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CHANGE IN ORGANIZATIONAL CLIMATE
AFTER LEADER SUCCESSION

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Thomas Alan Petrie, B.A., M.Ed.

* * * * * *

The Ohio State University
1966

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ACKNOWLEDGMENTS

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preparing copy as the thesis progressed from rough draft to completed
manuscript.
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Minor Fields: Elementary Education

Secondary Education

Sociology

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CHAPTER I

INTRODUCTION

An overview

Every year superintendents and boards of education must appoint principals as the leaders of the schools in their districts. Although the majority of these appointments in any year are actually re-appointments of the same individual to the same school, each year many persons are transferred to new assignments. The most recent study of the elementary school principal reveals that the mean length of experience of the elementary school principal is about eight years.¹ Since many principals have served in two or more schools, it is possible that the tenure of a principal in a particular school may be somewhat less than eight years. In short, the tenure of the average principal in a particular school appears to be relatively brief.

When a school principal's tenure is brief, the members of an elementary school organization must adjust frequently to new leaders. The adjustment is inevitable since the principal enacts the position of greatest prestige and power in the elementary school. As adjustment occurs and new principals operate in their unique manner, the actions and reactions of the organizational members develop into an interaction

system. So it seems that a change of principal forces members of the school to develop new communication patterns, activity patterns, authority patterns, and interpersonal relationships.

Illustrative of studies about changes effected by executive succession is the research by Richard Carlson. Carlson, in his treatment of executive succession in the public school superintendency, found that patterns of succession to the superintendency were distinctively different. Some men succeed to the superintendency by working their way through the administrative structure within one system; others move from school district to school district to achieve the top position. The expectations and commitments held by superintendents coming from within the system are different from the expectations and commitments of superintendents coming from outside the system. Of particular relevance was the nature of organizational change when the school system employed an executive from outside of the school system—a change that generally was disruptive to the organization. It is evident that the elementary school principal succeeds to the position from outside the elementary school organization. Rarely does the full-time supervising principal succeed to the position from within the organization (unless it is to the position of teaching principal).

The control of organizational change is a concern of those hiring executives, whether the executive is a superintendent, principal, or bank president. Indeed, a job description presupposes that the man ought to possess certain qualities in order to maintain the organization.

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2Richard O. Carlson, Executive Succession and Organizational Change (Chicago: Midwest Administration Center, 1962), pp. 23-64.
or move it towards its goals. In some cases, the trauma of change may be minimized by design, but in other cases the disruptive force of a new executive will be great. In the end, only to the extent that a new principal causes re-adjustment as he interacts with organizational members will there be significant changes achieved in the elementary school by executive succession. For, significant organizational change involves change in the interaction system.

A particular type of change that is of increasing interest is change in organizational climate--change in the behavior of group and leader members as they interact. The elementary school organization is an ongoing interaction system composed essentially of teachers and a principal. Because he is the official leader, the principal may very well determine the quality of interaction between leader and group. For example, Daniel Griffiths, David Clark, Richard Wynn, and Laurence Iannaccone studied formal and informal groupings in the elementary and secondary school. Their study supported the conclusion that leader behavior has a significant impact on the formal and informal behaviors of the school staff.\(^3\) Also, Halpin's research with aircraft commanders, later replicated with superintendents of schools, identified two major dimensions of leader behavior--Initiating Structure and Consideration.\(^4\) High ratings on these scales were associated with effective leadership.


This finding coincides with Ralph Stogdill's synthesis of research findings and supports his theoretical model of group achievement. According to the model, the leader can control some of the input variables and drastically affect most of the mediating variables in a group. In an elementary school the principal has greater freedom in interactions, performances, and expectations—all input variables. Also, the principal is generally the high status person, with greater authority and responsibility. So it is apparent that the principal, as a group member and official leader, may drastically affect the outputs or productivity, morale, and integration of the elementary school, and when the leader is replaced, a new equilibrium between group and leader must be established.

The research on successful organizational change is increasingly focused on the concept of climate, interpersonal relationships, and supportive relationships necessary for change. Halpin and Croft, Argyris, and Likert (each in their own terminology) describe qualitatively the interactions among organizational members necessary for organizational change. They point out that effective and efficient change must be focused upon organizational goal accomplishment, yet must

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6Andrew Halpin and Donald Croft, *The Organizational Climate of Elementary Schools* (Chicago: Midwest Administration Center, 1963), pp. 1-30.


fulfill needs of the individual membership. The relationship between all organizational members may be described as more open, more authentic, and more supportive when higher production, satisfaction, and constructive change are achieved. For example, Robert Guest (following Argyris' theme) describes the process by which an automobile factory was changed. In this study the climate of the organization underwent considerable change toward openness of interpersonal relationships; openness preceded productive change. Many scholars have described the climate conducive to effective interpersonal relationships as a climate in which leadership acts and productivity of the group are enhanced.

This problem of the kinds of interpersonal relationships (the relationships between the leader and the group) interested Halpin and Croft. They attempted to map the organizational climate. The researchers, through extensive analysis, developed an instrument for assessing the openness and closedness of the climate. They also predicted that the instrument should assist in testing organizational effectiveness. In the development of the Organizational Climate Description Questionnaire (OCDQ) the researchers were struck by the similarities of the schools placed on the open end of the open-closed continuum.

In gathering material for the OCDQ items, one point struck us forcibly: that an essential determinant of a school's effectiveness as an organization is the principal's ability—or his lack of ability—to create a "climate" in which he, and the other group members, can initiate and consummate acts of leadership. One of our guiding assumptions is that a desirable organizational climate is one in which it is possible for

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leadership acts to emerge easily. If an organization is to accomplish its tasks leadership acts must be initiated. Such acts can be initiated either by the designated leader or by members of the faculty. In this view we have been supported by the central finding that pervades all research on leadership and group behavior: an "effective" group must provide satisfaction to group members by giving a sense of task accomplishment and by providing members with the social satisfaction that comes from being a part of the group.\(^\text{10}\)

In summary, (1) the tenure of elementary school principals in a particular school is relatively brief; (2) the effects of executive succession in an organization tend to be disruptive; (3) the principal through interaction can potentially set the climate of the elementary school; and (4) a particular climate seems to be necessary for organizational change which is organizationally goal oriented and individually need fulfilling.

Confronted with the problem of appointing a principal, the superintendent of schools and the board of education must decide on the person who as a leader may move the organization toward greater effectiveness and efficiency. In making an appointment, the assessment of the effects of a particular leader may well be the most significant function of the appointing agents. Can an open principal go into and move a closed group toward greater openness? Is the power and prestige base of the leader sufficient to stimulate a group toward greater interpersonal effectiveness? Or, on the other hand, will the combined influence of the subordinates change the principal? Will an open group influence a closed principal toward greater openness or will the power and prestige of the closed principal be the decisive force? In short,

\(^{10}\) Andrew Halpin and Donald Croft, *The Organizational Climate of Elementary Schools* (Chicago: Midwest Administration Center, 1963), p. 21.
what are the individual and group changes in climate after a leader is assigned to a particular group in the elementary school?

**The problem and the purpose of the study**

Since the development of the Organizational Climate Description Questionnaire by Halpin and Croft, it has been possible to map and describe the climate of the elementary school. The instrument has been validated in different areas of the country and with minimum modification has been found useful in measuring the climate of secondary schools and administrative performance teams. It is proposed that the instrument is also suitable for measuring the change in the organizational climate.

Change in organizational climate, as measured by the questionnaire, may give a quantitative measure of change that has occurred over a period of time. And it would appear that an intensive investigation of several elementary school organizations would give a qualitative measure of change. Through several case studies of change and a statistical analysis of change in a larger sample of schools, fruitful generalizations and relationships may be found and tested. The problem, in brief, is to measure the change in organizational climate and to develop case studies of the same elementary school organizations which can be analyzed for generalizations about change. More specifically, the problem is to

1. Determine the change in elementary school climate after leader (principal) succession.
a. To determine the change in leader (principal) behavior after leader succession (the Office of the principal).

b. To determine the change in group behavior after leader succession.

2. Determine change in leader (principal) behavior as the leader is transferred from one elementary school to another.

3. Determine leader and group perceptions of the effects of selected organizational and environmental variables on the change in organizational climate.

The primary purpose of this study is to understand the phenomenon of change in the organizational climate after leader succession. Another purpose is to provide a dual assessment of change in organizational climate by objective description and measurement of change and a subjective analysis of change. In brief, the purpose of the study is to answer the following questions:

1. What are the changes in leader behavior after leader succession (the office)?

2. What are the changes in group behavior after leader succession?

3. What leader behaviors remain relatively constant after leader succession (the office)?

4. What group behaviors remain relatively constant after leader succession?

5. What are the leader behavior changes after the leader is transferred to another elementary school or organization?

6. What are the leader's perceptions of the effects of selected
organizational and environmental variables on the change in group behavior?

7. What are the leader's perceptions of the effects of selected organizational and environmental variables on the change in leader behavior?

8. What are the group's perceptions of the effects of selected organizational and environmental variables on leader behavior?

9. What are the group's perceptions of the effects of selected organizational and environmental variables on group behavior?

Postulates

Subsequent to a review of related research the following postulates are stated:

1. Elementary school climate change is a function of change in individuals.

2. Change in individuals is a result of change in their goals, values, skills, beliefs, and perceptions.

3. Behavior is influenced by interactions of group members.

4. The leadership of a group in a situation may vary.

5. A person may function as a leader in one situation and not in another.

6. Leadership is directed toward change.
Assumptions

For the purposes of this study the following assumptions are made:

1. How a leader behaves is less important than how the members of his group perceive that he behaves.
2. How group members behave is less important than how other group members or the leader perceive that they behave.
3. Leader and group behavior can be perceived and recalled after two or three years.
4. A desirable organizational climate is one in which leadership acts may emerge easily from whatever source.

Definition of terms

1. Elementary school organization: a complex, permanent, and discernable interaction system for the specific purpose of educating children kindergarten through grade six
2. Performance structure: the patterning of interaction which can be discerned over a period of time
3. Normative structure: the patterning of interaction that occurs on the basis of norms
4. Role: the specifications for a unit of social interaction (i.e., teacher-pupil)
5. Position: the roles which are commonly thought of as belonging together (i.e., the position of teacher is made up of roles--teacher-pupil, teacher-parent, teacher-principal, teacher-etc.)
6. **Change**: a state of affairs resulting in an addition or deletion of substance or form.

**Hypotheses**

I. Between time one (1962-63, T') and time two (1965, T'') there will be no significant changes in organizational climate.

   Between T' and T'' there will be no significant differences in the following dimensions of leader behavior (the office).
   
   a. production emphasis
   b. aloofness
   c. consideration
   d. thrust

   Between T' and T'' there will be no significant differences in the following dimensions of group behavior
   
   e. espirit
   f. disengagement
   g. hindrance
   h. intimacy

II. Between T' and T'' there will be no significant difference in the dimensions of leader behavior (the person):

   a. production emphasis
   b. aloofness
   c. consideration
   d. thrust

III. After leader succession there will be no significant associations between change in dimensions of group behavior and dimensions of leader behavior.

IV. There will be no significant correlations between selected organizational or environmental variables and change in organizational climate.

   a. There will be no significant correlations between
selected organizational or environmental variables and change in leader behavior.

b. There will be no significant correlations between selected organizational or environmental variables and change in group behavior.

**Procedures and source of data**

The methodology for the problem under consideration is a combined survey and case study design. The survey, completed by using a questionnaire, helped to determine quantitatively the change that occurred in a sample of schools in a large midwestern city school district after leader succession. Intensive study of six schools permitted the researcher to look at a whole organization and subsequently to make generalizations concerning change in a particular teacher-principal-superintendent context. The case studies of individual schools also permitted the researcher to understand the essential characteristics and interdependent parts of the school system as change was assessed. The following steps were taken to collect and analyze the data:

1. A research proposal was submitted to the superintendent of schools for approval of the study.

2. Six elementary schools were selected according to the following criteria:

   a. The schools were to have had a leader (principal) succession in the last two or three years.

   b. The schools were to be organizations of the same school system.
c. The schools shall have been in operation for five or more years.

d. The schools shall have been assigned an experienced principal from the same school system.

e. The schools shall have a full time administrator.

3. The sample of schools was expanded to include the four schools which are currently being administered by past principals of the six sample schools selected above. Also the four schools from which the current principals of the six sample schools were transferred within the six sample schools. In all fourteen schools were selected.

4. Interviews were scheduled with every principal to discuss the project and set up a testing session in each school.

5. The OCDQ was revised so that items related to the previous administrator.

6. Testing sessions were administered by the researcher in the fourteen schools.

   a. All teachers were requested to take OCDQ.

   b. Teachers who had served under the previous administrator were asked to take the revised OCDQ.

   c. All teachers were requested to fill out a personal data form.

7. OCDQ (revised instruments were mailed to teachers who had left the organization.

8. Pilot interviews were held with two principals to develop an interview schedule. Subsequently, six interviews were held with principals of the primary sample schools.
9. Pilot interviews were held with several teachers to develop an interview schedule. Subsequently, eighteen interviews were held with teachers from the primary sample schools (three teachers from each school).

10. Additional interviews were held with central office personnel.

11. Questionnaire data were tabulated and statistically analyzed.

12. Case studies were developed on the six primary sample schools, and generalizations were formulated.

Limitations

The study of any social phenomenon has limitations concomitant with the phenomenon itself and the methodology used in its study. Organizational climate, as used in this study, refers to the social interaction of the principal and teachers and therefore is operationally defined by the questionnaire itself.

Another limitation of the study is the sample and its applicability to the larger organization—the city school system. To the extent that the findings from the fourteen schools are representative of the city schools, the generalizations are valuable.

Nor can the selectiveness of perception be ignored. W. W. Charters has suggested that an observer's perceptions are as much a consequence of the individual himself as a consequence of the
phenomenon being observed. For example, the principal's rating on a particular item may vary according to different individuals more than the behavior did, in fact, vary.

Samuel Stouffer's research on the American Soldier suggests another limitation of the present study. Stouffer found that the attitudes of servicemen varied significantly according to their past experiences. For example, a serviceman's satisfaction with his outfit depended on whether conditions had been better or worse in his previous outfit. Further, a man's satisfaction was related to his own condition as related to the conditions of other members of the same outfit, and, in addition, there was a relationship between expressed satisfaction and the life style of the man before he entered the service. So it would appear that the relative position of the teachers at different times in different groups may be an uncontrolled variable affecting responses.

Finally, while the researcher made every effort to insure anonymity in the testing and interviews, several subjects indicated some reluctance to participate. While the reluctance was limited, it did exist.

Significance of the study

This study is designed to investigate the change in organizational climate after leader succession and to ascertain the nature of


the change in the elementary school organizational climate. When ap­pointing a person for a job, assessing the potential effect of a new leader upon an organization is imperative. The prediction of the change toward openness or closedness generated by a leader or a group as they interact with one another is crucial. It is important particularly if an open climate is necessary before the leadership of a group can emerge.

The study should help to assess the collective influence of the group on the superordinate. While the assumptions underlying the in­strument posit a significant influence on the group by the superordinate (the principal), the direction of change should provide some insights to the collective influence of respective groups upon the leader as he moves from one leadership position to another.

The data derived from this study may help to explain the phe­nomenon of change. To the extent that it may help to explain the change in the organizational climate, it may also contribute to the knowledge of social change.

Lastly, if leader succession does effect change in the organiza­tional climate than can be assessed, the knowledge has implication for staff assignments or staff recruitment, staff evaluation, and staff pro­motion. In larger school systems transfer of personnel may be manipu­lated to fit the requirements of a particular school and community by the assignment of a principal who can optimally meet these requirements and move the school in the desired direction.
CHAPTER II

REVIEW OF LITERATURE

Insight into the problem of determining change in the elementary school organizational climate may be obtained from different areas of research and literature. Currently the research in psychology, sociology, and political science appear to be the most fruitful for the study of change. The recent studies of Robert Guest and others reveal the impact of technology on change.\textsuperscript{1} The literature on authority, power, communication, morale, anxiety, and supervision all have conceptual contributions to make toward understanding change in social organizations and groups. The research and literature on change is diverse; an inclusive theory of change has not been formulated. Currently, Talcott Parsons takes the position that additional research and synthesis of knowledge from the various disciplines is needed, and subsequently, generalizations can be developed for an adequate theory.\textsuperscript{2} The particular areas of research and literature which will serve as a conceptual focus for this study are (1) the complex organization, (2) organizational


change, (3) organizational climate, (4) measurement of organizational climate, and (5) leader succession.

The elementary school as a complex organization

The term elementary school organization as used in this study describes a part of an educational system designed to educate youngsters—kindergarten through grade six. Defining an organization in terms of its function is different from other definitions in which an organization is viewed as a process or a social system. For example, Daniel Griffiths and others discuss organization as:

that function of administration which attempts to relate and fuse the purposes of an institution and the people who comprise its working parts. It is the continuously developing plan which defines the job and shows how it can be efficiently and effectively accomplished by people functioning in a certain social environment.  

In Griffiths' definition organization is viewed as a phase of the administrative process for the continuous modification of the organizational structure to accomplish organizational objectives. Such a conceptualization does not seem to differentiate between organization as a process and organizations as social systems. Failure to differentiate is especially noticeable when Griffiths discusses the formal-informal aspects of the elementary school organization.

Basic to any consideration of formal organization is Max Weber's

analysis of authority. His analysis has had a strong influence on much of the significant research in the field of organizational theory. To Weber, the criteria for authority is voluntary compliance with legitimate commands and the suspension of judgment in advance of commands. The authority and subsequent voluntary compliance is (1) traditional (institutionalized), (2) charismatic (inspired), and (3) legal (formally established). Modifications and/or extensions of Weber's ideas have been made by different authors, however, the concept of authority remains as a central part of organizational theory.

Robert Presthus presents a definition of the organization as a system of interpersonal relationships:

a system of structural interpersonal relationships . . . individuals are differentiated in terms of authority, status, and roles with the result that personal interaction is prescribed. . . . Anticipated reactions tend to occur, while ambiguity and spontaneity are decreased.5

Haas defines an organization as a relatively permanent complex system of interaction.6 There are four major components of this definition: (1) permanency, (2) complexity, (3) interaction, and (4) system. System, as defined by Hall and Fagen (consistent with Haas's usage), is a set of objects together with relationships between the objects and between

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their attributes. For example, in viewing the elementary school as an interaction system, the objects (persons) establish relationships which are dependent upon their respective skills and attitudes. Interaction refers to the behavior of two or more persons as each is influenced by the other's actions. Permanency refers to the interactions over a period of time. It is an outcome of the relationships that develop a pattern in the elementary school. Complexity refers to the horizontal and vertical differentiation which occurs in the patterned interaction. It is the latter dimension which differentiates the organization from the group. The number of positions, both horizontal and vertical, are usually greater in the organization.

The elementary school is a complex organization; it has patterned interaction, horizontal and vertical positions, and it is relatively permanent. Given these characteristics of the elementary school, it seems Haas's definition of an organization is applicable. Since it is useful, an examination and review of some basic ideas follows. Haas's ideas are set forth in some detail since organizational theory must be dealt with from a point of view.

According to Haas, a complex organization (the elementary school is one such organization) is composed of several structures. The patterned interaction that can be noted over a period of time is designated the performance structure. When this patterned interaction is analyzed, it is immediately apparent that much of it is a result of what

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members ought or ought not do. Teachers operate on a basis of oughts or on a normative basis. This normative basis or structure of the organization provides the predictable dimension of the organizational interaction.

The second dimension of the patterned interaction (or performance structure) which must be considered is the kind of relationships that develop over a period of time between particular members of the organization. Unique relationships exist among particular persons involved in interaction. Taken together, the unique relationships may be called the interpersonal structure. In short, the interpersonal structure is the unique way in which each member relates to each other member of the organization.

As implied above, the performance structure of an organization flows in part from the normative structure of the organization and in part from the interpersonal structure. The way in which the three types of group structures are related may be seen from the following diagram. 8

![Diagram of group structures]

Looking at the above formulation in relation to the elementary school organization, it is apparent that the normative structure of the elementary school is composed of all members of the organization. There are specifications which dictate the oughts and ought nots that apply to

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8 Haas, Role Conception, p. 27.
all members, whether a principal or a student. For example, punctuality, honesty, and order are important to every member of the group. However, there are also norms which apply to particular members of the organization. For example, only teachers are expected to carry out the formal instructional program of the school. The custodian is expected to clean the stairs, and the principal is expected to schedule the teachers' meetings. While these examples illustrate duties for particular persons in the elementary school, it can be seen that many of the oughts (or norms) which apply to particular persons have a reciprocal aspect in that other members of the organization are involved. In the above example the principal schedules the teachers' meeting and, reciprocally, the teachers are expected to attend. The teacher is expected to carry out the instructional program, and, reciprocally, the students are expected to attend and participate. In brief, norms apply to a unit of social interaction; norms prescribe who does what (activity), who decides what (authority), how one should feel toward the other (affect), and the degree of prestigeful behavior exhibited by each (deference). The unit of social interaction to which certain norms apply is called a role.

Roles are the dynamic units of social interaction. Certain roles are commonly thought of as belonging together. For example, the reciprocal roles of teacher-principal, teacher-pupil, teacher-secretary, teacher-custodian, and teacher-etc. make up the position of teacher in the organization. In order to fully describe a position it is necessary to determine the various roles. And in order to fully describe an organization it is necessary to determine the respective positions.
Thus far, in accord with Haas's work on organizational theory, the elementary school has been defined as an interaction system made up of individuals enacting roles which compose certain positions in the social structure. But for what reason are roles and positions in the social structure enacted? Presumably enactment of a position is not random.

The question of individual or organizational purpose is an issue among various scholars in the field. In his recent research toward a taxonomy of organizations Haas was unable to obtain consensus from members about organizational goals. However, by definition (and implicit in their discussions) Selznick, Argyris, Etzioni, and Blau and Scott attribute a measure of purpose (or goals) to organizations. Etzioni submits that goals, as norms, as sets of meanings depicting target states, are cultural entities; organizations as systems of coordinated activities of more than one actor are social systems. To Etzioni an ideal depicted or desired state of affairs which is culturally

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9 Eugene Haas, from classnotes as reported by Eugene Haas in Sociology of Complex Organizations (Spring, 1962).


determined is a prerequisite part of a social system; organizations may, but do not necessarily, have goals. In Etzioni's scheme ability to formulate goals exists to the extent that man is deterministic.

