DOCUMENT RESUME

ED 054 546	24	EA 003 739
AUTHOR	Leonard, B. Charles; Gies, Frederick John	
TITLE	Value Homogeneity in Open and Closed Organizational Climates. Final Report.	
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.	
SPONS AGENCY	National Center for Educational Research and Development (DHEW/CE), Washington, D.C.	
BUREAU NO	BR-0-F-013	
PUB DATE	May 71	
GRANT	OEG-6-70-0016(509)	
NOTE	181p.	
EDRS PRICE	MF-$0.65 HC-$6.58	
DESCRIPTORS	*Disadvantaged Schools; *Educational Administration; Elementary Schools; *Organizational Climate; Principals; Role Perception; *Social Values; *Teacher Attitudes; Urban Schools; Values	
IDENTIFIERS	Kansas City; Missouri; Organizational Climate Description Questionnaire; Values Concerning Disadvantaged Pupil Questionaire	

ABSTRACT

This study gathered data to discover (1) if urban elementary school teachers in varying organizational climates held different values concerning disadvantaged students, and (2) if, in differing organizational climates, there were significant differences between teachers' and principles' values concerning disadvantaged students. Data from 16 Kansas City, Missouri, inner-city elementary schools revealed no significant differences in values among teachers nor between teachers and principals in varying organizational climates. Comparisons between the schools having the most open and the most closed organizational climates showed significant differences among teachers' values concerning disadvantaged students, but no differences between principals' and teachers' values. (RA)

FINAL REPORT

Grant No. OEG-6-70-0016(509)
Project No. O-F-013

VALUE HOMOGENEITY IN OPEN AND CLOSED ORGANIZATIONAL CLIMATES

Project Director: B. Charles Leonard, Ed. D.

Principal Investigator: Frederick John Gies, Ed. D.

Center for Educational Improvement
College of Education
University of Missouri-Columbia
Columbia, Missouri 65201

May 1971

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Research

A portion of the research reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. Grant Number OEG-6-70-0016(509). The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Educators who have had occasion to visit a variety of different schools and communicate with their respective staffs recognize that each school has its own distinctive characteristics aside from those relating to size, relative wealth, location, and other such factors. For many years educational practitioners as well as researchers were unable to provide any specific insight into what these differences were or why they existed. They realized that distinctive differences did exist, but were at a loss to describe, explain, or categorize the distinctions.

Halpin refers to the differences that exist from one school to another as "feel." He provides descriptive examples and also a partial explanation when he observes:

> In one school the teachers and the principal are zestful and exude confidence in what they are doing. . . . in a second school the brooding discontent of the teachers is palpable; . . . a third school is marked by neither joy nor despair, but by hollow ritual. . . . and so, too, as one moves to other schools, one finds that each appears to have a "personality" of its own. It is this "personality" that we describe here as the "Organizational Climate" of the school. Analogously,

personality is to the individual what Organizational Climate is to the organization.[1]

In an attempt to progress beyond the mere recognition that schools differ markedly from one another with respect to Organizational Climate, Halpin and Croft constructed and tested the Organizational Climate Description Questionnaire (OCDQ) (Appendix A) which permits the portrayal of the Organizational Climate of elementary schools. The instrument is designed to "map the domain of organizational climate, to identify and describe its dimensions, and to measure them in a dependable way. . . ."[2]

Thus, through the use of the OCDQ it is possible to construct and compare profiles of different schools and identify the distinguishing characteristics of their respective Organizational Climates.[3] Furthermore, it is possible to designate schools as possessing a specific type of Climate based upon the six categories of Organizational Climate identified by Halpin and Croft. They label the Organizational Climates as the "Open," the "Autonomous," the "Controlled," the "Familiar," the "Paternal," and the "Closed."[4]

---

[1] Andrew Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 131.

[2] Ibid., pp. 132-133.

[3] Ibid., p. 133.

[4] Ibid., p. 135.

Recognizing that it is possible to identify and categorize each elementary school independently within a system with respect to the kind of Organizational Climate which it displays, it is then possible to study the other factors or variables operating within a given school or group of schools which might have a relationship to the Organizational Climate of the school or schools.

Statement of the Problem

Schools appear to vary considerably with regard to the Organizational Climate which they display. Teachers also appear to vary considerably with regard to their personal values concerning disadvantaged pupils and their perception of their principal's values, both of which relate to a school's professional endeavors and have an effect on the attainment of organizational goals.

To what extent, then, do the values of teachers concerning disadvantaged pupils and the values of principals concerning disadvantaged pupils as perceived by their teachers vary with Organizational Climate? These questions delineate the problem with which this investigation was concerned.

The Purpose

The purpose of this study was to contribute to the body of knowledge available in the area of educational administration which

pertains to the Organizational Climate of urban elementary schools, the values of teachers concerning disadvantaged pupils, and the values of principals as perceived by teachers.

Therefore, as a result of this investigation, the following specific questions were considered:

1. Is there a difference in the values of urban elementary school teachers concerning disadvantaged pupils in differing Organizational Climates?
2. Is there a difference in the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers in differing Organizational Climates?
3. Is there a difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers in differing Organizational Climates?

Need for the Study

The United States has moved from being a rural agrarian nation to an urban industrial one. Our present era is characterized by continuous and vast technological changes which have influenced all areas of contemporary American life. In an attempt to deal with increased technological knowledge and confront the many

complex socio-economic needs and problems, our nation has evolved as an organizational society.[5]

Organizations are defined by Parsons as social units or human groupings deliberately constructed and reconstructed for the purpose of attempting to attain specific goals.[6] Schools, churches, hospitals, colleges, universities, corporations, and prisons are all examples of organizations as defined by organizational scholars.[7]

It is not surprising that scholars and researchers have been giving much attention in recent years to the study of organizations when one realizes that Americans spend much of their lives in some type of organizational membership. Schools constitute a "common denominator" for the American's experience with organizations since a large majority of our citizens have attended schools at some time.

Carver and Sergiovanni have stated:

> Because of their unique effects on children, the importance of their mission in society, and their common-denominator quality, schools need to become more persistent foci of study

---

[5] John Martin-Rich, Education and Human Values (Reading, Massachusetts: Addison-Wesley Publishing Company, 1968), p. 36.

[6] Talcott Parsons, Structure and Process in Modern Societies (Glencoe, Illinois: The Free Press, 1960), p. 17.

[7] Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 3.

for those in the field of organizational theory and organizational behavior.[8]

Carver and Sergiovanni suggest that although theories of educational administration comprise an emerging discipline, it has insufficiently considered the organizational context of schools. It has failed to explore in depth the notion that ". . . while the administrator acts upon and changes the institution, he in turn is acted upon by the intended dynamics of the social organism, the school organization."[9]

Schools, like other types of organizations, attempt to ensure that their basic internal functions operate adequately and in such a manner that they will be able to achieve their goals.[10] Since school organizations are social units striving for the attainment of specific goals, they derive their very raison d'etre through the service of these goals.

Schools are confronted with a variety of complex problems in establishing and fulfilling their goals successfully. Rich observes: "A common one, disagreement on goals, is encountered

---

[8]Fred D. Carver and Thomas J. Sergiovanni (ed.), Organizations and Human Behavior: Focus on Schools (New York: McGraw-Hill Book Company, 1969), p. 1.

[9]Ibid., p. ix.

[10]Rich, op. cit., p. 37.

whenever the staff of a school system places certain general goals ahead of the official goals formulated by the school district."[11]

Peabody, in a study of an elementary school found that the goals toward which teachers were striving failed to coincide in importance and weight with those goals officially promulgated by the school.[12]

Rich makes an insightful observation when he states:

> Administrative authorities should then be aware that, theoretically at least, a person will not try very earnestly to reach a goal he does not value, no matter how certain he is that he can obtain it; he may try very hard, on the other hand, even with little hope of success, if he does value the goal enough.[13]

Values play an important part in the processes involved in the identification, establishment, and fulfillment of organizational goals. As Smith points out: "Education . . . is obviously and preeminently a value enterprise."[14]

---

[11] Ibid., pp. 46-47.

[12] Robert L. Peabody, Organizational Authority (New York: Atherton Press, 1965), pp. 74-76.

[13] Rich, op. cit., p. 48.

[14] Ralph A. Smith, "Human Values, Modern Organizations, and Education," Fred D. Carver and Thomas J. Sergiovanni (ed.), Organizations and Human Behavior: Focus on Schools (New York: McGraw-Hill Book Company, 1969), p. 408.

Smith further observes:

> Since values play so dominant a role in education, or ought to, it is only natural to expect value inquiry to play an important role in educational administration.[15]

Etzioni confirms the importance of values in relation to the organizational health of normative organizations, of which one type are schools, when he states:

> . . . normative organizations require both a high degree and a wide range of consensus. Dissensus in any area, in particular with respect to values, goals, and means is dysfunctional for the achievement of organizational goals.[16]

Rich reinforces this notion when he asserts:

> Since all areas of education are undergirded by values, and since the most basic decisions that must be made with regard to the future direction of education are value decisions, we neglect them at our own peril.[17]

Thus, the values held by the interacting members of a school organization are closely associated with the functional dimensions of the organization, which, in turn, affect the achievement of the organizational goals. If there is complete lack of consensus with regard to values that relate to the goals and the means of attaining the goals, a dysfunctional element is operating

---

[15] Ibid.

[16] Amitai Etzioni, A Comparative Analysis of Complex Organizations (Glencoe, Illinois: The Free Press, 1961), p. 136.

[17] Rich, op. cit., pp. viii-ix.

within the organization. As Carver and Sergiovanni have noted:

> . . . organizations, like individuals, need to identify and pursue goals, react to stress, seek homeostasis, adapt, maintain themselves internally, ensure survival, and grow in size, power and influence if they are to be effective.[18]

A fundamental characteristic of any social system as a system is that it is normative.[19] Schools are both a social system and a normative organization. Within the context of this proposition Warden states:

> People who are in prolonged interactional relationships because of relatively similar socio-economic positions develop characteristic consensual value orientations and subcultural normative expectations that serve to guide perception, cognition, affective relationships, and general behavior. There are definable sets of system-wide beliefs, values, and behavioral norms that are idealistically defined and known to the members.
>
> . . . the majority of what any individual thinks and feels, and a great deal of how he acts and reacts, is the direct result of his interaction with others in his subcultural environment. Behavioral expectations, value orientations, and symbolic systems are learned in social interaction.[20]

If the foregoing assertions promulgated by Warden are valid, it would be expected that a high degree of consensus in terms of values would exist among and between teachers functioning in a

---

[18] Carver and Sergiovanni, op. cit., p. x.

[19] Sandra A. Warden, The Leftouts: Disadvantaged Children in Heterogeneous Schools (New York: Holt, Rinehart & Winston, Inc., 1968), p. 145.

[20] Ibid.

particular school system or a common school environment. However, does the fact that a school within a system is identified as having a particular type of Organizational Climate have any relationship to the values of teachers working and interacting within the given Organizational Climate?

In an attempt to ascertain if any comparable or similar studies pertaining to the previously stated questions had been conducted, a Direct Access to Reference Information (DATRIX) search was initiated through the University Microfilms, a Xerox company (Appendix B). The search produced no references pertaining to the topic under consideration in this study. Therefore, a preliminary conclusion was drawn that research on the specific question probably had not been conducted.

The disadvantaged pupil has been afforded much consideration by the various American publics during the past several years. Parents, teachers, administrators, scholars, foundations, boards of education, newspapers, and magazines have focused much attention on the education of disadvantaged pupils.[21]

In recent years researchers and writers have displayed much interest concerning the values and value systems of

---

[21] Irving A. Yevish, "Decentralization, Discipline, and the Disadvantaged Teacher," Phi Delta Kappan, L (November, 1968), p. 137.

disadvantaged pupils, recognizing that great disparity exists between the values accepted by disadvantaged pupils and the values espoused by the school organization. However, a point of consideration which has not been given attention is the conjunctiveness or disjunctiveness of values which relate to disadvantaged pupils on the part of the professional staff members functioning within a school system, school organization, or common educational environment.

Complex organizations such as schools are currently perceived and treated by scholars and researchers as living organisms consisting of a composite of characteristics. Each separate school has certain peculiar traits and values in much the same way as individuals possess a unique composite of personality traits. It is this "personality" that Halpin describe as the "Organizational Climate" of schools.[22]

Within the context of the several types of Organizational Climate as described by Halpin, the need for this study was identified. Halpin has offered a series of suggested sets of studies within which, he believes, the research task lies ahead with regard to Organizational Climate. His recommendation is as follows:

---

[22]Halpin, op. cit., p. 131.

> Using the OCDQ select two samples of elementary schools: one composed of schools that score high on Openness; the other, of schools that score low on Openness. We would hypothesize that the principals and the teachers from these two sets of schools would differ in respect to concretism, intraception, and ability to accept and deal with their own emotional impulses. Specifically, we would expect that the faculty in the Open Climate would, on the whole, score lower in concretism, higher in intraception, and higher in the ability to accept and deal with their own emotional impulses.[23]

Although Halpin does not specifically mention a study of the values of teachers concerning disadvantaged pupils, the values of principals concerning disadvantaged pupils as perceived by their teachers, and the differences between them in differing Organizational Climates, these variables appear as important and relevant as those he cites.

In light of the fact that the problems and questions raised are of concern to the education community, and the fact that no research appears to have been conducted which specifically relates to these problems, this study partially fulfills the need for additional research to provide information for the administration of schools.

Limitations of the Study

The validity of this study was limited by the degree to which the responses of the teachers to the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) were shown to be positively or

---

[23] Ibid., pp. 227-228.

directly related to the Organizational Climate of the urban elementary schools in Kansas City, Missouri, within which the teachers were functioning.

Scope of the Study

This study was limited to the teachers employed in sixteen urban elementary Kansas City, Missouri, schools.

This study was further limited to the responses made by the teachers on the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) and the relationship between these responses and the Organizational Climate of the schools. No other measure of values was included in this study.

Assumptions

It was assumed that the Organizational Climate Description Questionnaire (OCDQ) is a valid and reliable instrument for ascertaining the Organizational Climate of elementary schools.

It was assumed that the sixteen elementary schools in the Kansas City, Missouri, Public School System utilized in this study are representative and characteristic of the urban elementary schools throughout the United States.

It was further assumed that the teachers within the sixteen urban elementary schools participating in this study are

representative and characteristic of the teachers working within urban elementary schools throughout the United States.

General Hypothe es

The values of urban elementary school teachers concerning disadvantaged pupils are related to the type of Organizational Climate existing in the schools. The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers are also related to the existing Organizational Climate. Additionally, there is a relationship between the values of the teachers concerning disadvantaged pupils and the values of principals concerning disadvantaged pupils as perceived by the teachers in differing Organizational Climates.

Hypotheses

The following hypotheses were tested in this study:

1. The values of urban elementary school teachers concerning disadvantaged pupils differ significantly with Organizational Climates.
2. The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers differ significantly with Organizational Climates.
3. The difference between the values of urban elementary school teachers concerning disadvantaged pupils and the

values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers differ significantly with Organizational Climates.

Definition of Terms

Disadvantaged Pupils. A majority of those children attending the elementary schools on which this study is based. In a general sense, those pupils who evidence marked social, academic, cultural, or economic deprivation in relation to the core of the majority social group. These pupils generally come from the lower socio-economic strata of society and are represented by both white and minority group children living in the inner-city.

Organizational Climate. The "personality" of an organization. "Analogously, personality is to the individual what Organizational Climate is to the organization."[24] A general term used to refer to the prevailing characteristics of an organization's environment. Specifically, that what is measured by the Organizational Climate Description Questionnaire (OCDQ).

Principals. The elementary school principals who hold administrative-supervisory positions in the sixteen urban Kansas

---

[24] Halpin, op. cit., p. 131.

City, Missouri, schools on which this study is based. They are designated as the head principal by the central administration.

Teachers. The elementary school teachers who hold faculty positions in the sixteen urban Kansas City, Missouri, schools on which this study is based.

Urban. In a general sense, a geographic area comprising or constituting a city. For purposes of this study, that geographic area within the legal boundaries of the Kansas City, Missouri, Public School District.

Values. Generally, those principles, points of view, attitudes, and beliefs that guide human conduct. They form the basis for the criteria which influence an individual's or organization's preferences and goals. Specifically, a score as measured by the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ).

Values Concerning Disadvantaged Pupils. A construct created specifically for purposes of this investigation. The construct is qualified and quantified by the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ).

CHAPTER II

REVIEW OF RELATED LITERATURE

Background and Theoretical Base

Scholarship and research in educational administration during the first part of this present century was generally meager.[25]

The school survey was the dominant type of research conducted by most of the early professors of educational administration. The first of these surveys appear to have been conducted in Boise, Idaho, in 1910 and in Montclair, New Jersey, and Baltimore, Maryland, in 1911.[26]

However, these surveys frequently dealt with what ought to be in place of ascertaining and establishing basic relationships. These studies were not designed to deal with basic concepts or to test these concepts in an empirical setting.

The early students of educational administration approached administration and administrative positions principally from the

---

[25]Roald F. Campbell, John E. Corbally, and John A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, Inc., 1962), p. 73.

[26]Dan H. Cooper, "School Surveys," Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), pp. 1211-16.

standpoint of job analysis, personality traits, and the priorities of administrative competencies. This approach seemed to be patterned after or a reflection of Taylor's work in scientific management.

Another approach to the study of educational administration is contained in the work of Sears, a long time professor at Stanford University. Sears attempted to apply principles of public administration enumerated by such men as Fayol, Gulick, and Urwick to public school administration.[27] Sears appears to be one of the first scholars to attempt to develop a theoretical approach to educational administration. However, his work failed to produce the formulation of hypotheses to be tested.[28]

The application of scientific principles to the study of school administration did not really commence until around 1950. The W. K. Kellogg Foundation underwrote, to a large extent, the establishment of the Cooperative Program on Educational Administration. Eight centers of study were established in the United States and one in Canada devoted to the improvement of educational administration. During the decade 1950-1960, the Kellogg Foundation spent approximately seven million dollars in support of the

---

[27] Jesse B. Sears, The Nature of the Administrative Process (New York: McGraw-Hill Book Company, 1950).

[28] Campbell, Corbally, and Ramseyer, op. cit., pp. 72-73.

programs. Various other sub-groups and organizations were formed to study educational administration which can be traced to the impetus provided by the Kellogg Foundation.[29]

In 1950, the Midwest Administration Center was established at the University of Chicago. One of the more significant aspects of the research program at the Center has been the emphasis placed on improving the leadership of educational administrators.[30]

Shortly after the establishment of the Midwest Administration Center at the University of Chicago, Halpin, Stogdill, Hamphill, and others at The Ohio State University engaged in a series of leadership studies which characterize the more recent approach to the study of educational administration.[31] The focus of attention presently in educational administration research is concerned with the investigation or organizational roles and climates as well as behavioral studies of leadership. These later studies perceive administration as a social-behavioral process which has emerged as a basic two-dimensional conceptual framework.

---

[29]Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee, The Organization and Control of American Schools (Columbus: Charles E. Merrill Books, Inc., 1965), p. 6.

[30]Robert B. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, VI (September, 1957), 1-4.

[31]Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 39.

