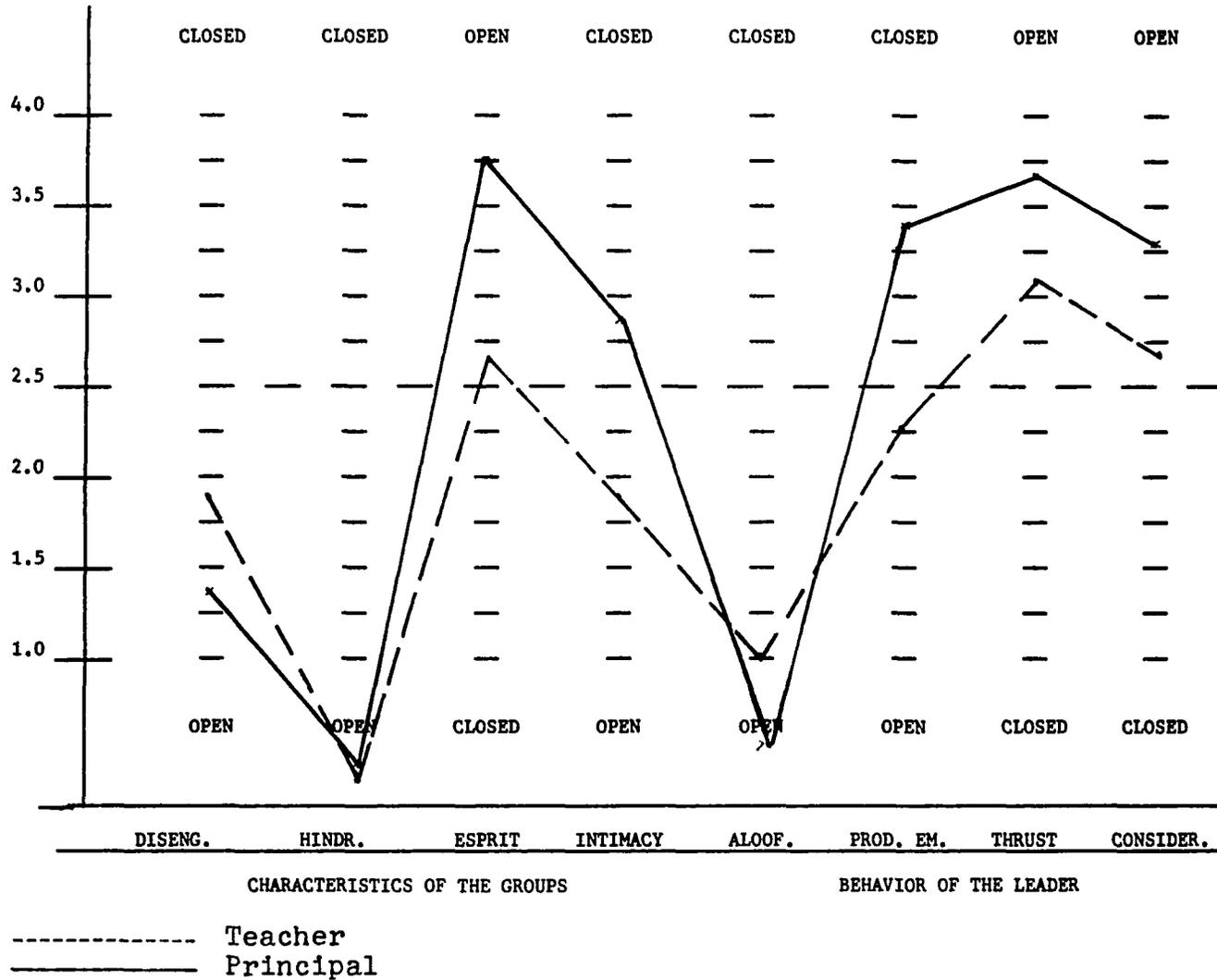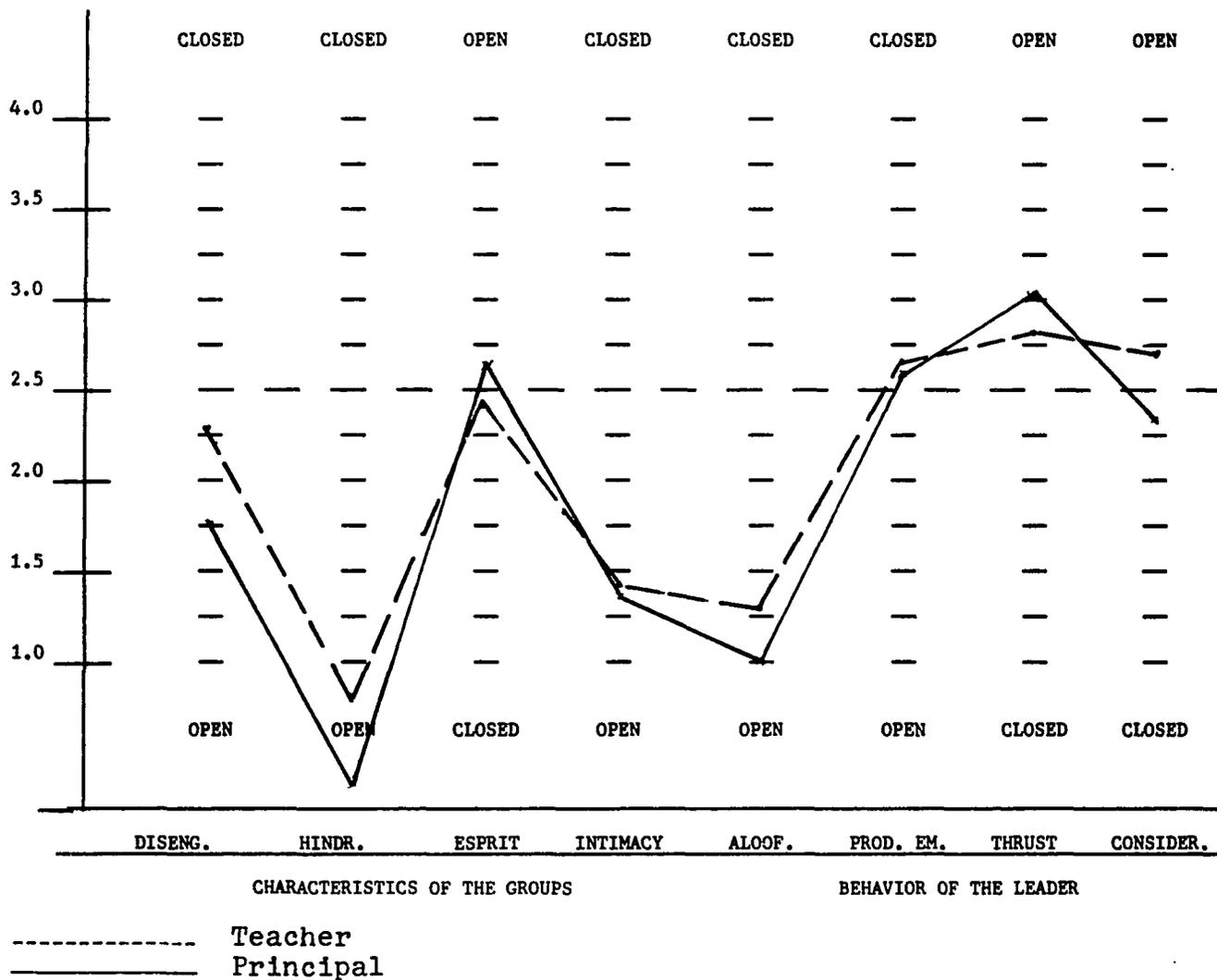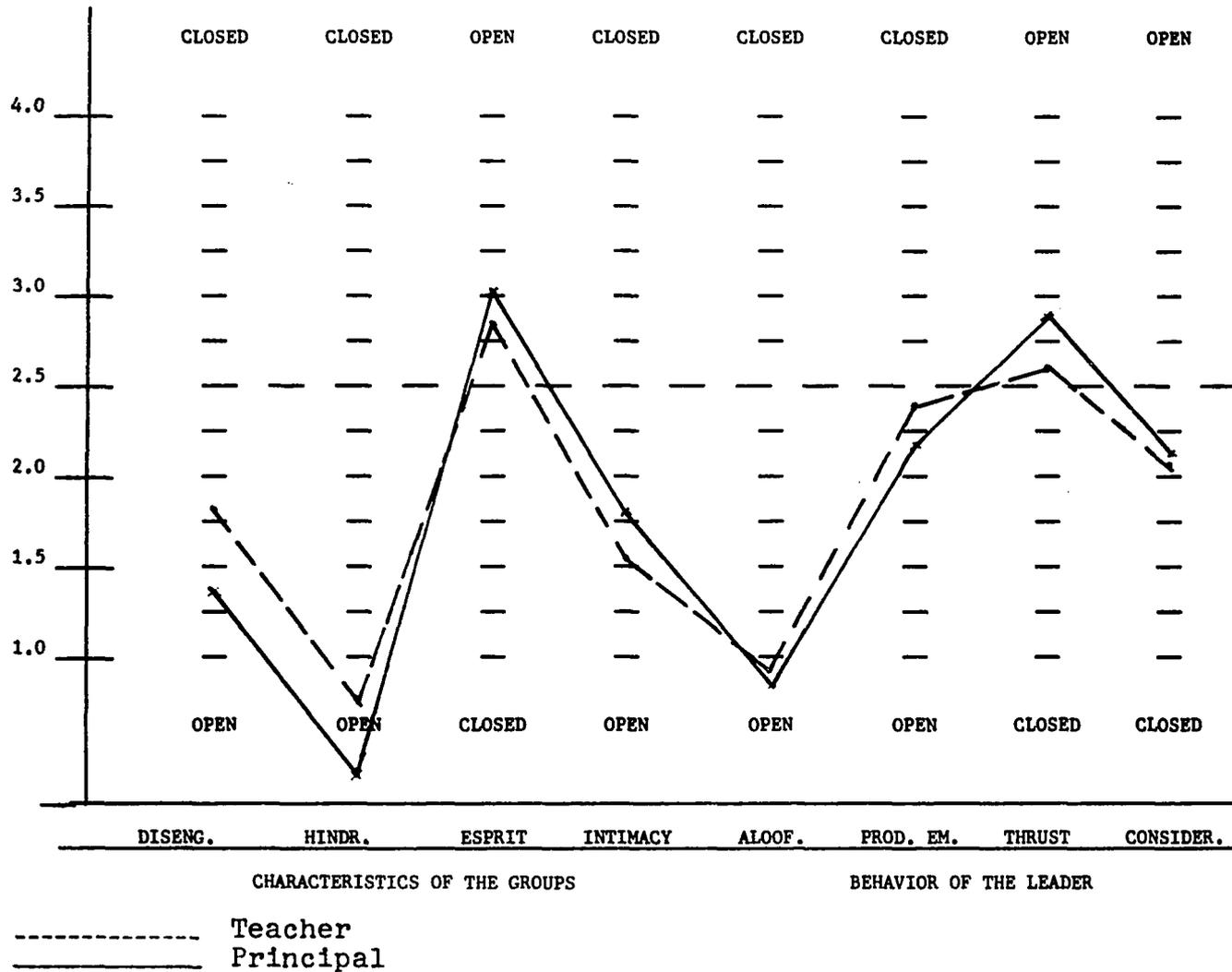