Stogdill refers to the organization as having goals. Goals to Stogdill are necessary for group survival; the output of a group is directly related to goal achievement. The three outputs in the Stogdill model are productivity, morale, and integration. Productivity, by definition, is the goal or output of the group. Another output, morale, is dependent on freedom from restraint toward goal achievement. Goal achievement, or success, reinforces the expectations (inputs) for further success. Stogdill continues that high status persons coordinate group achievement.

In an organization the primary pattern of interaction is supported by norms. To the degree that norms are mutually shared and understood, the goals of management became the goals of the organization, since the normative structure sanctions the right of superordinates to determine the use of organizational means. The obligation of subordinates is to comply in the performance of duties which are presumed to achieve the desired state of affairs in the organization. In this sense, the range of alternatives of most organizational members does not extend to the overall goals but rather to the more restricted range of alternatives within their particular positions. Goals of the larger organization are not generally subject to review by the subordinates, and they may vary. For example, in the elementary school, the different members

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of the faculty may view the goal of the school variously as (1) preparing children for high school, (2) preparing children for society, (3) teaching arithmetic, or (4) teaching children how to learn. While there may be inconsistencies and lack of specificity, the superordinate decision makers tend to focus the means of the organization on a future state of affairs. Assessment of the effectiveness and efficiency of the organization in reaching the future state of affairs is another matter. The real issue is one of values. Are there pervading values in social organizations and institutions directed toward a purpose or a desired future state of affairs? Does man determine his goals individually and incorporate them into the organization? The research on locals and cosmopolitans indicates organizational members differ in their loyalty to a particular organization. Locals conform to an organization's goals, and cosmopolitans are loyal to professional goals or values of a discipline.

To assume organizations work toward a goal or future state of affairs, in short, to utilize the goal model, usually raises additional problems. Progress toward a goal is difficult to assess; the number and hierarchical order of goals is frequently unknown; and, in themselves, are frequently complex. Because of these problems and others associated with use of the goal model, complex organizations are frequently studied by using the natural systems model.

Campbell, Corbally, and Ramseyer examine the schools as a system in their analysis of educational administration. The complexity of function, intimacy of relations, public visibility and sensitivity,
professionalization, and appraisal difficulty point out the difficulty of applying a goal model to the analysis of the elementary school.  

Ben Harris applies a systems approach to supervision in the schools yet continually focuses on the goals of the institution. In his analysis goals are the focus of activity and higher goals are the values which dictate the process of decision making and allocation.

A third, but seldom used model for organizational analysis is the member-interaction model. The member interaction model focuses on persons and their interaction as organizational members. Emphasis is on organizational members, their unique characteristics, and the social situation as it develops through repetitive interaction. The member interaction model accounts well for the particular relationships that individuals play in the organization.

The member interaction model and the systems model seem to have some of the characteristics of the Guba-Getzels model which is based on Parson's work. (Parson suggests that the structure of an organization may be analyzed through the positions that comprise the organization.) The Guba-Getzels model describes administration as a social process in organizations in which behavior is generated from both sociological and psychological dimensions.

Administration is conceived structurally as the hierarchy of subordinate-superordinate relationships within a social system. Functionally this hierarchy is the locus for the allocating and

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integrating roles and facilities in order to achieve the goals of the social system. We conceive of the social system as involving two classes of phenomena which are at once conceptually independent and phenomenally interactive. There are first the institutions with certain roles and expectations which will fulfill the goals of the system. And there are second the individuals with personalities and need dispositions inhabiting the system, whose observed interactions comprise what we generally call "social behavior." We shall assert that this social behavior may be understood as a function of these major elements: institutions, roles, and expectations which together constitute what we shall call the nomothetic or normative dimension of activity in a social system, and the individual, personality and need disposition, which together constitute the idiographic or personal dimension of the social system. To understand the nature of observed behavior--and to be able to predict and control it--we must understand the nature and relationship of these elements.  

Getzels and Thelen expand the Cuba-Getzels model in their analysis of the classroom of a social system. Getzels and Thelen have developed the concept of selective interpersonal perception as a central theme. "In a sense, we may conceive of the publically described normative relationships of two complementary role-incumbents as being enacted in two separate private interactions, one embedded in the other." Each of the role-incumbents perceive the same prescribed relationship idiosyncratically in terms of their own respective needs, dispositions, and goals. However, "these private situations are related through those aspects of the existential public objects, symbols, values, and expectations which have to some extent a counterpart in the perceptions of both individuals."  

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In summary, this part of the literature on change in the organizational climate after leader succession has focused on the elementary school organization as a complex organization. For definition and purposes of this research the organization as a relatively complex, permanent, and discernable interaction system was explored and a few other aspects of organizational theory reviewed. Some of the advantages and disadvantages of the three organizational models concluded the section.

Organizational change

The elementary school is subjected to many forces from the larger community of which it is a part: changes in racial balance and pupil mobility cause housing changes; problems of taxation dictate the quality of staff to be retained; national curriculum programs influence the curriculum and instructional materials. In addition, the universities, centers of research, service, and instruction, influence the elementary school systems. In brief, the elementary school system drawing its clients, professional membership, and economic support from the local, state, and national social system is assuredly an organization subject to diverse influences.

Organizational change has been defined in Chapter I as the addition or deletion of structure or form. For example, a change in the norms of the organization would, by definition, alter the role structure of the organization; change in the authority of the membership would be change in the organizational role structure.

The schools are peopled with individuals engaged in change. In
reality, learning is change. Yet there are many who ascribe to the school the task of transmitting the culture and the great truths of the universe without change. Generally, however, the primary task of the school is to provide instruction for youth. As instructors of youth, the school is committed to the continuous growth and development of the youth in its care. As a social system for organizing appropriate experiences, and evaluating the results, the school is committed to a continuous plan of individual change.

A current concern in educational literature is the individualization of change. The elementary school unit with provisions for individual projects, individualized instruction in the reading program, and the science project are all educational methods for the individualization of the child’s experiences in the elementary school. In short, if learning is defined as change, schools must be committed to fostering change within individuals. Increasingly, literature in educational supervision and leadership is focused on the change process. Ben Harris believes that supervision is geared to continuity and change. First supervision must maintain the existing level of instruction, and second, effective supervision must be designed to change aspects of the program.

In a discussion of administering change Culberson, Jacobson, and Reller list several assumptions concerning the phenomenon of change:

1. Change is inevitable.
2. Desirable change is not inevitable.
3. Social change can be effected.
4. Basic to a consideration of change are the value systems of the individuals and the society concerned.

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20 Harris, Supervisory Behavior, p. 18.
5. Desirable (educational) change is difficult to effect.
6. Effective educational change is closely related to planned programs of study and research in schools and school systems.
7. Change in individuals and institutions has some of the same characteristics.
8. Change is facilitated through knowledge and breadth of experience.
9. Strong motivation to perform according to the general norms may undesirably reduce the range of activity and thus interfere with experimentation and improved practice.
10. Much change is effected through modification of related situations rather than through direct approach.\textsuperscript{21}

The above list illustrates the social nature of change. In the elementary school organization it is evident that change is achieved in several ways. New teachers bring updated methodology to the schools thus incorporating change into the program. Textbook publishers, as they revise and publish, exercise a powerful impact by structuring curricular experiences. Buildings are constructed which make different provisions for curricular experiences. State legislatures often prescribe courses of study or make modifications in the legal requirements of the elementary school. Examination of these sources of change reveals that construction changes, legal changes, and textbook changes force change in the instructional and learning phase of teaching and learning. Consequently, almost every change in the elementary school eventually effects the patterned interaction--particularly a change of any consequence. Changes in a course of study must be implemented through a change in the patterned interaction of the teacher and the pupil. Changes in the methods are subjected to the evaluation of teachers and

the professional staff of the school. Changes in the salary schedule of the school system change the quality of personnel that the school can hire. Herbert Thelen suggests that the schools stimulate changes in the community or larger system of which the school is a part. Further he suggests that change initiated in the community affects the schools. It seems that change does not occur in isolation.

Change in the modern world is inevitable. Lippit, Watson, and Westley in their monumental book on planned change, explore the inevitable yet systematic nature of change. They illustrate that change of some sort, for better or worse, will occur as an outcome of progress in the larger community. They contend that modern society is changing so rapidly that its institutions are continually confronted with change. The real pain and problem comes from finding that our familiar ways of behaving no longer work in a new environment. The aforementioned authors recognize that the social organism may be unable to alter inappropriate patterns in structure and function itself and outside help—a change agent—is needed. Discussing the notion of planned change in organizations, Lippit, Watson, and Westley have developed their ideas about the functions of the change agent by expanding Lewin's three phase process of change to include the change agent relationship.

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24 Ibid., p. 130.
Substantially, their orientation is that the organization is a natural developing field in which a force (change agent) from outside the organization is needed to restructure objectives. The Lippit, Watson, and Westley analysis focuses on the potential of the change agent from outside the system, the assumption being that the leadership within the system needs help (although the new leadership must be helpful and eventually stabilize the system at a new level). With the help of an outside agent, they suggest that change can be facilitated and accomplished.

In his analysis of the automobile factory, Robert Guest suggests a combination approach to change in an organization. In this instance the change agent was from outside the plant, but he became the successor to the leader and replaced him. The desired change was accomplished through the official channels of the organization by the change agent assuming a position in the organization. The process of change as analyzed by Guest included the following phases:

1. Critical conditions develop
2. Leadership succession
3. Management assessment of organizational needs
4. Institutionalizing interactions
5. Enlarging span of cognition
6. Planning action
7. Reinforcement of results

Guest's analysis of the manufacturing plant was substantially an analysis of the change in interpersonal relationships of organizational members. However, a significant finding was that the socio-technical

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25 Guest, Organizational Change, p. 107.

26 Ibid., pp. 107-114.
systems were interwoven throughout the fabric of the factory, and change occurred as attentions and solutions were brought to bear on technical and interpersonal problems. After the organization was geared to meeting changing internal and external conditions, the organization itself was capable of formulating new ideas for improvement. Further, Guest submits, once a rewarding productive pattern of relationships has been found, an organization does not have to depend upon any unique actions of its leader to sustain the climate of open and supportive relationships.  

Defensive or arbitrary control procedures by administrators would appear, theoretically, to engage the mechanisms of change toward the previous state. Guest's four observations on change from the single case study are important in the literature on change. They need to be interpreted with reservation, but they are useful, and their validity in different cases prove interesting:

1. When an organization is a subordinate of a larger organization, and when the patterns of internal relationships within the subordinate organization are similar to those linking the larger organization, changes to more successful performance within the subordinate organization will take place after there has been a change in the patterns of relationships linking the larger organization to the subordinate organization.

2. The length of time required for an organization to improve its performance results is a function of:
   a. the size of the organization in terms of the number of individuals
   b. the number of levels in the hierarchy
   c. the number of specialized services, reporting, and control groups
   d. the complexity of the technical operations
   e. the degree of intensity of the personal insecurity and interpersonal hostility at the outset of the change process

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27 Ibid., p. 114.
3. For a complex organization to move from one pattern of behavior to another, it is not necessary that its formal structure be altered.

4. The process of successful change in a hierarchal organization will start and continue to the extent that the members perceive that the behavior of superiors, peers, and subordinates is more in keeping with the norms of behavior in the larger culture.28

Another treatment of organizational change in large organizations is that of Ginzberg and Reilly. They focus on the behavior of management as the key to planned organizational change. Ginzberg and Reilly submit (1) that behavior patterns of management personnel communicate more than written policies and rules and (2) that change is dependent upon management and other personnel establishing complementary relationships. In the process of change they think the following considerations are important: (1) the importance of time, (2) the uniqueness of the organization, (3) the role of the president, (4) effective communication, (5) the control of anxiety, (6) learning new skills, (7) new work patterns for executives, and (8) balanced progress.29 The behavior of management is considered the most significant influence on change. In contrast, Lippit and others emphasize the importance of the change agent in moving the organization.30

Increasingly, the literature on supervision and administration focuses on change. The literature on organizational change suggests the change process begins with "unfreezing" the organization, development ___

28Ibid., pp. 115-117.


30Lippit, Watson, and Westley, Dynamics, p. 145.

31Ibid., p. 180.
of critical conditions, 32 "self-renewal," 33 and instructional leadership. 34 Burr and his colleagues submit that the principal must be concerned about professional commitment, the goals and program, coordinating efforts, and human relationships. That principals are concerned with human relationships is important because the kinds of interpersonal relationships that must exist before planning change for group achievement are similar, irrespective of the organization. Similarly, to establish means and values consistent with the larger culture, the theoretical literature points out and describes a desirable type of climate that must exist before energy can be focused on change.

The organizational climate

The organizational climate has been variously described in the literature. Gibb describes the climate as that "feeling" the observer has upon visiting a classroom. Qualitatively it is the supportiveness-defensiveness continuum of the teacher and pupil in interaction. 35 He thought that perhaps the key determiner of the supportive climate was the attitude of willingness to share in problems that the group held in common. Gibb submits the following five "roles" must be fulfilled, as the group spends some of its energy on interpersonal and emotional

32Guest, Organizational Change, p. 107.
problems in addition to work tasks. These "roles" are (1) initiating ideas or actions, (2) regulating and controlling actions, (3) giving information about ideas, (4) engaging in producing ideas, and (5) evaluating the ideas and activities that have been produced. These activities are not necessarily assigned to students or teachers but at different times are accomplished by group members.

Another treatment of the organizational climate is the revised Guba-Getzels model as applied to instructional groups by Getzels and Thelen. In this formulation, the authors submit that

In working out a balance between the institution and the individual, the group develops a "culture" or perhaps better here, a climate, which may be analyzed into the constituent intentions of the group, and, in effect, the group climate represents another general dimension of the social system. 

Referring to the climate, Getzels and Thelen continue, "the member finds emotional support for risk taking and the consequent increased individual security encourages 'open' transactions between personality and role. ... There is, at once, both greater autonomy and heteronomy for the individual." Their conceptualization of autonomy and heteronomy, in relation to authority, is different from the conceptualization of autonomy and heteronomy in standard principles of business management. Generally, management assumes that there is just so much authority and responsibility to be divided. The idea that there can be greater

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36 Ibid., p. 131.
37 Jacob W. Getzels and Herbert A. Thelen, "The Classroom as a Unique Social System," The Dynamics of Instructional Groups, Fifty-ninth NSSE Yearbook, 79.
38 Ibid., p. 80.
authority and responsibility up and down the hierarchal levels has not been assumed. For example, the principle that there should be delegation of authority commensurate with the job to be done is based on the assumption that to give additional authority would infringe on another person's authority with the result that the other person would not have authority to accomplish his job.

Rennis Likert follows a similar theme in suggesting that the division of the "influence pie" is different in high productive as compared to low productive organizations. Likert studied high productive departments and found the personnel perceived that they had more influence in the determination of the organization's goals than those in low productive departments, and they did not desire appreciably more influence. The significant finding was that the relationships between the hierarchal levels were considerably more supportative in the high producing as compared to the low producing departments. Likert has isolated the following properties and performances as characteristics of the ideal highly effective groups that he has studied:

1. Members are skilled in all various leadership and membership roles and functions required for the interaction between leader and members and between members and other members.
2. The group has been in existence sufficiently long to have developed a well established, relaxed and working relationship among all its members.
3. The members of the group are attracted to it and are loyal to its members, including the leader.
4. The members and the leaders have a high degree of confidence and trust in each other.
5. The values and goals of the group are a satisfactory integration and expression of the relevant values and needs of its members. They have helped shape these values and goals and are satisfied with them.

6. In so far as the members of the group are performing linking functions, the endeavor to have the values and goals of the groups which they link in harmony, one with the other.

7. The more important a value seems to the group, the greater the likelihood that the individual will accept it.

8. The members of the group are highly motivated to abide by the major values and to achieve the important goals of the group . . .

9. All interaction, problem-solving, decision-making activities of the group occur in a supportative atmosphere . . .

10. The superior of each work group exerts a major influence in establishing the tone and the atmosphere of that group by his leadership principles and practices . . .

11. The group is eager to help each member develop to his full potential . . .

12. Each member accepts willingly and without resentment the goals and expectations that he and his group establish for themselves.

13. The leader and the members believe that each group member can accomplish the "impossible" . . .

14. The supportative atmosphere of the highly effective group stimulates creativity . . .

15. There is a strong motivation on the part of each member of the group to communicate fully and frankly to the group all the information which is relevant and of value to the group activity.

16. There is a high motivation in the group to use the communication process so that it best serves the interest and goals of the group.

17. Just as there is a high motivation to communicate, there is correspondingly strong motivation to revive communication.

18. The group process enables the members to exert more influence on the leader and to communicate far more information to him . . .

19. The ability of the members to influence each other contributes to flexibility and adaptability of the group.

20. The individual members feel secure in making decisions which seem appropriate to them because the goals and philosophy of operation are clearly understood by each member and provide him a solid base for his decisions.

21. The leader of a highly effective group is carefully selected. His leadership ability is so evident that he would probably emerge as a leader in any unstructured situation.

22. An important aspect of the highly effective group is its extensive use of the principle of supportative relationships.

Ibid., pp. 166-169.
Many items on the above list deal with the types of interpersonal relationships that seem to be desirable. The concept that authority and power are scarce and should be hoarded or concentrated in specific positions is not supported by Likert.

Chris Argyris, in his examination of the reciprocal effects of positions and roles in the organization, isolates many of the shortcomings of the rational system. Contrasted to Likert's analysis, the differences appear to be Argyris's assumption that the interpersonal relationships between men and management are irrational and that rationality extends only to the means for making a profit. However, the different points of view appear to be reconciled in the framework which Likert refers to as supportative relationships and Argyris submits as authentic interpersonal relationships. In any instance, Argyris's conceptual framework of authentic interpersonal relationships is similar to Likert's concept of supportative relationships. 41

In summary, the process of change in a social system inevitably involves a change in the relationships among individuals. The relationships among the individual members of an organization have typically been labeled the climate of the organization. This climate which is a measure of the threat-no threat, anxiety-no anxiety, openness-closedness then becomes an energy draining or energy realizing phenomenon.

In the schools Getzels and Thelen see the climate as emotional support that may release energy for open transactions between personality

and role—the institution and the individual. Gibb suggests there is some evidence that a supportative climate in the classroom (as in the production unit) maximizes learning. Yet, more significant for the schools (and parallel to the research on management) is the hypothesis of Flanders that the teacher, more than anyone else in the classroom, influences the social processes that change the structure of authority, goal orientation, and social access. This in turn, determines the degree of flexibility of structural change. In addition, how the teacher uses his influence is likely to determine whether or not students react with independent or dependent behavior. Donald Moyer reports a parallel finding with teachers. In his research Moyer found that teacher satisfactions are higher when principals encourage teachers to be more independent and less dependent upon them.

**Measurement of organizational climate**

The Organizational Climate Description Questionnaire (OCDQ) is the product of a research grant by the United States Office of Education to Donald Croft and Andrew Halpin. The questionnaire was developed to describe and discriminate between various organizational climates in schools. Initially, it was hoped that the questionnaire would serve for

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both the elementary and the secondary school, but it was quickly evident that the questionnaire would not fit both school levels. However, the questionnaire does measure social interaction in the elementary school between the principal and the teachers—the social components of the organizational climate.

The OCDQ was developed by testing the extent to which items were consonant with any one, or more of the theoretical taxonomies. Through several revisions the items that produced concensus within a school yet discriminated between schools were isolated. After several revisions and extensive factor analysis a final form was administered in seventy-one schools to eleven hundred fifty-one teachers and principals. The scores were standardized normatively and ipsatatively. Subsequently, six profiles were developed to determine the type of climate in the seventy-one schools.

The six profiles by which the schools were compared were developed from scores in eight subtests. Four of the subtests measure leader behavior and four group behavior. The subtests were defined as follows:

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group with is "going through the motions," a group that is "not in gear" with respect to the task at hand. In short, this subtest focuses upon 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 busy-work. The teachers perceive the principal is hindring 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.

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.46

Halpin and Croft have hypothesized that the organizational climate is related to organizational effectiveness and efficiency. While their initial research permitted only the development of the questionnaire, they plan to continue their study of that hypothesis.

Since the publication of the questionnaire, several researchers

46 Halpin and Croft, *Organizational Climate*, pp. 175-176.
in the United States and Canada have found the instrument useful. Dr. John H. M. Andrews of the University of Alberta has chaired a series of research studies to establish the reliability and validity of the instrument. Donald Anderson has explored the relationship between organizational climate and personal variables of the elementary school principal. Lynn Nicholas and others have studied the effects of socio-economic setting and organizational climate on the problems brought to the elementary school office. Treva Kirk has compared the behaviors of new teachers in relation to organizational climate. Finally, Robert Brown has identified and classified the organizational climates in the Twin City's area elementary schools, and he compared them with the profiles developed by Halpin and Croft.

Andrews and others report from their extensive study of 195 schools in Alberta that the overall climate categorizations may be considered reasonably valid descriptions of commonly occurring patterns of certain aspects of principal-staff behavior, but the names of the profiles of the six climates are distractions from the validity of the OCDQ. In brief, the climates do not predict anything that the subtests do not predict better. They also point out that the concept of organizational climate is much broader than the limited definition of principal-staff interaction. 47 There is increasing evidence that a large number of variables are associated with the climate or subtest scores. On the basis of the evidence, Andrews concluded that the subtests of the OCDQ

provide a reasonably valid measure of important aspects of the leadership of the school principal in a perspective of interaction with his staff. 48

Donald Anderson studied the relationship between the organizational climate and personal variables of the elementary school principal. In this research he found the principals in closed climate schools were more evasive, submissive, dependent, and more easily frustrated. Further, they tended to worry and become upset frequently. The principals of the open climate schools were more cheerful, self-secure, self-confident, resourceful, and self-sufficient. 49 These findings closely paralleled the findings of James Lipham who compared personal variables and effectiveness ratings of administrators. 50

Lynn Nicholas, Helen Virjo, and William Wattenberg, through a United States Office of Education grant, studied the effects of socioeconomic setting and the organizational climate on problems brought to elementary school offices. From this research, it was concluded that low socioeconomic setting was related to problems that were initiated from sources inside the school setting, i.e., behavior problems. The offices of the low socioeconomic setting schools were busier than the

48 Ibid., p. 38.


offices of the high socioeconomic setting schools. In the low socioeconomic and closed climate schools the principals were too busy to initiate action. The problems of principals in high socioeconomic schools were from the outside and from parents rather than from students.51

Robert J. Brown, in a large number of schools in the Milwaukee/St. Paul area, found no significant differences in scores in his sample of schools as compared to the theoretical sample of schools used to develop the questionnaire.52

As additional research is completed, an increasing body of knowledge is isolating the importance of the organizational climate in schools. Research is in progress which proposes to measure the climate in the secondary schools. Reports of the use of the OCDQ will be an important contribution to elementary school literature.