Campbell suggests that the most thorough and insightful development of the two-dimensional conceptual framework for educational administration has been a product of the scholarship of Getzels and Guba.[32]

The Getzels-Guba theory depicts administration as a product of the interaction of the "ideographic" and "nomothetic" dimensions of a social system. The social system consists of the "nomothetic" dimension which is task-oriented and includes the institution, role, and expectation; the "ideographic" dimension is people-oriented and includes the individual, his personality, and his needs-disposition.[33]

The original two dimensional nomothetic-ideographic paradigm has been modified and refined to include a third, or intermediate, dimension.[34] This third dimension is actually "transactional"

---

[32]Roald F. Campbell, "Implications for the Practice of Administration," Behavioral Science and Educational Administration, 63rd Yearbook of the National Society for the Study of Education, ed. Daniel E. Griffiths (Chicago: University of Chicago Press, 1964), p. 293.

[33]Egon G. Guba, "Research in Internal Administration: What Do We Know?" Administrative Theory as a Guide to Action, ed. Roald F. Campbell and James M. Lipham (Chicago: Midwest Administration Center, University of Chicago, 1960), p. 121.

[34]Egon G. Guba, "Role, Personality, and Social Behavior," (Columbus: Bureau of Educational Research and Science, The Ohio State University, 1958). (Mimeographed).

in nature involving an intermingling of the other two dimensions. It includes the elements of group, climate and intentions. The "transactional" dimension serves as the medium within which the ideographic (individual) and the nomothetic (institutional) interpenetrate each other.

The social system consisting of both the institution and the individual operate and interact within a larger environment (supra-system) which includes three indigenous elements: ethos, mores, and values.[35]

The Getzels-Guba paradigm including the added third dimension is presented in Figure 1 on the following page.[36]

Guba interprets the paradigm with its accompanying implications in the following manner:

> The unique task of the administrator can now be understood as that of mediating between these two sets of behavior-eliciting forces, that is, the nomothetic and ideographic, so as to produce behavior which is at once organizationally useful as well as individually satisfying.[37]

---

[35]Robert E. Sweitzer, "An Assessment of Two Theoretical Frameworks," Educational Research: New Perspectives, ed. Jack A. Culbertson and Stephen P. Heneley (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963), p. 208.

[36]Guba, "Research in Internal Administration: What Do We Know?" loc. cit.

[37]Ibid.

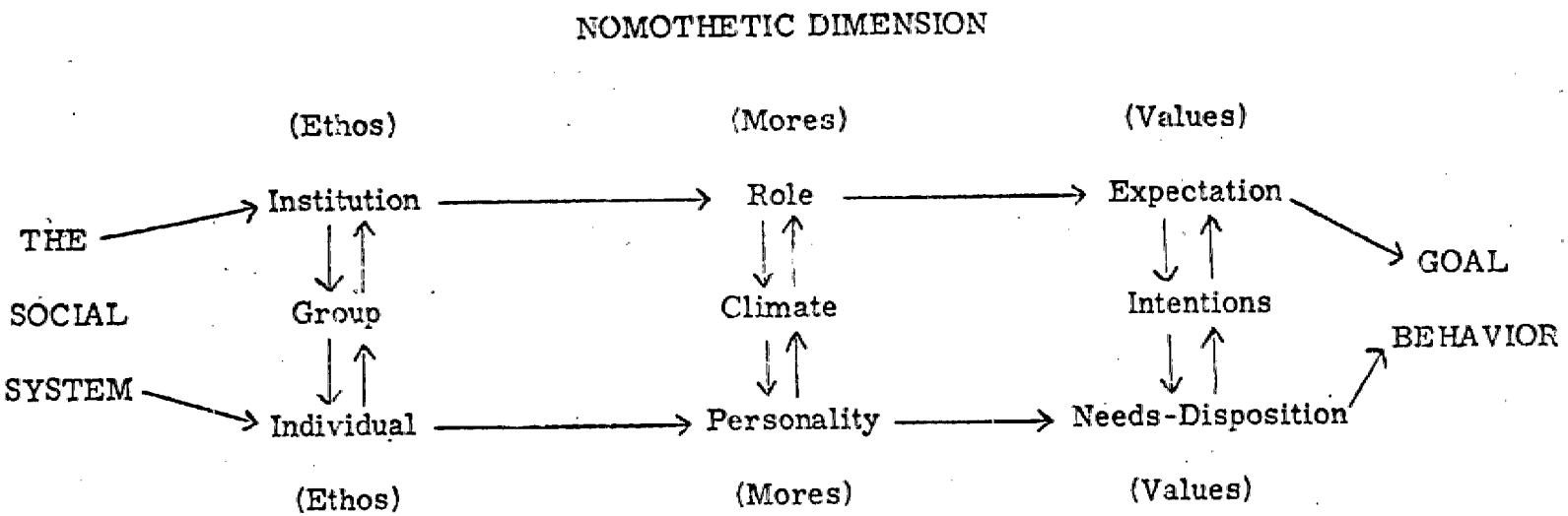

Figure 1

Getzels-Guba Paradigm of the Theory of Administration as a Social Process[38]

[38] Ibid.

According to Lonsdale the fundamental task of administrative leadership is to sustain the organization in "dynamic equilibrium." This occurs through a developing integration of the two fundamental purposes of organizations which are "task achievement" and "needs-satisfaction." "Dynamic equilibrium" suggests a change oriented organizational equilibrium as opposed to a static type.[39] The notion of "dynamic equilibrium" appears to suggest that the administrative functions fall essentially into the "transactional" area. Thus, the administrative function maintains and mediates the "dynamic equilibrium" between the nomothetic and ideographic dimensions of the system (organization) while influencing changes in the structure of the organization, its processes, and its purposes and goals.[40] One of the elements contained in the "transactional" area is the concept of "Organizational Climate" with which this study was concerned.

---

[39]Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," Behavioral Science and Educational Administration, ed. Daniel E. Griffiths (Chicago: University of Chicago Press, 1964), p. 142.

[40]Lynn N. Nicholas, Helen E. Virjo, and William W. Wattenberg, Effect of Socioeconomic Setting and Organizational Climate on Problems Brought to Elementary School Offices (Detroit: Wayne State University, 1965), p. 22.

Griffiths[41] envisions the effecting of administrative-originated innovation and change in organizations in light of the system theory promulgated by Hearn.[42] Within Hearn's system theory, a system is defined as a complex of elements in mutual interaction. The theory perceives each distinct system (organization or school) as encompassed by a supra-system (the environment) and a sub-system (administration). All three elements are in a dynamic interplay with one another.

These previously discussed theories relate to this study in that the socioeconomic setting of the urban area of Kansas City, Missouri, would constitute the supra-system and the Organizational Climate the sub-system influencing the school (the system). On the basis of the existing theories and the research conducted to date, it appears reasonable to hypothesize that the values of teachers may be related to the type of Organizational Climate within which they are working.

---

[41]Daniel E. Griffiths, "Administrative Theory and Change in Organizations," Innovation in Education, ed. Matthew B. Miles (New York: Bureau of Publications, Teachers College, Columbia University, 1964), pp. 427-429.

[42]Gordon Hearn, Theory Building in Social Work (Toronto: University of Toronto Press, 1958), pp. 44-50.

Within the context of Hearn's theory,[43] systems were identified as "open" or "closed." Griffith's personal theory of administration which is concerned primarily with the control and direction of the decision-making processes rather than decision making per se integrates well into the Hearn "open" or "closed" system (organizational climate) which operates within the "transactional" area of the Getzels-Guba paradigm. The notion of the "open" or "closed" system as described by Hearn is contained in the study of organizational climate by Halpin and Croft from which the Organizational Climate Description Questionnaire (OCDQ) resulted.

Although some early research was conducted which related to organizational climate, nothing approaching the level of sophistication of the OCDQ was done prior to Halpin and Croft.

Feldvebel[44] conducted one of the earliest studies utilizing the OCDQ. One of his conclusions was that the school principal is more closely identified with community values than is the rest of the faculty. This results from the fact that the principal's role demands that he mediate between the community and the school.

---

[43] Ibid.

[44] Alexander M. Feldvebel, "Organizational Climate, Social Class, and Educational Output," Administrator's Notebook, XII (April, 1964).

Feldvebel offers this implication in his study:

> . . . it appears that there may be conflict within schools with respect to the organization's tasks as perceived by teachers and principals.[45]

If there is a lack of agreement concerning organizational tasks as perceived by teachers and principals, it may well be that there is a lack of agreement between the values of teachers and the values which the teachers perceive the principals hold. However, are the value differences related to the Organizational Climate of the schools? This is one of the questions with which this investigation was concerned.

Related Investigations

Since the development and testing of the Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft in the early sixties, numerous studies have been conducted which have provided increased understanding and insight into the concept of Organizational Climates. Most of the studies have identified what appear to be important variables operating or existing within the educational environment and related these variables to the Organizational Climate.

---

[45] Ibid., p. 3.

Flagg found that as the size of a school increased, the Climate tended to become more closed. He also concluded that a Closed Climate tended to increase the rate of teacher turnover.[46]

Anderson in a study conducted at the University of Arizona found that subgroups within schools did not differ significantly in terms of their perception of the Climate within which they were operating.[47]

Flanders studied the relationship between certain socio-personal characteristics as they related to Organizational Climate. He found that there were significant differences between the way urban white and rural white teachers perceived their Climate. Also, the perception of openness increased with the awarding of tenure to teachers.[48]

In an investigation conducted through the University of Illinois, Wall disclosed that principals in more Open Climate

---

[46] Joseph Thomas Flagg, Jr., "The Organizational Climate of Schools: Its Relationship to Pupil Achievement, Size of School, and Teacher Turnover" (unpublished doctoral dissertation, Rutgers-The State University, New Brunswick, New Jersey, 1964).

[47] Gary Weldon Anderson, "The Relationship of Organizational Climate and Subgroups in Elementary Schools" (unpublished doctoral dissertation, University of Arizona, Tucson, 1965).

[48] Robert Edward Flanders, "The Relationship of Selected Variables to the Organizational Climate of the Elementary School" (unpublished doctoral dissertation, University of Georgia, Athens, 1966).

schools were better able to predict their teachers' perceptions of the Climate, teaching satisfaction, and the realities of the actual teaching situation.[49] This finding suggests that principals may be able to perceive more accurately their teachers' values in an Open Climate compared to a Closed Climate. Wall also found no significant relationship between Organizational Climate and the characteristics of age, years of experience, and years in the present school.[50] Brinkmeier confirmed part of Wall's findings by disclosing that the number of years in the system was not related to Organizational Climate.[51]

Two recent studies examined the relationship between communication behavior and Organizational Climate. Both Dugan[52] and

---

[49]Robert Charles Wall, "A Study of Organizational Climate in Selected Suburban Elementary Schools" (unpublished doctoral dissertation, University of Illinois, Urbana, 1967).

[50]Ibid.

[51]Oria Albert Brinkmeier, "The Relationship Between Organizational Climates and Selected Teacher Characteristics and Behavior" (unpublished doctoral dissertation, University of Minnesota, Minneapolis, 1967).

[52]Peter Jerome Dugan, "The Relationship Between the Communication Behavior of Elementary School Principals and the Organizational Climate of Their Schools" (unpublished doctoral dissertation, Syracuse University, New York, 1967).

Harkin[53] found a significant relationship between communication behavior and Climate. Dugan focused on the communication behavior of principals while Harkin concerned himself with teachers.

Wiggins studied the relationship between leader behavior characteristics and Organizational Climate. He found that leader behavior as evidenced by principals was not significantly related to Organizational Climate. Moreover, he disclosed that the length of the principal's period of service in the school was not significantly related to the congruence of teacher-principal perceptions of their Organizational Climate.[54]

Franklin examined the relationship between selected characteristics of principals and Organizational Climate. His findings showed no significant differences between the sex of the principal, his age, number of years of experience, number of years in the

---

[53]Roy Eugene Harkin, "Communications and Organizational Climate" (unpublished doctoral dissertation, Claremont Graduate School and University Center, California, 1968).

[54]Thomas Winfield Wiggins, "Leader Behavior Characteristics and Organizational Climate" (unpublished doctoral dissertation, Claremont Graduate School and University Center, California, 1968).

school, number of years experience as the principal of the school, and the kind of Organizational Climate existing in the school.[55]

Marcum in a study conducted at Utah State University examined Organizational Climate as it related to educational innovations. He found that schools with Open Climates engaged in more innovative activities. However, he found that there were perceptual differences between teachers and principals in the schools identified as innovative. Principals perceived their Climate as more open in the innovative schools than did the teachers. In the least innovative schools, both the principals and the teachers perceived their Climate as closed.[56]

A search of the literature for research pertaining to teacher values or principal values as perceived by teachers in differing Organizational Climates produced negative results. In addition, research relevant to the values of teachers or principals concerning disadvantaged pupils appeared non-existent. Some research has been done which deals with the values and the leader behavior of

---

[55]Arthur Jewel Franklin, "An Investigation of the Relationship Between Selected Characteristics of Principals and Organizational Climate of Junior High Schools in the State of Louisiana" (unpublished doctoral dissertation, University of Southern Mississippi, Hattiesburg, 1968).

[56]Reigo Laverne Marcum, "Organizational Climate and Adoption of Educational Innovations" (unpublished doctoral dissertation, Utah State University, Logan, 1968).

school principals. However, the research is only indirectly related to the topic under investigation. For example, Stromberg explored the relationship between the value orientation of leaders and their behavior in leadership roles. He found that principals characterized by an emotive value orientation were perceived by teachers as being higher in the initiatory structure dimension than were principals with traditional value orientations. Stromberg also disclosed that there was no significant similarity of value orientations between teachers and principals in relation to staff esprit.[57] This is a pertinent disclosure in light of the fact that esprit is closely associated with an Open Organizational Climate.

Another study which was concerned with value consensus was conducted by Cagle at the University of Georgia. Cagle found that special education and elementary teachers with or without experience did not differ significantly in terms of basic values such as theoretical, economics, aesthetic, political, and religious values.[58]

The search of the literature did not reveal any studies directly related to the topic proposed in this study.

---

[57] Robert Phillip Stromberg, "Value Orientation and Leadership Behavior of School Principals" (unpublished doctoral dissertation, Pennsylvania State University, University Park, 1966).

[58] Bernadene Garrett Cagle, "Personality Orientation in Values of Teacher Trainees and Experienced Teachers in the Areas of Elementary and Special Education" (unpublished doctoral dissertation, University of Georgia, Athens, 1965).

CHAPTER III

VALUES CONCERNING DISADVANTAGED PUPILS QUESTIONNAIRE (VDPQ) DEVELOPMENT

The conduct of this investigation necessitated the utilization of an instrument which measures the values of teachers concerning disadvantaged pupils and the values of principals concerning disadvantaged pupils as perceived by their teachers. A search of the literature as well as consultation with specialists in education at the University of Missouri-Columbia produced negative results in terms of identifying the existence of such an instrument. Therefore, it became necessary to design, develop, and test an instrument specifically for the purposes of this investigation. The instrument has been titled Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) (Appendix C).

Design and Development

The initial research necessary for the development of the VDPQ resulted, in part, from a special federal planning program operated at the University of Missouri-Columbia. The program was entitled "The Education of the Underprivileged: A Triple T

Project"[59] and was directed toward training teacher trainers and related educational personnel in elementary schools. The Triple T project at the University of Missouri-Columbia was sponsored under a grant from the U.S. Office of Education (OEG 0-9-354719-1712-725) as authorized by the Education Professions Development Act of 1967, Parts C and D. The amount of the grant was $97,500 and covered a period of time from February, 1969, through June, 1970.

During the planning period, which included OPERATION 1, RESEARCH AND DEVELOPMENT, Task A: Initial Survey, the stated objective was "to assemble basic data, information and insights relevant to the problem of providing efficient teachers of the disadvantaged."[60] This objective was accomplished, in part, through an intensive search and review of the literature pertaining to the disadvantaged which was published from January, 1966, to January, 1970. The search and review of the literature was conducted by eighteen faculty members and advanced graduate students at the University of Missouri-Columbia. Each of the following

---

[59] Samuel R. Keys and Raymond S. Adams, "The Education of the Underprivileged: A Triple T Project," (Columbia, Mo.: University of Missouri, College of Education, 1968), (Mimeographed.)

[60] Ibid.

social or behavioral science fields was included in the literature search and review: (1) Education, (2) Sociology, (3) Social Psychology, (4) Linguistics, (5) Social Work, and (6) Community Development.

The initial activity of the literature search entailed the compilation of a bibliography for each of the fields represented. Based upon the bibliographies, the searchers initiated an analysis of each of the sources identified. Each of the sources was evaluated in terms of its relevance and contribution to an increased knowledge and understanding of disadvantaged children. If the source was judged irrelevant, it was placed in an inactive file and the judgment was recorded on the bibliographic card. If the source was judged potentially relevant, the content was abstracted, typed on a 5 x 8 McBee card, and filed for future use. As of January, 1970, approximately 2,000 sources were abstracted.

For the purpose of designing and constructing the VDPQ, each abstract was read and analyzed. The purpose of the analysis was to identify values which could be traced to specific research and/or represented a consensus of opinion of the writers in the field. Once these values were identified they were synthesized, and from this synthesis the seventy-four items representing the values were written for inclusion on the VDPQ (Appendix D). Using

a table of random numbers[61] the seventy-four items were randomly assigned and separated into two equal groups designated as positive or negative. The thirty-seven statements assigned to the positive group were written to reflect a point of view consistent with the available research and/or a consensus of opinion of the writers in the field. The thirty-seven statements assigned to the negative group were written to reflect a point of view contrary or opposite to the available research and/or a consensus of opinion of the writers in the field. The seventy-four items were than randomly assigned throughout the VDPQ.

The VDPQ was developed in the form of a Likert-type ordinal scale. The scale consists of five points including "accept strongly," "accept moderately," "feel neutral," "reject moderately," and "reject strongly" (see Appendix C). The instrument is two dimensional in that each responding teacher is required to react to each value by marking in the appropriate category, according to the previously stated scale, the extent to which he accepts or rejects the given value as well as the extent to which he perceives his principal to accept or reject the value. A numerical value of five is assigned to positive value statements for a response of

---

[61] Herbert Arkin and Raymond R. Colton, Tables for Statisticians (New York: Barnes and Noble, Inc., 1968), pp. 158-161.

"accept strongly" and is successively reduced to one for a response of "reject strongly." For the negative value statements the numerical value awarded is reversed with a five assigned to "reject strongly" and a one assigned to "accept strongly." Each teacher obtains two scores on the VDPQ. One score is calculated on the values of the teacher dimension of the VDPQ and the other on the values of the principal as perceived by the teacher.

Since the VDPQ is concerned with inventoried responses, the establishment of content validity was appropriate.[62] Content validity was controlled by having a panel of four professional educators in the College of Education, University of Missouri-Columbia rate the extent to which each of the seventy-four items on the VDPQ appeared to measure what each purported to measure. The items were modified and rewritten in consideration of the ratings given by the panel. The items were also revised for purposes of clarity of expression and ease of understanding as a result of the recommendations of the panel.

---

[62]Gilbert Sax, Empirical Foundations of Educational Research, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), pp. 232-233.

Pilot Test of the VDPQ

Since the VDPQ was an original instrument which had not been subjected to any tests to ascertain its stability of measurement, it was concluded that a pilot test was necessary. Sixty-one teachers within the elementary schools of Savannah, Georgia, and St. Louis, Missouri, were identified, contacted, sent the VDPQ by mail, and returned the completed questionnaires.