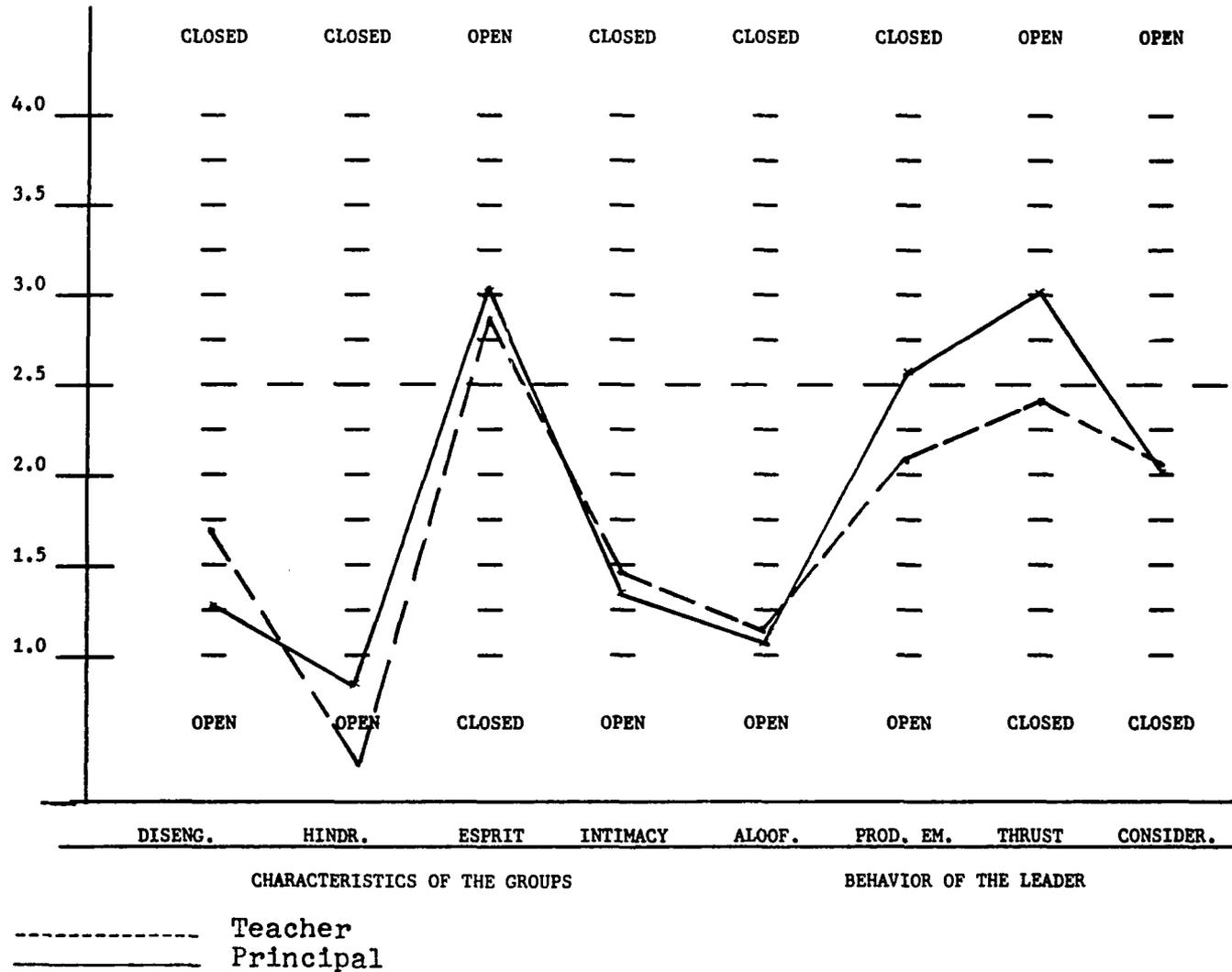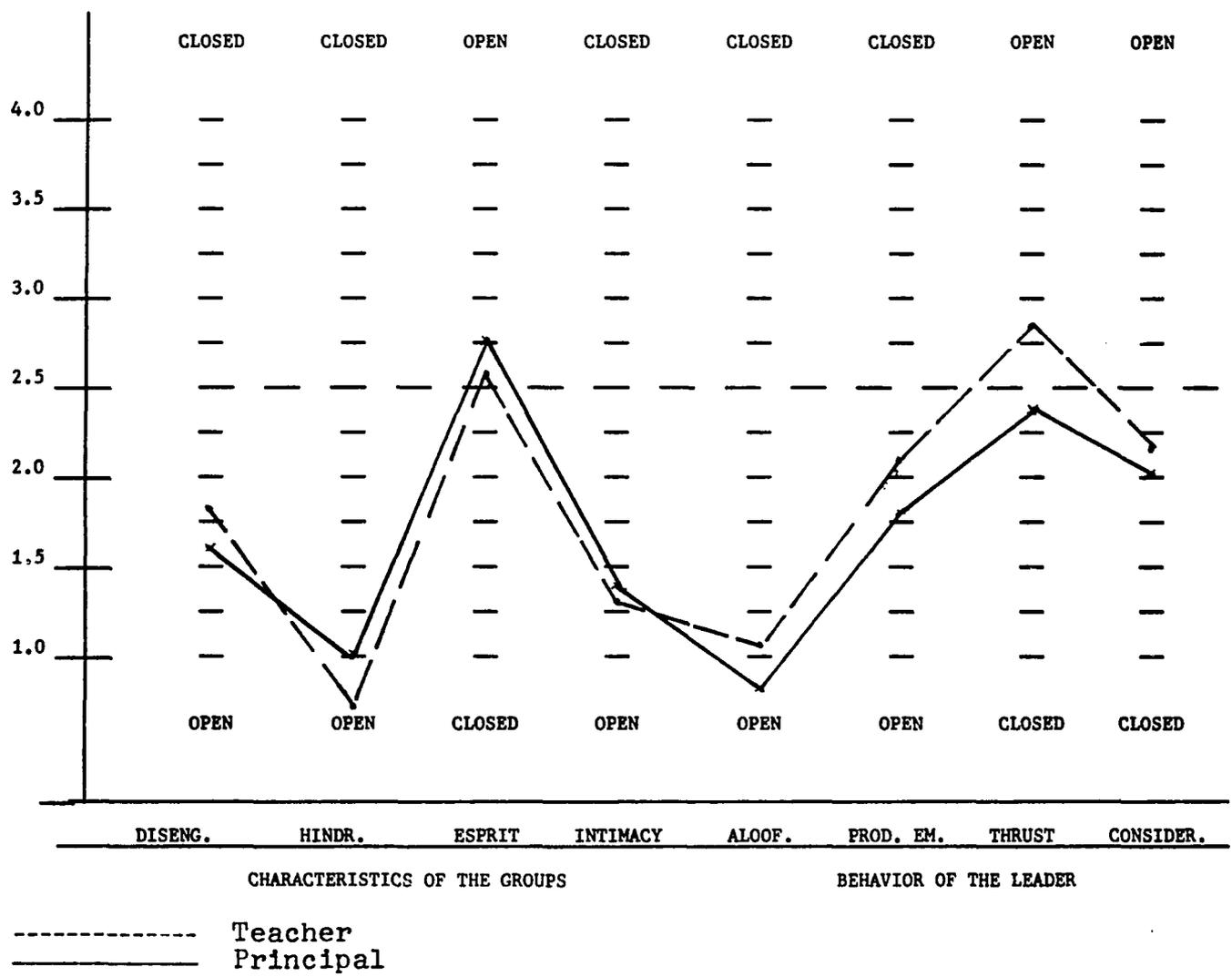Figure 156