Leader succession

The problem of leader succession generally confronts the elementary school more than once in eight years. Succession of the principal may be caused by transfer, promotion or retirement. Transferring principals to another elementary unit is frequent in the larger cities,


while promotion between districts is frequent in the smaller cities. Transfers in the larger cities are neither promotion nor demotions but are made to fit principals to the "right" position, stabilize a particular "situation" or rotate a "difficult" or "choice" assignment. In the larger cities promotions occur as principals are appointed to supervising positions or to various positions on the central office staff. Although the elementary principalship is increasingly considered a career position, some "promotions" are made to secondary school administrative positions. The third reason for change, of course, is retirement, and although it appears to be extremely rare, leader succession may occur because a principal is dismissed.

Principals transfer or leave their job for different reasons; and undoubtedly, teachers of the affected schools view the transfer and change of leadership differently. When a principal retires, it is generally known and the organization can become accustomed to the impending appointment of a new leader. Promotion is usually welcome; it confirms the success of the leader and the organization. Demotion, while not welcome to the leader, may be welcomed by organizational members as it indicates the failure they have observed. Reaction to principal transfer does not seem to be clear cut. The situation is frequently uncertain, and viewpoints of teachers and principals seem to vary. But although one of these general feelings may prevail in a particular situation, it seems reasonable to suppose that there are different sets or frames of reference among organizational members as they look toward change. It is the superintendent's task to analyze the
organization at this point in time in order to develop a job description and hire a new leader.

The literature on organizational change has illustrated that a leader may cause organizational change. Leadership change as a means of organizational change may or may not be successful. Success is probably dependent upon effecting change in the behavior patterns of the leader in order to generate organizational change. Ginzberg and Reilly illustrate the necessity of changing executive's behavior patterns to conform to the role relationships which in turn will mesh with the desired state of affairs in the organization. For change to occur the roles of organizational members must be suitably altered to permit the desired change to occur and be valued in a consistent frame of reference. The necessity for changing executive behavior patterns was confirmed on a Sears, Roebuck and Company study of managers. The study arose out of problems of organizational decentralization. A cost study had previously determined that the stores with two levels of management above the salesmen were more favorable in cost and profits than the stores with three levels of management above salesmen. However, when managers of two level management stores were transferred to three level management stores, and managers from three level management stores were transferred to two level management stores, the managers behaved in the manner to which they were accustomed. The two level managers in the three level management stores began to get rid of personnel to conform to their past behavior patterns and three level managers began to request more

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help.\(^{54}\) New behavior patterns were needed. Guest supports the view that new behavior patterns must take form and become institutionalized in the organization for effective organizational change. In his research on the automobile plant, Guest found that new behavior patterns were outcomes of executive succession. The succession of a new manager created events in the first few days that were crucial to the change process. The new manager's behavior patterns served as benchmarks for other organizational members to measure and judge expectations of their behaviors.\(^{55}\) Change may be more or less forced as organizational members use the new leader as a reference for their reciprocal role relationships.

The previous discussion has suggested that change may be accomplished by appointing a leader whose behavior can bring about change in the subordinate organization. When appointing the principal of the elementary school, the potential for planned change consistently exists. Invariably, the elementary school principal is appointed by the superintendent of the larger school district organization. The appointment of the principal, in the light of situational and individual factors, may move the organization to a desired state of affairs. This statement, of course, is based on the assumption that the leader occupies a position that can be most influential in changing organizational role relationships. However, changing role relationships is involved, as the following discussion reveals.


\(^{55}\)Guest, *Organizational Climate*, 107-108.
The research of the past decade about the elementary school reveals many complexities of the principal's roles. Of particular interest is the research delineating the role relationships, i.e., principal-teacher, and principal-administrator. When considered together, the studies provide a significant body of knowledge for examining the position of the principal.

Representative of the research on the principal-teacher relationships are the studies of Moyer, Prince, Campbell, Moeller, Jackson, Bridges and Congreve. Donald Moyer, in a study of the leadership teachers want, determined that (1) the more congruent the teacher's attitude toward leadership, the more they are alike in the satisfaction derived from their work, (2) satisfactions were higher when there was unity within the school group towards leadership, and (3) satisfactions were highest the more favorable the group was toward group-centered leadership. The finding that the principal who encourages teachers to be less dependent upon him and more interdependent upon each other creates higher group satisfaction, is of particular interest. Richard Prince investigated the effects of the teacher's and the principal's values. He found that value differences were manifested in the interpersonal relationships in the school. Value differences do effect the teacher's confidence in the principal's leadership and the principal's rating of the teacher's effectiveness. However, the only significant

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difference was the teacher's rating of the principal's effectiveness. Merton Campbell researched a similar theme and found that teachers whose wants and needs were congruent with the principal's expectations expressed significantly higher satisfaction and confidence in the principal's leadership. In a study of the sense of power that the teachers derive from a bureaucratic setting, Gerald Moeller determined that teachers expressed a higher sense of power in highly bureaucratic environments. However, within the bureaucratic setting, the teachers with particularistic relationships with the principal felt they exercised the highest measure of power. David Jackson, in an extensive study of administrative procedures connected with curriculum change, determined that group patterns of administrative procedures are positively associated with congruence of perceptions about the curricular program by the administrators and the instructional group. Also, it was concluded that participation in group curriculum activities by administrators is associated with congruence of perceptions. In an examination of the belief system of the principal and the need structure of the teacher, Edwin Bridges found that the attitudes of the teachers toward the principal were related to participation, support in matters of discipline, and the teacher's need for independence. The higher the teacher's


need for independence, the higher the desire to take part in the decision making process. Bridges suggested that the last finding is related to a teacher's need to make decisions that affect him. The school as a social organization of principal-teacher and teacher-teacher relationships was investigated by Congreve. The power structure of the schools tended to be a function of both the personality and the abilities of the teachers and the principals. Staff members who were older and rated more effective by the principals tended to influence persons in the formal administrative positions. The current supervisory practices of the principal were investigated by Anne Trask. This study revealed that the supervisory practices of principals were adapted to meet their competencies. Differential supervisory practices were used according to the principal's familiarity with the particular subject or grade level. In recent research Corwin studied teachers and professionalism. Teachers who are more professional seem to have a need for more independence and a structure that permits the resolution of goal achievement. However, the professional teacher also was in more conflict with the principal.

Another important role relationship is the principal-superintendent/supervisor dyad. Since the principal occupies a middle management

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position in the school system, he is in a line relationship with the superintendent and a staff relationship with the supervisors. In this position the principal must bridge the expectations of two reference groups—the teachers and administrators. James Lipham determined that the rated effectiveness of the principal was significantly related to the principal's drive, social mobility, feelings of security, and emotional control. Fereanu discovered that the effect of the consultant was directly related to the congruence of the consultant's and the principal's perception as to how the consultant ought to function. If the consultant did not operate consistently with the principal's expectations, his effect on the instructional program was minimal. Robert Moser examined the superintendent-principal-teacher leadership pattern. In his study the respective perceptions of occupants of the three positions were incongruent. The principal, in particular, was subject to conflicting expectations, yet he is the one who must bridge the expectations of the two organizational groups—a position which requires working for areas of agreement and understanding.

The preceding research surely illustrates the complex nature of the position and concomitant role relationships of the principal in the elementary school. The nature of the role relationships assuredly is

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affected as one principal replaces another. Such a conclusion is reinforced by the research reported above.

Although not a direct study of change in elementary school organizations, Carlson completed a significant and related study of organizational change in his investigation of the superintendency and leader succession. In his report *Executive Succession and Organizational Change*, Carlson explores the problem of executive succession in the office of superintendent of schools. The careers of several superintendents were analyzed; other superintendent's promotion and behavior patterns were sampled. Boards of education and administrative staffs provided additional data. The monograph reports the natural cycle of executive vacancy, selection procedure, and selection. Carlson divided superintendents into place-bound and career-bound superintendents. The following relationships appeared. There was a positive relationship between city size and the hiring of place-bound superintendents. The smaller the city the less likely it was that place-bound superintendents would be retained. Outsiders were paid more, restricted less, instituted more rules, stayed less time and made more changes in the organization than men promoted from inside the organization.

Carlson's synthesis of data on leader succession in the superintendency may be applicable even though the place-bound/career-bound dichotomy does not seem to exist among principals. In the elementary school, promotion of an insider to the principalship seldom occurs.

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Elementary school principals are seldom appointed as principals of the same elementary school that they taught in—they are not career bound as defined by Carlson. The elementary school principal most often comes from the teaching ranks in another school. In the larger systems this position is achieved after a training period in the central office. Taking a cue from Carlson the following points would seem to apply as the new principal takes office in the organization:

1. The established social system of the school is temporarily suspended with the coming of an outsider. With an insider, the established social system goes largely unaltered upon his election to the superintendency. The outsider, therefore, has the advantage of flexibility in coming to terms with the social system of the school district.

2. The heritage of relationships within the school system that belongs to the insider can be a hindrance in his management of internal interest group struggles. The outsider is without a constraining heritage of relationships.69

The literature on executive succession points to the alteration of role relationships in the social system upon change of an organization's leadership. Because he is in a pivotal position, the principal may most radically affect the system of role relationships in the organization. It seems to follow that if the affects of a particular individual could be predicted, the appointment of a principal might facilitate planned organizational change, but in any instance, the introduction of a new leader causes organizational change.

69Carlson, Executive Succession, 70.
CHAPTER III

METHODOLOGY

The purpose of this study was to determine change in the organizational climate after leader succession and to examine selected organizational and environmental variables that may be related to change. Not only was the purpose to test for specific relationships, but also it was to examine selected variables in an organizational and environmental context. The problem then was to measure change in specific dimensions of group and leader behavior and to explore the setting for selected variables which in turn might indicate certain relationships or generate potentially useful hypotheses.

With this problem in mind, a questionnaire was selected to measure dimensions of group and leader behavior, and the case study method was chosen to study and examine the context of the behaviors in several organizations. The questionnaire measured organizational change in fourteen city schools, and the case studies were made on several of the same schools. The questionnaire selected for the survey of the schools was the Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft.¹ This questionnaire, the result of a recent study of eleven hundred fifty-one teachers in seventy-one elementary schools, is composed of sixty-four specific items related to

¹Halpin and Croft, Organizational Climate, p. 180.
group and leader behavior. To develop the instrument, approximately one thousand items describing behaviors that occur in the elementary school were compiled. Through extensive factor analysis sixty-four items appeared to be critical items which gave some consensus on the behaviors within a given school, yet, differentiated among schools. This questionnaire was administered to the faculty members of fourteen schools to determine the change in leader and group behavior after leader succession.

The schools for the study were chosen according to the following criteria:

1. The primary sample schools had a leader (principal) succession in the past two or three years (1962 or 1963).

2. The primary sample schools had received an experienced principal by leader succession in the past two or three years.

3. The primary sample schools had been in operation for at least five years.

4. The primary sample schools were administered by leaders who had a single principal assignment.

5. The schools were all organizations of the same school system.

6. The sample of schools was expanded to include those schools in which the present principals of the primary schools had served.

7. The sample of schools was expanded to include those schools in which past principals of the primary sample schools are now serving.

It was decided that the larger sample would yield data amenable to statistical analysis and that six case studies would be suitable for exploring and analyzing an organization as a social unit. Though it would have been preferable to collect questionnaire data and make case studies on the same schools, it was impossible; and the expanded sample
was necessary. For example, in the case studies it would have been more productive to study leader succession in situations where the leaders had succeeded each other in the same two organizations, i.e. where four or six leaders had been transferred within a system of four or six schools. Case studies on these four or six schools would have provided a way to validate information because the respondents would in all cases be responding to two of the leaders. However, it was impossible to arrange an ideal situation so the expanded sample seemed necessary to statistically examine change in the behavior profiles of the leaders that had been/are leaders of the primary sample schools.

The null hypotheses predict no change in leader behavior (the person), leader behavior (the office), and group behavior. Leader behavior change in the person is defined as change in the leader as he moves from one organization to another. For example, does the behavior of Richard Ford, as the leader in South Street School, change after he has become the leader in North Street School? Or, on the other hand, are there different patterns of change in leader behavior (the office)? For example, does the behavior pattern of Richard Ford as the leader of South Street School change to a different behavior pattern as the leader behavior pattern of Albert Long emerges as the new principal of South Street School? Both Richard Ford and Albert Long are subjected to many of the same influences as the successive leaders of South Street School, and the change in leader behavior, in this instance, would be defined as change in the behavior of the office. The third aspect of organizational change is change in group behavior. The group was considered as the same group over the period of time dealt with in this study. To be
sure, members may have come and gone (as a group is an open system), but
the group's essential characteristics as a relatively permanent, complex
interaction system remained.

After approval of the study and selection of the sample schools,
appointments were scheduled with sample school principals. The problem
and the demands of the study were discussed, and a testing session was
scheduled.

The faculties of sample schools were requested to take the OCDQ
(Appendix A) and the OCDQ Revised (to apply to the previous administra-
tion, Appendix B). A brief personal data sheet was attached to the last
page of the questionnaire (Appendix C). Names of the respondents were
not requested. All faculty members and principals were requested to
answer the OCDQ items, and the faculty members who had served under the
past administrator were asked to respond to the OCDQ Revised. The prin-
cipal was requested to take the OCDQ Revised applying it to his past
position. The testing time for those responding to both forms was from
twenty-five to forty-five minutes.

Seventy-four former faculty members were tentatively located and
OCDQ Revised questionnaires mailed to their homes. Of these question-
naires, seventeen were returned by the post office; twenty-four ques-
tionnaires were completed, returned, and usable. These twenty-four com-
pleted questionnaires represent forty-three percent of the question-
naires presumably received by respondents, and thirty-one percent of the
potential respondents.

Data from the questionnaires were coded and punched on cards for
machine processing according to the program developed by Halpin and
Croft and published on pages 174-179 of *The Organizational Climate of Schools*.

**Hypotheses I and II**

The data from the questionnaire provided raw scores of group and leader behavior at time one (1962-63) and time two (1965). The individual scores of each respondent were rank ordered in their own school in T' and T" to find the median. The median test was selected for determining the significance of the differences between medians.\(^2\) The median test was selected since assuming that respondents' scores were normally distributed did not appear warranted (Table 8). The combined median of the group for T' and T" was computed and the scores above or below the median in T' and T" determined.

For the analysis of group and leader behavior change (the office), all fourteen schools were included in the statistical treatment. However, for the analysis of change in leader behavior (the person) only ten leaders could be included in the analysis. Four of the schools had new principals and without prior experience no leader profile could be developed for T'.

**Hypothesis III**

For the analysis of significant associations between leader behavior and change in group behavior, all significant leader behavior changes were examined and compared with the direction of change in group behavior. The significant leader behavior changes were dichotomized

according to the direction of significance. The group medians were then plotted on a two by two table and the Fisher Exact Probability Test computed for the probability of the distribution. The .05 level of significance was accepted as the region for acceptance or rejection of the hypothesis.

**Hypothesis IV.**

The socioeconomic status of the community was selected as the environmental variable and the five items of personal data as the organizational variables to be correlated with change in organizational climate. Schools were ranked according to estimated income per household to obtain socioeconomic status; schools were rank ordered according to median scores on the organizational variables. These rank orderings were correlated with the rank ordering on the various dimensions of group and leader behavior in T' and T". The Spearman rank correlation coefficient ($r_s$) was computed on each ranking in T' and T".  

**Case studies**

The second phase of the study developed concomitantly with the aforementioned statistical analysis. In this part of the research case studies were developed on the six primary sample schools. Teachers of the primary sample schools had been informed that additional data would be gathered from their school. The desire was to explore the life of these social organizations in their structural unity, and case studies

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provided a way of preserving the unique character of the organization.

That there is a need for this type of study has been evinced by the research report of Sweitzer:

The findings of the study were seriously limited by the inability of the research staff to identify statistically techniques appropriate for discovering definitive relationships between the responses of the single individual and the responses of multiple others. This lack necessitated the computation of multiple analyses using a variety of statistics based upon multiple groupings and classification of data. The result was a mass of specifics which led to weaknesses in identifying major basic patterns of interaction.\(^5\)

To Sweitzer, it appeared that analysis of the data on the individual relationships and the dynamic interactions of the leader and group would have proved fruitful.

The development of each case study began with the first contact with the school. At the time of the first appointment general information about the school and special concerns of the principal were noted. At the time of the testing session the investigator generally arrived one-half hour to forty-five minutes early to further explore the school and talk to the principal. After the testing session, an appointment in which the investigator could talk with the principal at length was scheduled. These interviews were scheduled with the principal in his office after the close of the school year. Generally, the principal and the investigator had an uninterrupted two to two and one-half hour interview session.

Interviews were also scheduled with three teachers from each of the primary sample schools. From the group of teachers who had taught under principals at time one and time two, eighteen were selected at random. Additional names were selected as alternates. Each of the teachers were contacted for a one and one-half hour interview appointment. In general, cooperation was obtained, however, one teacher requested to withdraw because of illness and one because of his work schedule. Two appeared reluctant to take part, and three were out of town for the summer. In each instance alternate interviews were scheduled.

Before interview schedules were completed, pilot interviews were scheduled with principals and teachers. Their suggestions were incorporated in the interview schedule. The final interview schedules are included in Appendixes D and E.

All of the organizations under study were a part of the same educational system or school district, so additional information could be obtained from central office personnel. After the interviews, district manuals, reports, and other materials germane to the system were requested.

The form for the presentation of the case studies was derived from the conceptual formulation of Haas, Halpin and Croft. In their original research on the OCDQ Halpin and Croft state that the organizational climate can be construed as the "personality" of the school; figuratively, "personality is to the individual what climate is to the.
organization. More specifically, the climate is measured by describing teacher principal interaction. Haas conceives of the organization as an interaction system. The performance structure of an organization consists of the patterned interaction. The sources of the patterned interaction are the normative structure and the interpersonal structure. The normative structure is defined by specifying the roles and positions which make up the organization; the interpersonal structure is defined by the unique manner in which individuals relate to each other as individuals. The two formulations provide a useful framework for presenting the case study materials. The Halpin and Croft formulation emphasizes teacher-principal interaction and teacher-teacher interaction. Indeed, items describing either teacher or principal behavior comprise the instrument. These behaviors make up the teacher-teacher or teacher-principal interaction in the school.

Haas is at once more specific and more general. He is more general in that he deals with social interaction of any type, but he is more specific because he describes the structure of roles. He says positions are defined according to the units of social interaction, or roles, which comprise the position. In other words, teacher-teacher or teacher-principal interaction would only describe a part of the position of the teacher or the principal. To describe either position fully would require a spelling out of all role relationships, i.e., teacher-principal, teacher-pupil, teacher-parent, teacher-teacher, and

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6 Halpin and Croft, Organizational Climate, p. 1.

7 Ibid., p. 7.
teacher-custodian. Haas further suggests that roles are defined and described by a knowledge of the authority, affect, deference, and activity patterns common to the role, and, in fact, prescribed by the norms. In other words, a spelling out of who does what (the activity), who complies and who decides (the authority), how one should feel toward another (affect), and the kinds of sub/superordinate behavior one should exhibit (deference) would fully describe a given role.

Only the two roles which Halpin and Croft designate as determinants of organizational climate in the elementary school--teacher-principal and teacher-teacher--will be described. Emphasis is on the interactions of the leader to the group and the group members to other group members. These two roles will be analyzed according to the interactions which can be described as the activity, authority, affect, and deference dimensions of the roles.

Interactions of the teacher and the principal with the other reference groups are still important, but other reference groups must affect the behavior of the principal and the teacher sufficiently to effect organizational change. In particular, interactions in other reference groups would have to effect change in the organizational climate to be important to the problem considered here. That is to say, relationships between the principals and the teachers and relationships among the teachers are crucial to organizational climate change.

Therefore, the case studies were written according to the following outline:

1. Physical facilities
2. Community setting
3. Teacher-Teacher Role:
   a. activity
   b. authority
   c. affect
   d. deference

4. Teacher-Principal Role:
   a. activity
   b. authority
   c. affect
   d. deference
CHAPTER IV

PART I ANALYSIS OF FINDINGS

The Organizational Climate Description Questionnaire was administered to 238 teachers and 14 principals in 14 elementary school organizations. Of the 238 teachers, 99 had been with the organization during the tenure of the previous principal, and they completed the OCDQ Revised.

The first three hypotheses were tested with the data derived from the OCDQ. The fourth hypothesis was tested with the data derived from the personal data form and selected data from the case studies.

The Median Test was selected to test the first three hypotheses as the most appropriate statistic for describing the central tendency of groups when assuming a normal distribution of scores is not warranted. A combined median for each subtest in Time One (T', 1962-63) and Time Two (T'', 1965) was computed for each organization. The Median Test, used when a sample ranges from twenty to forty, is the chi-square corrected for continuity. The number of scores in the organization that exceeded the median or fell below the median in T' and T'' were used to compute chi-square. The .05 level of confidence was accepted for rejection of the hypotheses.

Change in climate has been defined as change in leader and group behavior. Since, in each organization, there has been a succession in the principalship in the past two or three years, the change in the
leader behavior may be defined in either of two ways. Change in the leader behavior dimensions of organizational climate is derived from organizational members' perceptions of two different leaders. This type of change is a change in the office of the principal in a specific elementary school organization (i.e., the Elm School principal as he differs from his successor). The change in the behavior of a specific leader as he moves from one school to another is defined as change in the leader as a person. Hypothesis I tests the change in the office. A concomitant part of organizational climate is group behavior, and group behavior is germane to a specific school.

**Hypothesis I**

Between T' and T" there will be no significant changes in organizational climate.

The data to be examined for testing hypothesis I is given on Table 1, page 68. This table gives the raw test scores for the respective organizations in T' and T". The combined median scores were computed and the data were tested for significant differences. Table 2, page 69, presents the results of the median tests and level of significance of any change. An examination of the data relevant to each sub-test follows:

Sub-hypothesis a. Between T' and T" there will be no significant differences in the production emphasis of leader behavior.