The sixty-one teachers represented thirty-four different schools within the two school systems. Of the sixty-one respondents, fifty-one were teaching disadvantaged pupils in elementary schools while three were serving as principals, two as assistant principals, three as supervisors, and two as counselors. All of the respondents were experienced in teaching disadvantaged pupils in the elementary school classroom.

Forty-three of the participants in the pilot study were female and eighteen were male. The mean age of the respondents was 39.5. Table I presents the frequency distribution of the age of the pilot teacher group.

The participants in the pilot study had 15 mean years of experience in education and 10.5 mean years of experience teaching disadvantaged pupils. Table II displays the frequency distribution of the years of experience in education and experience teaching disadvantaged pupils of the pilot teacher group.

TABLE I

FREQUENCY DISTRIBUTION OF THE AGE
OF THE PILOT TEACHER GROUP

Range of Age	Number of Teachers
20 - 29	5
30 - 39	26
40 - 49	14
50 - 59	10
60 or Over	6
Total	61

TABLE II

FREQUENCY DISTRIBUTION OF THE YEARS OF EXPERIENCE
IN EDUCATION AND EXPERIENCE TEACHING
DISADVANTAGED PUPILS OF THE
PILOT TEACHER GROUP

Range of Years	Number of Teachers Experience in Education	Number of Teachers Experience Teaching Disadvantaged
0 - 5	5	14
6 - 10	9	17
11 - 15	19	14
16 - 20	11	9
21 - 25	2	1
26 - 30	6	5
31 or Over	9	1
Total	61	61

Table III presents the frequency distribution of the level of professional preparation of the pilot teacher group.

TABLE III

FREQUENCY DISTRIBUTION OF THE LEVEL OF PROFESSIONAL PREPARATION OF THE PILOT TEACHER GROUP

Level of Professional Preparation	Number of Teachers
Bachelor's Degree	35
Master's Degree	8
Master's Degree Plus	18
Total	61

Table IV displays the frequency distribution of the grade level of the fifty-one teachers in the pilot group who were teaching in elementary schools at the time they completed the VDPQ.

TABLE IV

FREQUENCY DISTRIBUTION OF THE GRADE LEVEL OF THE PILOT TEACHER GROUP

Grade Level	Number of Teachers
1	10
2	8
3	5
4	8
5	5
6	10
7	3
8	2
Total	51

Upon receiving the sixty-one completed VDPQ's from the teachers in the pilot group, the information was transferred to general optical scanning forms produced by the Optical Scanning Corporation. The optical scanning forms were read by the optical scanner in the Office of Statewide Testing at the University of Missouri-Columbia and the data were punched on International Business Machine cards.

The purpose of the pilot study was to establish the reliability or consistency of the set of seventy-four items on the VDPQ. Therefore, in establishing the internal consistency or homogeneity of the measurements, an item analysis was conducted utilizing the Kuder-Richardson 20 formula.[63] The Kuder-Richardson 20 formula was contained on a computer program available through the Computer Center Program Library at the University of Missouri-Columbia. The VDPQ data were processed through the University of Missouri-Columbia International Business Machines 360-65 Computer.

The Kuder-Richardson 20 yielded correlation coefficients of 0.942 for the values of teachers and 0.946 for the values of

---

[63] George A. Ferguson, Statistical Analysis in Psychology and Education, Second Edition (New York: McGraw-Hill Book Company, 1966), pp. 379-380.

principals as perceived by teachers. These data are presented in Table V.

TABLE V

KUDER-RICHARDSON 20 CORRELATION COEFFICIENTS ESTIMATING RELIABILITY FOR THE SEVENTY-FOUR ITEM VDPQ

	Values of Teachers	Values of Principals as Perceived by Teachers
Kuder-Richardson 20	0.942	0.916

Additional information resulting from the item analysis of the seventy-four item VDPQ is contained in Table VI.

TABLE VI

MEAN, NUMBER, STANDARD DEVIATION, AND RANGE IN ESTIMATING RELIABILITY FOR THE SEVENTY-FOUR ITEM VDPQ

	Values of Teachers	Values of Principals as Perceived by Teachers
Mean	261.516	254.776
Number	61	57
Standard Deviation	39.922	40.016
Possible Range	74 - 370	74 - 370
Actual Range	225 - 328	213 - 299

In addition to the item analysis, a factor analysis was conducted on the seventy-four items concerning the values of teachers on the VDPQ. The computer program utilized was available in the Computer Center Program Library at the University of Missouri-Columbia, and the data were processed through the University's International Business Machines 360-65 Computer. By conducting the factor analysis, seventeen factors were extracted. The factors proved to be too large in number for the practical purposes of assigning verbal descriptions to each of the factors. Furthermore, since each teacher responding to the VDPQ was required to make 148 separate judgments, seventy-four for his personal values concerning disadvantaged pupils and seventy-four for the values of his principal as he perceived them, it was decided to reduce the number of items on the basis of the item analysis and factor analysis.

Items which produced negative correlations on the item analysis and items which demonstrated no clearly discernible factor loadings were excluded. Thereby, the number of items was reduced to forty-four (Appendix E).

An item analysis and factor analysis were conducted on the remaining forty four items. The Kuder-Richardson 20 yielded correlation coefficients of 0.930 for the values of teachers and

0.923 for the values of principals as perceived by teachers. These data are displayed in Table VII.

TABLE VII

KUDER-RICHARDSON 20 CORRELATION COEFFICIENTS ESTIMATING RELIABILITY FOR THE FORTY-FOUR ITEM VDPQ

	Values of Teachers	Values of Principals as Perceived by Teachers
Kuder-Richardson 20	0.930	0.923

Other data relating to the item analysis of the forty-four items on the VDPQ are presented in Table VIII.

TABLE VIII

MEAN, NUMBER, STANDARD DEVIATION, AND RANGE IN ESTIMATING RELIABILITY FOR THE FORTY-FOUR ITEM VDPQ

	Values of Teachers	Values of Principals as Perceived by Teachers
Mean	151.494	146.000
Number	61	57
Standard Deviation	28.334	26.374
Possible Range	44 - 220	44 - 220
Actual Range	119 - 204	117 - 186

Through the conduct of the factor analysis on the forty-four items concerning the values of teachers on the VDPQ, five factors were extracted. The factor loadings are contained on a rotated factor matrix presented in Appendix F.

As a result of studying the item analysis conducted on the forty-four remaining items on the VDPQ, two additional items which demonstrated negative correlations were excluded. The remaining forty-two items constitute the final version of the VDPQ (Appendix C) which was administered to the sample of teachers within the Kansas City, Missouri, schools participating in this study.

The forty-two items contained on the final version of the VDPQ were subjected to an item analysis utilizing the Kuder-Richardson 20 formula and yielded correlation coefficients of 0.929 for the values of teachers and 0.922 for the values of principals as perceived by teachers. The Kuder-Richardson 20 correlation coefficients are presented in Table IX.

Additional data resulting from the item analysis of the forty-two items contained on the final version of the VDPQ are contained on Table X.

The item analyses of the forty-two items relating to the values of teachers and the values of principals as perceived by teachers on the final version of the VDPQ are contained in Appendices G and H.

TABLE IX

KUDER-RICHARDSON 20 CORRELATION COEFFICIENTS ESTIMATING RELIABILITY FOR THE FORTY-TWO ITEMS ON THE FINAL VERSION OF THE VDPQ

	Values of Teachers	Values of Principals as Perceived by Teachers
Kuder-Richardson 20	0.929	0.922

TABLE X

MEAN, NUMBER, STANDARD DEVIATION, AND RANGE IN ESTIMATING RELIABILITY FOR THE FORTY-TWO ITEMS ON THE FINAL VERSION OF THE VDPQ

	Values of Teachers	Values of Principals as Perceived by Teachers
Mean	143.581	137.983
Number	61	57
Standard Deviation	27.574	25.752
Possible Range	42 - 210	42 - 210
Actual Range	112 - 194	108 - 179

Summary

The purpose of Chapter III was to report the procedures utilized in establishing the internal consistency of the VDPQ instrument. Three item analyses were conducted using the Kuder-Richardson 20 formula. The item analysis of the final version of the VDPQ yielded correlation coefficients of 0.929 for the values of teachers and 0.922 for the values of principals as perceived by teachers.

A survey of various books on statistics and research methodology revealed a reluctance on the part of the writers to indicate how large a reliability coefficient should be required. However, Garrett reported that most authors of educational achievement and intelligence tests established reliability coefficients of at least 0.90 between alternate forms of their tests.[64] In the case of the pilot study conducted on the VDPQ, the correlation coefficient obtained for both the values of teachers and the values of principals as perceived by teachers exceeded the 0.90 level and represents a defensible level of internal consistency to justify its use in this study.

---

[64] Henry E. Garrett, Statistics in Psychology and Education, Fifth Edition (New York: David McKay Company, Inc., 1962), p. 351.

CHAPTER IV

METHODOLOGY

The purpose of this study was to identify and analyze: (1) the values of urban elementary school teachers concerning disadvantaged pupils, (2) the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, and (3) the difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, in relation to the type of Organizational Climate within which the teachers were functioning or perceived themselves to be functioning.

Source of the Data

The first task involved in structuring the specific procedures utilized in this investigation was the identification of a large urban school system willing to participate in the study. The central administration of the School District of Kansas City, Missouri, agreed to cooperate in the study.

Sixteen urban elementary schools designated by the School District of Kansas City, Missouri, as being concerned primarily

and extensively with the education of disadvantaged pupils constituted the schools utilized in this investigation.

The number of teachers employed and the number of pupils enrolled in the sixteen schools are contained in Table XI.

TABLE XI

NUMBER OF TEACHERS EMPLOYED AND NUMBER OF PUPILS ENROLLED IN THE SAMPLE OF SCHOOLS*

Schools	Number of Teachers	Number of Pupils
1.	22	821
2.	15	957
3.	28	901
4.	20	637
5.	26	845
6.	17	529
7.	20	700
8.	17	497
9.	7	195
10.	6	181
11.	25	957
12.	22	843
13.	21	742
14.	27	871
15.	36	1,075
16.	26	938
Total	335	**11,689

*Data were compiled as of October 17, 1969, for pupil enrollment and February 15, 1970, for the number of teachers.

**Represents 39.34 per cent of the total elementary school enrollment (45,985) within the School District of Kansas City, Missouri.

Collection of the Data

In cooperation with representatives of the central administration of the Kansas City, Missouri, schools, a series of meetings were held with the sixteen principals of the elementary schools selected for inclusion in the study. The purpose of the meetings was to acquaint the principals with the nature and scope of the investigation and to plan the specific procedures for administering the two instruments, the OCDQ (Appendix A) and VDPQ (Appendix C), utilized in the collection of data for the study. Each principal administered both the OCDQ and VDPQ simultaneously to his faculty. The completed questionnaires were returned by mail directly to the researcher conducting the investigation for processing and analysis.

Arrangements were made with Dr. Andrew W. Halpin and Dr. Andrew Hayes of the College of Education, University of Georgia to process the OCDQ data in the Computer Center of the University of Georgia. They supplied a computer print-out providing data relative to the designation of the Organizational Climate of each of the sixteen elementary schools within this study.

The VDPQ data were transferred to general optical scanning forms produced by the Optical Scanning Corporation; the scanning forms were read by the optical scanner in the Office of Statewide

Testing; International Business Machine cards were punched; and the cards were processed through the International Business Machines computer at the University of Missouri-Columbia.

The Instruments

Two instruments were utilized in the conduct of this investigation: (1) the Organizational Climate Description Questionnaire (OCDQ) (Appendix A) and (2) the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) (Appendix C).

The research involved in the development of the OCDQ was initiated by Halpin in September, 1959, and extended to August, 1962, when a final report concerning the research was completed.[65]

The OCDQ permits the portrayal of the Organizational Climate of an elementary school. The instrument consists of sixty-four Likert-type items to which teachers and principals react in describing the Climate of their school.[66] The scale utilized calls for the respondent to indicate the extent to which each item characterizes his school and is defined by four categories, "rarely occurs," "sometimes occurs," "often occurs," and "very

---

[65] Halpin, op. cit., p. 237.

[66] Ibid., p. 133.

frequently occurs."[67] The OCDQ may be administered in a group situation and requires approximately thirty minutes for completion.

The testing of the instrument involved the administration of the OCDQ to 1,151 principals and teachers in seventy-one elementary schools in six different areas of the United States.[68]

By utilizing a factor analysis technique, Halpin and Croft were able to delineate six distinct profiles of Organizational Climates arrayed along a continuum defined at one end as Open Climate and the other end as Closed Climate[69] (See Appendix I for a definition of each Organizational Climate).

The six Organizational Climates identified or invented and defined by Halpin and Croft represent a taxonomy or typology of climates. Halpin states:

> It is impossible to demonstrate the "validity" of any taxonomy, or of any typology. The test of a typology must be in its usefulness. What can be done with it that cannot be done without it? This is the heuristic test.[70]

---

[67] Ibid., p. 145-146.

[68] Ibid., p. 133.

[69] Ibid., p. 134.

[70] Ibid., p. 225.

The Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) was constructed specifically for the purposes of this investigation. Its design, development, and testing are reported in detail in Chapter III of this study.

Analysis of the Data

After interpreting the OCDQ data, each school was grouped according to the type of Organizational Climate which it displayed (Table XVI). Analysis of the VDPQ data yielded a score for each teacher and school means for: (1) the values of the teachers, (2) the values of the principals as perceived by the teachers, and (3) the mean difference between the values of the teachers and the values of the principals as perceived by the teachers (Appendix J).

An analysis of variance was used to test the significant differences between the means[71] of the sixteen schools grouped according to their Organizational Climates. The standard for establishing significant difference was set at the .05 level of confidence. Figure 2 presents a schematic representation of the design of this investigation.

Further interpretation of the OCDQ data identified the three schools possessing the most Open Organizational Climates and the

---

[71] Ferguson, op. cit., pp. 281-294.

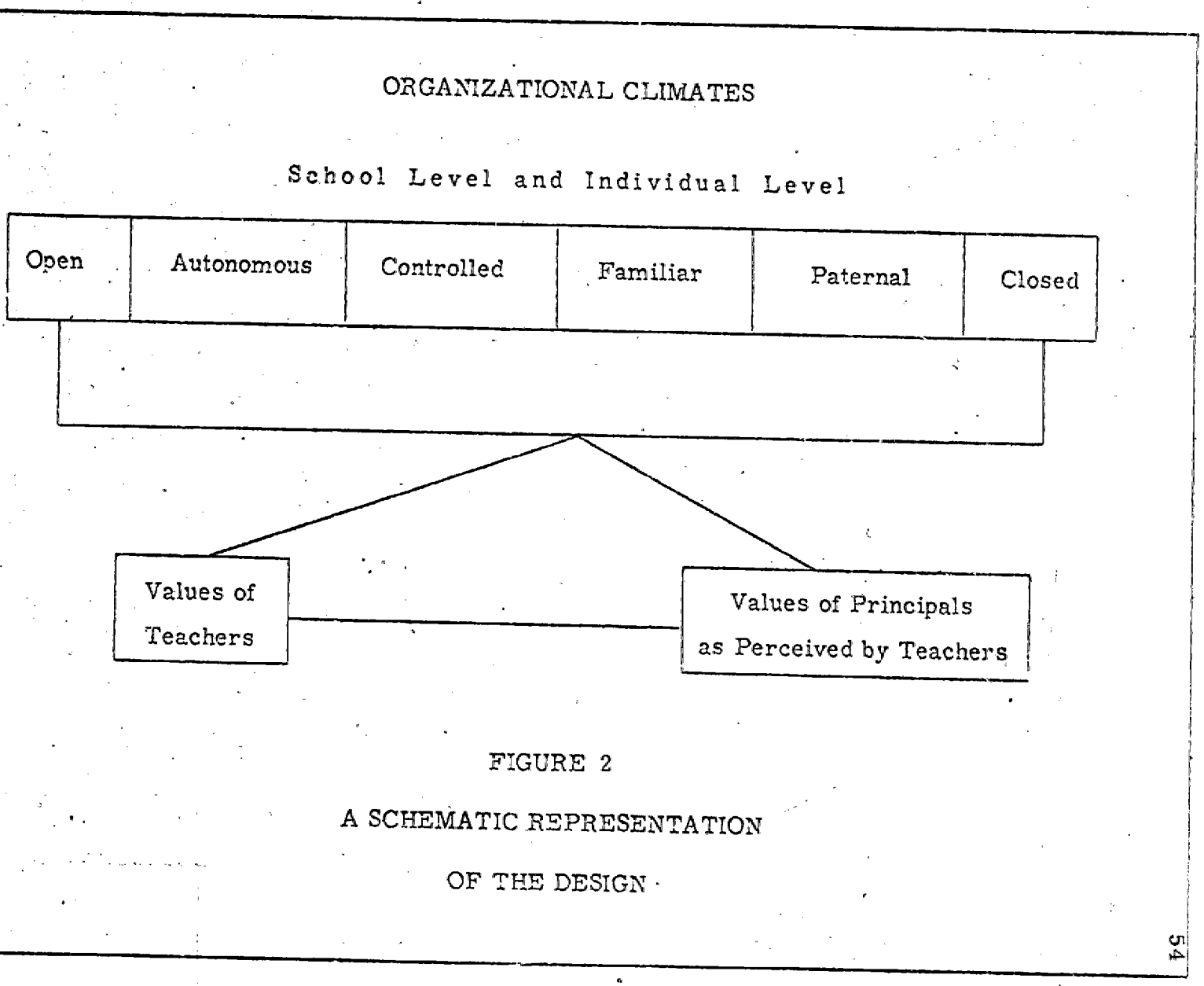

FIGURE 2

A SCHEMATIC REPRESENTATION

OF THE DESIGN

two schools possessing the most Closed Organizational Climates (Table XV).

A two-tailed test for independent samples[72] was utilized to test the significant difference between means for: (1) the values of the teachers, (2) the values of principals as perceived by the teachers, and (3) the mean difference between the values of the teachers and the values of the principals as perceived by their teachers, in the schools which represented the two most opposite types of Organizational Climates among the sixteen schools participating in this study. The .05 level of confidence was set as the standard for establishing significant difference.

Additionally, the inspection and interpretation of the OCDQ data yielded a group of thirty-five teachers who perceived their respective school Organizational Climate as unequivocally Closed. Thirty-two teachers were identified who perceived their respective school Organizational Climate as being primarily Open or Autonomous and represented those teachers who perceived their Organizational Climates as most Open from among all the teachers in the sixteen schools (Appendix K).

---

[72] Ibid., pp. 167-168.

A two-tailed t test for independent samples[73] was used to test the significant difference between means for: (1) the values of the teachers, (2) the values of principals as perceived by the teachers, and (3) the mean difference between the values of the teachers and the values of the principals as perceived by their teachers, in the two groups of teachers who as individuals perceived their respective Organizational Climates to be most Open or most Closed. The standard for establishing significant difference was set at the .05 level of confidence.

Summary

The purpose of this chapter was to present the methodology employed in this investigation. Sixteen elementary schools within the School District of Kansas City, Missouri, were administered the OCDQ and the VDPQ instruments. The resulting data were analyzed utilizing analysis of variance and tests of the significant difference of means with the .05 level of confidence set as the standard for establishing significant difference.

---

[73] Ibid.