Teacher OCP and Principal OCP in School No. 19

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - -   Teacher

————————   Principal

Figure 157

Teacher OCP and Principal OCP in School No. 20

Figure 158

Teacher OCP and Principal OCP in School No. 21

	DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.
(top)	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN
(bottom)	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------ Teacher
————————— Principal

Figure 159

Teacher OCP and Principal OCP in School No. 22

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------ Teacher
_____ Principal

Figure 160

Teacher OCP and Principal OCP in School No. 23

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

----------- Teacher
_____ Principal

Figure 161
Teacher OCP and Principal OCP in School No. 24

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

------------- Teacher
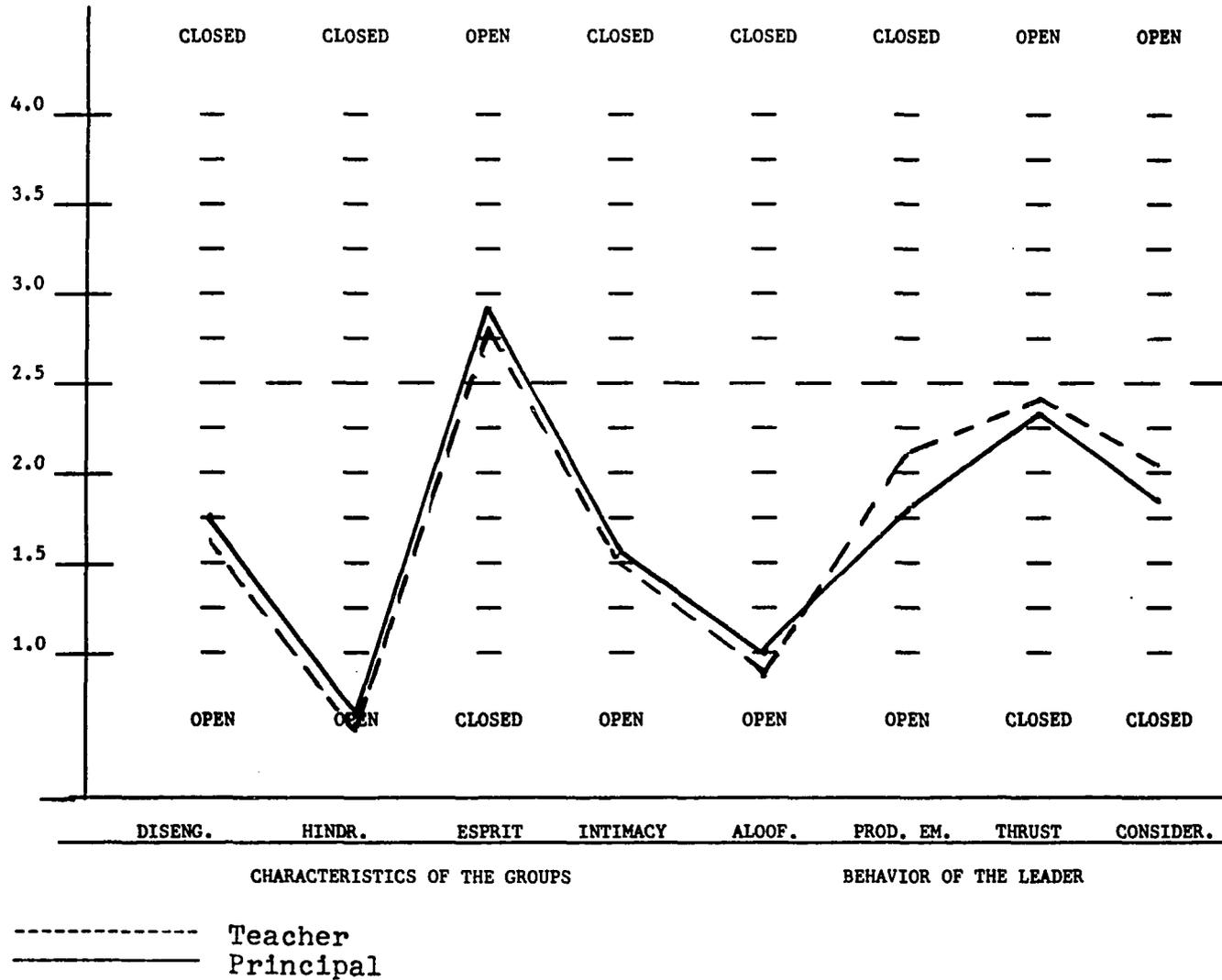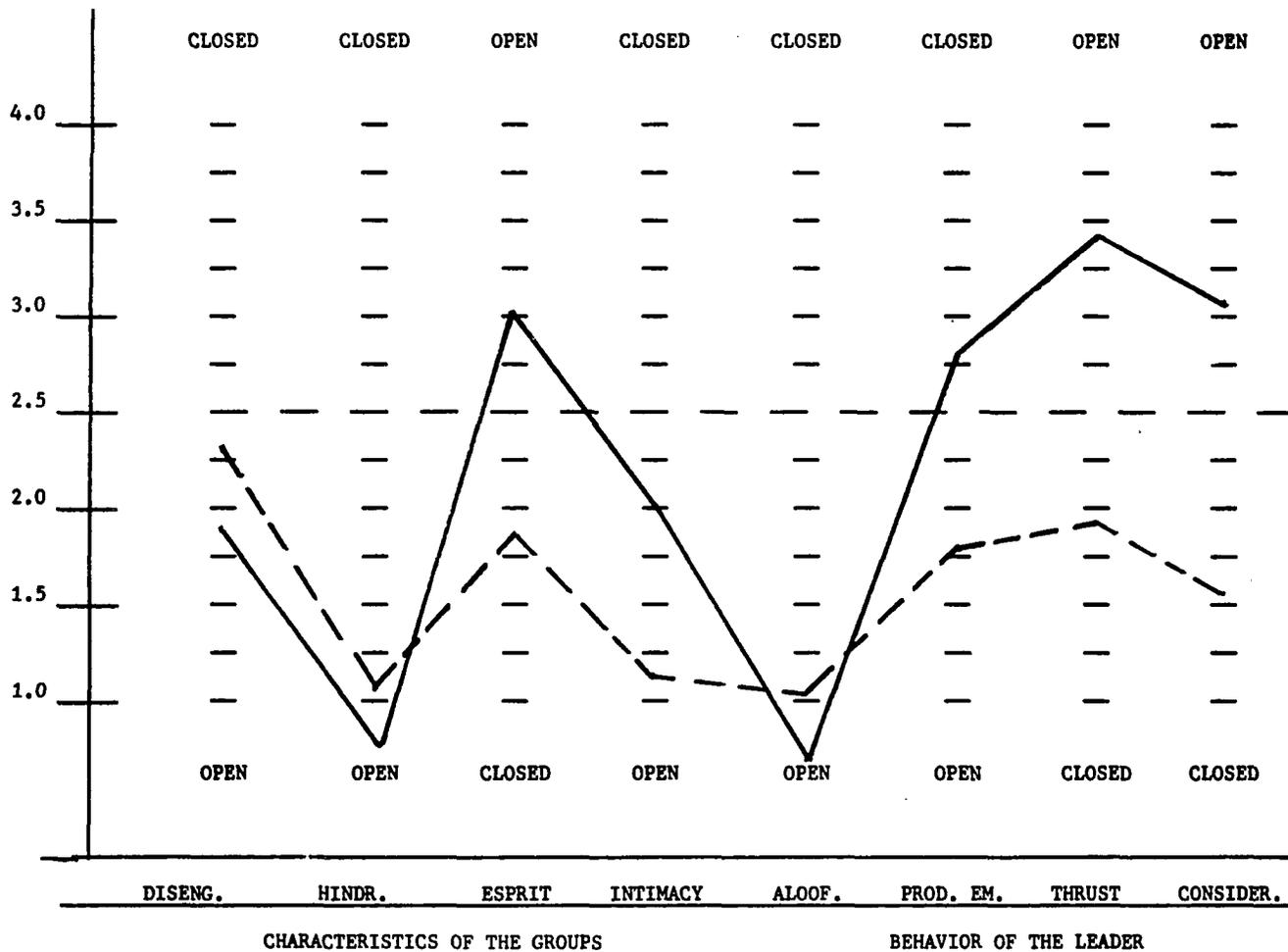————————— Principal