An examination of the data revealed that four of the primary sample schools and one of the other eight schools in the total sample manifested significant differences in the production emphasis dimension of leader behavior between T' and T". In every instance of significant
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<th>3</th>
<th>4</th>
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<td>18</td>
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*Primary sample schools.
TABLE 2

CHANGE IN ORGANIZATIONAL CLIMATE

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<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>School F</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>School G</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>*Washington</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>*Valley</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>School H</td>
<td>.05</td>
<td>ns</td>
</tr>
<tr>
<td>*Elm</td>
<td>ns</td>
<td>ns</td>
</tr>
</tbody>
</table>

*Primary sample schools.
change in this dimension of leader behavior, the median score decreased between T1 and T". In the four primary sample schools, the present principals' were below the median in their present organization and in their previous organization. The single instance of significant change in the other eight schools occurred when the present principal succeeded a higher production emphasis leader. It appears that the sub-hypothesis is partially rejected.

Sub-hypothesis b. Between T1 and T" there will be no significant differences in the aloofness dimension of leader behavior.

Examination of the data revealed that two of the primary sample schools manifested a significant difference in the aloofness dimension of leader behavior. In these two instances of significant change, there was no discernable pattern to the direction of change. It appears that the sub-hypothesis is partially rejected.

Sub-hypothesis c. Between T1 and T" there will be no significant differences in the thrust dimension of leader behavior.

Examination of the data revealed that four of the primary sample schools and five of the other eight schools manifested a significant difference in the thrust dimension of leader behavior between T1 and T". A greater number of organizations evidenced significant changes in the thrust dimension of leader behavior than any other dimension of group or leader behavior. Since significant differences did occur, the sub-hypothesis is rejected.

Sub-hypothesis d. Between T1 and T" there will be no significant differences in the consideration dimension of leader behavior.

Examination of the data revealed that three of the primary sample schools and none of the other eight schools manifested a significant
difference in the consideration dimension of leader behavior. These three schools scored above the median before leader succession and below the median after leader succession. It appears that the sub-hypothesis is partially rejected.

Sub-hypothesis e. Between T' and T'' there will be no significant differences in the disengagement dimension of group behavior.

Examination of the data revealed that two of the primary sample schools and one of the other eight schools manifested a significant difference in the disengagement dimension of group behavior. In all instances of significant change the median scores were lower indicating less disengagement following leader succession. It appears that the sub-hypothesis is partially rejected.

Sub-hypothesis f. Between T' and T'' there will be no significant differences in the hindrance dimension of group behavior.

Examination of the data revealed that one of the primary sample schools and none of the other eight schools manifested a significant difference in the hindrance dimension of group behavior. It appears that the sub-hypothesis is partially rejected.

Sub-hypothesis g. Between T' and T'' there will be no significant differences in the espirit dimension of group behavior.

Examination of the data revealed that two of the primary sample schools and three of the other eight schools manifested a significant change in the espirit dimension of group behavior. There was no discernable pattern to the direction of change. It appears that the sub-hypothesis is partially rejected.

Sub-hypothesis h. Between T' and T'' there will be no significant differences in the intimacy dimension of group behavior.
Examination of the data revealed that two of the primary sample schools and one of the other eight schools manifested a significant difference in the intimacy dimension of group behavior. In all instances of significant change in the intimacy scores, the median decreased.

Conclusion: Examination of the data for the eight sub-hypotheses revealed that there were significant changes in every dimension of leader and group behavior. No dimension changed significantly in every organization, nor did every organization have a significant change in any one dimension. However, every organization but one exhibited a significant change in some dimension. Thirteen of the changes were at the .05 level of confidence, six at the .02 level of confidence, nine at the .01 level of confidence and three at the .001 level of confidence. The changes appear to warrant rejection of the hypothesis that there will be no significant change in the organizational climate between T' and T''.

Hypothesis II

Between T' and T'' there will be no significant changes in dimensions of leader behavior (the person).

The second hypothesis predicts that there will be no significant changes in leader behavior (the person). As mentioned previously, leader behavior change may be defined as change that occurs as the same leader moves from one organization to another. The T' and T'' scores of ten leaders were available as they transferred from one elementary school organization to another. This change, of course, is dependent on perceptions of organizational members in two different organizations. For example, the change in leader behavior of Mr. Jones, the person, was
computed from the distribution of scores above and below the combined median of Mr. Jones in school A and school B. Again, the Median Test was used to test the level of significance. The data is given on Table 3, page 74. An examination of the data relevant to each sub-hypothesis follows.

Sub-hypothesis a. Between T' and T" there will be no significant differences in the production emphasis dimension of leader behavior.

Examination of the data revealed that one of the primary sample leaders and one of the other four leaders manifested a significant difference in the production emphasis dimension of leader behavior between T' and T". Therefore, the sub-hypothesis is partially rejected.

Sub-hypothesis b. Between T' and T" there will be no significant differences in the aloofness dimension of leader behavior.

Examination of the data revealed that four of the primary sample leaders and none of the other four leaders manifested a significant difference in the aloofness dimension of leader behavior. The sub-hypothesis is partially rejected.

Sub-hypothesis c. Between T' and T" there will be no significant differences in the thrust dimension of leader behavior.

Examination of the data revealed that one of the primary sample leaders and none of the other four leaders manifested a significant difference in the thrust dimension of leader behavior. It appears the sub-hypothesis is partially rejected.

Sub-hypothesis d. Between T' and T" there will be no significant differences in the consideration dimension of leader behavior.

Examination of the data revealed that one of the primary sample leaders and one of the other four leaders manifested a significant
### TABLE 3

**SIGNIFICANT CHANGES IN LEADER BEHAVIOR (PERSON)**

<table>
<thead>
<tr>
<th>Principals</th>
<th>LEADER BEHAVIOR SUB-TESTS OF THE OCDQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Mr. Rich</td>
<td>.01</td>
</tr>
<tr>
<td>Mr. Brown</td>
<td>ns</td>
</tr>
<tr>
<td>Mr. Coat</td>
<td>ns</td>
</tr>
<tr>
<td>Miss Grim</td>
<td>ns</td>
</tr>
<tr>
<td>Mr. Botz</td>
<td>ns</td>
</tr>
<tr>
<td>Mr. James</td>
<td>ns</td>
</tr>
<tr>
<td>Miss Shore</td>
<td>ns</td>
</tr>
<tr>
<td>Mr. Clark</td>
<td>.01</td>
</tr>
<tr>
<td>Miss Park</td>
<td>.02</td>
</tr>
<tr>
<td>Mr. Cross</td>
<td>.02</td>
</tr>
</tbody>
</table>

*difference in the consideration dimension of leader behavior. It appears the sub-hypothesis is partially rejected.*

**Conclusion:** An examination of the data on the four sub-hypotheses on change in leader behavior (the person) revealed that six of the ten leaders changed significantly in one or more dimensions of leader behavior. Four of the leaders changed significantly on one dimension, one leader on two dimensions and one leader on all four dimensions. One or more leaders changed significantly on every dimension of leader behavior. It appears that the hypothesis that there will be no significant change in leader behavior is rejected.
Hypothesis III

After leader succession there will be no significant association between changes in dimensions of group behavior and dimensions of leader behavior.

Examination of the data relevant to hypotheses one and two revealed that the organizational members perceived some significant changes in dimensions of group or leader behavior after leader succession (at the .05 level of significance or greater). Of the significant changes in leader behavior, the dimension of thrust revealed the greatest number of significant changes. In nine organizations there were significant changes in the leader behavior dimension of thrust between T1 and T2, but no more than five organizations changed significantly in any other dimension of leader or group behavior.

The nine organizations were dichotomized according to the direction of change in the thrust dimension of leader behavior. Five organizational leaders increased significantly and four decreased significantly in thrust scores. The organizations exhibiting a significant change in thrust were then examined for concomitant changes in group behavior. Using the Fisher Exact Probability Test, the following associations were revealed.

Thrust-Espirit: Of the five organizations with a significant increase in median thrust score, all five increased in median espirit score. Of the four organizations with a significant decrease in median thrust score, all four decreased in median espirit score. The probability, measured by the Fisher Exact Test of Probability, is greater than the .01 level of confidence (Table 4).

Thrust-Disengagement: Of the five organizations with a
significant increase in median thrust score, all five decreased in median disengagement score. Of the four organizations with a significant decrease in median thrust score, all four increased in median disengagement scores. Using the same test of probability, the probability is greater than the .01 level of confidence (Table 5).

Thrust-Intimacy: Following the procedure outlined above, the five organizations with a significant increase in median thrust score were studied in relation to intimacy scores. In two organizations, intimacy scores increased and in three they decreased. Of the four organizations that scored significantly lower in thrust, all four experienced increased intimacy scores. The Fisher Exact Test of Probability reveals a probability greater than the .05 level of confidence (Table 6).

Thrust-Hindrance: The significant changes in the thrust dimension of leader behavior revealed no significant association with the hindrance dimension of group behavior.
### TABLE 5
COMPARISON OF SIGNIFICANT THRUST SCORE CHANGE WITH DISENGAGEMENT

<table>
<thead>
<tr>
<th>Direction of Disengagement Change</th>
<th>DIRECTION OF DISENGAGEMENT CHANGE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase</td>
<td>Decrease</td>
</tr>
<tr>
<td>Increase</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Decrease</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

P = .0079

### TABLE 6
COMPARISON OF SIGNIFICANT THRUST SCORE CHANGE WITH INTIMACY

<table>
<thead>
<tr>
<th>Direction of Intimacy Change</th>
<th>DIRECTION OF INTIMACY CHANGE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase</td>
<td>Decrease</td>
</tr>
<tr>
<td>Increase</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Decrease</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

P = .0238
Aloofness, Consideration and Production Emphasis: No other significant change in leader behavior revealed any significant association with dimensions of group behavior.

Conclusion: The hypothesis that after leader succession there will be no significant association between changes in dimensions of group behavior and dimensions of leader behavior is rejected.

Hypothesis IV

There will be no significant correlations between selected organizational or environmental variables and change in organizational climate.

One environmental and five organizational factors were selected for correlation with change in organizational climate. These factors are the socioeconomic ranking of the community and the five items of personal data requested on the personal data form. The socioeconomic ranking was derived from the "Estimated Income per Household" published by the area Chamber of Commerce. The data is tabulated according to census tracts for the county, city, and suburbs. (The estimated figure has been revised according to 1960 figures.) When a school drew students from two census tracts, an average was computed. The schools were then ranked according to the estimated income per household.

Sub-hypothesis a. There will be no significant correlations between selected organizational and environmental variables and change in leader behavior.

The rank order of the leaders on dimensions of leader behavior was correlated with the socioeconomic rank order of the schools to which they were assigned. Using the formula for Spearman r, no significant
correlations were found in T' or T'' between community socioeconomic ranking and any dimension of leader behavior (Table 7).

**TABLE 7**  
RANK ORDER ON LEADER BEHAVIOR SUB-TESTS AND THE LEADERS' RANK ORDER ACCORDING TO SOCIOECONOMIC STATUS IN T' AND T''

<table>
<thead>
<tr>
<th>Leader</th>
<th>SOCIO-ECONOMIC RANK 1962-1965</th>
<th>LEADER BEHAVIOR SUB-TESTS OF OCDQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Rich</td>
<td>9 2</td>
<td>2 10 7.5 8.5 9 10 9 8.5</td>
</tr>
<tr>
<td>Mr. Brown</td>
<td>4 1</td>
<td>2 4.5 3.5 2.5 1 1 1 1</td>
</tr>
<tr>
<td>Mr. Coat</td>
<td>6 8</td>
<td>8 8.5 5 8.5 6 2 5.5 4</td>
</tr>
<tr>
<td>Miss Grim</td>
<td>5 9</td>
<td>7 7 3.5 1 8 3.5 8 8.5</td>
</tr>
<tr>
<td>Mr. Botz</td>
<td>8 2</td>
<td>6 4.5 6 7 5 5.5 2.5 4</td>
</tr>
<tr>
<td>Miss Shore</td>
<td>10 5</td>
<td>2 1 1.5 2.5 2 8 2.5 8.5</td>
</tr>
<tr>
<td>Mr. Clark</td>
<td>3 4</td>
<td>2 8.5 9 10 7 5.5 7 .2</td>
</tr>
<tr>
<td>Miss Park</td>
<td>2 7</td>
<td>4 4.5 1.5 5 3.5 9 4 10</td>
</tr>
<tr>
<td>Mr. Cross</td>
<td>1 10</td>
<td>10 2 10 5 10 3.5 10 6</td>
</tr>
<tr>
<td>Mr. James</td>
<td>7 6</td>
<td>9 4.5 9 5 3.5 7 5.5 4</td>
</tr>
</tbody>
</table>

The personal information about the teachers in the elementary school organizations varied widely. The median age of the professional staff in the respective organizations varied from twenty-four to forty-two years of age. The professional, life, or permanent certification of teachers as compared to provisionally certified teachers varied from a ratio of 4:18 to 17:4. The experience of teachers in the teaching
profession ranged from a median of ten to a median of three years. The experience of teachers in their present assignment ranged from a median of seven to a median of two years. A Bachelor's degree was the median educational level for all fourteen of the professional staffs (Table 8).

**TABLE 8**

MEDIAN PERSONAL DATA SCORES OF ORGANIZATIONAL MEMBERS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Professional Provisional Teaching Experience</th>
<th>Experience in Present Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age</td>
<td>Certification</td>
</tr>
<tr>
<td>Bell</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>School A</td>
<td>30.5</td>
<td>4</td>
</tr>
<tr>
<td>School B</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>School C</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>School D</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Ridge</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Read</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>School E</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>School F</td>
<td>24.5</td>
<td>11</td>
</tr>
<tr>
<td>School G</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td>Washington</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Valley</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>School H</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>Elm</td>
<td>32</td>
<td>11</td>
</tr>
</tbody>
</table>
The median age of the staff in each school was computed and the medians were rank ordered. When this rank order was correlated, using Spearman's r, with dimensions of leader behavior in T' and T'', no significant correlations were found (Table 8).

A professional certification index for each organization was determined by finding the combined percentage of teachers achieving professional, permanent, or life certification. These percentages were rank ordered. When rank ordered and correlated with dimensions of leader behavior, using Spearman's r, no significant correlations were found in T' or T'' (Table 8).

The median years teaching experience for each organization's members was computed. Medians were rank ordered and correlated with dimensions of leader behavior using Spearman's r. No significant correlations were found between teaching experience and dimensions of leader behavior in T' or T'' (Table 8).

The median years teaching experience in the present assignment was computed for each organization. Medians were rank ordered and correlated with dimensions of leader behavior using Spearman's r. No significant correlations were found between teaching experience in the present assignment and dimensions of leader behavior in T' or T''.

Previous findings revealed that the thrust dimension of leader behavior (the office) change significantly in nine of fourteen organizations. These nine instances of significant change were dichotomized according to the five organizations that increased significantly in thrust score and the four organizations that decreased significantly in thrust score. Median tests were computed using teachers' median age,
certification, and experience. No significant levels of probability were revealed indicating no relationship between change in thrust and these factors.

Conclusion: The sub-hypothesis that there will be no significant correlations between selected organizational and environmental variables and change in leader behavior is accepted on the basis of the above findings.

Sub-hypothesis b. There will be no significant correlations between selected organizational or environmental variables and change in group behavior.

The rank order of the organizations in dimensions of group behavior were correlated with the socioeconomic rank ordering of the schools to which the teachers were assigned. Using the formula for Spearman's $r$, no significant correlations were found in $T'$ or $T''$ between community socioeconomic ranking and any dimension of group behavior (Table 7).

The median age of the staff in each school was computed and medians were rank ordered. When this rank order was correlated, using Spearman's $r$, with dimensions of group behavior in $T'$ and $T''$, no significant correlations were revealed (Tables 8 and 9).

A professional certification index for each organization was determined by finding the percentage of teachers achieving professional, permanent, or life certification. Schools were rank ordered according to percentages and correlations with dimensions of group behavior were computed using the Spearman $r$. No significant correlations were found (Tables 8 and 9).
TABLE 9
RANK ORDER OF SCHOOLS IN DIMENSIONS OF GROUP BEHAVIOR IN T' AND T"

<table>
<thead>
<tr>
<th>Organizations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell</td>
<td>2</td>
<td>4</td>
<td>9.5</td>
<td>11</td>
</tr>
<tr>
<td>School A</td>
<td>8.5</td>
<td>9.5</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>School B</td>
<td>8.5</td>
<td>12</td>
<td>13.5</td>
<td>13.5</td>
</tr>
<tr>
<td>School C</td>
<td>13</td>
<td>13</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>School D</td>
<td>14</td>
<td>9.5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Ridge</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Read</td>
<td>12</td>
<td>7.5</td>
<td>9.5</td>
<td>1.5</td>
</tr>
<tr>
<td>School E</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>School F</td>
<td>1</td>
<td>6</td>
<td>9.5</td>
<td>6.5</td>
</tr>
<tr>
<td>School G</td>
<td>8.5</td>
<td>11</td>
<td>9.5</td>
<td>9</td>
</tr>
<tr>
<td>Washington</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>Valley</td>
<td>3</td>
<td>7.5</td>
<td>9.5</td>
<td>1.5</td>
</tr>
<tr>
<td>School H</td>
<td>8.5</td>
<td>14</td>
<td>13.5</td>
<td>13.5</td>
</tr>
<tr>
<td>Elm</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

The median years teaching experience for each organization's members was computed. Medians were rank ordered and correlated with dimensions of group behavior using Spearman's r. No significant correlations were found (Tables 8 and 9).

The median years teaching experience in the present assignment
was computed for each organization. Medians were rank ordered and correlated with dimensions of group behavior using Spearman's $r$. No significant correlations were found between teaching experience in the present assignment and dimensions of group behavior (Tables 8 and 9).

Conclusion: The above data revealed that there were no significant correlations between selected organizational and environmental variables and dimensions of group behavior in $T'$ or $T''$. Therefore, the sub-hypothesis is accepted.

The above data on sub-hypothesis a and sub-hypothesis b revealed that there were no significant correlations between selected organizational and environmental variables and dimensions of group and leader behavior in $T'$ or $T''$. Therefore, the hypothesis that there are no significant correlations between the selected organizational and environmental variables and change in organizational climate is accepted.

Summary

1. There were significant changes in every dimension of leader behavior (the office).
2. There were significant changes in dimensions of group behavior.
3. Every organization but one (thirteen) was perceived to have changed significantly in some dimension of organizational climate.
4. There were significant changes in leader behavior (the person).
5. Thrust was significantly associated with changes in disengagement, hindrance and espirit dimensions of group behavior.
6. No significant correlations were discovered between selected environmental and organizational variables and change in organizational climate.
The study setting

The Central City school system is a large, midwestern, city school district. The district operates over one hundred elementary schools, twenty junior high schools and ten senior high schools. The district is organized so that the elementary school includes kindergarten through the sixth grade, junior high includes seven through the ninth grade and senior high includes tenth through twelfth grade. During the past decade, the district has been under continuous expansion with a four or five thousand pupil increase per year. This increase has resulted from expanding the boundaries of Central City and building within the school district. Consequently, the school district is not only large but it is also growing rapidly and from three to seven new schools are opened every year.

The administrative organization of the Central City Schools is flat in structure. The superintendent of schools is the administrative head of the organization and reports directly to the elected board of education. Reporting directly to the superintendents are four assistant superintendents, an architect, the executive assistant, the director of research, the director of elementary education and the director of publications and public information. The flatness of the organization is evident in that all one hundred and thirty principals of the city school district are directly responsible to the assistant superintendent-administration.
The basic lines of responsibility and control are in the line relationships between the superintendent, assistant superintendent-administration and the principals. According to the administrative guide of the Central City schools the principal

shall have full control of his building and grounds; all supplies and equipment delivered thereto; all activities carried on therein and thereon; and all pupils, teachers, operating personnel, and others occupied in or about the building and grounds.

The administrative guide continues that the above authority is subject to the rules and regulations of the board of education and the instructions of the superintendent and the assistant superintendents.

The job descriptions of various central office personnel emphasize the line responsibility between the principals and the assistant superintendent-administration. The assistant superintendent-administration

1. is responsible for the continuous study and improvement of the schools, individually and collectively, in the areas of organization and administration.

2. assumes responsibility for the development and execution of those items of the budget relating to the cost of teachers and principals.

3. directs the organization and determines the staff requirements.

4. works with the assistant superintendent-personnel in the selection of administrative cadets and supervises the training of cadets selected.

The above two excerpts are examples of the prescriptions for the line organization between the principal, assistant superintendent-administration and the superintendent of schools in Central City. To
further understand the functioning of this organization some of the reported relationships and procedures will be discussed.

The span of control in the Central City schools is so broad that one hundred thirty principals report directly to the assistant superintendent-administration. So broad a span of control is generally considered unrealistic for direct first hand knowledge of subordinate's performance. For example, it would be difficult for the assistant superintendent-administration to visit all the principals in their school in a semester. In short, can one man be informed about actions of one hundred thirty principals?

An analysis of Central City schools reveals that the administrative organization of the school district is founded on a bureaucratic structure and functional channels of feedback. The central concerns in an analysis of the system are: administrative selection, functional responsibility, the wide span of control, open communication patterns, charismatic leadership.

Administrative selection

The men and women selected for administrative positions are career people committed to Central City schools. To be considered for an administrative position the candidate must have taught in the school system for a number of years, have an excellent record of classroom performance and the recommendations of the principals under which they have taught. Generally they have demonstrated a drive for additional training and professional teacher certification. After they have applied for the administrative position and have been deemed eligible by the
assistant superintendent-personnel, they must be tested (for intelligence and achievement) before their interview with the assistant superintendent-administration who makes the final selection. The assistant superintendent-administration makes the recommendation which is tantamount to final selection.

The administrative candidate (a cadet) is then assigned to the central office staff for a school year. During this year he is assigned to various duties and meets weekly with the assistant superintendent-administration who is in charge of his training. The candidates bring to the training experience a background in the teaching policies and procedures in the individual schools in which they have taught. Now they are exposed to the procedures of the administrative organization. They must learn the function of every position in the central office.

At the end of the school year, the administrative cadets are then appointed principal in one of the smaller elementary schools in the district. They come to this new assignment with a background in teaching and a knowledge of the functions of the central office staff where they have spent the previous year under the direct supervision of their immediate superordinate.