CHAPTER V

ANALYSIS OF THE DATA

Data for this study were collected through the administration of the Organizational Climate Description Questionnaire (OCDQ) and the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ). The instruments were administered to teachers in sixteen Kansas City, Missouri, elementary schools which were concerned primarily and extensively with the education of disadvantaged pupils.

The Identification and Designation of Organizational Climates

Before the hypotheses formulated in this study could be tested, it was necessary to identify and designate each of the participating schools according to the type of Organizational Climate existing in the school and the type of Organizational Climate in which each individual teacher perceived himself to be working.

The completed OCDQ's were forwarded to Dr. Andrew W. Halpin and Dr. Andrew Hayes of the College of Education, University of Georgia. They processed the OCDQ's at the Computer Center, University of Georgia and provided a print-out containing data pertinent to the designation of the Organizational Climate for each of the teachers and each of the schools.

Since alternative techniques were required to group the schools on the basis of Organizational Climate, each of these is explained in relation to the data yielded from the administration of the OCDQ.

Each subject received a raw score on each sub-test of the OCDQ. The eight sub-tests comprising the OCDQ are: (1) Disengagement, (2) Hindrance, (3) Esprit, (4) Intimacy, (5) Aloofness, (6) Production Emphasis, (7) Thrust, and (8) Consideration. (See Appendix L for a description of each sub-test). The raw scores on each sub-test were averaged school-by-school to yield a school-mean sub-test score. These raw scores represented the average response of the teachers in a particular school on each sub-test. The raw scores were then converted into standardized scores in two ways: normatively and ipsatively. Both standardization procedures utilized a standard-score system based upon a mean of fifty and a standard deviation of ten.

The double standardized scores yielded Climate Profile Scores on each sub-test for each school. (See Appendix M). The Climate Profile Scores for each school revealed two things. First, a score above fifty on a sub-test indicated that the particular school scored above the mean of the sample of schools on that sub-test; and second, a score above fifty on a sub-test indicated that the

sub-test score was above the mean of the school's other sub-test scores.[75]

Halpin and Croft have computed a norm score for each sub-test for each of the six types of Organizational Climates. These are referred to as Prototypic Profiles for Six Organizational Climates and are presented in Appendix N. The Prototypic Profiles represent the norm to which each school's Climate Profile Scores were compared in identifying and designating the Organizational Climate of the school. The technique called for finding the absolute difference between the sub-test Climate Profile Scores and the sub-test Prototypic Profile Scores for each Organizational Climate and summing the absolute differences. This procedure yielded a Climate Similarity Score for each school on each of the six types of Organizational Climates. The same statistical techniques were employed to calculate the Climate Similarity Score for each individual teacher. A low score indicated similarity with the particular Organizational Climate. Table XII presents the technique employed using School 1 in this study as an example.

Table XIII displays the Climate Similarity Scores for each of the sixteen schools in this study; and, Climate Similarity Scores for

---

[75] Halpin, op. cit., pp. 166-174.

TABLE XII

TECHNIQUE EMPLOYED IN RELATING CLIMATE PROFILE SCORES TO PROTOTYPIC PROFILE SCORES IN YIELDING CLIMATE SIMILARITY SCORES USING SCHOOL ONE AS AN EXAMPLE

Climate	Scores	Dis*		Hin		Esp		Int		Alo		Prd		Thr		Con		Climate Similarity Scores
	Prototypic	43		43		63		50		42		43		61		65		
Open	Profile	62		55		38		37		54		59		44		47		
	Difference	19	+	12	+	25	+	13	+	12	+	16	+	17	+	8		= 122
	Prototypic	40		41		55		62		61		39		53		50		
Autonomous	Profile	62		55		38		37		54		59		44		47		
	Difference	22	+	14	+	17	+	25	+	7	+	20	+	9	+	3		= 117
	Prototypic	38		57		54		40		55		63		51		45		
Controlled	Profile	62		55		38		37		54		59		44		47		
	Difference	24	+	2	+	16	+	3	+	1	+	4	+	7	+	2		= 59
	Prototypic	60		42		50		58		44		37		52		59		
Familiar	Profile	62		55		38		37		54		59		44		47		
	Difference	2	+	13	+	12	+	21	+	10	+	22	+	8	+	12		= 100
	Prototypic	65		46		45		46		38		55		51		55		
Paternal	Profile	62		55		38		37		54		59		44		47		
	Difference	3	+	9	+	7	+	9	+	16	+	4	+	7	+	8		= 63
	Prototypic	62		53		38		54		55		54		41		44		
Closed	Profile	62		55		38		37		54		59		44		47		
	Difference	0	+	2	+	0	+	17	+	1	+	5	+	3	+	3		= 31**

*Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration

*Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration.

**The lowest score indicates similarity with the designated Organizational Climate.

TABLE XIII

CLIMATE SIMILARITY SCORES* OF THE SIXTEEN SCHOOLS ON THE OCDQ

Schools Tested	Organizational Climates					
	Opn	Aut	Cnt	Fam	Pat	Cls**
1.	122	117	59	100	63	31***
2.	76	71	71	88	107	71
3.	104	109	83	82	53	39
4.	102	75	77	68	65	53
5.	121	108	56	101	68	36
6.	119	108	76	97	72	26
7.	93	98	100	61	52	48
8.	59	62	74	71	100	96
9.	66	73	69	84	77	99
10.	68	49	101	44	83	87
11.	67	82	94	51	64	88
12.	120	109	65	98	57	31
13.	114	115	75	92	51	31
14.	87	106	94	59	58	68
15.	80	99	95	66	45	59
16.	70	77	87	50	73	83

*The lower the score the greater the similarity with the designated Organizational Climate.

**Open, Autonomous, Controlled, Familiar, Paternal, Closed.

***Scores which are underlined indicate the type of Organizational Climate or Climates predominating in each school.

those teachers who perceived their Organizational Climate as most Open and most Closed are presented in Appendix K. Inspection of Table XIII shows that Schools 1, 3, 4, 5, 6, 7, 12, and 13 were primarily Closed on the basis of their Climate Similarity Scores. These eight schools represented fifty per cent of the inner-city elementary schools that participated in this study. Further inspection of Table XIII reveals that Schools 14 and 15 were primarily Paternal, Schools 10, 11, and 16 primarily Familiar, and Schools 8 and 9 primarily Open. School 2 possessed equal characteristics of the Autonomous, Controlled, and Closed Organizational Climates. None of the schools were essentially Autonomous or Controlled.

The lowest Climate Similarity Score for a given school or teacher does not necessarily mean that the school's Organizational Climate or the teacher's perception of his Organizational Climate is exclusively one type. When the Climate Similarity Score is greater than approximately thirty-five, the Organizational Climate consists of a combination of the climates with the lowest Climate Similarity Scores.[76]

This can be noted by looking at School 2 on Table XIII. School 2 had Climate Similarity Scores of 71 for the Autonomous, Controlled,

---

[76] Halpin, A. W. and D. B. Croft, "Organizational Climate Scoring Program" (Salt Lake City, Utah: University of Utah Computer Center, No Date Given), p. 4.

and Closed Organizational Climates and portrayed a combination of the three. School 7, while primarily Closed, had characteristics of the Paternal Organizational Climate. Schools 8 and 9, while representing the most Open Organizational Climates of the schools tested for this study, were not unequivocally Open.

Unless large numbers of randomly selected schools are administered the OCDQ, it is unlikely that representation in each of the six types of Organizational Climates will be obtained. Furthermore, in a small sample of schools it is unlikely that all the schools will display characteristics of only a single type of Organizational Climate. This problem has confronted numerous researchers and has been partially resolved by utilizing alternative techniques to identify and designate the Organizational Climate of a school. One technique which has been employed is to collapse the six categories into three major types of Organizational Climate: (1) Open-Autonomous, composed of the first two, relatively Open, climates; (2) Controlled-Familiar, composed of the middle two climates; and (3) Paternal-Closed, composed of the last two climates, both of which are Closed.[77]

Table XIV presents the Climate Similarity Scores collapsed into three major groups. School 2, which previously was shown to

---

[77] Halpin, op. cit., pp. 170-171.

TABLE XIV

CLIMATE SIMILARITY SCORES* COLLAPSED INTO THREE MAJOR GROUPS

Schools Tested	Organizational Climates		
	Open-Autonomous	Controlled-Familiar	Paternal-Closed
1.	239	159	94**
2.	147	159	178
3.	213	65	92
4.	177	145	118
5.	229	157	104
6.	227	173	98
7.	191	161	100
8.	121	145	196
9.	189	153	176
10.	117	145	170
11.	149	145	152
12.	229	163	88
13.	229	167	82
14.	193	153	126
15.	179	161	104
16.	147	137	156

*The lower the score the greater the similarity with the designated Organizational Climate.

**Scores which are underlined indicate the type of Organizational Climate or Climates predominating in each school.

display characteristics of three different types of Organizational Climate, could then be designated as primarily Open-Autonomous. All the schools reacted predictably when the categories were collapsed with the exception of School 10. School 10 was designated as Familiar on the basis of Climate Similarity Scores for the six category classification. However, when the categories were collapsed to three, School 10 appeared to be characterized as Open-Autonomous. Since there appeared to be some discrepancy, another alternative technique was also employed to designate the schools according to Organizational Climate.

By analyzing the sub-test scores normatively standardized for a given school (Appendix O), it was possible to make a decision concerning the relative Openness or Closedness of the Organizational Climate in relation to other schools in the sample. The technique involved adding the normatively standardized sub-test scores for Esprit and Thrust and subtracting Disengagement and yielded an Openness Score.

Table XV presents the schools ranked on Openness scores and the designation of their respective Organizational Climates. On the basis of the Openness scores, Schools 1, 3, 4, 5, 6, 7, 12, 13, 14, and 15 were classified as portraying a primarily Paternal-Closed Climate, and Schools 2, 8, and 9 a primarily Open-Autonomous

TABLE XV

SCHOOLS RANKED ON OPENNESS SCORES*

	Rank	School	Openness Scores
Most Closed	1	6	12
Paternal-Closed	2	13	18
	3	3	28
	4	7	30
	5	12	31
	6	1	32
	7	14	33
	8	5	35
	9	4	37
	10	15	39
Middle Group	11	11	45
Controlled-Familiar	12	16	46
	13	10	47
Most Open	14	2	48
Open-Autonomous	15	8	55
	16	9	57

*This technique was explained by Dr. Andrew Hayes, College of Education, University of Georgia, in a telephone conversation. The Openness Scores were contained on the computer print-out of the OCDQ data processed at the University of Georgia.

Climate. These constituted the final identification and designation of the Organizational Climates of the sixteen elementary Schools that participated in this study, and are presented in Table XVI.

Specification and Delineation of Hypotheses

As stated in Chapter I, the hypotheses formulated for this study were:

1. The values of urban elementary school teachers concerning disadvantaged pupils differ significantly with Organizational Climates.
2. The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers differ significantly with Organizational Climates.
3. The difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers differ significantly with Organizational Climates.

The conceptualization of Organizational Climate was viewed on two distinct levels. First, it was possible to measure and identify each school's Organizational Climate collectively as a single entity. Second, it was possible to measure and identify each teacher's perception of the Organizational Climate in which he was working.

TABLE XVI

SCHOOLS DESIGNATED ACCORDING TO ORGANIZATIONAL CLIMATES COLLAPSED INTO THREE MAJOR GROUPS AND NUMBER OF TEACHERS

Open-Autonomous		Controlled-Familiar		Paternal-Closed	
Schools	No. of Teachers	Schools	No. of Teachers	Schools	No. of Teachers
2	15	10	6	1	22
8	17	11	25	3	28
9	7	16	26	4	20
				5	26
				6	17
				7	20
				12	22
				13	21
				14	27
				15	36
Total	39		57		239
Grand Total					335

Therefore, as a result of this two dimensional conceptualization of Organizational Climate, it was possible to test each hypothesis on the basis of schools grouped according to Organizational Climates and individual teachers grouped according to their perception of their respective school's Organizational Climate.

Null Hypotheses

The following null hypotheses were formulated to facilitate statistical testing:

1A No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils on the basis of the Organizational Climate of the schools.

1B No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils on the basis of the Organizational Climate in which the teachers perceive themselves to be working.

2A No significant difference exists between the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate of the schools.

2B No significant difference exists between the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the

Organizational Climate in which the teachers perceive themselves to be working.

3A No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate of the schools.

3B No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate in which the teachers perceive themselves to be working.

Findings from the Sixteen Schools in the Study

Hypotheses 1A, 2A, and 3A were subjected to a one-way analysis of variance[78] with the .05 level of confidence set as the standard for establishing significant difference. Table XVII presents the number, mean and standard deviation for Hypothesis 1A.

[78] Ferguson, op. cit., pp. 281-294.

TABLE XVII

NUMBER, MEAN AND STANDARD DEVIATION FOR HYPOTHESIS 1A: SIXTEEN SCHOOLS

TEACHER VALUES

Schools Grouped By Organizational Climates	Number	Mean	Standard Deviation
Open-Autonomous	38	146.500	17.032
Controlled-Familiar	57	142.175	17.145
Paternal-Closed	234	143.402	17.603

Table XVIII consists of the analysis of variance for Hypothesis 1A.

TABLE XVIII

ANALYSIS OF VARIANCE FOR HYPOTHESIS 1A

TEACHER VALUES

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	442.	2	221.000	.718*
Within Groups	100,290.	326	307.638	
Total	100,732.	328		

*A critical value of 3.03 is required for significance at the .05 level of confidence.

The number, mean and standard deviation for Hypothesis 2A are presented in Table XIX.

TABLE XIX

NUMBER, MEAN, AND STANDARD DEVIATION FOR HYPOTHESIS 2A: SIXTEEN SCHOOLS TEACHER PERCEPTIONS

Schools Grouped By Organizational Climates	Number	Mean	Standard Deviation
Open-Autonomous	36	143.250	16.060
Controlled-Familiar	53	138.208	16.321
Paternal-Closed	207	139.739	16.534

The analysis of variance for Hypothesis 2A is presented in Table XX.

TABLE XX

ANALYSIS OF VARIANCE FOR HYPOTHESIS 2A TEACHER PERCEPTIONS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	561.	2	280.500	1.027*
Within Groups	79,996.	293	273.024	
Total	80,557.	295		

*A critical value of 3.03 is required for significance at the .05 level of confidence.

Table XXI provides the number, mean and standard deviation for Hypothesis 3A.

TABLE XXI

NUMBER, MEAN AND STANDARD DEVIATION FOR HYPOTHESIS 3A: SIXTEEN SCHOOLS TEACHER VALUES AND TEACHER PERCEPTIONS

Schools Grouped By Organizational Climates	Number	Mean	Standard Deviation
Open-Autonomous	36	-2.917	6.247
Controlled-Familiar	53	-4.491	7.038
Paternal-Closed	207	-4.106	8.465

Table XXII presents the analysis of variance for Hypothesis 3A.

TABLE XXII

ANALYSIS OF VARIANCE FOR HYPOTHESIS 3A TEACHER VALUES AND TEACHER PERCEPTIONS

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	57.070	2	28.535	.443*
Within Groups	18,863.703	293	64.381	
Total	18,920.773	295		

*A critical value of 3.03 is required for significance at the .05 level of confidence.

Findings From the Most Open and Most Closed Schools

Inspection of Table XV reveals that Schools 2, 8, and 9 represented the most Open and Schools 6 and 13 the most Closed Organizational Climates among the sixteen schools participating in this study.

On the basis of this grouping, Hypotheses 1A, 2A, and 3A were each subjected to a two-tailed test of the significant difference of means for independent samples[79] with the .05 level of confidence set as the standard for establishing significant difference.

Table XXIII presents the test of significant difference of means for Hypothesis 1A.

TABLE XXIII

TEST OF SIGNIFICANT DIFFERENCE OF MEANS FOR HYPOTHESIS 1A: MOST OPEN AND MOST CLOSED SCHOOLS

TEACHER VALUES

Schools Grouped By Organizational Climates	Number	Mean	Standard Deviation	Degrees of Freedom	"t" Value
Most Open	38	146.500	17.032	74	2.217*
Most Closed	38	138.184	15.635		

*A critical value of 2.000 is required for significance at the .05 level of confidence.

[79] Ferguson, op. cit., pp. 167-168.

The test of significant difference of means for Hypothesis 2A is presented in Table XXIV.

TABLE XXIV

TEST OF SIGNIFICANT DIFFERENCE OF MEANS FOR HYPOTHESIS 2A: MOST OPEN AND MOST CLOSED SCHOOLS TEACHER PERCEPTIONS

Schools Grouped by Organizational Climates	Number	Mean	Standard Deviation	Degrees of Freedom	"t" Value
Most Open	36	143.250	16.060	68	2.232*
Most Closed	34	134.500	16.734		

*A critical value of 2.000 is required for significance at the .05 level of confidence.

Table XXV presents the test of significant difference of means for Hypothesis 3A.

TABLE XXV

TEST OF SIGNIFICANT DIFFERENCE OF MEANS FOR HYPOTHESIS 3A: MOST OPEN AND MOST CLOSED SCHOOLS TEACHER VALUES AND TEACHER PERCEPTIONS

Schools Grouped by Organizational Climates	Number	Mean	Standard Deviation	Degrees of Freedom	"t"* Value
Most Open	36	-2.917	6.247	68	.308*
Most Closed	34	-3.412	7.138		

*A critical value of 2.000 is required for significance at the .05 level of confidence.

Findings from the Individual Teachers who Perceived their Organizational Climates as Most Open and Most Closed

From among the 335 teachers in this study who completed the OCDQ, thirty-six were identified as perceiving their respective school's Organizational Climate as Closed. Thirty-two perceived their Organizational Climate as being primarily Autonomous or Open. Climate Similarity Scores for these individuals are found in Appendix K and VDPQ measures in Appendix P.

Hypotheses 1B, 2B, and 3B were each subjected to a two-tailed test of significant difference between two means for independent samples.[80] Since this t test is predicated on the assumption that the populations have equal variances, each of the samples utilized in testing Hypotheses 1B, 2B, and 3B was subjected to a test of homogeneity of variance[81] at the .05 level of confidence.

Table XXVI presents the homogeneity of variance results for Hypotheses 1B, 2B, and 3B.

---

[80] Ibid.

[81] Ibid., pp. 168-169.

TABLE XXVI

HOMOGENEITY OF VARIANCE FOR HYPOTHESES 1B, 2B, AND 3B TEACHER VALUES AND TEACHER PERCEPTIONS

Hypotheses	Organizational Climates	Number	Degrees of Freedom	Mean	Variance	F
1B	Most Open	32	31	146.970	321.128	1.157*
	Most Closed	35	34	142.060	277.467	
2B	Most Open	29	28	143.790	306.527	1.784**
	Most Closed	32	31	132.938	171.802	
3B	Most Open	29	28	2.828	38.648	4.273***
	Most Closed	32	31	9.656	165.136	

*A critical value of 2.28 is required for significance at the .05 level of confidence.

**A critical value of 2.34 is required for significance at the .05 level of confidence.

***A critical value of 2.41 is required for significance at the .05 level of confidence.

The F tests revealed that there were no significant variances at the .05 level of confidence in the schools utilized in testing Hypotheses 1B and 2B. Therefore, a two-tailed t test for independent samples[82] was employed to test the significant difference of the means at the .05 level of confidence.

Table XXVII presents the test of the significant difference of means for Hypothesis 1B.