Figure 162

Teacher OCP and Principal OCP in School No. 25
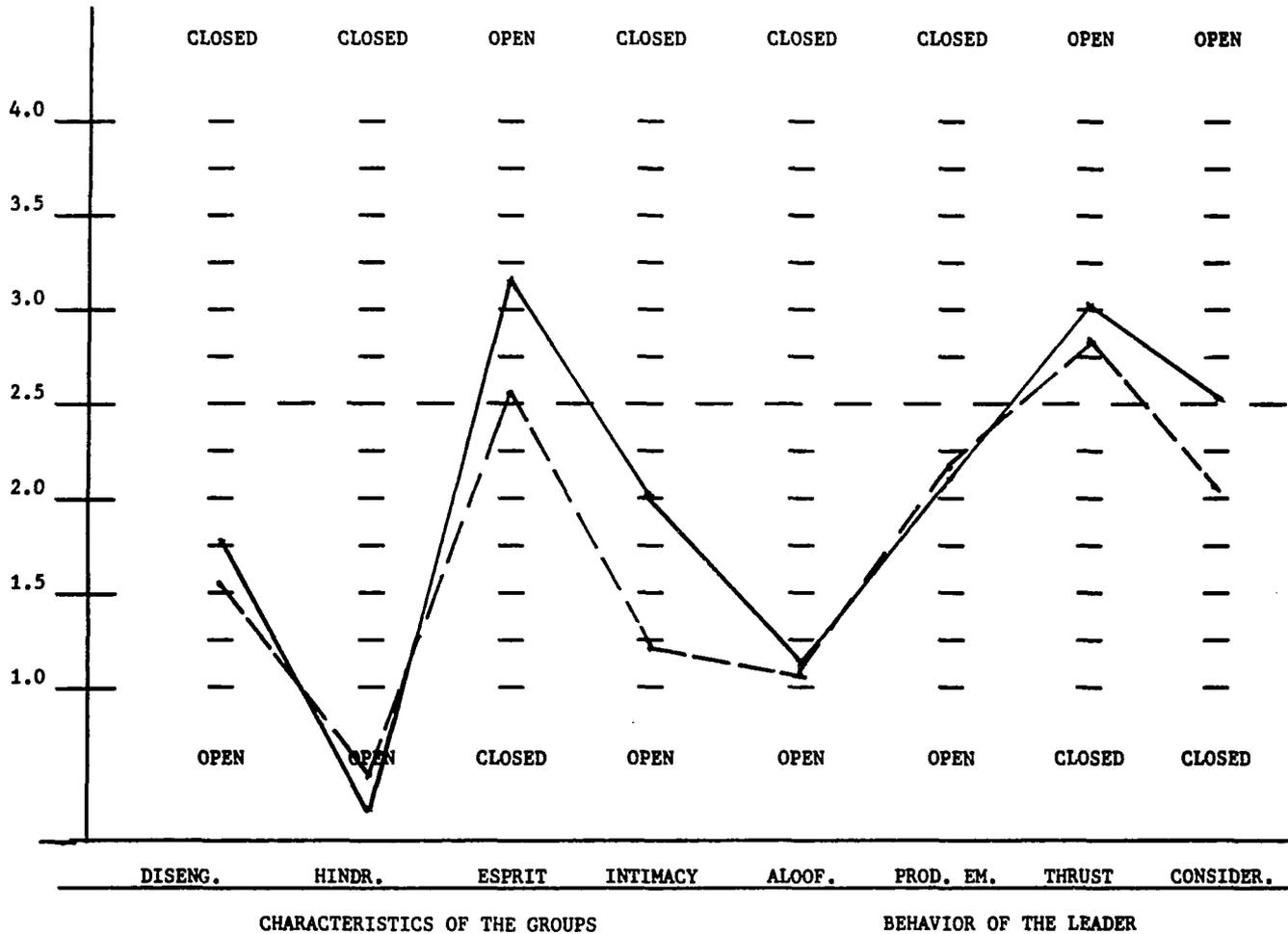
---------- Teacher

——————— Principal

Figure 163

Teacher OCP and Principal OCP in School No. 26

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
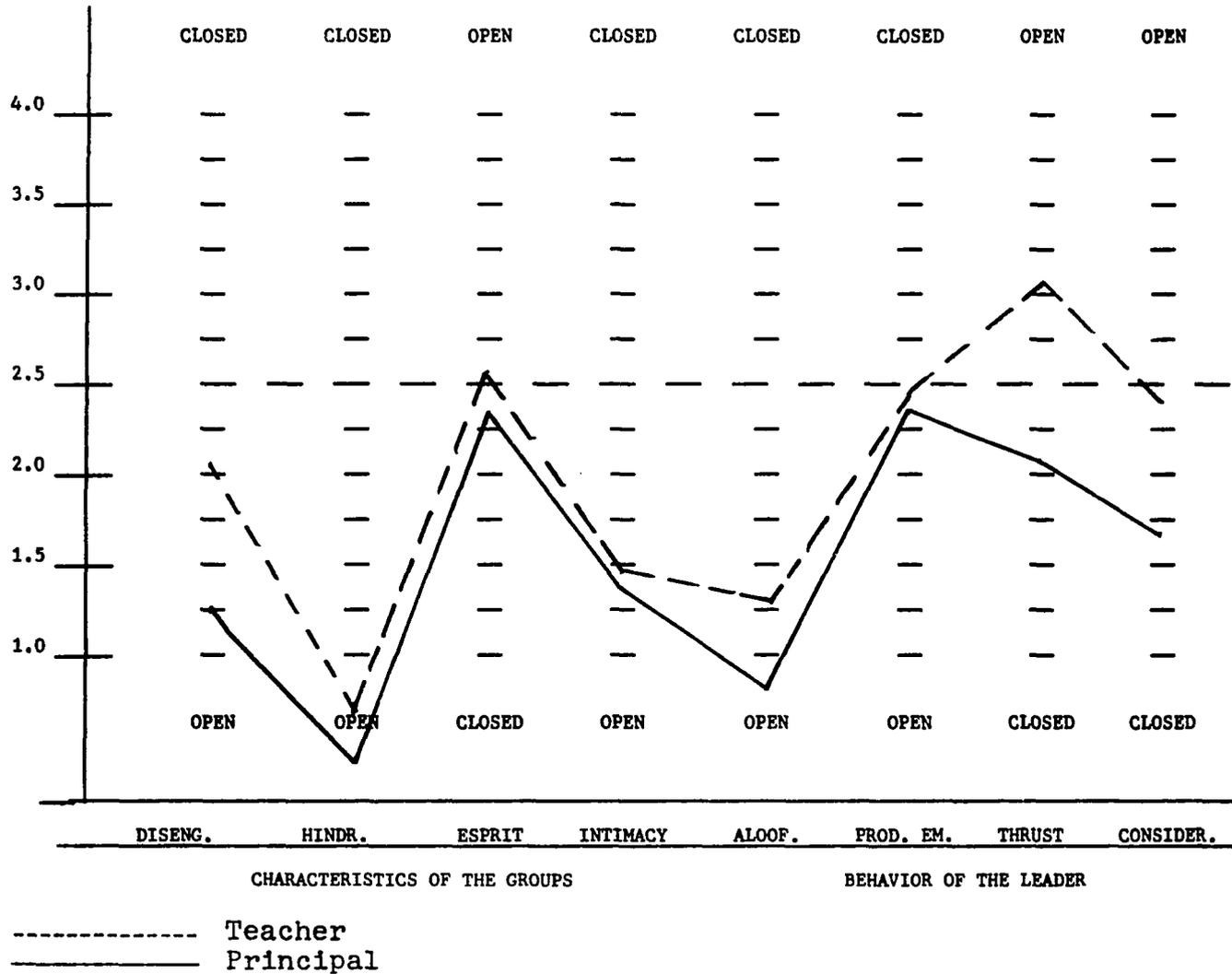
--------------- Teacher
——————— Principal