Functional responsibility

The assignment of responsibility in the central office serves unofficially as a channel of control and coordination. The assistant superintendent-administration makes recommendations for principal appointments, trains principals, allocates teachers and the budget for the aforementioned. However, the assistant superintendents of business
management, instruction, and personnel also work directly with the principals. These assistant superintendents have responsibility for the program in their respective areas. The personnel superintendent selects, assigns and develops the in-service training program for the teachers. In addition, he serves as personal counselor to professional staff members. The instruction superintendent is charged with the continuous evaluation, revision and implementation of the curriculum and the business superintendent is charged with the efficient maintenance of the buildings and the selection and training of non-certificated personnel. The principals communicate directly with these superintendents, and, in many instances, the teachers also communicate directly with them.

Professional and administrative personnel are not expected to follow a direct line relationship in requests for services. Instead personnel are expected to contact persons responsible for a particular problem. For example, if supplies are needed, the principal may contact stores directly and he need not go through the assistant superintendent-administration or the business superintendent. Pupil problems may be referred directly to the nurse or school doctor. In brief, the policies of the school district are extensive, and the career patterns of the administrators strengthen the bureaucratic system.

The principals have extensive responsibility in their building. All one hundred thirty report directly to the same person, and they all come to the position with a background of teaching and training in the particular system. In addition, they know the personnel and functions of the personnel throughout the system.
Open communication pattern

The communications along channels are open and short. The principals contact the central office directly to solve problems that are of mutual concern and responsibility. Frequent contact opens communication patterns up and down the administrative structure. The central office staff maintains several channels of communication with their principals and these channels are open in both directions.

Communications between school personnel and parents in the community are handled quickly. When parents call, write, or visit the central office, the school principal involved is contacted immediately. He is expected to handle the problem according to policy. The rapidity with which principals, and, in turn, parents are contacted illustrates the openness of communications.

In addition to direct communication patterns between the central office and the individual school personnel, the communication patterns among the central office personnel are reported to be open. The administrative cabinet meetings and the office layout appear to enhance frequent contact and communication among administrative staff.

Charismatic leadership

During the visits and interviews with central office personnel, principals and teachers, dissatisfaction with the superintendent of schools was not revealed. Comments about the superintendent were only favorable. Visits by the superintendent to an individual school are recalled as significant occasions. There appears to be a great deal of loyalty toward the superintendent enhanced by his image as an important
but distant person. Any disagreements expressed were directed against "the administration," but never against the superintendent as a person or as an office. Nothing but positive comments were made about him.

The case studies that follow are about six schools in Central City operating under the same general policies—policies that have been in the background of the leaders through an average of seven years as successful teachers, cadet principals, and as principals.

The form for the presentation of the case studies is as follows: The physical plant is discussed first and a brief report about the school community follows. Next a discussion of the interactions of the principal and the teachers is presented according to the role dimensions of authority, activity, affect and deference. Following the orientation of Halpin and Croft, the focus is on teacher-teacher and teacher-principal role. The information reported came from teacher and/or principal interviews and observations. After all case studies have been presented, pertinent generalizations about organizational climate and organizational change (which, hopefully, may indicate directions for further research) will be stated.

Ridge Elementary School

Physical plant

The Ridge Elementary School is a recently constructed, one floor building similar to others built in Central City during the current decade. The school was opened about eight years ago with fifteen classrooms, a multipurpose room, office suite, teacher's lounge, and various incidental rooms. The school is situated on approximately eleven acres
of land. The area adjacent to the school is blacktop and the usual playground equipment has been installed.

The main part of the building consists of the fifteen classrooms which are on opposite sides of a long hall to the north of the main entrance. Upon entering the building, the office suite is to the right, and extending down the hall are the nurse's office, teacher's lounge, restrooms and classrooms. To the left is the multipurpose room, and another hall to the west ends with a window which will allow future expansion of the building.

The community

Eleven years ago the community was annexed to the city, and two years later the school was opened. The area surrounding the school was developed as a medium priced housing area. The houses, for the most part, are one-floor, two bedroom units built on a concrete slab. Price varied from $12,500 to $15,000. City utilities, paved and lighted streets were included in the housing development.

Skilled laborers and young professionals who were just "getting started" originally owned the houses. The majority of the children were pre-schoolers; few children were in the fourth or fifth grades. It is reported that the original owners of the homes in the development have left the area. There seems to have been three reasons for their leaving: occupational transfer, expanding families, economic affluence.

The mobility of the population in the area is evidenced by the school records. The predominate indicator is the consistently large number of primary aged children as compared to intermediate aged children.
Now, after eight years of operation, five teachers instruct the upper three grades while eight teachers instruct the lower three grades. Though enrollment predictions have forecast increasing enrollments in the upper grades, the increase has not materialized. The first grade commonly numbers 85 to 90 pupils (three classes); the sixth grade is about half that. In addition, there are four sections of kindergarten taught by two kindergarten teachers.

The current estimated income of the households in the census districts comprising the community around Ridge Elementary School is $7,069, or approximately $150 above the Central City average household income of $6,917. These figures may be compared to the average household income in the county of $7,816.

It is generally felt that the original families lost money on their homes when they moved since demand for homes in that price range had decreased in the area. The new householders were renters or bought the home at a deflated price. At the present time skilled factory workers with young families compose the community. Many fathers work at the local aircraft factory. The parents of seventy-one children are federally employed at different government installations so that the school receives some federal monies under Public Law 874.

The teachers and principal report that the young professional families have left the area. They also report a continual decline in the parent's interest in their children's education and the experiential background of the children entering Ridge School.

The kinds of changes were revealed as follows. Children coming to school now have not been to the zoo or the farm. There is a higher
percentage of working mothers. There is little or no competition for Parent Teacher Association offices. Playground fighting has increased. There are more unresolved student problems in the community—"you just can't force the parents to take him to the doctor."

Teacher-teacher role

Activity.—The teachers social contacts with each other seldom extend to after school hours. About half the teachers lunch together in the lunchroom, an occasion at which the topic is children, their shortcomings and other "small-talk." When the school first opened, the principal was assigned to two buildings, so the teachers got together and decided things. Reportedly, no professional matters are discussed at the lunch table or at any other time. Three new teachers eat in the teacher's lounge. They spend most of their lunch period complaining about their children. Teachers never join together for units or common programs in their classrooms. They do see and talk with each other during yard duty. No social events have been held by the teachers in recent years.

Authority.—In the classroom the teacher is the unquestioned authority. She may handle her problems as she chooses so long as the parents do not complain. Teachers may modify their program at will, and they qualify any complaint about another teacher with "maybe she knows what she is doing." Even in a case of extreme incompetence, the teachers viewed the principal's recommendation for transfer as a more suitable alternative than dismissal.

A teacher does not feel free to correct another teacher's child
in the halls and only for serious playground problems are students of another teacher referred to the office. Any correction would be received by the child's teacher as a personal question of her competence.

**Affect.**—The teachers of Ridge School appear to be reasonably cohesive in a superficial manner. They have little respect for the job they are doing, and they fail to express a professional orientation. One teacher expressed her idea as follows: "We are in a closed circuit in which we get no ideas from the outside, nor do we know what is going on outside." The teachers gossip, and when problems are presented, feelings are inevitably hurt.

**Defence.**—The deference extended to teachers by teachers is meager. One teacher who had a rather creative reading program was conceded some deference as a capable person, yet the high value placed on an orderly classroom even subjected him to criticism. For example, one teacher reflected that his reading program was "just so much show."

**Teacher-principal role**

**Activity.**—The interaction between the principal and the teacher consists of passing information and administrative details about the school along the line of command. The faculty meetings held during the year are, for the most part, a series of announcements following the area principals' meetings. In teachers' meetings there is little or no discussion. The teachers report that to discuss common problems such as running in the halls and noise between classes would hurt feelings.

Teachers report that it is best if each teacher handles her own discipline problems because it distresses Mr. James to handle them.
Teachers recall one time when Mr. James took initiative in instructional matters. It is generally known that he was an expert in science before he became principal and that he has continued to keep up with curricular innovations in science. He did try to interest teachers in a science program, but no one has responded to his efforts.

Leadership in the reading textbook adoption was ignored by the principal. Grade level meetings were held by the Central City supervisory staff with consultants from the publishers. At Ridge Elementary School attendance at the meeting was regarded as optional. Some teachers attended; others did not. The new textbooks were adopted, but no additional concern about their use was evident. Nor were the new materials or program evaluated. However, the principal and teachers feel the new reading program has proceeded smoothly and the curriculum in reading has been upgraded.

One teacher in particular wanted to see a building library established and enlisted the principal's support. The idea was never discussed in staff meetings and after some attempt to initiate his plan, the teacher dropped the idea. However, his interest was great enough that he invested $600 of his own money to have an individualized reading program without a building library.

During individual evaluation sessions, the principal reports his rating to a teacher. There are few comments and several teachers have wondered how the principal arrives at his ratings. The session seems to be a source of embarrassment to both parties.

Although the teachers are not sure of the principal's support in children's discipline, they were unanimous in feeling that he fully
supported them before parents. Though it was reported that he did a fine job during parental conferences, the conflict of the experience evidently exhausted him.

In their interactions with the principal, the teachers view the playground as the principal's pet interest. He consistently serves yard duty and has organized the respective areas of the playground. The teachers feel that they must instruct the children in appropriate playground procedures or conflict with the principal will result.

Authority.—The teachers' and the principal's authority appear to be in conflict. Generally, in Central City schools, the principal's authority is unquestioned. The size and structure of the system support his authority. However, principal-teacher authority in the Ridge School is cluttered. For example, only the principal can expel a student legally, however, when a teacher expelled a student for a week the principal did not, in turn, expel the student but assigned the student to another teacher for a week. The teacher's action in this matter was never contested and any confrontation was avoided. The principal avoided exercising any sanctions against a teacher who was continually out of class leaving her children alone in the room while she smoked in the lounge. Members of the faculty report that this teacher was not told about her unsatisfactory work, but at the end of the year she was informed that the principal could not recommend her for tenure and would recommend that she be transferred.

Mr. James eliminated most of the standing rules that were in effect at Ridge. He has stated that he believes: "the fewer rules, the better."
Affect.--The teachers express their feeling for Mr. James--"no one takes him seriously." They recognize that he is competent in his specialty of science, but they are disturbed that he avoids problem situations. Mr. James appears to like people and finds it distressing that there are so many problems in the world, particularly personnel problems. Mr. James states that he really gives everyone credit for their honest opinion. It was said: "Mr. James is a real nice guy, but he just does not have a grasp of the situation."

Deference.--The position of principal carries with it an automatic degree of deference. The teachers respect Mr. James for his competence in science and past history of administering several rough situations. They extend to him a moderate amount of respect as principal and as the channel for decisions. Teachers genuinely admire his willingness to stand behind them before parents.

Change

There have been many personnel changes in the Ridge Elementary School during the past eight years. In the past two years seven teachers have left. Three teachers have been there since the school opened, but this year two of them are leaving. Three teachers who have taught more than three years will be leaving.

The first group of teachers taught under a principal with a dual assignment. During his administration, teachers report that they were forced to take charge and make many decisions. They also report a most active PTA composed of parents interested in their children. The
original faculty was quite interested and involved in community affairs as well as the school program.

The administration immediately prior to Mr. James was reported as chaotic, if not ridiculous. Faculty members who were interviewed saw the prior administration as a gigantic mistake. It was reported as an era of making "mountains out of mole hills," discussing by the hour whether chocolate milk should be permitted in the milk machine and whether teachers should sit on their desk. Parents formed committees to visit the school and the board of education. With no consideration of what teachers or parents wanted, the school was administered by decree.

For awhile after the present principal took over, parents still visited the school regularly. Now families have moved and parental interest has dropped. In short, Mr. James took over a chaotic situation.

Organizational climate description questionnaire

An examination of the profile of group and leader behavior in T' and T" (Chart I) and the median sub-test scores on the OCDQ (Table 1) reveal that the median score on the production emphasis dimension of leader behavior (the office) changed significantly. There were no significant differences in the group's perceptions of leader behavior (the person) between T' and T".
Chart I. Organizational climate profile $T'$ and $T''$

Ridge Elementary School

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Present Principal 1962
Present Principal 1965
Past Principal 1962
The Valley Elementary School

Physical plant

The Valley Elementary School is a two floor building constructed before the turn of the century. The building is typical construction for the era in which it was built, and there are several like it in Central City. Upon entering the building a flight of stairs leads up to the first floor. The office is immediately to the right at the top of the stairs, and the teachers' lounge is to the left. A longer hall running north and south at the top of the stairs ends with a flight of stairs going to the second floor and the basement. On the top floor are eight upper grade classrooms; on the first floor are six primary grade classrooms. The restrooms, boiler room, storage rooms, and recitation hall are located in the basement. The rooms are bright and well decorated. The ceilings are twenty feet high and represent the style at the turn of the century, however, modern lighting has been installed.

The concrete and stone playground is small and similar to the kinds found in center city areas. A standard variety of playground equipment has been installed and adequately maintained.

The community

The Valley Elementary School community is on the northwest fringe of the downtown area in Central City. This area is part of the original settlement in Central City and contains many historical landmarks. Various ethnic groups have successively resided in this area. Although certain of the older families have remained several generations, the younger people have moved to outlying areas. In fact, teachers
report that the population in the district has been changing constantly during the last eight years. (Eight years is the tenure of senior teachers in the school.) Part of the movement in and out of the district may be attributed to development of the Central City freeway system and urban renewal projects. Large areas have been razed, but the construction of several housing developments has returned some of the displaced people to the school district.

The school draws its children from two adjoining census districts. The current average household income in the more centrally located census district area is $4,697, and the estimated income of the other is $5,209. It appears that the majority of the children come from the census district with the lower income and the lower cost housing areas of the more affluent district. In comparison to the average household income in Central City of $6,917, the households there are poor.

The teachers report that the continual transition of the community has been a steady deterioration. When several of the teachers came to the area eight years ago, the influence and leadership of the old families was evident. Fathers from these working class families were employed as plumbers, electricians, painters, bus drivers, policemen, and assorted factory workers. Migrants from the hill country have replaced many of these people, and extensive inter-city population shifts have integrated the area in the last fifteen years. Negro students now account for thirty percent of the total school enrollment.
Teacher-teacher role

Activity.--The teacher-teacher activity in Valley School varies. There are two main groups of teachers in the school. A new program of enrichment for the culturally deprived has resulted in the assignment of a special enrichment teacher to the first and second grades. In these two grades the common problems have forced the teachers to plan the program together. With the help of the enrichment teacher, the lower grade curriculum has been expanded and supplemented. This group of primary teachers has been joined by one of the senior members of the school staff--the kindergarten teacher. Together these seven lower grade staff members have formed a common interaction group with mutual responsibilities for planning the educational experiences of the primary children. Joint planning has resulted in a variety of activity. For example, the resource teacher has taught classes while the regular teacher has visited children's homes, and the reading program has been expanded to include more individualized experiences. The teachers report they have benefited from the thinking of other primary teachers as they plan together. All seven teachers have been increasingly involved in the diagnosis, planning, instruction, and evaluation of individual student's educational problems and experiences.

The other group--the upper grade teachers--evidence little patterned interaction that can be reported. The sixth grade teacher is said to always eat alone in his room where he remains if he does not have yard duty. The fourth grade teacher reports that she eats alone or goes out for lunch and returns early for a cup of coffee in the lounge.
Authority.--The teachers are the authority persons in the classrooms. Even in the lower grades where the teachers are working together, the regular teacher decides how the resource teacher's services are to be used. However, the extent of the teacher authority is of some concern. Evidently there are different rules for conduct in the building and on the playground. During the previous administration, these rules were very specific, however, the present principal has eliminated many of these rules. Such a change combined with the number of transient students has caused confusion, and many of the teachers have requested uniform rules. At the present time, which rules remain and who is to enforce them remains undefined. Individual teachers act differently, and there is inconsistency.

Affect.--The primary teachers in Valley School have immense respect for their group. They work well together and appear to have helped each other develop their respective programs. The kindergarten teacher is held in high esteem by the other members of the group. Her help is sought in the solution of problems. The upper grade teachers admit to no patterned interaction. The sixth grade teacher is an isolate and chooses to remain so. The principal reports that she knows little about him and has seldom talked to him. The reports of interaction on the upper floor indicate that only mutual recognition takes place, i.e., "Hello," "How are you?" and comments about the weather are exchanged.

Deference.--Higher deference is granted to two organizational members. The kindergarten teacher is the recipient of much prestige and esteem, and the resource teacher assisting the lower grade program is
considered quite capable. On the other hand, there is a teacher in the upper grades whose class is described as "a mess."

Teacher-principal role

_Activity._—The principal of the Valley Elementary School reports that he has more interaction with the present faculty than any faculty he has ever known. Mr. Cross reports that he is always available in the teachers' lounge before school, at recess, and at lunchtime to meet teachers and discuss any problems that they may have. He reports that the work here is exasperating and that the central function of the principal is to be available to talk to teachers. The teachers need a sounding board after dealing with such tedious problems all day, problems which any experienced person would find difficult to solve.

Mr. Cross reports that he does his supervision in the teachers' lounge at noon and at recess. He reports that classroom visitation does not reveal anything that he does not already know. As problems come up about a child, a thorough discussion of the case usually results in suggestions which enable the teacher to see solutions for a problem.

Mr. Cross reports no active part in the recent reading textbook adoption in his school. The textbooks were introduced through grade level meetings held by the central office staff and company consultants. New books were quickly integrated into the curricular program of the school. Mr. Cross feels that the new reading program is superior to the previous one, and that all the teachers like the change. The lower grade teachers report that they got together to discuss the reading materials and how they could best be used. Several new teachers felt that they
were assisted greatly by those meetings. However, the principal had no part in these meetings.

The enrichment program which is provided for certain schools in Central City was planned by the primary teachers and kindergarten teacher at Valley School. The principal's involvement was limited to making teacher and class assignments.

The principal and the teachers all report that the principal works with community agencies for a unified attack on children's problems. Mr. Cross reports that he has taken courses in social case work. He believes a child must be healthy and mentally ready to learn. The problems in his area of town are great enough that the combined efforts of all social agencies are necessary for effective education. Consequently, many of the problem cases in the school are referred to the visiting teacher, courts, and social agencies in the community. The principal and teachers spend much time making out reports and supplying information about the referred children.

The program of social case work has affected the teachers and the principal interaction in discipline cases. The teachers report that they must take care of many of the discipline cases they would like to send to the office. They feel that sending them to the office takes too long and may result in a case study. However, the teachers do report that the principal makes the most effective use of the community agencies that they have ever seen.

The faculty meetings at the Valley School are few and far between. Most of the school problems are taken care of in the teachers' lounge at informal meetings. But, it is reported that the attendance
patterns in the teachers' lounge include a disproportionate number of lower grade teachers and irregular attendance by the upper grade teachers. The sixth grade teacher never comes to the teachers' lounge, and it is reported that many of the upper grade teachers use the lounge infrequently. Faculty meetings that are held consist of announcements and some reporting by Mr. Cross.

Mr. Cross reflected on the changing role of the principal as follows. The activity of the principal has increasingly changed to one of community service. Children cannot learn unless the problems they have are solved first. Because of the many demands of community agencies and the conception he has of his work, the principal is exhausted at the end of the day. Further, it is a real problem to find time for instructional leadership. "I have not been able to take instructional leadership since I came to this school. I must serve as a community coordinator and a sounding board for the teachers and their problems. This in turn leaves me so exhausted I can barely make it home many evenings."

In brief, the teachers and the principal interact informally in brief social situations to discuss pupil problems. Neither teachers nor the principal reported any interaction on instructional problems.

Authority.—Exactly who has the authority—the teachers or the principal—is hazy. Discipline cases referred to the principal are not resolved in a clear cut manner. Several teachers reported needing clear cut rules in matters that affect all of them in handling their children. Mr. Cross wants few clear cut rules because his discipline is always individual. Some teachers report that the teacher does not have an
adequate base from which to operate consistently. Consequently, it was stated, "The stronger and more adequate teachers handle their own discipline, while the new and weaker teacher suffers for lack of direction."

Mr. Cross feels that the authority of the principal is totally supported in the Central City system as long as the parents do not complain. He does report that the accessibility of the central office has changed. He stated that he used to feel close to the central office and the superintendent of schools, but recent changes in the central office have made the superintendent distant. He no longer feels free to drop in and visit. The superintendent has delegated many of his duties to his assistants. An assistant superintendent is available in an emergency, but otherwise, "I must wait two or three days for my request to be responded to. The total responsibility of the situation depresses me. I wish more things were laid out so that I know what to expect. On the whole, the system is just getting too big."

Affect.—The principal reports that he is closer to this group than he has been to any other group of teachers. The lower grade teachers interact with him regularly, however, they have reservations about his interest in education as a profession and the help he has been to them. One teacher reported that he had been negligent in his job and another stated, "Some like him, and other don't. I'm on the fence." Another was noncommittal. Mr. Cross reports a strong liking for this group but compares his feelings with a previous school where he was unhappy. In general, the teachers report their attitude as dislike or neutrality.
Deference.--Mr. Cross is the recipient of the usual deference granted the principal's position in the school system. There seems to be some respect for his ability to coordinate the community agencies in the school's benefit. There appears to be little or no respect extended for his educational leadership.

Change and contrast

The contrast between the principals is in the radical differences in their mode of operation. The previous principal was extremely direct and demanding. She had no skills in delegation and when an assignment was made, action and control was quick and direct. The previous principal supervised the new teachers closely and visited their classrooms regularly. Criticisms were perceived as being sharp and direct. Teachers were told what they were doing wrong and how to correct it. The previous principal worked long hours and checked out every detail of the school operation. The rules were many and explicit. Teachers' meetings were held every week and the topics were announced ahead of time. Topics were of a professional nature and participation was expected. School supplies were locked up, and a rationale had to be presented each time something was needed. In contrast, the present principal is non-directive and easy going. His supervision procedures are informal and include primarily discussions of teachers' problems in the teachers' lounge. The evaluation sessions are brief; teachers report they gain little from them. In general, educational problems (related to competence, teaching techniques, etc.) are avoided. The rules of the school are vague and there is considerable concern among the
faculty that they ought to be more specific. However, discussion of school problems at teachers' meetings is avoided. In contrast to the teachers' meetings of the previous administration, the meetings are brief, few in number, and just fulfill requirements of the central office.