TABLE XXVII

TEST OF SIGNIFICANT DIFFERENCE OF MEANS FOR HYPOTHESIS 1B

TEACHER VALUES

Teachers Grouped By Perception of Organizational Climate	Number	Mean	Standard Deviation	Degrees of Freedom	"t" Value
Most Open	32	146.970	17.920	65	1.158*
Most Closed	35	142.060	16.657		

*A critical value of 2.00 is required for significance at the .05 level of confidence.

[82] Ibid., pp. 167-168.

Table XXVIII displays the results of the test of significant difference of means for Hypothesis 2B.

TABLE XXVIII

TEST OF SIGNIFICANT DIFFERENCE OF MEANS FOR HYPOTHESIS 2B

TEACHER PERCEPTIONS

Teachers Grouped By Perception of Organizational Climate	Number	Mean	Standard Deviation	Degrees of Freedom	"t" Value
Most Open	29	143.790	17.508	59	2.713*
Most Closed	32	132.938	13.107		

*A critical value of 2.00 is required for significance at the .05 level of confidence.

The F test for Hypothesis 3B (Table XXVI) demonstrated that the variance was not homogeneous. Since the assumption of equality of variance was untenable, the method of Cochran and Cox[83] was employed to test the significant difference of means at the .05 level of confidence.

Table XXIX presents the test of significant difference of means for Hypothesis 3B.

[83] Ibid., pp. 171-173.

TABLE XXIX

TEST OF SIGNIFICANT DIFFERENCE OF MEANS FOR HYPOTHESIS 3B

TEACHER VALUES AND TEACHER PERCEPTIONS

Teachers Grouped By Perception of Organizational Climate	Number	Mean	Standard Deviation	Degrees of Freedom	"t" Value
Most Open	29	-2.828	6.217	59	2.680*
Most Closed	32	-9.656	12.851		

*A critical value of 2.043 is required for significance at the .05 level of confidence based upon the Cochran and Cox method.

CHAPTER VI

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Sixteen urban elementary schools designated by the School District of Kansas City, Missouri, as being concerned primarily and extensively with the education of disadvantaged pupils constituted the sample on which this study was based.

The Organizational Climate Description Questionnaire (OCDQ) and the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) were administered to the teachers in the sixteen schools. The instruments were administered to ascertain: (1) the values of urban elementary school teachers concerning disadvantaged pupils, (2) the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, and (3) the difference between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers, in relation to the type of Organizational Climate within which the teachers were functioning or perceived themselves to be functioning.

The data were analyzed through the use of analysis of variance and tests of the significant difference of means.

Findings

Based upon the designation of the sixteen schools in this study according to the Organizational Climates collapsed into three categories--Open-Autonomous, Controlled-Familiar, and Paternal-Closed, the following findings were disclosed:

1. The analysis of variance yielded an F value of .718 which was not significant at the .05 level of confidence and did not permit the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils on the basis of the Organizational Climate of the schools.
2. The analysis of variance yielded an F value of 1.027 which was not significant at the .05 level of confidence and did not permit the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate of the schools.
3. The analysis of variance yielded an F value of .443 which was not significant at the .05 level of confidence and did not

permit the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate of the schools.

Based upon the designation of the three most Open and two most Closed schools according to Organizational Climates, the following findings were disclosed:

1. The test of significant difference of means yielded a "t" value of 2.217 which was significant at the .05 level of confidence and permitted the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils on the basis of the Organizational Climate of the schools.
2. The test of significant difference of means yielded a "t" value of 2.232 which was significant at the .05 level of confidence and permitted the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate of the schools.

3. The test of significant difference of means yielded a "t" value of .308 which was not significant at the .05 level of confidence and did not permit the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school teachers and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate of the schools.

Based upon the identification of those teachers who perceived their respective school's Organizational Climate as primarily Open or Autonomous and those teachers who perceived their respective school's Organizational Climate as Closed, the following findings were disclosed:

1. The test of significant difference of means yielded a "t" value of 1.158 which was not significant at the .05 level of confidence and did not permit the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils on the basis of the Organizational Climate in which the teachers perceive themselves to be working.
2. The test of significant difference of means yielded a "t" value of 2.713 which was significant at the .05 level of confidence

and permitted the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate in which the teachers perceive themselves to be working.

3. The test of significant difference of means yielded a "t" value of 2.680 which was significant at the .05 level of confidence and permitted the rejection of the null hypothesis that: No significant difference exists between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers on the basis of the Organizational Climate in which the teachers perceive themselves to be working.

The item analysis of the final version of the Values Concerning Disadvantaged Pupils Questionnaire (VDPQ) yielded correlation coefficients of 0.929 for the values of teachers and 0.922 for the values of principals as perceived by teachers.

Fifty per cent of the sixteen inner-city elementary schools that participated in this study were characterized by a primarily Closed Organizational Climate. When the six Organizational Climate

categories were collapsed into three categories, ten schools (62.5 per cent) were found to be characterized by a Paternal-Closed Organizational Climate, two schools (12.5 per cent) by a Controlled-Familiar Organizational Climate, and three schools (18.75 per cent) by an Open-Autonomous Organizational Climate.

Conclusions

Within the limitations of this study and insofar as the teachers and schools which participated in this investigation were representative of inner-city teachers and schools throughout the country, the following conclusions appear warranted:

1. The values of urban elementary school teachers concerning disadvantaged pupils are comparable in schools characterized by Open-Autonomous, Controlled-Familiar, or Paternal-Closed Organizational Climates.
2. The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers are comparable in schools characterized by Open-Autonomous, Controlled-Familiar, or Paternal-Closed Organizational Climates.
3. The differences between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning

disadvantaged pupils as perceived by their teachers are comparable in schools characterized by Open-Autonomous, Controlled-Familiar, or Paternal-Closed Organizational Climates.

4. The values of urban elementary school teachers concerning disadvantaged pupils as ascertained by the VDPQ are higher in schools characterized by an Open Organizational Climate compared to a Closed Organizational Climate.
5. The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers and ascertained by the VDPQ are higher in schools characterized by an Open Organizational Climate compared to a Closed Organizational Climate.
6. The differences between the values of urban elementary school teachers concerning disadvantaged pupils and the values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers are comparable in schools characterized by an Open Organizational Climate compared to a Closed Organizational Climate.
7. The values of urban elementary school teachers concerning disadvantaged pupils are comparable for teachers who perceive themselves to be working in an Open or Closed Organizational Climate.

8. The values of urban elementary school principals concerning disadvantaged pupils as perceived by their teachers and ascertained by the VDPQ are higher for teachers who perceive themselves to be working in an Open Organizational Climate compared to a Closed Organizational Climate.
9. The differences between the values of urban elementary school teachers concerning disadvantaged pupils and the values of elementary school principals concerning disadvantaged pupils as perceived by their teachers are greater for teachers who perceive themselves to be working in a Closed Organizational Climate compared to an Open Organizational Climate.
10. The VDPQ is a reliable instrument for measuring the values of teachers concerning disadvantaged pupils and the values of principals concerning disadvantaged pupils as perceived by teachers.
11. A majority of inner-city elementary schools which are concerned primarily and extensively with the education of disadvantaged pupils are characterized by a primarily Closed Organizational Climate.

Recommendations for Further Study

1. The OCDQ data collected for this study should be subjected to additional statistical tests and procedures such as multiple regression and correlation in an attempt to predict or estimate (1) the values of teachers concerning disadvantaged pupils, (2) the values of principals concerning disadvantaged pupils as perceived by their teachers, and (3) the difference between the values of teachers concerning disadvantaged pupils and the values of principals concerning disadvantaged pupils as perceived by their teachers, from OCDQ scores or OCDQ sub-test scores.
2. The VDPQ should be subjected to additional item analyses on the basis of the data collected from the sample of sixteen inner-city elementary schools in this study, and further modifications should be made in light of the findings. The VDPQ should also be subjected to additional factor analyses in an attempt to identify common factors existing within the instrument. The VDPQ should be administered to another sample of inner-city elementary school teachers in order to provide comparison data.
3. Additional investigations should be conducted which have as their purpose the identification of social, personal, and professional variables which relate to the VDPQ. Examples

are: age, sex, level of professional preparation, years of experience in teaching, and socio-economic background.

4. Studies should be initiated which attempt to ascertain "if" and "how" the values of urban elementary school teachers concerning disadvantaged pupils can be changed or modified.
5. Additional studies should examine the relationship between the values of urban elementary school teachers concerning disadvantaged pupils and the level at which the teachers function in the classroom.
6. Additional investigations should be initiated which relate the VDPQ to student variables such as motivation, need satisfaction, and achievement.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Arkin, Herbert, and Raymond R. Colton. Tables for Statisticians. New York: Barnes and Noble, Inc., 1968.

Campbell, Roald F., John E. Corbally, and John A. Ramseyer. Introduction to Educational Administration. Boston: Allyn and Bacon, Inc., 1962.

Campbell, Roald F., Luvern L. Cunningham, and Roderick F. McPhee. The Organization and Control of American Schools. Columbus: Charles E. Merrill Books, Inc., 1965.

Carver, Fred D., and Thomas J. Sergiovanni (ed.). Organizations and Human Behavior: Focus on Schools. New York: McGraw Hill Book Company, 1969.

Etzioni, Amitai. A Comparative Analysis of Complex Organizations. Glencoe, Illinois: The Free Press, 1961.

Etzioni, Amitai. Modern Organizations. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Ferguson, George A. Statistical Analysis in Psychology and Education. Second Edition. New York: McGraw-Hill Book Company, 1966.

Garrett, Henry E. Statistics in Psychology and Education. Fifth Edition. New York: David McKay Company, Inc., 1962.

Griffiths, Daniel E. Administrative Theory. New York: Appleton-Century-Crofts, Inc., 1959.

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

Hearn, Gordon. Theory Building in Social Work. Toronto: University of Toronto Press, 1958.

Parsons, Talcott. Structure and Process in Modern Societies. Glencoe, Illinois: The Free Press, 1960.

Peabody, Robert L. Organizational Authority. New York: Atherton Press, 1965.

Rich, John Martin. Education and Human Values. Reading, Massachusetts: Addison-Wesley Publishing Company, 1968.

Sax, Gilbert. Empirical Foundations of Educational Research. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Sears, Jesse B. The Nature of the Administrative Process. New York: McGraw-Hill Book Company, 1950.

Warden, Sandra A. The Leftouts: Disadvantaged Children in Heterogeneous Schools. New York: Holt, Rinehart and Winston, Inc., 1968.

B. PERIODICALS

Feldvebel, Alexander M. "Organizational Climate, Social Class, and Educational Output," Administrator's Notebook, XII, (April, 1964), 1-4.

Gentry, H. W., and J. B. Kenny. "A Comparison of the Organizational Climate of Negro and White Elementary Schools," The Journal of Psychology, LX (1965), 171-179.

Moser, Robert P. "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, VI, (September, 1957), 1-4.

Prince, Richard. "Individual Values and Administrative Effectiveness," Administrator's Notebook, VI, (December, 1957), 1-4.

Yevish, Irving A. "Decentralization, Discipline, and the Disadvantaged Teacher," Phi Delta Kappan, L, (November, 1968), 137-138, 178-181.

C. ESSAYS AND ARTICLES IN COLLECTIONS

Griffiths, Daniel E. "Administrative Theory and Change in Organizations," Innovation in Education, Matthew B. Miles, editor. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Guba, Egon G. "Research in Internal Administration: What Do We Know?" Administrative Theory as a Guide to Action, Roald F. Campbell and James M. Lipham, editors. Chicago: Midwest Administration Center, University of Chicago, 1960.

Lonsdale, Richard C. "Maintaining the Organization in Dynamic Equilibrium," Behavioral Science and Educational Administration, Daniel E. Griffiths, editor. Chicago: University of Chicago Press, 1964.

Smith, Ralph A. "Human Values, Modern Organizations, and Education," Organizations and Human Behavior: Focus on Schools, Fred D. Carver and Thomas J. Sergiovanni, editors. New York: McGraw-Hill Book Company, 1969.

Sweitzer, Robert E. "An Assessment of Two Theoretical Frameworks," Educational Research: New Perspectives, Jack A. Culbertson and Stephen P. Hencley, editors. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963.

D. UNPUBLISHED MATERIALS

Anderson, Gary Weldon. "The Relationship of Organizational Climate and Subgroups in Elementary Schools." Unpublished Doctoral dissertation, University of Arizona, Tucson, 1965.

Benner, Thomas Eliot, Jr. "An Investigation Comparing Teacher and Administrator Perceptions of Actual and Ideal Decision-Making Participation Patterns in Selected Elementary School Districts in Illinois." Unpublished Doctoral dissertation, University of Illinois, Urbana, 1966.

Blythe, Hal Tucker. "Perceptional Differences Between Elementary School Principals and Teachers Regarding Certain Administrative Functions." Unpublished Doctoral dissertation, East Texas State University, Commerce, 1968.

Brinkmeier, Oria Albert. "The Relationship Between Organizational Climates and Selected Teacher Characteristics and Behavior." Unpublished Doctoral dissertation, University of Minnesota, Minneapolis, 1967.

Cagle, Bernadene Garrett. "Personality Orientation in Values of Teacher Trainees and Experienced Teachers in the Areas of Elementary and Special Education." Unpublished Doctoral dissertation, University of Georgia, Athens, 1965.

Charters, Werrett W. "Teacher Perceptions of Administrator Behavior." Paper read at the American Educational Research Association, Atlantic City, New Jersey, February 20, 1962.

Dugan, Peter Jerome. "The Relationship Between the Communication Behavior of Elementary School Principals and the Organizational Climate of Their Schools." Unpublished Doctoral dissertation, Syracuse University, New York, 1967.

Eherlien, E. Larry. "The Relationship Between School Climate and Edward's Manifest Needs of the Elementary School Teacher." Unpublished Doctoral dissertation, Michigan State University, East Lansing, 1967.

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

Flanders, Robert Edward. "The Relationship of Selected Variables to the Organizational Climate of the Elementary School. Unpublished Doctoral dissertation, University of Georgia, Athens, 1966.

Franklin, Arthur Jewel. "An Investigation of the Relationship Between Selected Characteristics of Principals and Organizational Climate of Junior High Schools in the State of Louisiana." Unpublished Doctoral dissertation, University of Southern Mississippi, Hattiesburg, 1968.

Frazier, Melvin Earl. "A Study of Fifth and Sixth Grade Students' Attitudes About Teachers in Relation to Cultural Groups, Intelligence, Personal-Social Development and Educational Achievement of the Parent or Guardian." Unpublished Doctoral dissertation, Ball State University, Muncie, Indiana, 1967.

Guba, Egon G. "Role, Personality, and Social Behavior." Columbus: The Ohio State University, Bureau of Educational Research and Science, 1958. (Mimeographed.)

Harkin, Roy Eugene. "Communications and Organizational Climate." Unpublished Doctoral dissertation, Claremont Graduate School and University Center, California, 1968.

Heller, Robert W. "Informal Organization and Perception of the Organizational Climate of Schools." Unpublished Doctoral dissertation, Pennsylvania State University, University Park, 1964.

Hightower, William Thomas. "The Dominant Concerns of Elementary School Faculties and Organizational Climate." Unpublished Doctoral dissertation, University of Alabama, University, 1965.

Hoagland, Robert Merlin. "Teacher Personality, Organizational Climate, and Teacher Job Satisfaction." Unpublished Doctoral dissertation, Stanford University, California, 1968.

Keys, Samuel R., and Raymond S. Adams. "The Education of the Underprivileged: A Triple T Project." Columbia, Missouri: University of Missouri, College of Education, 1968. (Mimeographed.)

Marcum, Reigo Laverne. "Organizational Climate and Adoption of Educational Innovations." Unpublished Doctoral dissertation, Utah State University, Logan, 1968.

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

Nicholas, Lynn N., Helen E. Virjo, and William W. Wattenberg. "Effect of Socioeconomic Setting and Organizational Climate on Problems Brought to Elementary School Offices." Final report submitted to the Cooperative Research Branch, United States Office of Education, Contract No. 2394 (OE 4-10-084), Wayne State University, Detroit, 1965.

Palmer, Timothy A. "The Relationship of Teacher Perception of Organizational Climate to Local-Cosmopolitan Latent Role Expectation." Unpublished Doctoral dissertation, State University of New York, Buffalo, 1967.

Passow, A. Harry (ed.). Education in Depressed Areas. Papers of Selected Educators in the Conference on Curriculum and Teaching in Depressed Urban Areas held at Columbia University, New York: Columbia University Press, 1963.

Petrie, Thomas Alan. "Change in Organizational Climate After Leader Succession." Unpublished Doctoral dissertation, Ohio State University, Columbus, 1964.

Pritchard, James Leon. "Validation of the Organizational Climate Description Questionnaire against Perceptions of Non-Faculty School Personnel." Unpublished Doctoral dissertation, Stanford University, California, 1966.

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

Ranyard, Redge Walker. "The Organizational Climate and Organizational Structure of Elementary Schools." Unpublished Doctoral dissertation, Claremont Graduate School and University Center, California, 1967.

Rice, Robert K. "The Relationship Between Organizational Climate and Student Achievement." Unpublished Doctoral dissertation, University of California, Los Angeles, 1968.

Sargent, James Currier. "An Analysis of Principal and Staff Perceptions of High School Organizational Climate." Unpublished Doctoral dissertation, University of Minnesota, Minneapolis, 1966.

Scott, Vera Orriss. "An Exploratory Study to Identify the Teaching Behaviors That Are Used Most Frequently and Are Most Crucial in Teaching Culturally Disadvantaged Children." Unpublished Doctoral dissertation, Michigan State University, East Lansing, 1967.

Stromberg, Robert Phillip. "Value Orientation and Leadership Behavior of School Principals." Unpublished Doctoral dissertation, Pennsylvania State University, University Park, 1966.

Vandellain, Aldona Sinush. "A Validation of the Factor II Esprit of the OCDQ." Unpublished Doctoral dissertation, University of Maryland, College Park, 1968.

Wall, Robert Charles. "A Study of Organizational Climate in Selected Suburban Elementary Schools." Unpublished Doctoral dissertation, University of Illinois, Urbana, 1967.

Watkins, J. Foster. "The Relationship Between the Principal and His Professional Staff in the Public School." Unpublished report No. BR-5-8358, Auburn University, Alabama, 1966.

Wiggins, Thomas Winfield. "Leader Behavior Characteristics and Organizational Climate." Unpublished Doctoral dissertation, Claremont Graduate School and University Center, California, 1968.

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

E. MISCELLANEOUS

Campbell, Roald F. "Implications For the Practice of Administration," Behavioral Science and Educational Administration, 63rd Yearbook of the National Society for the Study of Education, Daniel E. Griffiths, editor. Chicago: University of Chicago Press, 1964.

Charters, Werrett Wallace. Teacher Perceptions of Administrator Behavior. Cooperative Research Project No. 929, U. S. Office of Education and Washington University, St. Louis, 1964.

Cooper, Dan H. "School Surveys," Encyclopedia of Educational Research, 1211. New York: The Macmillan Company, 1960.

Halpin, A. W. and D. B. Croft. "Organizational Climate Scoring Program," Salt Lake City, Utah: University of Utah Computer Center, No Date Given. (Mimeographed.)

Kellogg Foundation, W. K. Toward Improved School Administration: A Decade of Professional Effort to Heighten Administrative Understanding and Skills. Battle Creek, Michigan, 1961.