Figure 164

Teacher OCP and Principal OCP in School No. 27

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

```
------------   Teacher
------------   Principal
```
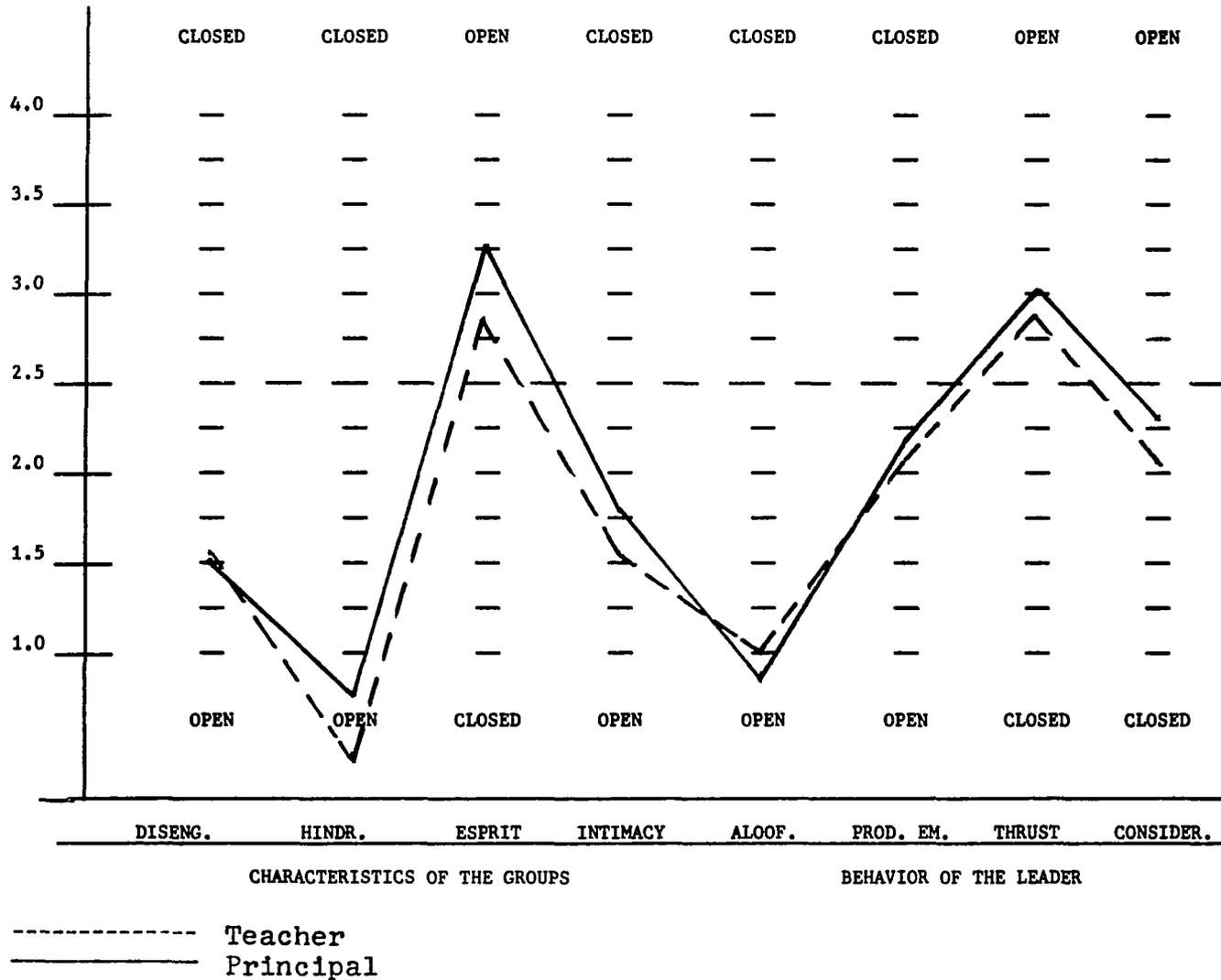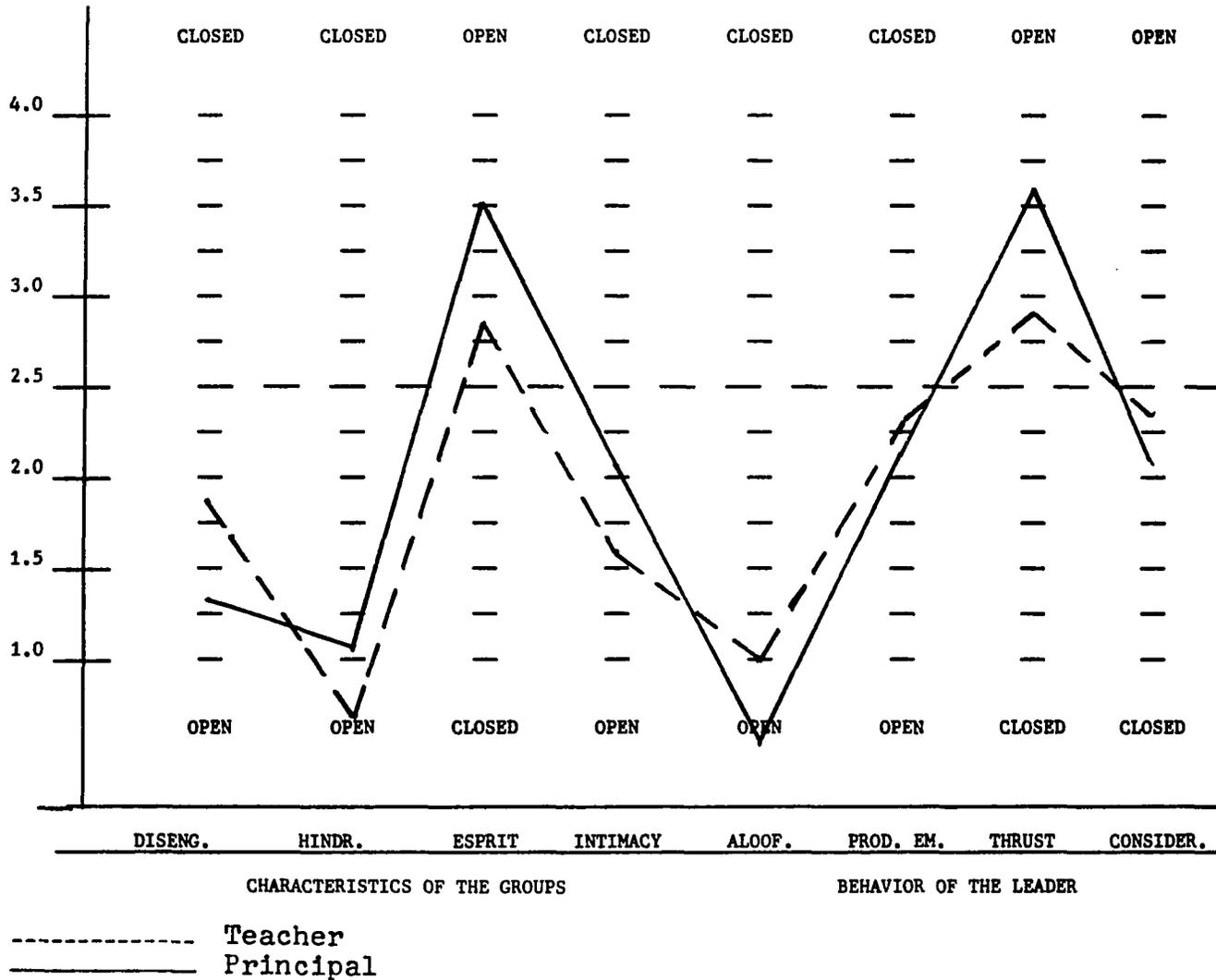
Figure 165