**Organizational climate description questionnaire**

An examination of the profile of group and leader behavior in T' and T" (Chart II) and the median sub-test scores on the OCDQ (Table 1) reveal that the median scores on aloofness, production emphasis, and consideration dimensions of leader behavior (the office) decreased significantly between T' and T". Also there was a significant difference in the aloofness dimension of leader behavior (the person) between T' and T".

**The Washington Elementary School**

**The physical plant**

The Washington Elementary School is identical in construction to the Valley Elementary School described in the previous case study. The main entrance opens to a flight of stairs which leads to the first floor. The principal's office is on the right at the top of the stairs, and the teachers' lounge is on the left. A supply room is also to the left. Six lower grade classrooms are on the first floor, and on the second floor are the upper elementary school grades. About fifteen years ago a four-room addition expanded the ground floor on the north end of the
Chart II. Organizational climate profile $T'$ and $T''$

Valley Elementary School

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Present Principal 1962
Present Principal 1965
Past Principal 1962
building. The present organization is composed of nineteen classrooms, with the kindergarten on the ground floor in the meeting room.

The building is well painted and lighted and appears to be in an excellent state of repair. Children's work has been hung in the halls and it is posted on the bulletin boards and the windows in an orderly fashion.

The community

The Washington community is in an old part of the city adjacent to the newly constructed freeway and some urban renewal projects. The school district itself has not been divided by the freeway. There are urban redevelopment projects near the school. Many of the houses are being gutted and remodeled, yet the style of the original construction is being maintained. There appears to be a resurgence of pride in the community and a movement to keep the historical setting. To that end restrictions have been passed to prevent architectural variation.

The current estimated income per household in the community is $5,658 which is considerably under the Central City average income of $6,917. The area has been integrated for several decades, and currently the negro-white ratio is approximately 25/75. The principal reports that there are many large families in the area, and many of the families are related to each other.

There is some light industry in the area, but it is primarily a residential community.


**Teacher-teacher role**

**Activity.**—The teachers of the Washington Elementary School have formed dyads and triads in different parts of the school building according to their grade assignments. The four first grade teachers work well together. The two experienced teachers have assisted the new teacher in the adjacent rooms. All four exchange instructional materials. The two new first grade teachers are reported to work well with the two experienced teachers, and the experienced teachers compliment them for their excellent grasp of the first grade program. The older teachers generally eat lunch in the basement meeting room; one of the second grade teachers and the two new first grade teachers generally go out for lunch.

On the upper floor two men teach sixth grade and four other teachers have the fifth grade classes. The group appears to get along well together and have joined in their common resentment of the administration. Generally the group leaves the building for lunch together (with one exception—an older teacher sometimes joins the basement lunch group or remains in her room for lunch). The teachers report that they enjoy each other's company, and they think they could improve the instructional program, but there is no incentive to do so. Two felt that with current conditions in the community and the school, they were doing well to maintain the status quo.

The teachers in the recently built wing have formed a group which usually eats lunch together.

The teachers and the principal report that the association of
the teachers and the principal ends with the school day. There seems to be no socializing after school hours.

The principal, Miss Park, reports that since she has been in the building, supplies and equipment germane to a particular grade are cared for by one teacher of that grade. This arrangement has increased the exchange of ideas among the teachers of that grade. However, several teachers, with the exception of the first grade, report that they have all the materials they use in their own room (art and paper supplies excepted).

Before school in the mornings and at noon, the teachers generally congregate in the teachers' lounge. These informal meetings are never joined by the principal who feels that they just gossip about children. The older teachers generally avoid these informal sessions.

A faculty committee has met several times to develop a policy book this past year. While they have made progress and have submitted parts of the book for approval by the principal and the faculty, the committee states that they did not receive any help from the principal other than direction about how the policy book was done at her previous school.

Authority.—The teacher is the authority in the classroom. On occasions when teachers made decisions which infringe on the principal's prerogatives, the decisions are not supported. The teachers are consistent in the enforcement of school rules; certain behavior is reprimanded in the halls and on the playground. Order in the classroom is demanded and is expected by all teachers. The staff expects a high standard of pupil behavior in the school, and each staff member works
consistently toward that goal. A disorderly class is viewed as a sign of incompetence at Washington School.

**Affect.**—For the most part, the teachers think the other teachers in the school are reasonably competent. They appear to have developed loyalties among themselves and in some cases between teachers and the principal. As will be noted in the next section the principal-teacher interaction patterns show a high degree of conflict which, in turn, has affected the feelings between the small groups of faculty members. The teachers' interaction patterns do not extend after the close of school. They tend to do a job, respect the job that each is doing, and do not mix their social life with their school life.

**Deference.**—The teachers at Washington have a great deal of respect for several teachers in the school. The first grade teacher is respected for her job and her knowledge of the community. She has been in the community for a long time, and she appears to be the information center about the community, its families and family ties. The sixth grade teacher is respected on the upper floor for his stability and his determination not to let the principal run over them. He tends to represent the position of the group on matters brought up at faculty meetings. The cohesion that exists in the school seems to be a result of standing together for protection. While one teacher reports that there is stubbornness on the part of the upper floor teachers and the principal, all the teachers unite in opposition to some ideas.
Teacher-principal role

Activity.--The present teachers and the principal at Washington Elementary School have been in conflict since their first faculty meeting. During the first meeting, it was reported that Miss Park told the faculty that she was to organize the school and give children the kind of education they deserved. One teacher reports that Miss Park came to the school feeling she had been demoted and that she resented the assignment. Miss Park related that she was to get the school operating on a sound organized basis.

All concerned report that during the principal's first week in the school, the upper floor teachers, in particular, united to oppose any idea about which they were consulted. Miss Park's manner in presenting problems and issues for faculty discussion has always been straightforward. There has been no question about how she wanted things to be. It was soon evident that whatever side of an issue the principal took, the second floor teachers, led by one teacher, took the opposite viewpoint.

Miss Park locked the supply cabinet. While the teachers report that she orders more supplies than the previous principal and will get everything they want, the teachers resent having to ask for the key. Under the previous principal, the supplies were hoarded and consequently were not available on short notice. Miss Park does have supplies on hand and if they are not there, she will go to the stores of the central office and get them.

Washington's teachers report that they resent the communication pattern in the school; conferences with Miss Park do not remain confidential. Before they get to discuss a problem or reason for their
conference, teachers must listen to the problems of other teachers, children, and parents. In turn, their problems are freely discussed with other staff members and parents.

The teachers respect Miss Park for her organizational ability. They find that reports are handled quickly and efficiently, that adequate information about reports and school matters is always given, and that there is no question about what they are supposed to do. Teachers' requirements are spelled out, and they know there will be quick action on administrative details.

The activity of the school day takes the principal in and out of classrooms regularly. Miss Park states that her supervisory procedures are informal. The opportunity to take articles and information to the teachers gives her adequate entry to the classroom, and, once there, she hopes for an invitation to stay.

The supervisory process in the introduction of new reading textbooks followed the standard city wide procedures. However, Miss Park also held grade level meetings after the textbook had been in use for some time. She felt that the teachers then had many more questions about the books and related materials, and that as a result of these meetings the new program was adopted in the school more smoothly.

Two teachers reported the unreasonable situation that exists between the principal and the teachers on the second floor. They report, "When the principal gets down on a person, she is really down on them."

Authority.--The authority of the principal in administrative matters remains unquestioned by the teachers, but, the teachers carry out instructions only to the extent that they are specifically
instructed. The teachers on the upper floor cooperate only as far as instructed, but on matters that are presented to the faculty for discussion, they wait until they determine the views of the principal and then take the opposite position. In deciding about school functions, decorating themes, and school holidays, teachers tend to rationalize their opinions as sound educational procedures. To avoid participating in a uniform decorating scheme, teachers argued about the freedom of the individual to be creative. A party was vetoed on the upper floor because the children were too grown up for that sort of activity. Rules of the principal may be received with the statement, "Isn't that something we should vote on? As professionals shouldn't the teachers decide that?"

**Affect.**—The principal is respected for her organizational ability and the way administrative details are kept in order. The teachers all respond that they know what is expected of them, "even though we may not like it." They intensely dislike the principal because she does not keep confidences about personal matters. On the whole, the teachers value her ability to obtain teaching materials, to support them before parents, and to discipline the children. However, several report that as a person they cannot tolerate her.

**Deference.**—The deference extended by the teachers to the principal appears to be granted in public for her organizational ability. In meetings little deference is extended, and the principal is challenged continually in the name of being democratic or creative.
Contrast

The previous administrator was characterized as someone who could never say no. People were relaxed, and the teachers felt free to visit in the office and talk to the principal. Requests were always granted. The atmosphere was easy going. Reports were required, but no deadlines were set. Teachers were frequently late, but little was done about it. Supplies were always open, but they were hoarded and seldom available. The past principal was reported as being, "an extremely nice guy and easy to talk to."

Organizational climate description questionnaire

An examination of the profile of group and leader behavior in T' and T" (Chart III) and the median test scores on the OCDQ (Table 1) reveal that the median sub-test scores on production emphasis and thrust dimensions of leader behavior (the office) changed significantly between T' and T". Also there was a significant difference in all dimensions of leader behavior (the person) between T' and T".

Read Elementary School

The community

The Read Elementary School District was adjacent to the boundary of Central City immediately after the end of the Second World War. At that time streets were laid but not paved, and the five to ten year old houses were of various sizes and kinds. Immediately after the war construction began in the area. Vacant land was purchased and houses built
Chart III. Organizational climate profile T' and T''

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on every available lot. Developers built many two and three bedroom homes which now would retail for $10,000 to $20,000. The housing is not uniform and there seems to be a great variety in construction, both old and new. Most of the families own their homes or are buying them.

The estimated household income in the area is $7,123 or slightly above the $6,917 estimated household income for Central City. Read Elementary School is in the more prosperous part of the census district.

Read Elementary School is no longer on the fringe of the city. There are still many of the original families in the district, but the faculty report that many of the better families moved toward the suburbs as their families became larger. Faculty members report that these children are being replaced by lower class children. About five years ago the teachers reported that the district contained a rather large Jewish community who valued and emphasized education. Most of these families have moved and upper class Negroes have replaced them. The teachers say that this group also values and conscientiously supports the educational program. On the whole the area is undergoing substantial transition—the more affluent families are moving out and are being replaced by families coming from the inner city. Concomitantly, the average mental abilities score of students has dropped nine points (as measured by a standard abilities test used in the city schools).

Teacher-teacher role

Activity.--The teachers of Read Elementary School report that Read is a fine place to work and that, for the most part, they enjoy teaching there. Seldom does a teacher request a transfer unless it is
for an assignment nearer her home. To be assigned to Read as a new teacher is desired. Faculty meetings seem to be spontaneous and gay; teachers interact with each other in a most friendly manner and seem interested in what is taking place. Teachers socialize together at special holiday events. As a matter of fact, they usually gather at the principal's home for a Christmas party. Forthcoming marriages of new teachers are celebrated by a shower.

The teachers commonly get together to discuss grade level problems. There is considerable sharing of seat work materials, and the grades sponsor programs that are presented to the entire school. At the beginning of the school year, the experienced teachers help in orienting new teachers to the school. Frequently the older teacher continues to be a source of support throughout the school year helping with discipline and instructional problems.

The two lower grades are currently cooperating in a phonics program that is new to the school. The program began in the first grade to assist a class of slower learning children, and now all the first and second grade teachers are using it. The phonics program was incorporated at the wish of teachers after they had seen its initial success in the single classroom.

One of the teachers at Read who was taking graduate work enlisted the help of the principal, third, and fourth grade teachers in a study of individualized reading. After a year, results of the study were inconclusive, and the program was dropped. One teacher commented, "I believe I gained a great deal, and the others were more aware of the merits of an individualized reading program for some children."
Cooperation is evident at Read. Several teachers are currently exploring the merits of a new mathematics curriculum. Field trips are planned as grade level projects, and teachers often work together in common units.

Authority.—The authority of the classroom teacher is unquestioned; characteristically, the teacher makes decisions about what she does in her class. However, there seems to be some pressure to be doing new things. This is reported by one teacher as "making a show" and by another as "incorporating new ideas and activities in their program." In any instance, the competition between the teachers is evident, and the school appears to be one of the more competitive schools.

All the teachers report that the rules and procedures in the school are enforced differentially. One group of teachers is reported to want uniformity in behavioral requirements for students, yet they cannot reach any agreement with other teachers on the matter. Another group is reported to feel that special activities and unit programs cause more disorder but result in better learning as children develop self discipline, an attribute that can only be learned through practice with a minimum of rules.

Affect.—The teachers at Read report that, for the most part, they get along well together and enjoy each others' company. Most of the teachers eat lunch together in the teachers' lounge. Several go out for lunch and some remain in their rooms. Two teachers reported that two other teachers had problems and did not mix well with the group. Several attempts were made to assist these teachers, but the efforts were rebuffed.
Deference.--The report about the deference that is extended between teachers varies. On the one hand, teachers respond that much of what others do is for show, and respect is withheld. But on the other hand, they report cooperation (seemingly an evidence of respect for what they are doing) on projects in which they learn a great deal.

Teacher-principal role

Activity.--The principal of Read Elementary School states that he thoroughly enjoys his work with the teachers of the school. In discussing his school day he reports that he visits with teachers before school starts and that he visits the classrooms regularly after administrative details have been cared for. During recess he reports that he visits with teachers in the lounge. During lunch he eats in the teachers' lounge and after school he often joins the grade level meetings in the office. He reports that his teacher contacts are frequent and continuous. This activity pattern is confirmed by teachers who report daily contact with the principal. The principal reports that many of the programs going on in the building are the result of the grade level meetings held after school or "brown bag" seminars at lunch time. The phonics program in the lower grades and the modern math program in the fourth grade are outcomes of these meetings.

Supervision is accomplished through the many meetings.

Mr. Clark believes in a high degree of involvement with the teachers in any matter that concerns them. There are committees meeting on policies and parties in addition to the regular grade level meetings. Of course, the principal meets with the teachers for their scheduled evaluations.
Mr. Clark believes that he is highly non-directive and democratic in his approach. He reports, that he feels knowledgeable about the abilities and problems of his teachers. The teachers confirm that he is non-directive and slow to criticize.

Teachers do feel that Mr. Clark has a group of favorites on the school staff--those teachers who are innovating or doing things that can be considered different. One teacher put it strongly, "One must do things for show to get along." Another responded that, "I'm not doing anything this year, and I may be doing wrong."

Mr. Clark reports that a most distressing thing happened to him this year. He had to fire a teacher. One teacher with obvious problems was eased out, but another had to be directly confronted. In her evaluation session, the principal indicated that he was not recommending her, and he was recommending that she be transferred. The other teachers felt that recommending a transfer was an excellent way to solve the problem. Mr. Clark was supported completely for transferring a poor teacher.

On the whole, the teachers report that Mr. Clark tries hard to innovate and start projects, but that fundamentally he lets teachers decide what they want to do. They report that Mr. Clark always has suggestions to make and assists in getting supplies and materials for adopting an idea, but he does not force ideas. Teachers report their ideas are always given consideration, if not total support. They are encouraged to try new things and most ideas are considered worth trying.

Both Mr. Clark and the teachers report that Mr. Clark divides his time and compliments among teachers unequally. Mr. Clark reports,
"When I see good work, I write notes and give verbal compliments. I admit that this has resulted in some feeling that I relate better to teachers who are trying new things, but when a project is moving, I have to support it and follow through." The teachers respond that they appreciate his interest, but that the contrast in recognition among the faculty is evident.

Faculty meetings early in the year have a full agenda and are quite businesslike. After several meetings, the sessions become highly informal. Mr. Clark reports that he has a minimum number of faculty meetings and that he would rather have grade level meetings at lunch or after school.

The principal and the teachers report that they avoid conflict, and consequently some problems are ignored in order to resolve a conflict. Mr. Clark stated he threw out many of the forms and the policy book when he came to Read. The teachers appear divided regarding the need for more systematic policy about student behavior. One teacher reported that differences between teachers exist but are not serious. Two others report that the majority of the teachers want more specific policy. The principal does not feel the need for more policy because he attempts to deal with people individually. He feels he cannot use the same approach with all people.

Authority.—Exactly who has authority is not as clear as the teachers would like it to be, but it is clear according to the principal. The teachers seem to want a tighter rule structure but the principal prefers to deal with situations individually. According to two teachers, the school's authority is threatened by the Parent Teacher Association
and the community. It was announced that children would not come to the playground early in the morning, nor would they return early from lunch. However, the parents sent their children who were permitted to remain, and teachers were assigned extra yard duty. Also, it was reported that parents are pressuring to have bigger and better festivals, parties, and graduations.

Many teachers report that they need more strict rules and support in the discipline of children. They unanimously admire the rapport Mr. Clark has with children, but they feel he needs to be more strict with them. It is stated that children need to know the rules and that the rules need to be supported by the office.

The teacher's authority to plan and execute a program in her room is not questioned. There is a feeling that the competitiveness in the school is supported by the principal's office.

**Affect.**—The teachers report that they get along well with Mr. Clark and he reports that he gets along well with the staff. He states, "This is the greatest staff I have ever worked with, and after three years we are really meshing together." As mentioned previously, Mr. Clark was distressed over the performance of two teachers and recommended one for transfer. The teachers feel he handled the situation admirably even though they agreed that the teacher in question was totally inadequate.

In general, the teachers seem to get along quite well, but there is some reservation expressed in the following quotes: "I get along quite well and feel Mr. Clark is doing a fine job, but there are others who would not agree with me." "Have you interviewed Mrs. Smith, because
if you have, we will not report the same feelings about Mr. Clark and the school."
"There are several teachers who feel on the out with Mr. Clark."

**Deference.** The teachers seem to respect Mr. Clark and he reports that he has a good group of teachers. He states, "I enjoy working here at Read Elementary School, and with the changing nature of the community, we are holding our own." The teachers respond that, "His interest is unquestioned, and he gets the materials and supplies we need." However, some teachers agree they reserve deference because of the lax authority structure.

**Contrast**

The responses of the principal and teachers at Read are always qualified by contrasting the school now and when Mr. Brown was there. It seems Mr. Brown was everything to everybody (his image may have been enhanced by his leaving). Mr. Brown is reported as showering his attention and compliments everywhere, stimulating everybody toward higher goals.

The teachers reported that Mr. Brown made people feel important all the time. If he had any criticism, he stated it in such a way that you wanted to please him. He always discussed things with you, but in the end you knew what he wanted, and he always had things his way. He worked from seven in the morning until five at night every day. He was in every room every day and knew what was going on. The rules of the school were specific and rigidly enforced. Everybody knew what was expected of them and he frequently suggested ideas to try out. In short,
every comment, while couched in words of respect for Mr. Clark, was qualified in terms of Mr. Brown.

Mr. Clark admires Mr. Brown. He reports that now the school is finally molded in his manner of operation, however, and he is comfortable in it. He made this comment adding that he thinks Mr. Brown is an ideal principal but that he himself does not fit the same mold.

Organizational climate description questionnaire

An examination of the profile of group and leader behavior in T' and T" (Chart IV) and the median sub-test scores on the OCDQ (Table 1) reveal that the median test scores on the production emphasis and thrust dimensions of leader behavior changed significantly between T' and T". Also there was a significant change in the aloofness dimension of leader behavior (the person) between T' and T".

Bell Elementary School

Physical plant

The Bell Elementary School is another old elementary school built at the turn of the century. The school is similar in construction to Valley and Read School. It is a fourteen room building with six rooms on the first floor and eight rooms on the upper floor. The office and the teachers' lounge are on the first floor on either side of the main entrance, and the multipurpose room, restrooms and various auxiliary rooms are on ground level. The building is well painted, lighted, and is generally in good repair.
Chart IV. Organizational climate profile T' and T''

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Present Principal 1962
Present Principal 1965
Past Principal 1962
The community

Bell School is in an area of both affluence and poverty. The majority of the population and all of the school enrollment is Negro. The school district straddles two census tracts in which the estimated income per household is $4,683 and $6,606 respectively. In the main, the school population comes from families in the lower income area since no children live in the exclusive high rise apartments at the edge of the district. So, one side of the district is composed of low income families, and on the other side of the district are the well-to-do apartment dwellers.

The area thirty years ago was a high income area of Central City and large homes dominated the area. However, the population movement after the Second World War integrated the community and today the school is totally Negro. About ten years ago most of the homes were owned by Negro professionals who demonstrated a high interest in education for their children. However, more recently this group has moved to other neighborhoods and the large homes are being sub-divided into multiple housing units. The number of transient families is increasing, as is the number of children supported by Aid to Dependent Children.

Teacher-teacher role

Activity.—The Bell Elementary School teachers associate in small groups during the school day and report that there is practically no interaction after school hours. Three of the teachers followed the present principal from his previous assignment, and two of them still remain on the staff. These teachers were reported to have formed an
association which hampered rapport among faculty members. They were initially considered the favorites of the principal. Now all the teachers are more frequently eating lunch in the teachers' lounge which is also becoming the center of the teachers' social activity. It was reported that before the present administration, the teachers ate lunch in their rooms, but during the past two years a freer association has developed. However, teachers report that they have always been rather cliquish and reserved. Eight Negroes, six white teachers and a white principal compose the faculty.

Authority.--The authority of the teachers in the classroom is unquestioned. Teachers report that failure or success depends upon one's ability to keep order in the classroom. Teachers report that they increasingly discuss rules and pupil conduct at their meetings, but that prior to the present administration, they used to discuss problems and procedures among themselves. Two teachers responded that pupil conduct was extremely important and that a teacher could not be a success without order. One teacher was particularly disturbed that new teachers were not informed of the rules for their children's conduct and their own success early in the year. Teachers agree that uniformity in enforcing rules is imperative for the effective operation of the school.

Affect.--The teachers responded without reservation that they had a fine professional group of teachers. There was some concern about transferring a principal and three teachers from the same school. However, this has not appeared to cause any problems in the past year. Teachers report that those teachers in the past who have not done well have failed because they could not keep order in the classroom.
Deference.--The criteria for a good teacher at Bell School was stated as follows: "A good teacher gets her children ready for the next grade and has good order in her classroom." The way teachers talk about themselves and their work, it is evident that most teachers meet this criteria successfully. Consequently, teachers at Bell respect each other. The atmosphere of mutual respect is reflected in the following statement: "We have to encourage these children and convince them that they can become something. Our responsibility is to continually expect the best from them. To expect the best, we must have standards that are high. Good teachers set high standards and expect other teachers to maintain them."