National Society for the Study of Education. Behavioral Science and Educational Administration, 63rd Yearbook, Part II, Daniel E. Griffiths, editor. Chicago: University of Chicago Press, 1964.

Willower, Donald J., Terry L. Eidell, and Wayne K. Hoy. The School and Pupil Control Ideology. The Pennsylvania State University Studies No. 24. University Park: The Pennsylvania State University, 1967.

APPENDIX A

Organizational Climate Description Questionnaire

A. W. Halpin and D. B. Croft

The items in this questionnaire describe typical behaviors or conditions that occur within an elementary school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of each page. Please read the instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have answered the questionnaire, we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description a portrait of the Organizational Climate of your school.

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

Teachers call each other by their first names. 1 2 (3) 4

In this example the respondent marked alternative 3 to show that the interpersonal relationship described by this item "often occurs" at his school. Of course any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please circle your response clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

BIOGRAPHICAL INFORMATION

5-7 School _____

Please place a check mark to the right of the appropriate category.

8. Position:
   - Principal _____
   - Teacher _____
   - Other _____

9. Sex:
   - Male _____
   - Female _____

10. Age:
   - 20-29 _____
   - 30-39 _____
   - 40-49 _____
   - 50-59 _____
   - 60 or over _____

11. Years of Experience in Education:
   - 0-9 _____
   - 10-19 _____
   - 20-29 _____
   - 30-over _____

12. Years at This School:
   - 0-4 _____
   - 5-9 _____
   - 10-19 _____
   - 20 or over _____

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

13.	Teachers' closest friends are other faculty members at this school.	1	2	3	4
14.	The mannerisms of teachers at this school are annoying.	1	2	3	4
15.	Teachers spend time after school with students who have individual problems.	1	2	3	4
16.	Instructions for the operation of teaching aids are available.	1	2	3	4
17.	Teachers invite other faculty to visit them at home.	1	2	3	4
18.	There is a minority group of teachers who always oppose the majority.	1	2	3	4
19.	Extra books are available for classroom use.	1	2	3	4
20.	Sufficient time is given to prepare administrative reports.	1	2	3	4
21.	Teachers know the family background of other faculty members.	1	2	3	4
22.	Teachers exert group pressure on non-conforming faculty members.	1	2	3	4
23.	In faculty meetings, there is a feeling of "let's get things done."	1	2	3	4
24.	Administrative paper work is burdensome at this school.	1	2	3	4
25.	Teachers talk about their personal life to other faculty members.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

26.	Teachers seek special favors from the principal.	1	2	3	4
27.	School supplies are readily available for use in classwork.	1	2	3	4
28.	Student progress reports require too much work.	1	2	3	4
29.	Teachers have fun socializing together during school time.	1	2	3	4
30.	Teachers interrupt other faculty members who are talking in staff meetings.	1	2	3	4
31.	Most of the teachers here accept the faults of their colleagues.	1	2	3	4
32.	Teachers have too many committee requirements.	1	2	3	4
33.	There is considerable laughter when teachers gather informally.	1	2	3	4
34.	Teachers ask nonsensical questions in faculty meetings.	1	2	3	4
35.	Custodial service is available when needed.	1	2	3	4
36.	Routine duties interfere with the job of teaching.	1	2	3	4
37.	Teachers prepare administrative reports by themselves.	1	2	3	4
38.	Teachers ramble when they talk in faculty meetings.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

39.	Teachers at this school show much school spirit.	1	2	3	4
40.	The principal goes out of his way to help teachers.	1	2	3	4
41.	The principal helps teachers solve personal problems.	1	2	3	4
42.	Teachers at this school stay by themselves.	1	2	3	4
43.	The teachers accomplish their work great vim, vigor, and pleasure.	1	2	3	4
44.	The principal sets an example by working hard himself.	1	2	3	4
45.	The principal does personal favors for teachers.	1	2	3	4
46.	Teachers eat lunch by themselves in their own classrooms.	1	2	3	4
47.	The morale of the teachers is high.	1	2	3	4
48.	The principal uses constructive criticism.	1	2	3	4
49.	The principal stays after school to help teachers finish their work.	1	2	3	4
50.	Teachers socialize together in small select groups.	1	2	3	4
51.	The principal makes all class-scheduling decisions.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

52.	Teachers are contacted by the principal each day.	1	2	3	4
53.	The principal is well prepared when he speaks at school functions.	1	2	3	4
54.	The principal helps staff members settle minor differences.	1	2	3	4
55.	The principal schedules the work for the teachers.	1	2	3	4
56.	Teachers leave the grounds during the school day.	1	2	3	4
57.	The principal criticizes a specific act rather than a staff member.	1	2	3	4
58.	Teachers help select which courses will be taught.	1	2	3	4
59.	The principal corrects teachers' mistakes.	1	2	3	4
60.	The principal talks a great deal.	1	2	3	4
61.	The principal explains his reasons for criticisms to teachers.	1	2	3	4
62.	The principal tries to get better salaries for teachers.	1	2	3	4
63.	Extra duty for teachers is posted conspicuously.	1	2	3	4
64.	The rules set by the principal are never questioned.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

65. The principal looks out for the personal welfare of teachers.	1	2	3	4
66. School secretarial service is available for teachers' use.	1	2	3	4
67. The principal runs the faculty meeting like a business conference.	1	2	3	4
68. The principal is in the building before teachers arrive.	1	2	3	4
69. Teachers work together preparing administrative reports.	1	2	3	4
70. Faculty meetings are organized according to a tight agenda.	1	2	3	4
71. Faculty meetings are mainly principal report meetings.	1	2	3	4
72. The principal tells teachers of new ideas he has run across.	1	2	3	4
73. Teachers talk about leaving the school system.	1	2	3	4
74. The principal checks the subject-matter ability of teachers.	1	2	3	4
75. The principal is easy to understand.	1	2	3	4
76. Teachers are informed of the results of a supervisor's visit.	1	2	3	4
77. Grading practices are standardized at this school.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

78. The principal insures that teachers work to their full capacity.	1	2	3	4
79. Teachers leave the building as soon as possible at day's end.	1	2	3	4
80. The principal clarifies wrong ideas a teacher may have.	1	2	3	4

APPENDIX B

DATRIX SEARCH

The following constitutes an exact duplication of the material contained on the computer print-out supplied by DATRIX, University Microfilms.

-DATRIX REFERENCE LISTING-PAGE 1

SEARCH NUMBER-005001 PREPARED FOR-GIES, FRED 06/12/69

KEYWORDS USED IN SEARCH--

CLIMATE, OPEN, CLOSE

AND

TEACHER, PRINCIPAL

AND

VALUE, STATEMENT, ASSERTION

QUALIFYING CONDITIONS

YEAR 1955 TO 1967

0 REFERENCES FOUND

APPENDIX C

VALUES CONCERNING DISADVANTAGED PUPILS QUESTIONNAIRE

VDPQ

Instructions: Following you will find a series of 42 statements. Each statement is designed to express a point of view, attitude, belief, or value about disadvantaged pupils. It is expected that you will react to the different statements both positively and negatively in varying degrees.

Not only are you being asked to indicate the extent to which you accept or reject a given statement, but also the extent to which you perceive or believe your principal to accept or reject the statement. It is important for you to differentiate between your position and what you believe to be the position of your principal. The scale to the left of each item is for recording your position. The scale to the right of each item is for recording your perception of the principal's position.

This instrument has been designed to enable you to record your response in the easiest possible way. All of the statements call for you to circle the response you deem appropriate. Please respond to each item. Your participation and cooperation is greatly appreciated. Thank you.

VALUES CONCERNING DISADVANTAGED PUPILS QUESTIONNAIRE

VDPQ

TEACHER							PRINCIPAL				
Accept Completely	Accept Moderately	Feel Neutral	Reject Moderately	Reject Completely	ITEM	STATEMENT	Accept Completely	Accept Moderately	Feel Neutral	Reject Moderately	Reject Completely
TEACHER RESPONSE							PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	1.	A major characteristic of the disadvantaged child is a strong perception of self.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	2.	Social class is the most important single factor related to achievement test scores.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	3.	The lower social class pupil typically values the competition and scholastic achievement implicit in academic tests.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	4.	Disadvantaged pupils generally achieve better in a single social class setting.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	5.	Alienation between the disadvantaged pupil and the teacher is decreased by the child's concept of the teacher as a success in the existing culture.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	6.	A disadvantaged child's social acceptance by his superiors is a more important influence in directing and modifying his value orientation and his behavior than is the acceptance of his peer group.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	7.	Teachers' responses to high social status children differ from their responses to those with low social status in that teachers are more likely to positively evaluate those children they perceive as being of low social status.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	8.	The disadvantaged pupil is typically well prepared to understand and cope with the value orientations and behavioral expectations of his teachers.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	9.	Upper- and middle-class children, in general, adjust reasonably well to the social and academic demands of the school situation, while lower-class children in varying degrees tend toward maladjustment and failure.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	10.	Children from lower socio-economic strata are apt to be found as a large proportion of those who lack facility with formal language.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	11.	The school is the most significant agent for influencing the general socialization of the child.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	12.	The aim of many teachers of disadvantaged pupils is to impose or sell their own personal hopes and values to the pupils.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	13.	Many disadvantaged pupils perceive the school as an authoritarian institution rather than a place for learning.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	14.	The content of American cultural and social norms, if known, is meaningful to many of the pupils from the lower socio-economic strata.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	15.	Most pupils characterized as disadvantaged are members of a middle socio-economic class.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	16.	The degree of acceptable social deviation does not bear a close relationship to the socio-economic classes of the people concerned.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	17.	The traditional emphasis in schools on cognitive learning appears relevant to mose disadvantaged pupils.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	18.	Teaching disadvantaged pupils does not require specialized pre-service and in-service training for teachers.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	19.	The image which most people have of the elementary school teaching disadvantaged pupils is an image dominated by men.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	20.	For many disadvantaged pupils, it is the school and not the home life of the child that is the principal contributor to his failure.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	21.	Subject matter itself is of great consequence with regard to changing the attitudes of disadvantaged pupils.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	22.	Existing standardized intelligence tests tend to be biased against black children to an unknown degree.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	23.	Teachers who cannot get ego gratification from student accomplishment learn to get it from student failure, and therefore resort to strategies designed to perpetuate failure.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	24.	Parental participation in meetings, discussions, and field trips provide neutral results in terms of improved parental and pupil attitudes toward school.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	25.	The training of teachers of disadvantaged pupils should emphasize the accumulation of facts rather than the structure of knowledge.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	26.	When a child from a disadvantaged background is treated as uneducable, on the basis of low test scores, he tends to become more uneducable and the low test score is reinforced.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	27.	The socio-economic class and family background of the pupil may exert more influence upon his scholastic achievement than the school which he attends.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	28.	The minority groups which include large numbers of disadvantaged youth have language problems which are substantially the same as those of the typical white miccle-class pupils.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	29.	The cultural patterns established within the classroom are, for the most part, compatible to those of the disadvantaged pupils.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	30.	The pupil from the inner-city is viewed by teachers as one whose values and behavior must be changed so that they conform to the dominant middle-class expectations of American society.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	31.	The deductive (moving from the general to the specific) method of teaching is consistently more effective than the inductive (moving from the specific to the general) method with disadvantaged pupils.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	32.	The disadvantaged pupil generally shows the most intellectual retardation in the area of arithmetic development.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	33.	The language of the disadvantaged pupil is less concrete, less expressive, and less informal than that of the middle-class pupil.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	34.	Disadvantaged pupils are usually systematically frustrated rather than aided by most of the existing public school systems due to the differences of background, culture, and experience.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	35.	Disadvantaged children are intellectually inferior to middle-class children by the time they enter school and as school continues through the years, the gap diminishes.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	36.	The expectations of pupil achievement which teachers hold for disadvantaged pupils play a crucial role in terms of their academic achievement.	AC	AM	FN	RM	RC

TEACHER RESPONSE					ITEM	STATEMENT	PERCEPTION OF PRINCIPAL				
AC	AM	FN	RM	RC	37.	Black students' reading abilities are not on a par with white children of comparable background.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	38.	Meaningful ethnic differences in intelligence do not exist.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	39.	Disadvantaged pupils see the school as an agency attempting to teach unimportant things.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	40.	Disadvantaged pupils see the school as an agency attempting to make them something they would like to be.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	41.	For lower-class children a present-time orientation (immediate gratification pattern) is more often central in their conceptual schema.	AC	AM	FN	RM	RC
AC	AM	FN	RM	RC	42.	A disadvantaged child's lack of facility in oral expression is caused primarily by low intelligence.	AC	AM	FN	RM	RC

THANK YOU FOR YOUR COOPERATION.

APPENDIX D

SEVENTY-FOUR ITEM VDPQ*

	Item	Statement
+	1.	One of the most crucial factors in disadvantagement is the lack of language skills needed for conceptualization and communication.
+	2.	In order for the teacher of disadvantaged pupils to bring about optimum learning and intellectual growth, the teacher must utilize a variety of experiences and different kinds of materials for a specific learning task.
+	3.	Providing truthful and realistic counseling about their socio-economic status and impoverished living conditions helps prevent disadvantaged pupils from developing defenses and conflicts which make them reject the school.
-	4.	A major characteristic of the disadvantaged child is a strong perception of self.
-	5.	Misbehavior in the classroom is related more to low socio-economic status than to low IQ.
+	6.	Social class is the most important single factor related to achievement test scores.
-	7.	The lower social class pupil typically values the competition and scholastic achievement implicit in academic tests.
-	8.	Disadvantaged pupils generally achieve better in a single social class setting.
-	9.	Alienation between the disadvantaged pupil and the teacher is decreased by the child's concept of the teacher as a success in the existing culture.
-	10.	Poor health is not a primary factor in the educational failure of the disadvantaged.

Item	Statement
- 11.	There is a lower incidence of severe visual perceptual problems among disadvantaged pupils.
+ 12.	The elementary school classroom teacher has a significant influence on the disadvantaged pupil's potential for total school adjustment, in that she has both formal reward power and social reward power.
+ 13.	The disadvantaged child's perception of social status is more closely related to his level of academic achievement than is his measured intelligence.
- 14.	A disadvantaged child's social acceptance by his superiors is a more important influence in directing and modifying his value orientation and his behavior than is the acceptance of his peer group.
- 15.	Teachers' responses to high social status children differ from their responses to those with low social status in that teachers are more likely to positively evaluate those children they perceive as being of low social status.
- 16.	The disadvantaged pupil is typically well prepared to understand and cope with the value orientations and behavioral expectations of his teachers.
+ 17.	Upper- and middle-class children, in general, adjust reasonably well to the social and academic demands of the school situation, while lower-class children in varying degrees tend toward maladjustment and failure.
+ 18.	Much of what goes into the adjustment expectations of the school system appears to require a future time orientation (delayed gratification pattern) for children.
+ 19.	Children from the lower socio-economic strata are apt to be found as a large proportion of those who lack facility with formal language.
- 20.	The school is the most significant agent for influencing the general socialization of the child.

Item	Statement
+ 21.	Those children who receive the least social stimulation, poorest training, and least support in the family setting will also be those who are in the lowest groups in school on the basis of measured intelligence.
+ 22.	The aim of many teachers of disadvantaged pupils is to impose or sell their own personal hopes and values to the pupils.
+ 23.	Many disadvantaged pupils perceive the school as an authoritarian institution rather than a place for learning.
- 24.	The content of American cultural and social norms, if known, is meaningful to many of the pupils from the lower socio-economic strata.
- 25.	Most pupils characterized as disadvantaged are members of a middle socio-economic class.
- 26.	Disadvantaged pupils respond more negatively to material-oriented rewards and punishments in relation to middle-class pupils.
- 27.	Disadvantaged pupils are more likely to place a value on intellectual accomplishment per se, as opposed to valuing occupational training.
+ 28.	The programs and teaching methods in contemporary public schools, as a generalization, are geared to the aims, ambitions, moral and ethical standards of the core culture represented by the white, prosperous middle-class, Protestant, Anglo-Saxon population.
+ 29.	Urban school systems, in addition to the traditional educational role, must assume the role of helping the urban poor to relate to their environment.
- 30.	Schools involved in educating disadvantaged pupils are presently focusing more attention on adjusting to the pupils rather than adjusting the pupils to the schools.

Item	Statement
- 31.	The degree of acceptable social deviation does not bear a close relationship to the socio-economic classes of the people concerned.
- 32.	The traditional emphasis in schools on cognitive learning appears relevant to most disadvantaged pupils.
- 33.	Teaching disadvantaged pupils does not require specialized pre-service and in-service training for teachers.
- 34.	The image which most people have of the elementary school teaching disadvantaged pupils is an image dominated by men.
+ 35.	For many disadvantaged pupils, it is the school and not the home life of the child that is the principal contributor to his failure.
- 36.	Teachers of the disadvantaged are better able to predict the attitude of pupils toward social situations or practices than the academic achievement of pupils.
+ 37.	Behind almost every classroom problem which the disadvantaged pupil has or creates is an emotional problem.
- 38.	Subject matter itself is of great consequence with regard to changing the attitudes of disadvantaged pupils.
+ 39.	Existing standardized intelligence tests tend to be biased against black children to an unknown degree.
+ 40.	Criticism on the part of teachers of the ghetto child's verbal language results in his alienation from school.
+ 41.	Teachers should not depend upon the information supplied through the administration of standardized IQ tests to disadvantaged pupils concerning their intelligence.
+ 42.	Teachers who cannot get ego gratification from student accomplishment learn to get it from student failure, and therefore resort to strategies designed to perpetuate failure.

Item	Statement
- 43.	Parental participation in meetings, discussions, and field trips provide neutral results in terms of improved parental and pupil attitudes toward school.
- 44.	The training of teachers of disadvantaged pupils should emphasize the accumulation of facts rather than the structure of knowledge.
+ 45.	When a child from a disadvantaged background is treated as uneducable, on the basis of low test scores, he tends to become more uneducable and the low test score is reinforced.
- 46.	A child with a low IQ score cannot conceivably learn what others learn even if he spends more time on the learning task.
+ 47.	The socio-economic class and family background of the pupil may exert more influence upon his scholastic achievement than the school which he attends.
- 48.	The minority groups which include large numbers of disadvantaged youth have language problems which are substantially the same as those of the typical middle-class white pupils.
- 49.	The cultural patterns established within the classroom are, for the most part, compatible to those of the disadvantaged pupils.
+ 50.	The pupil from the inner-city is viewed by teachers as one whose values and behavior must be changed so that they conform to the dominant middle-class expectations of American society.
- 51.	The deductive (moving from the general to the specific) method of teaching is consistently more effective than the inductive (moving from the specific to the general) method with disadvantaged pupils.

Item	Statement
- 52.	The disadvantaged pupil generally shows the most intellectual retardation in the area of arithmetic development.
- 53.	The language of the disadvantaged pupil is less concrete, less expressive, and less informal than that of the middle-class pupil.
+ 54.	The effects of cultural deprivation on intellectual development are partly irreversible.
- 55.	Educational retardation in disadvantaged children does not begin before the child enters school.
+ 56.	Disadvantaged pupils are usually systematically frustrated rather than aided by most of the existing public school systems due to the differences of background, culture, and experience.
- 57.	Disadvantaged children are intellectually inferior to middle-class children by the time they enter school and as school continues through the years, the gap diminishes.
- 58.	Black teachers are able to maintain a sound classroom climate (discipline) with black pupils better than white teachers.
+ 59.	The expectations of pupil achievement which teachers hold for disadvantaged pupils play a crucial role in terms of their academic achievement.
+ 60.	Parental cooperation and involvement in school activities is necessary in order to reach optimum success in teaching disadvantaged pupils.
- 61.	It does not benefit disadvantaged pupils academically to have the opportunity to attend schools in which there are pupils who are more advantaged economically, socially, and culturally than they are.