Teacher OCP and Principal OCP in School No. 28

Figure 166

Teacher OCP and Principal OCP in School No. 29

Figure 167
Teacher OCP and Principal OCP in School No. 30

	CLOSED	CLOSED	OPEN	CLOSED	CLOSED	CLOSED	OPEN	OPEN

(y-axis values: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0)

	OPEN	OPEN	CLOSED	OPEN	OPEN	OPEN	CLOSED	CLOSED

DISENG.	HINDR.	ESPRIT	INTIMACY	ALOOF.	PROD. EM.	THRUST	CONSIDER.

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

----------------- Teacher
_____ Principal

Figure 168
Teacher OCP and Principal OCP in School No. 31

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
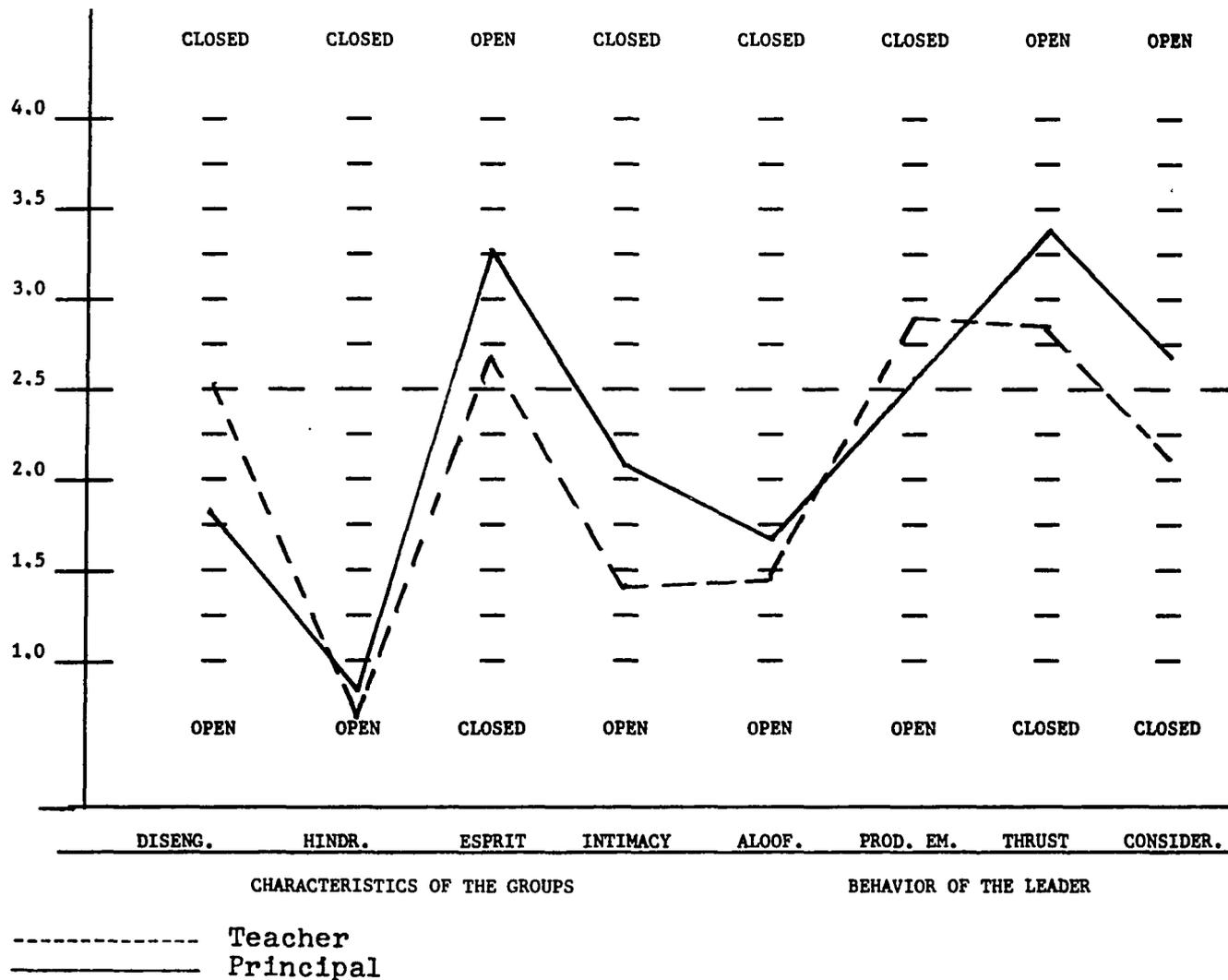
----------- Teacher
——————— Principal

Figure 169
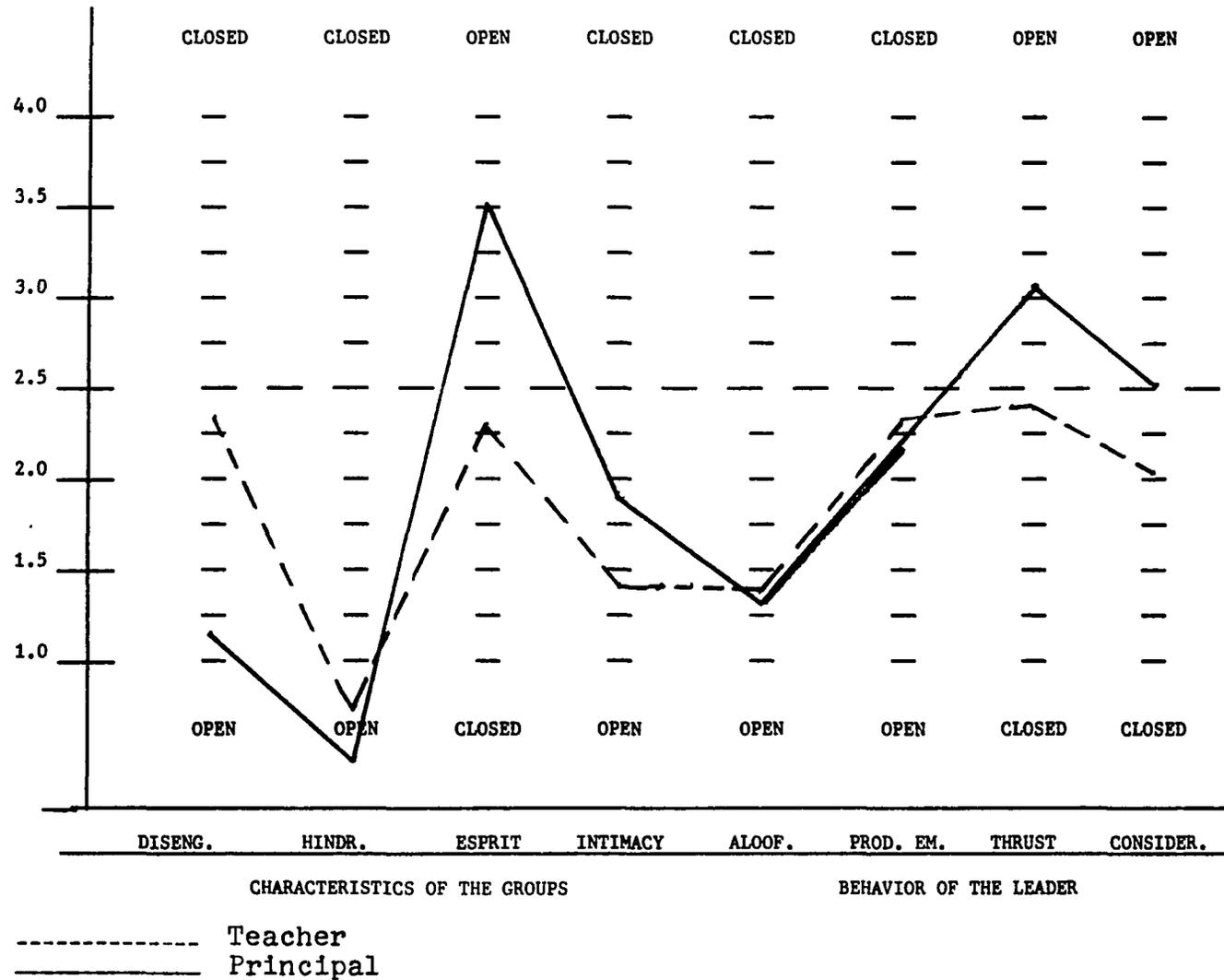
Teacher OCP and Principal OCP in School No. 32