Teacher-principal role

Activity.--The teachers report that the principal, Mr. Coat, is one of the best to be found. They report that he supports them totally in the things that they are doing and shows a genuine interest in the school. Further, they feel that this principal understands them and the community.

The principal is very active outside of the office in the programs of the teachers. He shares the playground duties and lunch duties with the teachers. He knows their children and can intelligently discuss problem children with them. He visits their classrooms and follows his visits with several comments. Whenever materials or textbooks are needed, the principal is quick to obtain them. In a school where people reported that the last principal never seemed to be able to get things done, it is evident that this principal gets whatever is needed and gets
it quickly. It is reported that if he needs something, he gets on the phone and begs or borrows it from somewhere.

Faculty meetings are increasingly involving the teachers, although they are infrequent. Teachers report that previously there were few faculty meetings and that they were useless discussions in which nothing was decided, but recently ideas are welcome and they have decided things. They report that their problems are the ones that are being discussed in meetings now.

Mr. Coat is available to assist teachers in their classrooms whenever they ask for help. Several teachers report that he has helped them in the arts and crafts program, set up a projector or assisted children in their projects. In brief, one teacher says, "He works with us." They further emphasize that he is always available.

Authority.—The authority of the principal and the teacher is seldom, if ever, in conflict. The teachers want the rules specific, and the rules and procedures are specific. While the principal knows and likes the children, he supports teachers totally in their actions. The teachers report that children like to go to the office except when they are in trouble. Discipline cases are acted on immediately, and the child, teacher, and principal are all aware of what is happening.

Affect.—The principal reports that gradually rapport is being established after a slow start. He was aware that there was some feeling of favoritism when he came to the school with three of his previous teachers. However, he states that he attempts to treat all the teachers alike and be of service to all. The teachers report that he is fair to
all of them and does not have favorites. Two teachers said that he seemed to like one of them.

**Deference.**—Mr. Coat respects his teachers. He states that they have room for educational improvement but that they are doing a dedicated job. He feels that the children of this district need the influence of teachers who are setting high standards of behavior and achievement and holding students to these goals. He states, "I feel it is important to be of service in assisting these teachers toward their goals."

The teachers respect the principal for the position he holds and his ability to be of service to them. They state that he assists them in their instructional program, problems, and extra curricular duties. In their mind, he is an excellent principal.

**Contrast**

The contrast between principals at Bell is as extreme as the contrast at Read. In all interviews, reports were given as contrasts between principals. For example, "This principal is approachable and not standoffish like the last one." "Mr. Coat is always available to all teachers where only some teachers were able to talk to Mr. Jones." "In our faculty meetings we used to discuss things to death but never decide on anything." "We never knew what happened to children we sent to the office for discipline, but now we know." "The previous principal did not understand the community or us but this principal is one of us." "We never used to be able to get supplies until too late, but this principal somehow gets them and gets them quickly." "This man gets to things immediately, while the other one never got around to it."
Organizational climate
description questionnaire

An examination of the profile of group and leader behavior in T' and T" (Chart V) and the median sub-test scores on the OCDQ (Table 1) reveal that the median test scores on the thrust dimension of leader behavior changed significantly between T' and T". Also there was a significant change in the consideration dimension of leader behavior (the person) between T' and T".

Elm Elementary School

Physical plant

The Elm Elementary School is another fourteen room elementary school built on the edge of Central City following World War II. The building is designed like an unbalanced T. The main hall and classrooms are parallel to the street and the multipurpose room is on one end. The main entrance also opens onto a hall at right angles to the street. Upon entering, the secretary's office is on the right and the principal's office is on the left. Various auxiliary rooms are located near the entrance including the teachers' lounge, restrooms, and heating plant. The building is a one floor design on a ten acre site. Blacktop surrounds the sides and rear of the school, but a large percentage of the play area is grassy.

The community

Elm Elementary School, located on the eastern edge of the city, was constructed at the end of the war. Before the war, the area was
Chart V. Organizational climate profile T' and T"

Bell Elementary School

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Group Median

Present Principal 1962 ____________ Present Principal 1965
Past Principal 1962 ............
composed of families who owned their home and two or three adjacent lots used for gardening. Immediately after World War II, several subdivisions were developed, however, most builders contracted one or two houses at a time for specific owners. Today practically all lots in the area are home sites with few families retaining an extra lot for a yard.

The teachers and principal report that the first residents of the district were young professionals with small children and growing families. These families are reported to have moved and currently the residents of the area are skilled laborers. The estimated average income per household is $8,459 which is $1,542 above the Central City average household income of $6,917. Teachers report the population shift has meant that children with less ability attend Elm Elementary. For example, teachers report the overall effect of the changing population, "I now have children who have never been to the zoo." "Fewer and fewer children report that they have reference books in their homes." "We have more difficulty obtaining help for field trips." "The interest in the Parent Teacher Association is decreasing."

Teacher-teacher role

Activity.--The teachers of Elm Elementary School report that considerable educational experimentation is going on. Currently, eight classrooms are cooperating on a program of individualized reading. Other experimental programs in the past included ungraded primary, a modified Joplin plan and foreign languages.

Several teachers report that the different programs in the school have stimulated the continued professional growth of teachers.
Often the special programs are connected with course work or projects the teachers are working on at the university where many of them are enrolled.

The teachers report that there are several cliques in the school. These cliques center around the luncheon activity of the members. Two teachers always go out to lunch together, another group of three or four frequently leaves the building for lunch, and the rest of the teachers generally eat lunch together in the sixth grade classroom. The latter group talk about children, problems, and professional matters. The two leaders of the group appear to be dynamic, professionally oriented teachers and other faculty members state that it is through their discussions that interest in individualized reading was generated. Two teachers also state that this group's influence is felt throughout the school, that through their discussions the teachers have decided many school matters. On the whole, the teachers get along quite well and there is no substantial disagreement among the faculty, with the exception of the dyad that leaves the building to eat. It is reported that these two disagree about anything and everything.

Elm School is reported to have been a source of leadership and experimentation through the years. The teachers named a dozen other teachers who had left the school and are currently in administration and supervision in the Central City school system. The Elm faculty believes their school has always been one of the schools that other Central City teachers wish to transfer to.

Authority.—The authority of the teachers to plan their program and operate independently is unquestioned. The teachers report that
they cooperate well and share similar aspects of their program, but that individually they decide their schedules and plans. Teachers feel they agree on pupil behavior and are not in conflict with each other regarding behavioral standards.

**Affect.**—Although the teachers associate in small cliques, they have a high regard for other teachers in the school. They report that they have had many social events together and that they enjoy these events. They do report they associate according to their luncheon patterns even in outside activities.

**Deference.**—Prestige appears to be granted according to the competence of the teacher and her ability to share with other teachers professionally. One teacher was consistently reported to be the center of the lunch interaction system and this teacher was also reported to be a very competent and helpful person in school matters.

**Teacher-principal role**

**Activity.**—Mr. Rich, the principal of Elm Elementary School, is reported to be a relaxed, easy-going scholar. He exerts no great pressure to get reports done but expects them to be turned in near the deadline. He is reported to be available for discussing matters and appears to be interested in the problem. He is also reported to raise questions about a problem the teacher presents, but he seldom initiates a conversation.

The faculty meetings of Elm Elementary School are usually long discussions about various school problems, but conclusions are not reached. The differences in opinion among the faculty never seem to be
resolved and most matters are tabled. The faculty was divided into committees to study and report on school rules, faculty policy, and evaluation. While these committees have met and two have turned their report over to the principal, the remainder of the faculty has not examined the reports. One committee moved ahead and completed a teachers' evaluation form that was distributed and used.

Authority.—The teachers recognize the authority of the principal to decide matters, but due to his indecision or reluctance, they hesitate to refer matters to him. The teachers report that the lunch group (meeting in the sixth grade classroom) has decided not to refer discipline cases to Mr. Rich. They state that he keeps files on the student when a child is referred to him and accumulates a record but nothing is done. It is reported that problems distress him. Teachers have decided to discuss problems in the lunch group and support each other in their problem cases. Only flagrant problems are to be referred. Teachers suggest they would like more support from the office in discipline problems.

The teachers feel that the rule structure of the school is adequate and that rules are commonly enforced by all, but that the principal does not exercise the authority he has.

Generally, teachers feel that the principal will stand behind them in conferences with parents, but they object to the way support is given. Two teachers wondered why Mr. Rich inquired about matters while they conferred with parents (as if the teacher had to justify himself). However, in the main, they respond that he does support them.
Affect.--The teachers unanimously report that Mr. Rich is a well informed educational leader. They feel many of his ideas are somewhat academic and theoretically oriented. Socially they enjoy his company. One teacher responded, "I guess after several years we are still getting to know him."

Deference.--The deference extended to the principal arises from his position and his reputed knowledge of elementary education. Two teachers respond that they have learned from Mr. Rich because he reflects on their problems by asking questions. Teachers believe he needs to take a more positive position on some matters. For example, one teacher responded that it was not their job to decide not to refer students to the office, but that handling their own problems, no matter how inadequately, was better than the way they were handled in the office. Another teacher responded that if Mr. Rich did not take action on the teacher committee reports, he would lose the faculty.

Contrast

The contrasts between the present and past principal are sharp. The past principal was an organizer that handled office matters efficiently. She is reputed to have been the most organized person in the schools. She encouraged innovation and obtained necessary material and supplies. The present principal is contrasted as one who has let organizational matters slip and has shown little concern about the school program. Supplies are ordered but any special items are slow in being obtained. The past principal was always busy while the present principal never seems to be busy. The past principal came early and left late
while Mr. Rich is reported to come late and leave early. The past principal is reported to have had favorites among teachers, and when irritated with a teacher, she would express her irritation. On the other hand, there are no favorites now and all teachers are reported to be treated alike. Problems and professional matters used to be attended to quickly but are not now. Lastly, whereas the educational program used to be of paramount concern, it is not considered of such importance now.

**Organizational climate description questionnaire**

An examination of the profiles of group and leader behavior in T' and T'' (Chart VI) and the median sub-test scores on the OCDQ (Table 1) reveal that the median sub-test scores of all dimensions of leader behavior (the office) changed significantly between T' and T''. Also there was a significant change in the aloofness dimension of leader behavior (the person) between T' and T''.

**Summary of case studies**

The primary sample schools were selected because an experienced principal had succeeded another principal. The six schools represented the administrative changes which moved experienced principals to another single elementary school unit in 1962 and 1963. The six schools were slightly below the average socioeconomic level of the city and the county. The larger sample, which provided questionnaire data, is more representative of the city and it may be representative of the schools in the city school district.
Chart VI. Organizational climate profile T' and T''

Elm Elementary School

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Present Principal 1962
Past Principal 1962

Present Principal 1965
Past Principal 1962
The teachers and principals in all six schools perceive a mobile and changing population in their school area. Each person is cognizant of the changes in community socioeconomic status which is usually equated (or held responsible for) students' academic background and academic potential. The continual movement of families to more affluent areas is viewed as weakening their school. While all teachers and principals expressed regret that these population shifts were taking place, only one faculty member viewed this continual migration as an educational challenge.

**Activity.**—The teachers report changes in the activity patterns of their school after leader succession. All faculties report that the social interaction they have now with their present principal differs from that with his predecessor. These differences are contrasted below as they occur in the respective schools.

a. Ridge School: Long extensive faculty meetings, close supervision with sharp criticisms and direct confrontation of problems has been replaced by loose supervision, an avoidance of problems, and a principal no one takes seriously.

b. Valley School: Structured faculty meetings, classroom visitations, a ready solution for every problem and direct criticism of teachers has been replaced by informal supervision which emphasizes mental health and relaxed critiques. Some reluctance to focus on classroom educational problems.

c. Read School: An intense educator who complemented everybody and stimulated projects, who politely requested and had things his way has been replaced by a non-directive leader who avoids problems and is reported to have favorites.

d. Washington School: A leader who never said no, left the supplies open, communicated well with teachers and was low in organizational ability has been replaced by an excellent organizer who is extremely blunt, lacks tact, and administers a divided faculty.
e. Bell School: A leader low in personal drive and consideration, available to listen to only a few people and unable to understand the faculty was replaced by a person with high drive who involves himself with the classroom program and encourages teacher rapport.

f. Elm School: An excellent organizer with a highly motivated faculty who met regularly on professional problems, a man who stimulated experimentation, was replaced by a leader of low drive and consideration. He is never busy and fails to follow through on committee assignments.

Authority.--The authority relationships in the school place the principal unquestionably in charge of his building and the teacher in charge of her classroom. However, all teachers report a change in the authority patterns of the school after leader succession. These differences are contrasted below.

a. Ridge School: The principal passed the rules and all teachers adhered to them. A child who misbehaved was paddled. The teachers were expected to keep order and the principal supported them. Now the principal has few rules and the faculty differ on how to handle discipline problems. The principal supports you before parents but leaves you "out on a limb" at times with children.

b. Valley School: The principal had strict rules and enforced them. All knew what to expect and what to do. Currently, children are referred to the office and they, in turn, are referred to social agencies. Discipline is slow and complicated. Only serious problems are sent to the office.

c. Read School: The rules of the school were specific and strict. All teachers were expected to follow the policy book. Currently, there are few rules and the faculty differs regarding how they are to be enforced.

d. Washington School: The staff had few rules and things were handled in the classroom. Teachers could handle their own problems. Only the most serious problems were referred to the office. Currently, all problems are to be handled in the office. The faculty knows exactly what the rules are and where they stand.

e. Bell School: There are few rules that were enforced. Sometimes the principal took care of discipline problems, but he did not support the teacher's authority with the children. Now the
principal handles discipline problems efficiently. Teachers are supported before parents and children. Rules are struc-
tured more clearly.

f. Elm School: Rules were known by all and enforced. Children and parents were handled bluntly. Teachers were un-
questionably in charge of their room. Now the school has few uniform rules that are enforced. The children are talked to
mildly several times but no support in discipline is evident. In conferences with parents teachers may be asked to defend
their actions.

Affect.--The affect that the teachers have for their principal varies according to the principal. The changes are evident in the fol-
lowing excerpts.

a. Ridge School: "No one could get along with the previous principal. We respect Mr. James as a person but we never dis-
cuss professional matters."

b. Valley School: "The teachers did not understand the pre-
vious principal. I got along with her and minded my own busi-
ness. Currently we like our principal as things are so relaxed."

c. Read School: "We respected our previous principal and he made us want to please him. I am relaxed around our present
principal, however, he is not Mr. Brown."

d. Washington School: "Our previous principal was easy to get along with. We talked our problems over and enjoyed his counsel. Now the first floor teachers get along with the principal but the second floor teachers antagonize him."

e. Bell School: "Our previous principal did not understand us. Our present principal works with us and is one of us."

f. Elm School: "Our previous principal was an organizer. Either you liked him or you did not, there was no in-between. Currently, we visit and enjoy our present principal's company and he always has time for us."

Deference.--The deference extended to the principal is evident in the teachers' perceptions of the office of the principal. The six case studies involved ten separate principals as two principals moved within the primary sample schools. The following statements character-
ize the deference exhibited.
a. Ridge School: "The previous principal was a gigantic mistake. She knew nothing about the elementary school and continually got in the teachers way." "Currently, no one takes the principal seriously. I doubt if he has a grasp of the situation."

b. Valley School: "The principal was a dedicated hard driving professional. She was competent but the teachers did not understand her directness and resented it." Currently the principal coordinates the use of social agencies but the teachers do not respect her.

c. Read School: "The previous principal was professional. He had a way of getting you to want to please him. He worked harder and longer than any of us, and he had no favorites. Currently the principal has favorites. He is interested in the school and tries."

d. Washington School: "The previous principal let you teach and ran a good school. Currently the principal is the best organizer I ever met. He knows the school system and he knows how to get what he wants."

e. Bell School: "The previous principal was not involved. He did not understand us and did not support his teachers. Currently the new principal is one of us. He helps in the classroom and handles discipline problems with dispatch."

f. Elm School: "The current principal is never busy. He knows his education but from a theoretical viewpoint. He never seems to be able to talk over our problems, and the children are getting difficult to control. Previously the rules were well structured and the educational program had the stimulation of the principal."

The authority prescriptions for the role relationships among teachers and between teachers and principal appeared to be the most important factors in the perceptions of teachers. For example, in one school it was stated that classroom control was the key to successful teaching. And, all groups felt that the rule structure was of primary concern to the group. The principal's willingness to support the teachers in their contacts with children and parents was crucial. A uniform rule structure for teachers and children was thought necessary for a
functioning organization, and the principal was perceived as the controlling factor in formulating and maintaining this structure.

Activity levels of principals were assessed by teachers as they discussed and compared principals. (Comparative measures such as less than, more than, and as well as were commonly injected in their considerations.) The principals were perceived broadly as helping or not helping teachers in their job. The activity level of the principal was highly visible to the teachers. The principal's drive in accomplishing his own tasks and availability to help teachers with their work was assessed. The principal's ability to maintain the authority structure was considered tantamount to success. His accomplishment of administrative detail was valued but not clearly understood. Coordinating the use of facilities and maintaining adequate supplies was necessary and enhanced his prestige. Being available to structure and assist teachers with their problems greatly increased the principal's prestige and esteem. The principal's activity also defined for the teachers what was important.

Deference is structured in the organization and was almost automatically conceded. Teachers tended to defer to the principal and accepted his decisions. Disagreements with his decisions were under the guise of professionalism, democracy, or policy.

Affect varied extensively within groups. In only one group did the affect appear to be favorable throughout the organization. However, in the other organizations affect varied from one extreme to the other among different individuals.

The groups do believe that the principal of the school makes a
difference. They use descriptive terms such as "more relaxed," "tense," "demanding," "you really want to please him," "somebody's feelings will get hurt," and "friendly" in describing relationships among teachers and principals. Teachers do differentiate among the kinds of relationships after leader succession.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine change in organizational climate after leader succession and to examine certain organizational and environmental variables for their relationship to change in organizational climate. With this problem in mind, six elementary school organizations that had recently experienced leader succession were selected for assessment of organizational change. Both case study and questionnaire data were collected and analyzed to measure change in group and leader behavior in the organization between 1962-63 and 1965. Since leader behavior, in instances of leader succession, may be defined in two ways (change in a school principal as he differs from his successor--office--and change in the same leader as he moves to a new position--person), the original sample was expanded to include the four schools to which leaders had transferred and the four schools from which leaders had transferred. In all, fourteen schools were surveyed using the questionnaire and six of these fourteen were objects of case studies.

Fourteen elementary school organizations composed of two hundred fifty-three teachers and administrators responded to the Organizational Climate Description Questionnaire. The questionnaire was scored, coded, and each of the four dimensions of leader (the office) and group behavior were tested using the median test for significant change. The
data was then re-organized according to responses applicable to a specific person as he succeeded from one organization to another and the leader behavior (the person) was tested using the median test for significant change. Subsequently, significant changes in leader behavior were tested for their association with changes in group behavior using the Fisher Exact Probability Test.

Schools were rank ordered according to scores on selected organizational and environmental variables in T' and T" to determine correlation with change after leader succession. The variables included socioeconomic status, organizational members' age, training, and experience. Spearman's r correlation was used to test change in rank ordering.

Case studies were developed on the six primary sample schools. The two roles which Halpin and Croft designate as determinants of organizational climate were described (teacher-principal, teacher-teacher). Emphasis was on the interactions which describe the activity, authority, affect and deference dimensions of the roles. From the data collected and analyzed according to the foregoing description, the following conclusions appear warranted.

Conclusions

Hypothesis 1. Between T' and T" there will be no significant changes in the organizational climate.

Between T' and T" there will be no significant differences in the following dimensions of leader behavior (the office

a. production emphasis
b. aloofness
c. consideration
d. thrust

Between $T'$ and $T''$ there will be no significant differences in the following dimensions of group behavior:

e. espirit
f. disengagement
g. hindrance
h. intimacy

One or more organizations changed significantly on all dimensions of leader and group behavior. Therefore, the hypothesis that there will be no significant changes in the organizational climate after leader succession is rejected. There were, in fact, significant changes in both leader and group behavior after leader succession, and organizational members were able to observe and record these changes in behavior.

Hypothesis 2. Between $T'$ and $T''$ there will be no significant changes in dimensions of leader behavior (the person):

a. production emphasis
b. aloofness
c. consideration
d. thrust

Data pertaining to the second hypothesis indicates that there were, in fact, significant changes in all dimensions of leader behavior after leader succession. Therefore, the hypothesis is rejected. Organizational members perceived that the leader did behave differently in $T'$ and $T''$; the group affected the leader's behavior.

Hypothesis 3. After leader succession there will be no significant association between changes in dimensions of group behavior and dimensions of leader behavior.

The findings revealed that there were significant associations between espirit, disengagement, and intimacy dimensions of group
behavior and the leader behavior dimension of thrust. When thrust scores were higher after leader succession, intimacy and espirit scores were also higher. However, the disengagement scores were inversely related to change in thrust scores. When thrust scores rose, disengagement scores fell.

Hypothesis 4. There will be no significant correlations between change in organizational climate and selected environmental and organizational variables.

No significant correlations were found between the change in organizational climate and the selected environmental and organizational variables. No significant correlations were found in T' or T" between community socioeconomic ranking and any dimension of group or leader behavior. When the median age of the staff in each school was correlated with dimensions of group or leader behavior in T' and T", no significant correlations were found. When percentages indicating professional, permanent, or life certification were correlated with dimensions of leader and group behavior, no significant correlations were found. Nor were significant correlations found between teaching experience or teaching experience in the present assignment and dimensions of group or leader behavior in T' or T". Therefore, the hypothesis that there will be no significant correlations between change in organizational climate and selected environmental and organizational variables is accepted.

The second phase of the study was the development of six case studies that focused on change in organizational climate or the relationships between the principal and the teachers. Case studies were developed around the roles of teacher-principal and teacher-teacher. From these case studies the following generalizations were derived.
Activity

1. The activity level of the principal is quite visible to the teachers.
2. The teachers view the activity of their principal in gross measures, i.e., helpful or not helpful, procedure oriented or people oriented, supportive or non-supportive.
3. The activity of a principal (the person) is described in a similar manner by members of different organizations in which he has functioned.