Item	Statement
+ 62.	The teacher-pupil relationship (rapport) plays a more crucial part in the attitudes of disadvantaged pupils toward school and learning than is the case with middle-class pupils.
+ 63.	If disadvantaged pupils are expected to approach their academic potential, they need to be provided compensatory educational opportunities.
+ 64.	Lower-class children do not develop the same type of personal attitudes which permit them to readily accept and submit to school discipline as middle-class children.
+ 65.	A pupil's social class status is related to the teacher's attitude toward accepting the pupil for what he is.
+ 66.	Black students' reading interests are as varied as white children of comparable background.
- 67.	Black students' reading abilities are not on a par with white children of comparable background.
+ 68.	Meaningful ethnic differences in intelligence do not exist.
+ 69.	Disadvantaged pupils see the school as an agency attempting to teach unimportant things.
- 70.	Disadvantaged pupils see the school as an agency attempting to make them something they would like to be.
+ 71.	For lower-class children a present-time orientation (immediate gratification pattern) is more often central in their conceptual schema.
+ 72.	Children are stimulated to talk when they have something to talk about; therefore, first-hand experiences are important in facilitating language growth.
+ 73.	It is inconsistent to encourage language development while demanding that children be quiet most of the day.

Item	Statement
- 74.	A disadvantaged child's lack of facility in oral expression is caused primarily by low intelligence.

*A (+) plus sign precedes each value which reflects a point of view consistent with the available research and/or a consensus of opinion of the writers in the field. A (-) minus sign precedes each value which reflects a point of view contrary or opposite to the available research and/or a consensus of opinion of the writers in the field.

APPENDIX E

FORTY-FOUR ITEM VDPQ*

Item	Statement
- 1.	A major characteristic of the disadvantaged child is a strong perception of self.
+ 2.	Social class is the most important single factor related to achievement test scores.
- 3.	The lower social class pupil typically values the competition and scholastic achievement implicit in academic tests.
- 4.	Disadvantaged pupils generally achieve better in a single social class setting.
- 5.	Alienation between the disadvantaged pupil and the teacher is decreased by the child's concept of the teacher as a success in the existing culture.
- 6.	A disadvantaged child's social acceptance by his superiors is a more important influence in directing and modifying his value orientation and his behavior than is the acceptance of his peer group.
- 7.	Teachers' responses to high social status children differ from their responses to those with low social status in that teachers are more likely to positively evaluate those children they perceive as being of low social status.
- 8.	The disadvantaged pupil is typically well prepared to understand and cope with the value orientations and behavioral expectations of his teachers.
+ 9.	Upper- and middle-class children, in general, adjust reasonably well to the social and academic demands of the school situation, while lower-class children in varying degrees tend toward maladjustment and failure.
+ 10.	Children from the lower socio-economic strata are apt to be found as a large proportion of those who lack facility with formal language.

Item	Statement
- 11.	The school is the most significant agent for influencing the general socialization of the child.
+ 12.	The aim of many teachers of disadvantaged pupils is to impose or sell their own personal hopes and values to the pupils.
+ 13.	Many disadvantaged pupils perceive the school as an authoritarian institution rather than a place for learning.
- 14.	The content of American cultural and social norms, if known, is meaningful to many of the pupils from the lower socio-economic strata.
- 15.	Most pupils characterized as disadvantaged are members of a middle socio-economic class.
+ 16.	Urban school systems, in addition to the traditional educational role, must assume the role of helping the urban poor to relate to their environment.
- 17.	The degree of acceptable social deviation does not bear a close relationship to the socio-economic classes of the people concerned.
- 18.	The traditional emphasis in schools on cognitive learning appears relevant to most disadvantaged pupils.
- 19.	Teaching disadvantaged pupils does not require specialized pre-service and in-service training for teachers.
- 20.	The image which most people have of the elementary school teaching disadvantaged pupils is an image dominated by men.
+ 21.	For many disadvantaged pupils, it is the school and not the home life of the child that is the principal contributor to his failure.
- 22.	Subject matter itself is of great consequence with regard to changing the attitudes of disadvantaged pupils.

Item	Statement
+ 23.	Existing standardized intelligence tests tend to be biased against black children to an unknown degree.
+ 24.	Teachers who cannot get ego gratification from student accomplishment learn to get it from student failure, and therefore resort to strategies designed to perpetuate failure.
- 25.	Parental participation in meetings, discussions, and field trips provide neutral results in terms of improved parental and pupil attitudes toward school.
- 26.	The training of teachers of disadvantaged pupils should emphasize the accumulation of facts rather than the structure of knowledge.
+ 27.	When a child from a disadvantaged background is treated as uneducable, on the basis of low test scores, he tends to become more uneducable and the low test score is reinforced.
+ 28.	The socio-economic class and family background of the pupil may exert more influence upon his scholastic achievement than the school which he attends.
- 29.	The minority groups which include large numbers of disadvantaged youth have language problems which are substantially the same as those of the typical middle-class white pupils.
- 30.	The cultural patterns established within the classroom are, for the most part, compatible to those of the disadvantaged pupils.
+ 31.	The pupil from the inner-city is viewed by teachers as one whose values and behavior must be changed so that they conform to the dominant middle-class expectations of American society.

Item	Statement
- 32.	The deductive (moving from the general to the specific) method of teaching is consistently more effective than the inductive (moving from the specific to the general) method with disadvantaged pupils.
- 33.	The disadvantaged pupil generally shows the most intellectual retardation in the area of arithmetic development.
- 34.	The language of the disadvantaged pupil is less concrete, less expressive, and less informal than that of the middle-class pupil.
+ 35.	Disadvantaged pupils are usually systematically frustrated rather than aided by most of the existing public school systems due to the differences of background, culture, and experience.
- 36.	Disadvantaged children are intellectually inferior to middle-class children by the time they enter school and as school continues through the years, the gap diminishes.
+ 37.	The expectations of pupil achievement which teachers hold for disadvantaged pupils play a crucial role in terms of their academic achievement.
+ 38.	A pupil's social class status is related to the teacher's attitude toward accepting the pupil for what he is.
- 39.	Black students' reading abilities are not on a par with white children of comparable background.
+ 40.	Meaningful ethnic differences in intelligence do not exist.
+ 41.	Disadvantaged pupils see the school as an agency attempting to teach unimportant things.
- 42.	Disadvantaged pupils see the school as an agency attempting to make them something they would like to be.

Item	Statement
+ 43.	For lower-class children a present-time orientation (immediate gratification pattern) is more often central in their conceptual schema.
- 44.	A disadvantaged child's lack of facility in oral expression is caused primarily by low intelligence.

*A (+) plus sign precedes each value which reflects a point of view consistent with the available research and/or a consensus of opinion of the writers in the field. A (-) minus sign precedes each value which reflects a point of view contrary or opposite to the available research and/or a consensus of opinion of the writers in the field.

APPENDIX F

ROTATED FACTOR MATRIX OF THE FORTY-FOUR ITEMS RELATING TO THE VALUES OF TEACHERS DIMENSION OF THE VDPQ*

Item	Factors				
	A	B	C	D	E
1	35	-13	-36	06	31
2	-11	71	-04	-02	07
3	50	-23	-05	10	30
4	55	-03	32	10	14
5	66	-06	-26	-07	07
6	49	-21	-38	08	41
7	58	-16	-09	-03	00
8	22	08	-15	40	40
9	07	48	33	20	09
10	-18	11	12	53	-18
11	57	-15	-18	-13	18
12	12	51	10	39	-32
13	53	26	27	19	-17
14	38	-16	-65	21	-08
15	19	09	07	-09	65
16	-13	52	22	17	02
17	52	-24	-01	21	26
18	42	16	02	55	16
19	00	15	17	52	45
20	09	00	-08	-12	72
21	06	42	-35	06	07
22	49	14	-02	08	34
23	-09	11	-21	60	-10

Rotated Factor Matrix (Continued)

Item	Factors				
	A	B	C	D	E
24	38	60	16	-09	-08
25	14	05	-62	-03	35
26	32	-11	-55	-14	23
27	-08	33	21	39	12
28	30	13	-09	-07	-02
29	04	-16	07	54	51
30	51	-02	08	-13	29
31	-15	46	-13	31	21
32	32	03	-07	11	-01
33	51	-29	06	38	01
34	59	03	-06	04	13
35	16	68	00	-19	-09
36	55	-02	-13	-11	07
37	-21	46	-28	09	-06
38	-23	56	-02	12	-01
39	30	-06	-27	34	-07
40	-07	14	-79	00	-07
41	31	24	-17	26	-07
42	38	-21	-35	39	08
43	09	-07	-39	10	53
44	34	09	-31	34	42

* All decimals have been omitted.

APPENDIX G

ITEM ANALYSIS OF THE FORTY-TWO ITEMS RELATING TO THE VALUES OF TEACHERS DIMENSION OF THE FINAL VERSION OF THE VDPQ

Item	Responses in Per Cents 1	2	3	4	5	Mean	Standard Deviation	Correlation Coefficient
1	12.9	17.7	14.5	17.7	35.5	3.46	1.47	0.49
2	40.3	21.0	6.5	24.2	6.5	2.34	1.40	0.13
3	1.6	9.7	14.5	22.6	50.0	4.11	1.10	0.46
4	21.0	29.0	9.7	17.7	21.0	2.89	1.48	0.40
5	16.1	25.8	11.3	21.0	24.2	3.11	1.46	0.54
6	9.7	21.0	6.5	24.2	37.1	3.59	1.43	0.61
7	8.1	17.7	19.4	19.4	33.9	3.54	1.35	0.41
8	1.6	4.8	3.2	29.0	59.7	4.43	0.90	0.51
9	3.2	12.9	9.7	40.3	32.3	3.87	1.12	0.16
10	0.0	4.8	0.0	35.5	58.1	4.49	0.74	0.02
11	35.5	25.8	8.1	14.5	14.5	2.46	1.48	0.47
12	12.9	12.9	6.5	37.1	29.0	3.57	1.38	0.20
13	6.5	6.5	6.5	41.9	37.1	3.98	1.15	0.36
14	9.7	16.1	12.9	29.0	30.6	3.56	1.35	0.50
15	8.1	11.3	11.3	25.8	41.9	3.84	1.32	0.38
16	8.1	12.9	25.8	33.9	17.7	3.41	1.17	0.49
17	11.3	14.5	29.0	29.0	14.5	3.21	1.21	0.59
18	6.5	9.7	3.2	22.6	56.5	4.15	1.26	0.34
19	3.2	8.1	25.8	27.4	33.9	3.82	1.10	0.35
20	50.0	24.2	6.5	11.3	6.5	1.98	1.28	0.30
21	17.7	16.1	14.5	27.4	22.6	3.21	1.44	0.54
22	11.3	11.3	22.6	25.8	27.4	3.48	1.32	0.24

Item	Responses in Per Cents 1	2	3	4	5	Mean	Standard Deviation	Correlation Coefficient
23	51.6	16.1	9.7	9.7	11.3	2.11	1.44	0.31
24	32.3	11.3	4.8	21.0	29.0	3.03	1.69	0.45
25	11.3	6.5	14.5	21.0	45.2	3.84	1.38	0.43
26	9.7	6.5	9.7	24.2	48.4	3.97	1.33	0.15
27	1.6	8.1	6.5	50.0	32.3	4.05	0.94	0.26
28	14.5	16.1	9.7	24.2	33.9	3.48	1.48	0.39
29	3.2	17.7	8.1	35.5	33.9	3.80	1.19	0.41
30	8.1	11.3	21.0	32.3	25.8	3.57	1.23	0.26
31	12.9	32.3	25.8	16.1	11.3	2.80	1.21	0.32
32	4.8	9.7	12.9	35.5	35.5	3.89	1.16	0.42
33	30.6	12.9	9.7	16.1	29.0	3.00	1.66	0.54
34	4.8	12.9	9.7	33.9	37.1	3.87	1.20	0.18
35	12.9	16.1	9.7	33.9	25.8	3.44	1.38	0.41
36	3.2	1.6	16.1	40.3	37.1	4.08	0.95	0.06
37	8.1	24.2	12.9	21.0	32.3	3.46	1.39	0.40
38	12.9	24.2	17.7	14.5	29.0	3.23	1.44	0.23
39	22.6	25.8	9.7	25.8	14.5	2.84	1.43	0.42
40	19.4	25.8	17.7	25.8	9.7	2.80	1.30	0.51
41	1.6	1.6	25.8	40.3	29.0	3.95	0.88	0.42
42	6.5	8.1	3.2	21.0	59.7	4.21	1.24	0.64

APPENDIX H

ITEM ANALYSIS OF THE FORTY-TWO ITEMS RELATING TO THE VALUES OF PRINCIPALS AS PERCEIVED BY TEACHERS DIMENSION OF THE FINAL VERSION OF THE VDPQ

Item	Responses in Per Cents 1	2	3	4	5	Mean	Standard Deviation	Correlation Coefficient
1	12.1	17.2	22.4	24.1	22.4	3.28	1.33	0.49
2	24.1	29.3	13.8	22.4	8.6	2.61	1.32	0.12
3	5.2	15.5	15.5	29.3	32.8	3.70	1.24	0.56
4	20.7	27.6	25.9	10.3	13.8	2.68	1.31	0.29
5	20.7	24.1	25.9	20.7	6.9	2.68	1.23	0.47
6	12.1	24.1	12.1	24.1	25.9	3.28	1.41	0.30
7	5.2	29.3	24.1	19.0	20.7	3.21	1.24	0.16
8	1.7	6.9	10.3	31.0	48.3	4.19	1.01	0.55
9	5.2	8.6	19.0	27.6	37.9	3.86	1.19	0.00
10	0.0	5.2	0.0	36.2	56.9	4.47	0.76	0.11
11	36.2	32.8	15.5	6.9	6.9	2.14	1.20	0.23
12	12.1	8.6	15.5	34.5	27.6	3.58	1.32	0.16
13	8.6	8.6	15.5	29.3	36.2	3.77	1.28	0.34
14	12.1	15.5	24.1	32.8	13.8	3.21	1.24	0.60
15	5.2	12.1	15.5	27.6	37.9	3.82	1.23	0.37
16	15.5	17.2	27.6	20.7	17.2	3.07	1.32	0.36
17	8.6	17.2	36.2	19.0	17.2	3.19	1.19	0.51
18	6.9	6.9	15.5	19.0	50.0	4.00	1.27	0.30
19	3.4	6.9	36.2	13.8	37.9	3.77	1.15	0.34
20	46.6	31.0	5.2	10.3	5.2	1.95	1.20	0.14
21	13.8	27.6	15.5	27.6	13.8	3.00	1.31	0.50
22	8.6	12.1	24.1	25.9	27.6	3.53	1.27	0.22

Item	Responses in Per Cents 1	2	3	4	5	Mean	Standard Deviation	Correlation Coefficient
23	51.7	15.5	15.5	10.3	5.2	2.00	1.27	-0.01
24	34.5	6.9	8.6	22.4	25.9	2.98	1.67	0.52
25	10.3	15.5	15.5	17.2	39.7	3.61	1.42	0.51
26	6.9	8.6	6.9	36.2	39.7	3.95	1.22	0.15
27	5.2	6.9	5.2	43.1	37.9	4.04	1.10	0.18
28	15.5	10.3	12.1	31.0	29.3	3.49	1.43	0.31
29	8.6	19.0	15.5	34.5	20.7	3.40	1.27	0.47
30	3.4	10.3	17.2	37.9	29.3	3.81	1.09	0.27
31	13.8	25.9	41.4	8.6	8.6	2.72	1.10	0.21
32	6.9	13.8	22.4	29.3	25.9	3.54	1.23	0.38
33	34.5	13.8	12.1	17.2	20.7	2.75	1.60	0.53
34	6.9	15.5	12.1	39.7	24.1	3.60	1.22	0.07
35	10.3	19.0	10.3	29.3	29.3	3.49	1.38	0.42
36	1.7	1.7	13.8	46.6	34.5	4.12	0.85	0.20
37	5.2	25.9	15.5	22.4	29.3	3.46	1.31	0.47
38	12.1	12.1	20.7	24.1	29.3	3.47	1.36	0.38
39	24.1	32.8	17.2	19.0	5.2	2.47	1.21	0.22
40	19.0	31.0	24.1	13.8	10.3	2.65	1.25	0.53
41	1.7	3.4	29.3	34.5	29.3	3.88	0.95	0.47
42	5.2	15.5	6.9	22.4	48.3	3.95	1.30	0.57

APPENDIX I

DESCRIPTION OF ORGANIZATIONAL CLIMATES[84]

The Open Climate

The Open Climate depicts a situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping (low Disengagement). They are not burdened by mountains of busywork or by routine reports; the principal's policies facilitate the teachers' accomplishment of their tasks (low Hindrance). On the whole, the group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of Intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving." Furthermore, the teachers are proud to be associated with their school.

The behavior of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. In this respect his behavior can be viewed as genuine. Not only does he set an example by working hard himself (high Thrust) but, depending upon the situation, he can either criticize the actions of teachers or go out of his way to help a teacher (high Consideration). He possesses the personal flexibility to be genuine whether he be required to control and direct the activities of others or to show compassion in satisfying the social needs of individual teachers. He has integrity in that he is "all of a piece" and therefore can function well in either situation. He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. Nonetheless, the rules and regulations that he adheres to provide him with subtle direction and control for the teachers. He does not have to emphasize production; nor does he need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely. He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers (low Production Emphasis). Withal, he is in full control of the situation, and he clearly provides leadership for the staff.

---

[84]Halpin, op. cit., pp. 174-181.

The Autonomous Climate

The distinguishing feature of this Organizational Climate is the almost complete freedom that the principal gives to teachers to provide their own structures-for-interaction so that they can find ways within the group for satisfying their social needs. As one might surmise, he scores lean slightly more toward social-needs satisfaction than toward task-achievement (relatively high scores on Esprit and Intimacy).

When the teachers are together in a task-oriented situation they are engaged in their work; they achieve their goals easily and quickly (low Disengagement). There are few minority pressure groups, but whatever stratification does exist among the group members does not prevent the group as a whole from working well together. The essential point is that the teachers do work well together and accomplish the tasks of the organization.

The teachers are not hindered by administrative paper work, and they do not gripe about the reports that they are required to submit. The principal has set up procedures and regulations to facilitate the teachers' task. A teacher does not have to run to the principal every time he needs supplies, books, projectors, and so on; adequate controls have been established to relieve the principal as well as the teachers of these details (low Hindrance). The morale of the teachers is high, but not as high as in the Open Climate. The high morale probably stems largely from the social-needs satisfaction which the teachers receive. (Esprit would probably be higher if greater task-accomplishment also occurred within the organization.)

The principal remains aloof from the teachers, for he runs the organization in a businesslike and a rather impersonal manner (high Aloofness). His leadership style favors the establishment of procedures and regulations which provide guidelines that the teachers can follow; he does not personally check to see that things are getting done. He does not force people to produce, nor does he say that "we should be working harder." Instead, he appears satisfied to let the teachers work at their own speed; he monitors their activities very little (low Production Emphasis). On the whole, he is considerate, and he attempts to satisfy the social needs of the teachers as well as most principals do (average Consideration).