Figure 170
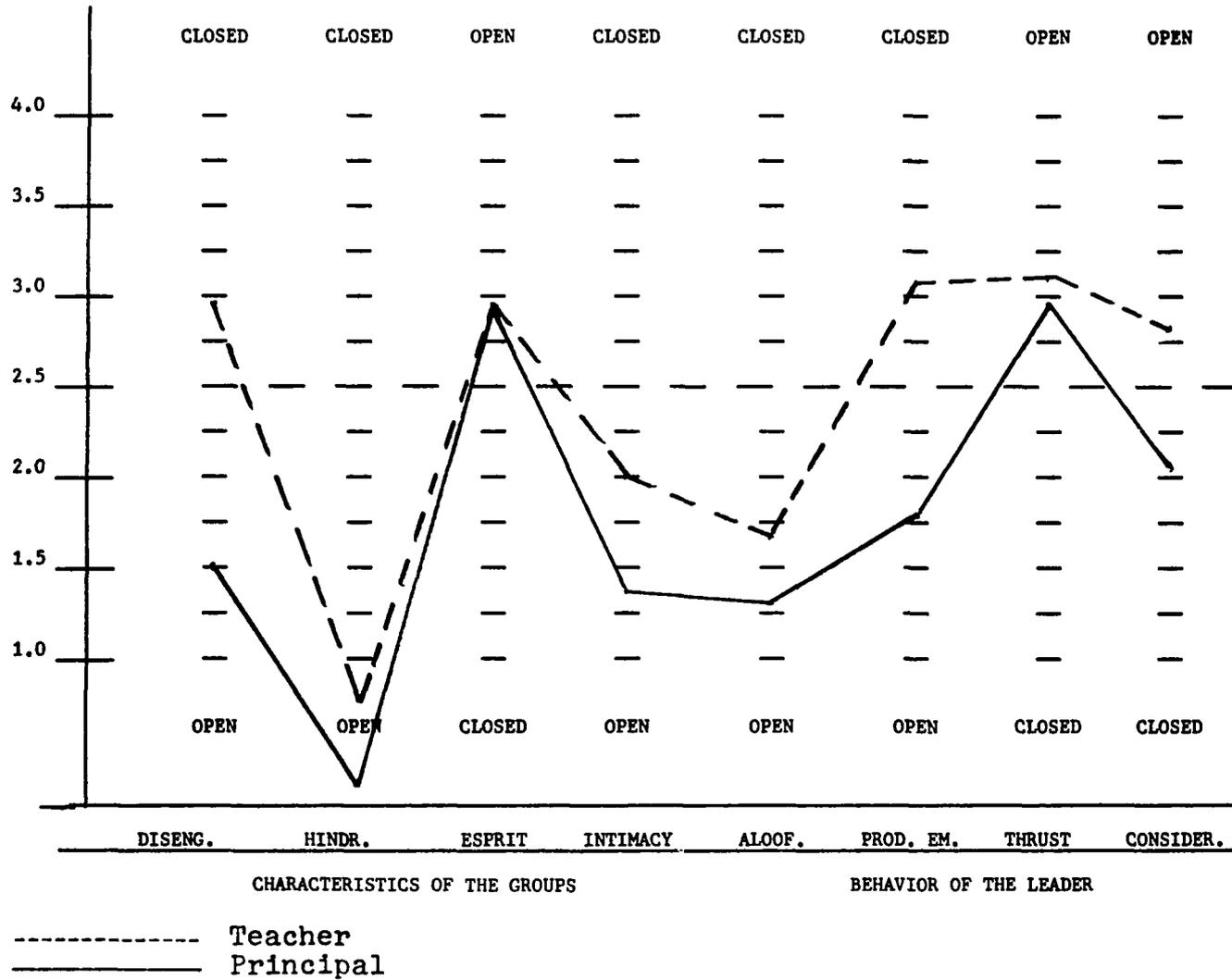
Teacher OCP and Principal OCP in School No. 33

Figure 171

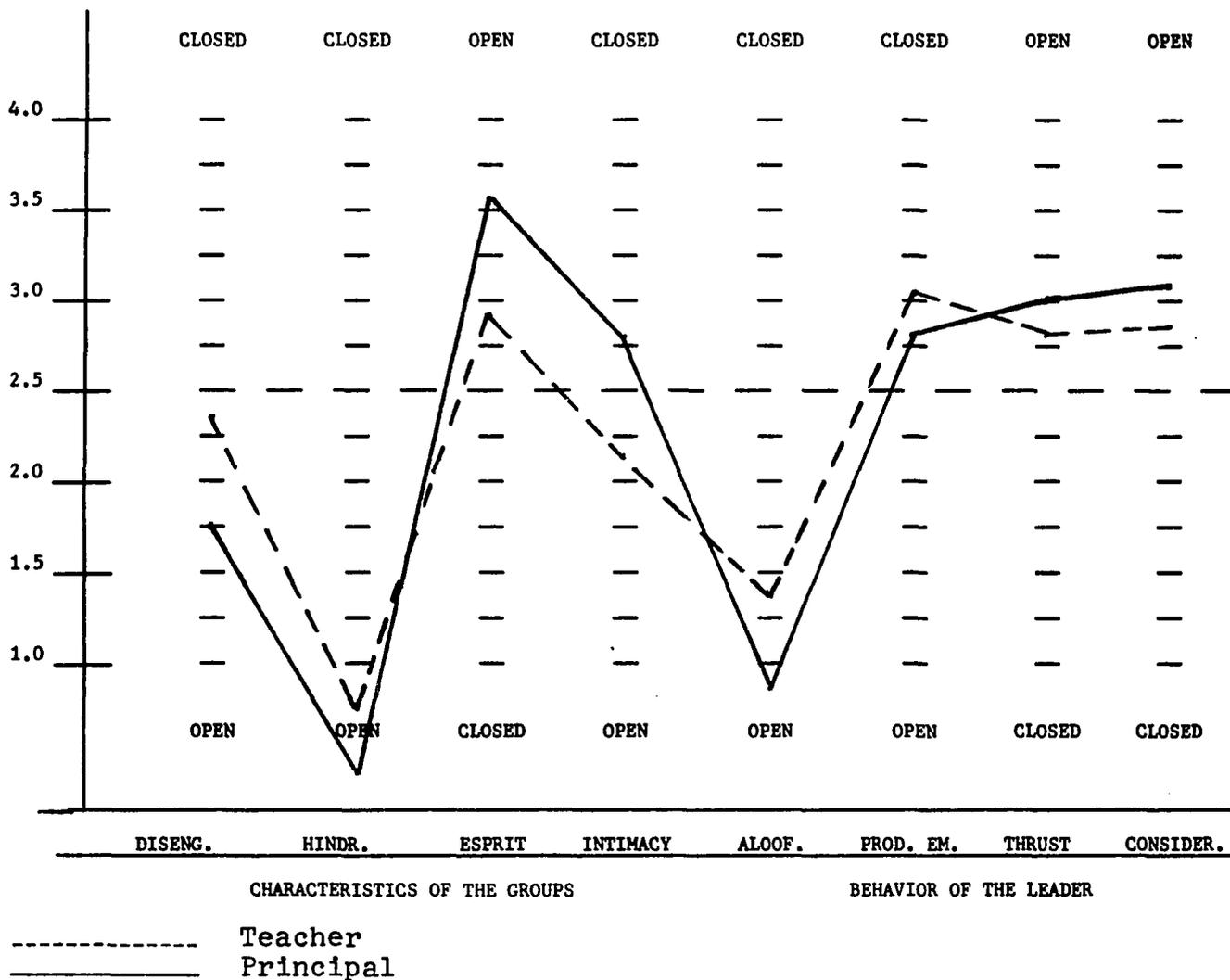Teacher OCP and Principal OCP in School No. 34