The principal provides Thrust for the organization by setting an example and by working hard himself. He has the personal

flexibility both to maintain control and to look out for the personal welfare of the teachers. He is genuine and flexible, but his range of administrative behavior, as compared to that of the principal in the Open Climate, is somewhat restricted.

The Controlled Climate

The Controlled Climate is marked, above everything else, by a press for achievement at the expense of social-needs satisfaction. Everyone works hard, and there is little time for friendly relations with others or for deviation from established controls and directives. This climate is overweighted toward task-achievement and away from social-needs satisfaction. Nonetheless, since morale is high (Esprit), this climate can be classified as more Opened than Closed.

The teachers are completely engaged in the task. They do not bicker, find fault, or differ with the principal's directives. They are there to get the job done, and they expect to be told personally just how to do it (low Disengagement). There is an excessive amount of paper work, routine reports, busy work, and general Hindrance which get in the way of the teachers' task-accomplishment. Few procedures have been set up to facilitate their work. In fact, paper work seems to be used to keep them busy (high Hindrance). Accordingly, teachers have little time to establish very friendly social relations with each other, and there is little feeling of camaraderie (low Intimacy). Teachers ordinarily work by themselves and are impersonal with each other. In fact, social isolation is common; there are few genuinely warm relations among the teachers. Esprit, however, is slightly above average. We infer that the job satisfaction found in this climate results primarily from task-accomplishment, not from social-needs satisfaction.

The principal is described as dominating and directive; he allows little flexibility within the organization, and he insists that everything be done "his" way (high Production Emphasis). He is somewhat aloof; he prefers to publish directives to indicate how each procedure is to be followed. These directives, of course, are impersonal and are used to standardize the way in which teachers accomplish certain tasks. Essentially, the principal says, "My way of doing it is best and to hell with the way people feel." Means and ends have already been determined; the principal becomes dogmatic when members of the group do not conform to his views. He cares little about how people feel; the important thing is to get the job done, and in his way. Accordingly, he does not seek to satisfy the

group's social needs (low Consideration). Nevertheless, he is trying to move the organization by working hard (average Thrust), and he personally sees to it that everything runs properly. He delegates few responsibilities; leadership acts emanate chiefly from himself, rather than from the group. (Surprisingly, it seems that many school faculties actually respond well to this type of militant behavior and apparently do obtain considerable job satisfaction within this type of climate.)

The Familiar Climate

The main feature of this climate is the conspicuously friendly manner of both the principal and the teachers. Social-needs satisfaction is extremely high, while, contrariwise, little is done to control or direct the group's activities toward goal achievement.

The teachers are disengaged and accomplish little in a task-oriented situation, primarily because the principal exerts little control in directing their activities. Also, there are too many people trying to tell others how things should be done (high Disengagement). The principal does not burden the teachers with routine reports; in fact, he makes it as easy as possible for them to work. Procedural helps are available (low Hindrance). The teachers have established personal friendships among themselves, and socially, at least, everyone is part of a big happy family (high Intimacy). Morale, or job satisfaction, is average, but it stems primarily from social-needs satisfaction.

The behavioral theme of the principal is, essentially, "let's all be a nice happy family"; he evidently is reluctant to be anything other than considerate, lest he may, in his estimation, injure the "happy family" feeling (high Consideration). He wants everybody to know that he, too, is one of the group, that he is in no way different from anybody else. Yet his abdication of social control is accompanied, ironically enough, by high Disengagement on the part of the group.

The principal is not aloof and not impersonal and official in his manner. Few rules and regulations are established as guides to suggest to the teachers how things "should be done" (low Aloofness). The principal does not emphasize production, nor does he do much personally to insure that the teachers are performing their tasks correctly. No one works to full capacity, yet no one is ever "wrong" also, the actions of members--at least in respect to task accomplishment--are not criticized (low Production Emphasis). In short,

little is done either by direct or by indirect means to evaluate or direct the activities of the teachers. However, teachers to attribute Thrust to the principal. But, in this context, this probably means that they regard him as a "good guy" who is interested in their welfare and who "looks out for them."

The Paternal Climate

The Paternal Climate is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. In our judgment, his behavior is nongenuine and is perceived by the teachers as nonmotivating. This climate is, of course, a partly Closed one.

The teachers do not work well together; they are split into factions. Group maintenance has not been established because of the principal's inability to control the activities of the teachers (high Disengagement). Few Hindrances burden the teachers in the form of routine reports, administrative duties, and committee requirements, mainly because the principal does a great deal of this busywork himself (low Hindrance). The teachers do not enjoy friendly relationships with each other (low Intimacy). Essentially, the teachers have given up trying; they let the principal take care of things as best he can. Obviously, low Esprit results when the teachers obtain inadequate satisfaction in respect to both task-accomplishment and social needs.

The principal, on the other hand, is the very opposite of aloof; he is everywhere at once, checking, monitoring, and telling people how to do things. In fact, he is so non-aloof that he becomes intrusive. He must know everything that is going on. He is always emphasizing all the things that should be done (Production Emphasis), but somehow nothing does get done. The principal sets up such items as schedules and class changes, personally; he does not let the teachers perform any of these activities. His view is that "Daddy knows best."

The school and his duties within it are the principal's main interest in life; he derives only minimal social-needs satisfaction outside his professional role. He is considerate, but his Consideration appears to be a form of seductive oversolicitousness rather than a genuine concern for the social needs of others. In a sense, he uses this Consideration behavior to satisfy his own social-needs. Although he preserves an average degree of Thrust, as evidenced

by his attempts to move the organization, he nonetheless fails to motivate the teachers, primarily because he, as a human being, does not provide an example, or an ideal, which the teachers care to emulate.

The Closed Climate

The Closed Climate marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social-needs. In short, the principal is ineffective in directing the activities of the teachers; at the same time, he is not inclined to look out for their personal welfare. This climate is the most closed and the least genuine climate that we have identified.

The teachers are disengaged and do not work well together; consequently, group achievement is minimal (high Disengagement). To secure some sense of achievement, the major outlet for the teachers is to complete a variety of reports and to attend to a host of "housekeeping" duties. The principal does not facilitate the task-accomplishment of the teachers (high Hindrance). Esprit is at a nadir, reflecting low job satisfaction in respect to both job satisfaction and social-needs satisfaction. The salient bright spot that appears to keep the teachers in the school is that they do obtain satisfaction from their friendly relations with other teachers (average Intimacy). (We would speculate that the turn-over rate for teachers in this climate would be very high unless, of course, the teachers are too old to move readily to another job, or have been "locked into the system" by the attractions of a retirement system.)

The principal is highly aloof and impersonal in controlling and directing the activities of the teachers (high Aloofness). He emphasizes production and frequently says that "we should work harder." He sets up rules and regulations about how things should be done, and these rules are usually arbitrary (high Production Emphasis). But his words are hollow, because he, himself, possesses little Thrust and he does not motivate the teachers by setting a good personal example. Essentially, what he says and what he does are two different things. For this reason, he is not genuine in his actions. He is not concerned with the social needs of teachers; in fact, he can be depicted as inconsiderate (low Consideration). His cry of "let's work harder" actually means, "you work harder." He expects everyone else to take the initiative, yet he does not give them the freedom required to perform whatever leadership acts are necessary. Moreover, he, himself, does not

provide adequate leadership for the group. For this reason the teachers view him as not genuine; indeed, they regard him as "phony." This climate characterizes an organization for which the best prescription is radical surgery.

APPENDIX J

MEASURES OF THE VALUES OF TEACHERS ON THE VDPQ FOR THE SIXTEEN SCHOOLS

School	Number of Teachers	Mean Values of Teachers	Standard Deviation
1.	22	144.55	14.97
2.	14	155.86	16.81
3.	26	140.50	19.56
4.	20	138.10	12.59
5.	24	134.50	17.64
6.	17	136.65	15.13
7.	19	150.42	14.58
8.	17	136.82	14.26
9.	7	151.29	13.66
10.	6	144.17	19.67
11.	25	141.16	12.30
12.	22	142.50	14.35
13.	21	139.43	16.66
14.	27	149.63	18.57
15.	36	151.36	19.74
16.	26	142.69	21.10

MEASURES OF THE VALUES OF PRINCIPALS AS PERCEIVED BY TEACHERS ON THE VIPQ FOR THE SIXTEEN SCHOOLS

School	Number of Teachers	Mean Values of Principal as Perceived by Teachers	Standard Deviation
1.	20	139.20	15.28
2.	14	149.50	15.85
3.	21	141.24	17.42
4.	20	133.35	9.29
5.	21	135.00	15.02
6.	15	129.80	16.30
7.	16	145.38	10.94
8.	17	136.06	14.01
9.	5	150.20	17.38
10.	6	135.50	16.50
11.	24	136.08	13.03
12.	20	137.45	13.12
13.	19	138.21	17.02
14.	24	145.25	18.31
15.	31	146.45	20.51
16.	23	141.09	19.74

MEASURES OF THE DIFFERENCE BETWEEN THE VALUES OF TEACHERS AND THE VALUES OF PRINCIPALS AS PERCEIVED BY TEACHERS ON THE VDPQ FOR THE SIXTEEN SCHOOLS

School	Number of Teachers	Mean Difference
1.	20	-6.00
2.	14	-6.36
3.	21	-1.67
4.	20	-4.75
5.	21	+0.10
6.	15	-5.73
7.	16	-3.31
8.	17	-0.77
9.	5	-0.60
10.	6	-8.50
11.	24	-5.71
12.	20	-4.95
13.	19	-1.58
14.	24	-5.21
15.	31	-6.74
16.	23	-2.17

APPENDIX K

CLIMATE SIMILARITY SCORES* OF THE TEACHERS PERCEIVING THEIR ORGANIZATIONAL CLIMATE MOST OPEN ON THE OCDQ

Teachers	Organizational Climates**					
	Opn	Aut	Cnt	Fam	Pat	Cls
1.	54	31	87	66	105	89
2.	29	60	102	51	84	106
3.	52	35	81	58	89	111
4.	82	45	91	58	87	77
5.	39	52	92	65	90	102
6.	40	79	55	84	69	115
7.	40	39	91	56	97	103
8.	44	59	75	76	89	107
9.	25	63	102	51	72	114
10.	68	23	91	50	89	93
11.	43	66	70	77	92	108
12.	44	51	81	60	87	99
13.	39	60	82	65	92	100
14.	52	45	79	80	89	101
15.	52	47	71	90	95	101
16.	62	37	95	44	91	93
17.	30	65	107	48	73	105
18.	48	37	85	54	87	101
19.	39	80	106	49	60	110
20.	33	70	106	49	66	110
21.	25	76	82	69	70	120
22.	27	68	86	73	76	114
23.	45	42	88	55	94	106
24.	44	75	99	60	71	105
25.	48	69	83	76	80	99
26.	38	69	97	56	67	113
27.	56	49	85	78	107	91
28.	42	61	87	62	83	113
29.	45	34	88	49	94	100
30.	53	32	86	51	96	104
31.	52	35	83	66	105	93
32.	41	64	74	83	96	100

*A low score indicates similarity with the designated Organizational Climate.

**Open, Autonomous, Controlled, Familiar, Paternal, Closed.

CLIMATE SIMILARITY SCORES* OF THE TEACHERS PERCEIVING THEIR ORGANIZATIONAL CLIMATE MOST CLOSED ON THE OCDQ

Teachers	Organizational Climates**					
	Opn	Aut	Cnt	Fam	Pat	Cls
1.	123	120	60	101	62	26
2.	114	109	63	104	85	33
3.	105	114	90	83	42	32
4.	111	114	84	89	60	34
5.	112	103	71	96	67	33
6.	120	119	67	98	63	33
7.	107	120	84	85	50	34
8.	117	108	78	95	70	28
9.	117	120	76	95	54	28
10.	104	107	87	82	65	29
11.	115	102	78	93	66	28
12.	103	104	96	73	58	30
13.	119	102	72	107	78	34
14.	119	106	70	99	68	34
15.	109	106	86	87	66	30
16.	112	95	93	80	87	35
17.	116	119	75	96	63	35
18.	115	106	78	93	58	22
19.	107	102	86	85	62	26
20.	118	119	79	96	65	27
21.	123	120	70	101	68	34
22.	120	109	79	100	79	23
23.	114	113	91	84	75	31
24.	95	108	100	71	38	34
25.	112	105	75	90	69	33
26.	116	103	77	94	61	31
27.	124	121	67	102	67	29
28.	114	107	79	90	63	17
29.	109	108	82	87	52	32
30.	121	116	72	99	70	26
31.	121	116	64	101	68	30
32.	114	103	89	78	69	31
33.	107	118	86	85	50	28
34.	118	117	77	94	67	25
35.	111	116	86	89	66	34
36.	109	118	88	81	52	34

*A low score indicates similarity with the designated Organizational Climate.

**Open, Autonomous, Controlled, Familiar, Paternal, Closed.

APPENDIX L

THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE

Teachers' Behavior

1. Disengagement refers to the teachers' 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. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.
2. Hindrance 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." The teachers perceive that the principal is hindering rather than facilitating their work.
3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy 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.

Principal's Behavior

5. Aloofness 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. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, "emotionally"--at a distance from his staff.
6. Production Emphasis 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.

7. Thrust 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.

8. Consideration 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.

APPENDIX M

CLIMATE PROFILE SCORES* OF THE SIXTEEN SCHOOLS ON THE OCDQ

Schools Tested	Sub-Tests** 1 Dis	2 Hin	3 Esp	4 Int	5 Alo	6 Prd	7 Thr	8 Con
1.	62	55	38	37	54	59	44	47
2.	49	56	61	54	55	42	48	31
3.	68	56	36	46	49	48	46	47
4.	63	53	45	44	61	35	51	44
5.	59	56	34	40	58	56	47	45
6.	61	59	33	47	57	51	42	45
7.	65	57	46	57	38	44	41	47
8.	42	62	52	53	48	32	59	49
9.	45	35	50	37	58	54	60	57
10.	51	46	55	62	50	31	45	56
11.	57	45	44	40	53	36	62	58
12.	64	50	37	41	57	58	46	43
13.	66	55	34	44	51	54	45	47
14.	59	63	37	44	45	41	49	57
15.	63	49	32	44	50	47	56	55
16.	53	57	48	51	49	28	54	56

*Define the average response of the teachers for each sub-test and show how the teachers in a school characterize the Organizational Climate of their particular school. (See Halpin, op. cit., p. 167.)

**Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration.

APPENDIX N

PROTOTYPIC PROFILES* FOR SIX ORGANIZATIONAL CLIMATES RANKED IN RESPECT TO OPENNESS VS. CLOSEDNESS[85]

Climates	Group's Characteristics				Leader's Characteristics			
	Dis**	Hin	Esp	Int	Alo	Prd	Thr	Con
Open	43	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

*The scores represent double-standardized scores (both normatively and ipsatively), with a mean of 50 and a standard deviation of ten.

**Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration.

[85]Halpin, op. cit., p. 174.

APPENDIX O

SCHOOL MEANS NORMATIVELY STANDARDIZED ON THE EIGHT SUB-TESTS OF THE OCDQ, OPENNESS SCORES*, AND OPENNESS SCORES RANKED

Schools Tested	Sub-Tests**								Openness Score	Ranked Closed to Open
	1 Dis	2 Hin	3 Esp	4 Int	5 Alo	6 Prd	7 Thr	8 Con		
1.	56	52	42	41	51	54	46	47	32	6
2.	45	47	49	46	47	42	44	39	48	14
3.	58	51	40	46	47	46	46	46	28	3
4.	51	46	43	42	50	38	45	42	37	9
5.	55	54	42	45	55	54	48	47	35	8
6.	55	53	29	42	51	46	38	40	12	1
7.	51	47	42	47	38	40	39	42	30	4
8.	45	52	49	49	47	41	51	47	55	15
9.	46	41	49	42	53	51	54	52	57	16
10.	48	46	50	53	48	39	45	50	47	13
11.	48	44	44	43	47	42	49	48	45	11
12.	54	47	40	42	50	51	45	43	31	5
13.	59	50	34	42	47	50	43	45	18	2
14.	54	57	39	44	45	42	48	53	33	7
15.	54	49	42	47	49	48	51	51	39	10
16.	48	49	46	47	46	38	48	49	46	12

*Openness Scores are calculated by adding Esprit and Thrust and then subtracting Disengagement.

**Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration.

APPENDIX P

MEASURES OF THE VALUES OF TEACHERS, THE VALUES OF PRINCIPALS AS PERCEIVED BY TEACHERS, AND THE DIFFERENCE ON THE VDPQ FOR TEACHERS PERCEIVING THEIR ORGANIZATIONAL CLIMATE MOST OPEN ON THE OCDQ

Teachers	Values of Teachers	Values of Principals as Perceived by Teachers	Difference
1.	138	137	-1
2.	164	156	-8
3.	143	145	+2
4.	168	171	+3
5.	160	154	-6
6.	162	159	-3
7.	113	116	+3
8.	136	138	+2
9.	140	138	-2
10.	166	162	-4
11.	132	130	-2
12.	153	153	0
13.	114	113	-1
14.	151	---	--
15.	154	---	--
16.	130	127	-3
17.	154	152	-2
18.	174	144	-30
19.	156	147	-9
20.	153	156	+3
21.	150	150	0
22.	148	142	-6
23.	146	---	--
24.	139	136	-3
25.	120	118	-2
26.	123	123	0
27.	145	141	-4
28.	158	154	-4
29.	177	177	0
30.	172	174	+2
31.	110	111	+1
32.	154	146	-8
Number	32	29	29
Mean	146.97	143.79	2.83
ΣX_2	4,703.	4,170.	82.
ΣX^2	701,149.	608,200.	1,314.

MEASURES OF THE VALUES OF TEACHERS, THE VALUES OF PRINCIPALS AS PERCEIVED BY TEACHERS, AND THE DIFFERENCE ON THE VDPQ FOR TEACHERS PERCEIVING THEIR ORGANIZATIONAL CLIMATE MOST CLOSED ON THE OCDQ

Teachers	Values of Teachers	Values of Principals as Perceived by Teachers	Difference
1.	131	110	-21
2.	147	137	-10
3.	130	130	0
4.	134	130	-4
5.	131	131	0
6.	123	126	+3
7.	159	158	-1
8.	182	150	-32
9.	119	120	+1
10.	---	---	--
11.	158	121	-37
12.	170	155	-15
13.	158	141	-17
14.	118	---	--
15.	151	---	--
16.	131	116	-15
17.	143	139	-4
18.	120	109	-11
19.	143	135	-8
20.	134	138	+4
21.	150	128	-22
22.	124	115	-9
23.	145	146	+1
24.	137	137	0
25.	141	140	-1
26.	141	134	-7
27.	152	136	-16
28.	144	156	+12
29.	116	111	-5
30.	152	121	-31
31.	172	139	-33

Teachers	Values of Teachers	Values of Principals as Perceived by Teachers	Difference
32.	140	---	--
33.	137	138	+1
34.	173	140	-33
35.	123	125	+2
36.	143	142	-1
Number	35	32	32
Mean	142.06	132.94	9.66
ΣX	4,972.	4,254.	309.
ΣX^2	715,742.	570,842.	8,103.