Figure 172

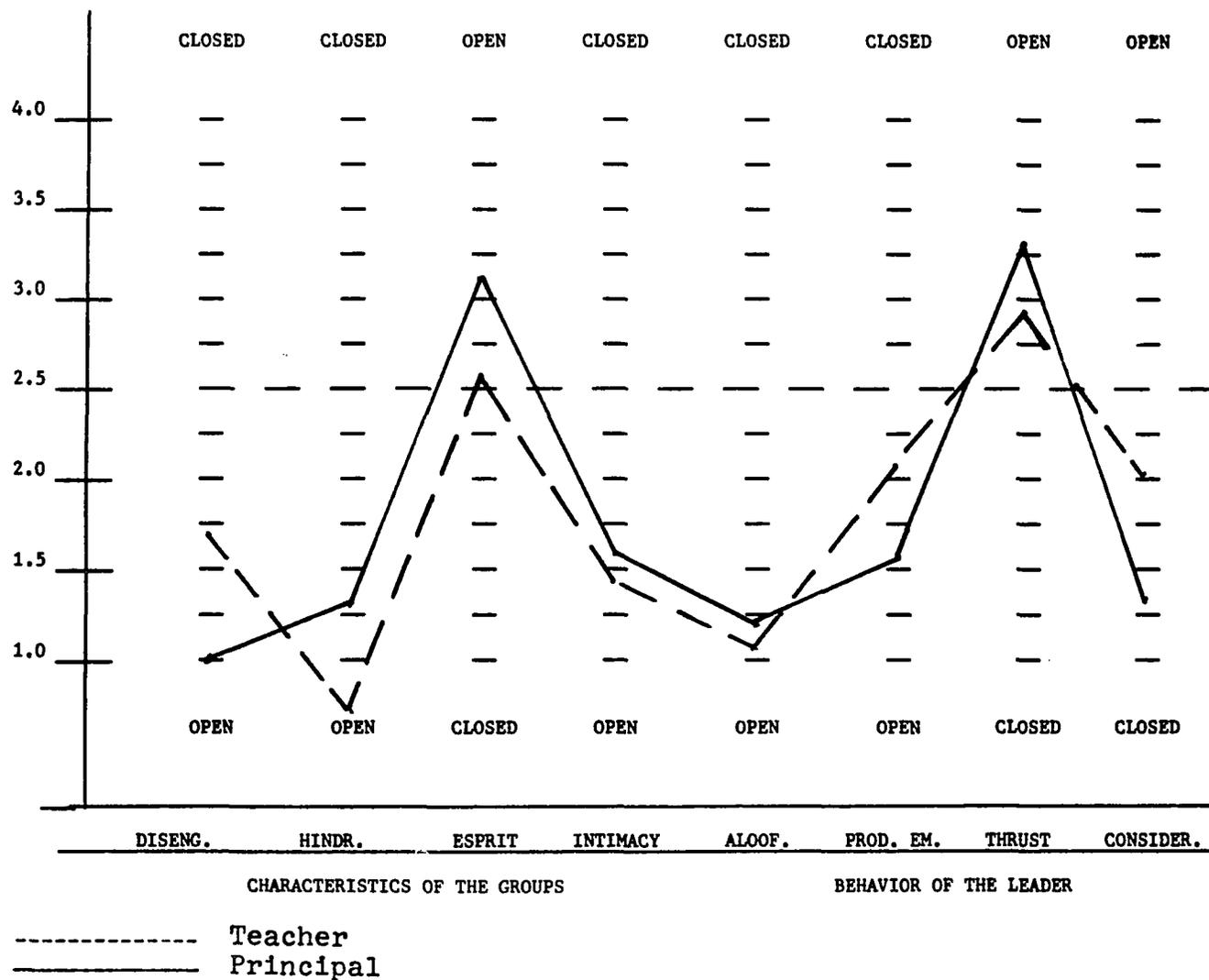Teacher OCP and Principal OCP in School No. 35

Figure 173

Teacher OCP and Principal OCP in School No. 36

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER
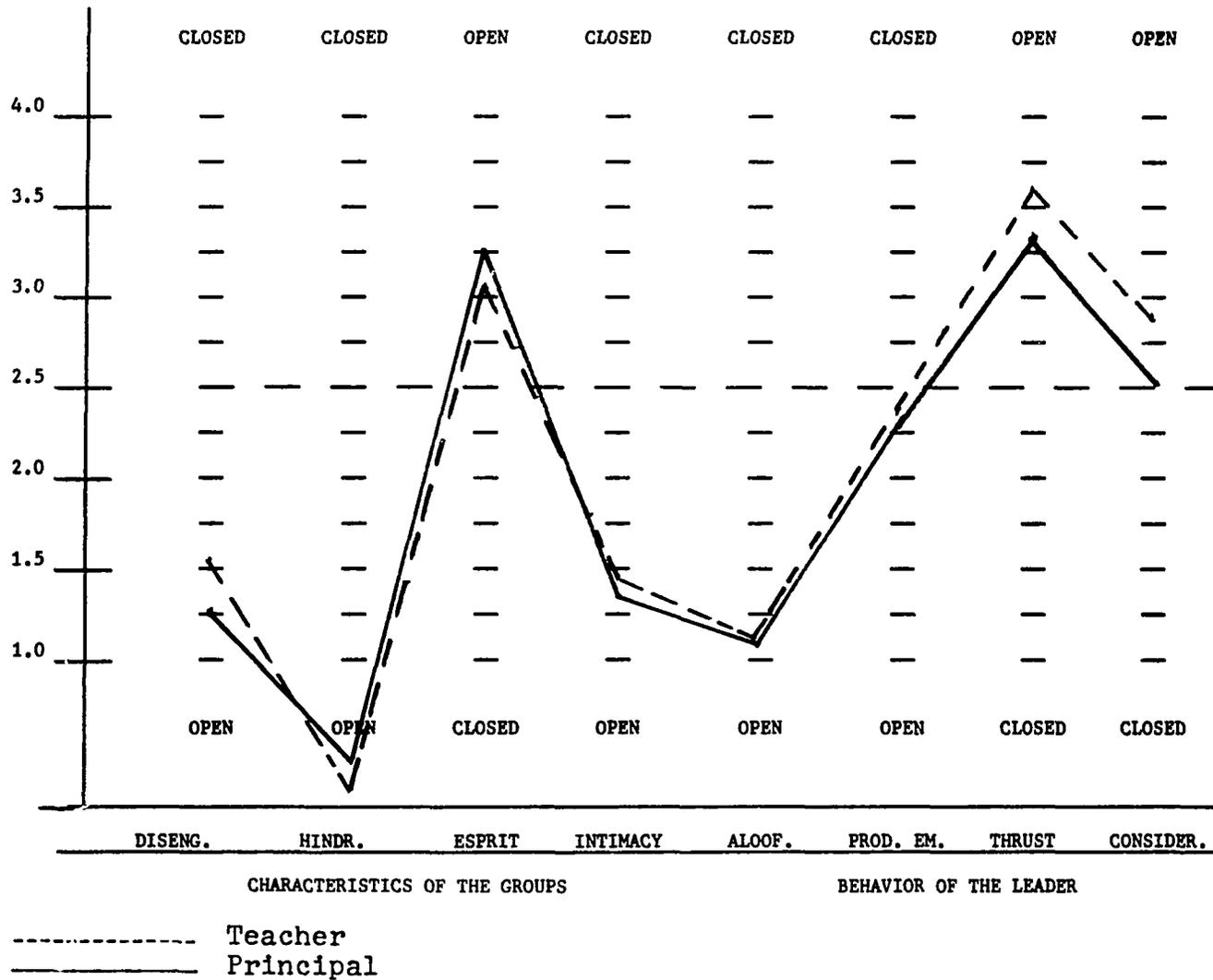
----------------- Teacher
_____ Principal

Figure 174
Teacher OCP and Principal OCP in School No. 37

CHARACTERISTICS OF THE GROUPS   BEHAVIOR OF THE LEADER

- - - - - - - - - Teacher
—————— Principal