Authority

4. Teachers report that socioeconomic changes in the community are followed by increasing problems of pupil control.
5. The principal is responsible for the maintenance of the authority relationships in the elementary school organization.
6. Teachers will develop mechanisms to maintain the authority structure of the organization.
7. Challenges to the principal's authority are made in the name of democracy and/or professional privilege.
8. Those teachers maintaining authority and control in the classroom are esteemed.
9. Teachers perceive that children and parents are the most serious threats to their authority.
10. Principals perceive that parents are the most serious threat to their authority.

Affect

11. Organizational members feel differently toward one another.
12. Teachers differentiate in their feelings toward leaders and their successors.
13. The feelings of teachers are expressed in general terms.
Deference

14. Teachers in the elementary school exhibit deferential behavior toward their principal.

15. Deference is extended regardless of the teachers' evaluation of the esteem and prestige due the principal.

16. Deference extended leaders and their successors is different.

Interpretations

The purpose of this study was to determine change in organizational climate after leader succession and to determine the effects of selected variables on change in the organizational climate. After dual assessment of change in organizational climate, the following interpretations of the findings appear warranted.

The data relevant to hypothesis one revealed that there were some changes in leader and group behavior after leader succession. Changes occurred in all organizations—each having one or more significant changes in group or leader behavior. These changes do not seem to have occurred by chance for several reasons: the changes were significant statistically, the changes were evident in a highly bureaucratic organization, and some of the changes were verified through case studies. A more thorough discussion of these points follows.

Since the number of respondents in each organization tended to be small, the median test was used to determine the significance of any change in the respective organizations between T' and T''. This test generally is considered to be exact and demanding.

The larger organization—the Central City school system—has
established working patterns and procedures. The organization is large enough that certain uniformities are necessary for communication and control. Changes occur over a long period of time and only after planning to implement the new. Ways to handle operational details are institutionalized, i.e., textbooks, transfer practices, and attendance procedures are uniform throughout the school system. The personnel responsible for the selection, training, and promotion of administrators operate a program designed to continue bureaucratic patterns. The mechanisms for selection, training and promotion, in themselves, would create uniformity and a system of control that in turn would retard change. Uniformity tends to retard change in that all leaders are cast "in the same mold." The system of control retards change in that the range of alternatives for the individual administrator are reduced.

The rigor of the median test and the bureaucratic nature of the Central City school system suggest that if change was perceived to have occurred, it did, in fact, occur. Finally, the case studies, in general, verified that changes had occurred and that activity patterns, authority balance, feelings and deferential behavior had shifted in a manner confirming the changes measured by the OCDQ.

While hypothesis one was rejected, it was evident that some organizations changed more and some less than other organizations. It was particularly noteworthy that in a large school system stressing uniformity, some of the organizations did change in the direction predicted by the successor's previous leader behavior profile. When the leaders were relatively similar (an expectation of a bureaucracy), little change
occurred. However, in instances of differences the group changes complemented the successor's leader behavior.

Hypothesis two was rejected because significant changes were revealed in the leader behavior (the person) of six of the ten leaders. Four of the leaders exhibited significant changes in one dimension of leader behavior, one leader in two dimensions and one leader on all four dimensions of leader behavior. The OCDQ records that the members of different organizations perceived their two leaders as behaving significantly differently. The OCDQ and the cast studies focused on changes in the principal's behavior between T' and T" and there appeared to be consensus among the faculties regarding the principal's behavior. While the change is a matter of OCDQ measurement, the degree to which the principal changed as he moved from one organization to another may be a function of different groups' perceptions.

The third hypothesis that there will be no significant association between change in leader behavior and subsequent change in group behavior was rejected. Most interestingly, the leader behavior dimension of thrust was significantly associated with dimensions of group behavior. When significant change was found in the thrust dimension of leader behavior (the office) between T' and T", the direction of thrust change (an increase or decrease in score) was significantly associated with an increase or decrease in espirit, intimacy, and disengagement score. A high thrust score seemed to be significantly related to positive organizational climate. In brief, findings related to the third hypothesis seemed to indicate that purposeful behavior exhibited by the principal has a favorable affect on organizational members. Actions
speak louder than words! Case studies reinforced this finding. The leader with highest thrust appeared to have a favorable effect on his teachers solely because of his drive. Another principal with average thrust, who succeeded a low thrust principal, is now changing the school.

The fourth hypothesis that there will be no significant correlation between selected organizational and environmental variables and organizational climate was accepted. The variables of socioeconomic status, teacher training, age, experience and certification had no relationship to change in organizational climate. It would appear that if change in climate is desirable, placing teachers with certain characteristics in a school will not facilitate change.

The case studies revealed that the principal's activity level is particularly visible to teachers in the school. While the teachers describe the principal's activities in general terms, they do feel his actions prescribe what is important in the school. The principal, through example, demonstrates the importance of records, reports, committee meetings and other tangential activities that teachers and principal engage in.

Of particular concern to teachers is the support they receive from the principal in the maintenance of the authority structure in the school. The teachers find their authority vulnerable to pupil and parental challenge and need assurance that the principal will be supportive. The ability and willingness of the principal to support the teacher is viewed by the professional staff as a primary responsibility.
The principals in turn believe their authority is threatened by parents, and it is true that principals are evaluated according to their ability to maintain satisfactory community relationships.

Teachers did evaluate principals according to their activity and authority patterns. When asked to compare their two recent principals, teachers compared their ability to maintain the authority structure of the organization and their activity.

It was interesting that teachers were unable or refused to estimate the ability of other teachers. In several instances teachers expressed concern that the principal was confronted with a problem teacher on his instructional staff. Inevitably the problem was considered to have been handled well if the principal had the teacher transferred to another building (rather than to have her fired). There was complete reluctance to make any sort of evaluative statement about the effectiveness of the teacher. No position was taken. The issue was avoided and considered effectively solved by transfer.

Finally, teachers were particularly aware of the impact of mobility in the classroom. Teachers in all school areas felt the school community was confronted with socioeconomic change. They tend to see this change in terms of the increasing problem of pupil control and maintenance of standards. Generally, teachers were accurate in their observations. While different areas of the city attract different socioeconomic groups, the migration of the affluent society to the suburbs continues. Teachers are confronted with a changing culture that is difficult for them to understand. (The commitment of the Negro faculty to their work was not typical.) It was apparent that commitment
by principals must be followed by thrust and consideration necessary for changing the organizational climate in order for the schools to become more effective.

Implications

The findings of this study are pertinent for the cycle of administrative selection, training, promotion, transfer and separation. A basic assumption underlying the board of education's and the superintendent's responsibility is that each point in the aforementioned cycle shall be a stage for the improvement of education through the administrative process. The implications for each of these stages are as follows:

Selection. -- This study reveals that the thrust dimension of leader behavior may be more important than any other dimension. The findings indicate that the thrust dimension of leader behavior is associated with and more important for change in organizational climate than any other leader behavior. If so, the finding supports the position that a minimum thrust level is necessary to be selected for administrative training, and persons with low thrust scores may be unsuitable for educational leadership.

Training. -- Findings imply that training should develop leaders with high thrust and consideration. It appears that a training program could be designed so that candidates independently structure and solve problems involving other people.

Promotion and transfer. -- The channel of promotion and transfer in Central City used to follow a pattern of appointment to smaller inner
city schools, promotion to larger suburban schools and then promotion to supervisory or central office positions. Less effective administrators were either transferred laterally to the inner city or to smaller schools. A change in values and legal prescription have dictated that this pattern shall no longer be followed and principals are now assigned to schools on the basis of their potential contribution to that school. This is a radical departure from the previous pattern. During this transition in the rationale for transfers and promotions, the equity of the new policy has been questioned. It seems to violate values regarding reward for good performance. Now only the central office staff is open as a channel of promotion.

In practice the principals perceive certain transfers as more or less desirable and their subsequent behaviors are dictated by these perceptions. The findings of the case studies suggest that when the principals perceived their transfer as a demotion, their effectiveness may have declined.

Preparing principals for transfer appears to be necessary for the mutual benefit of the principal and the school system. Only one principal in the six case studies would report the reason for his assignment to a school. The others were not aware of or refused to admit the reason for their placement in a given school. Certain competencies obviously qualify a person for one situation rather than another and a positive approach to transfer and preparing principals for it seems advisable. At a minimum, principals need to know the reasons for transfer.
Separation.--The findings reveal that principals may move a group significantly toward disengagement and hindrance. Several leaders have affected successive groups in this manner. Serious consideration needs to be given to specific administrative training programs for these leaders or their separation from the organization needs to be considered. Transfer cannot solve educational problems in and of itself.

Additional implications of the study concern the central office administrative process and structure. These are: development of policies, reduction of span of control, and continual administrative assessment and in-service training.

The formulation of more complete policies regarding administrative succession from selection to separation would help principals know what is important to their superordinates. Currently there are no written policies regarding transfer or dismissal. Principals report conflicting reasons for present practices and do not understand the reasons for certain administrative actions which are somewhat of a mystery to them.

The reduction of the assistant superintendent's-administration span of control appears imperative. The desire of the principal to communicate with his superordinate cannot be met by one person with one hundred thirty principals reporting to him. In brief, the wide span of control creates a distance that it was designed to reduce.

Finally, the study suggests the need for continual in-service educational activities for principals.

In conclusion, the following recommendations for administrative practice and further study appear to be warranted.
Recommendations for administrative practice

1. Superintendents and boards of education should assume responsibility for establishing policies concerning administrative succession from selection to separation.

2. In-service training programs for principals are suggested for the continuous improvement of education.

3. A limited span of control should be maintained for adequate communication and support among the administrative hierarchy.

Recommendations for further study

1. A longitudinal study of change in organizational climate before and after leader succession should be made. The organizations would be investigated at the following intervals: before predecessor separation, before leader succession, at selected intervals after leader succession.

2. A longitudinal study of change in organizational climate should be made and data should be reported to the organization periodically.

3. Replication of the present study is suggested.

4. The present study should be replicated after policies for the complete cycle of administrative succession have been set forth.

5. A longitudinal study of change in organizational climate should be made after leader succession and after policies of dismissal have been resolved.
APPENDIX A

THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE
(OCDQ)

Instructions to teachers and principal:

You are familiar with "personality" tests, and how a profile can be constructed to describe an individual's personality. In similar fashion we are attempting to measure the "personality" of your school. It is important that your answers be "independent"; so, please do not discuss your answers with the other teachers.

There are a few points to remember as you mark your answers.

1. Please read the instructions and note the example.

2. Please mark every item. If you are not sure, guess: your first impulse is likely to be most accurate.

3. There is no time limit; when you have finished, please give your questionnaire and answer sheet to the proctor.

4. It will take you about 15 or 20 minutes to complete the first part of the questionnaire.

5. Please read the instructions now and be sure to answer the biographical items on the biographical sheet. You may begin immediately.
INSTRUCTIONS: Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire.

Teachers call each other by their first name. 1 2 3 4

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

In this example the respondent circled alternative 3 to show that the interpersonal relationships described by this item "often occurs" at his school. Of course, any of the alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

Questionnaire Items

1. Teachers' closest friends are other faculty members at this school. 1 2 3 4

2. The mannerisms of teachers at this school are annoying. 1 2 3 4

3. Teachers spend time after school with students who have individual problems. 1 2 3 4

4. Instructions for the operation of teaching aids are available. 1 2 3 4

5. Teachers invite other faculty members to visit them at home. 1 2 3 4

6. There is a minority group of teachers who always oppose the majority. 1 2 3 4

7. Extra books are available for classroom use. 1 2 3 4

8. Sufficient time is given to prepare administrative reports. 1 2 3 4

9. Teachers know the family background of other faculty members. 1 2 3 4

10. Teachers exert group pressure on non-conforming faculty members. 1 2 3 4

11. In faculty meeting, there is the feeling of "lets get things done." 1 2 3 4
12. Administrative paper work is burdensome at this school.

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

14. Teachers seek special favors from the principal.

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

16. Student progress reports require too much work.

17. Teachers have fun socializing together during school time.

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

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

20. Teachers have too many committee requirements.

21. There is considerable laughter when the teachers gather informally.

22. Teachers ask nonsensical questions in faculty meetings.

23. Custodian services are available when needed.

24. Routine duties interfere with the job of teaching.

25. Teachers prepare administrative reports by themselves.

26. Teachers ramble when they talk in faculty meetings.

27. Teachers in this school show much school spirit.

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

29. The principal helps teachers solve personal problems.

30. Teachers at this school stay by themselves.

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

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

33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their own classrooms. 1 2 3 4
35. The morale of the teachers is high. 1 2 3 4
36. The principal uses constructive criticism. 1 2 3 4
37. The principal stays after school to help teachers finish their work. 1 2 3 4
38. Teachers socialize together in small select groups. 1 2 3 4
39. The principal makes all class scheduling decisions. 1 2 3 4
40. Teachers are contacted by the principal each day. 1 2 3 4
41. The principal is well prepared when he speaks at school functions. 1 2 3 4
42. The principal helps staff members settle minor differences. 1 2 3 4
43. The principal schedules the work for the teachers. 1 2 3 4
44. Teachers leave the grounds during the school day. 1 2 3 4
45. The principal criticizes a specific act rather than a staff member. 1 2 3 4
46. Teachers help select which courses will be taught. 1 2 3 4
47. The principal corrects teachers' mistakes. 1 2 3 4
48. The principal talks a great deal. 1 2 3 4
49. The principal explains his reasons for criticism to teachers. 1 2 3 4
50. The principal tries to get better salaries for teachers. 1 2 3 4
51. Extra duties for teachers is posted conspicuously. 1 2 3 4
52. The rules set by the principal are never questioned. 1 2 3 4
53. The principal looks out for the personal welfare of teachers. 1 2 3 4
54. School secretarial service is available for teachers' use. 1 2 3 4
55. The principal runs the faculty meeting like a business conference. 1 2 3 4
56. The principal is in the building before the teachers arrive. 1 2 3 4
57. Teachers work together preparing administrative reports. 1 2 3 4
58. Faculty meetings are organized according to a tight agenda. 1 2 3 4
59. Faculty meetings are mainly principal-report meetings. 1 2 3 4
60. The principal tells teachers of new ideas he has run across. 1 2 3 4
61. Teachers talk about leaving the school system. 1 2 3 4
62. The principal checks the subject matter ability of teachers. 1 2 3 4
63. The principal is easy to understand. 1 2 3 4
64. Teachers are informed of the results of a supervisor's visit. 1 2 3 4
65. The principal insures that teachers work to their full capacity. 1 2 3 4
APPENDIX B

PLEASE NOTE

TEACHERS

Answer Part II of this questionnaire according to how often the described behavior occurred during the previous administration.

PRINCIPALS

Answer Part II of the questionnaire according to how often the described behavior occurred in your previous school.
INSTRUCTIONS: Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire.

Teachers called each other by their first name. 1 2 3 4

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

In this example the respondent marked alternative 3 to show that the interpersonal relationships described by this item "often occurred" at his school. Of course, any of the alternatives could be selected, depending upon how often the behavior described by the item had, indeed, occurred in your school. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

Questionnaire Items

1. Teachers' closest friends were other faculty members at this school. 1 2 3 4
2. The mannerisms of teachers at this school were annoying. 1 2 3 4
3. Teachers spent time after school with students who had individual problems. 1 2 3 4
4. Instructions for the operation of teaching aids were available. 1 2 3 4
5. Teachers invited other faculty members to visit them at home. 1 2 3 4
6. There was a minority group of teachers who always opposed the majority. 1 2 3 4
7. Extra books were available for classroom use. 1 2 3 4
8. Sufficient time was given to prepare administrative reports. 1 2 3 4
9. Teachers knew the background of other faculty members. 1 2 3 4
10. Teachers exerted group pressure on non-conforming faculty members. 1 2 3 4
11. In faculty meetings, there was the feeling of "lets get things done." 1 2 3 4
12. Administrative paper work was burdensome at this school.

13. Teachers talked about their personal life to other faculty members.

14. Teachers sought special favors from the principal.

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27. Teachers at this school showed much school spirit.

28. The principal went out of his way to help teachers.

29. The principal helped teachers solve personal problems.

30. Teachers at this school stayed by themselves.

31. The teachers accomplished their work with great vim, vigor, and pleasure.

32. The principal set an example by working hard himself.

33. The principal did personal favors for the teachers.

34. Teachers ate lunch by themselves in their own classrooms.
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<td>51. Extra duty for teachers was posted conspicuously.</td>
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<td>52. The rules set by the principal were never questioned.</td>
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<td>53. The principal looked out for the personal welfare of the teachers.</td>
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<td>54. School secretarial service was available for teachers' use.</td>
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<td>55. The principal ran the faculty meeting like a business conference.</td>
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<td>56. The principal was in the building before the teachers arrived.</td>
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57. Teachers worked together preparing administrative reports. 1 2 3 4

58. Faculty meetings were organized according to a tight agenda. 1 2 3 4

59. Faculty meetings were mainly principal-report meetings. 1 2 3 4

60. The principal told teachers of new ideas he had run across. 1 2 3 4

61. Teachers talked about leaving the school system. 1 2 3 4

62. The principal checked the subject matter ability of teachers. 1 2 3 4

63. The principal was easy to understand. 1 2 3 4

64. Teachers were informed of the results of a supervisor's visit. 1 2 3 4

65. The principal insured that teachers worked to their full capacity. 1 2 3 4
## BIOGRAPHICAL INFORMATION FORM

### Position:

- Principal
- Teacher
- Other

### Sex:

- Man
- Woman

### Age:

- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 60-Over

### Years of Experience in Education

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### Years in this School

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### Highest Degree

- Less than BA
- BA or BS
- MA or MED
- MA + 30 hr. or more

### Certification:

- 4 year professional
- 8 year professional
- Life
- Temporary
You may remember from our previous discussion and from the testing session that this is an investigation of organizational change that may have occurred in the past two or three years. Today I would particularly like to explore your impressions of the changes in the community and composition of neighborhood families, as well as the variations in children and faculty that may have occurred during these years. Also of interest are the changes in the larger organization or changes that have occurred throughout the Central City School System.

In no instance will any respondent to the questionnaire or these interviews be identified and no report will be submitted to any organization other than the Graduate School of The Ohio State University. And, in report to the Graduate School, no person, school, or school system will be identified. The only persons who may examine this data are the researcher and his advisor at the University.

During this session please feel free to request clarification of questions should it be needed. While most of the questions are rather specific, your impressions and perceptions are particularly valued. Should you recall additional impressions and perceptions as we proceed, please feel free to backtrack.

1. As I recall, you have been principal in this school for two (or three) years?
2. As you recall your first week in this school, what were your general impressions?
3. As you recall your first week of regular sessions, what were your general impressions?

4. As you recall your first week in the community, what were your general impressions?

5. As you recall these general impressions, have there been any changes in the community during your tenure in the community?

6. Can you tell me about these changes?

7. To what would you attribute the aforementioned changes? (Be specific of changes in items 5 & 6 relate to items 2, 3 & 4.)

8. Has there been any movement of families in and out of the neighborhood?

9. To what can you attribute this mobility? (If any.)

10. Has this mobility made any noticeable differences in the general composition of the students that attend this school?

11. Generally what has been the reactions of the teachers to changes?

12. How have these changes affected school parental groups? (Such as P.T.A., Scout Leaders and Room Mothers.)

13. How have the changes affected the children?

14. During the past two or three years has there been much turnover in the faculty?

15. To what do you attribute these faculty changes?

16. Are the faculty members who have left still teaching?

17. When you first came to this school, what sorts of projects were the faculty members engaged in either individually or collectively? (Probe and explore.)
18. What sorts of projects are the faculty members engaged in either individually or collectively at the present?

19. Are all the teachers engaged in this project?

20. What would you say are some of the unique characteristics of this school? Some things for which it is known throughout the school system?

21. Can you tell me about your faculty meetings?

22. How is a good teacher recognized in this school?

23. What sorts of things are good teachers doing for this recognition?

24. How is a poor teacher helped?

25. What is the reaction of other teachers to poor instruction by an inadequate teacher?

26. What curriculum changes have you noticed in this school in the past two or three years?

27. What sorts of things are your teachers trying out at the present?

28. What sorts of things have they tried out in the past several years?

29. Can you tell me about the introduction of the new reading series at the beginning of the year?

30. What sorts of things were done to introduce the series in this school?

31. How free are you as principal to try new things?

32. From whom do you have to get approval before implementing your new ideas?

33. Whom do you feel free to contact in the central office?

34. What areas do you feel need more authority?
35. When you were sent to this school, what sorts of instructions were you given?

36. Why do you think you were sent to this school?

37. Would you contrast this assignment in a general way with your past assignment?

38. As you see it, what is the basis for transferring principals?

39. How is a good principal rewarded in this school system?

40. How is a poor principal rewarded in this school system?

41. As you contrast this school and its present operation with that of your predecessor what would you consider to be the important changes?

42. What changes do you expect to occur in this school in the next several years?

43. What changes do you expect to implement in the next several years?
APPENDIX E

Teachers' Interview Schedule

You may remember from our testing session that this is an investigation of organizational change that may have occurred in the past two or three years. Today I would particularly like to explore your impressions of changes in the community and composition of neighborhood families and the variations in children and faculty that may have occurred during these years. Also of interest are the changes in the larger organization or changes that have occurred throughout the Central City School System.

In no instance will any respondent to the questionnaire or the interviews be identified and no report will be submitted to any organization other than the Graduate School of The Ohio State University. And, in the report to the Graduate School, no person, school, or school system will be identified. The only persons who may examine this data are the researcher and his advisor at the University.

During this session please feel free to request clarification of questions should it be needed. While some of these questions may be rather specific, your impressions and perceptions are particularly valued. Should you recall impressions related to a previous question please feel free to backtrack.

1. How long have you taught in this school?
2. Where did you teach before this assignment?
3. What grade level do you teach? Have you always taught the grade?
4. Can you tell me your general impressions of the school community since you have taught here?

5. Have these general impressions changed?

6. Can you tell me more about these changes?

7. To what would you attribute these changes? (Be specific of responses to items 4, 5 & 6)

8. Has there been any movement of families in and out of the school neighborhood?

9. To what do you attribute this mobility?

10. Has this mobility made any noticeable differences in the composition of the students that attend this school?

11. Generally, what has been the reaction of teachers to these changes?

12. How have these changes affected the school parental groups? (Such as P.T.A., Scout Leaders and Room Mothers.)

13. How have these changes affected the children?

14. During the past two or three years has there been much turnover in the faculty?

15. How have these changes in the faculty affected the school?

16. To what do you attribute faculty changes?

17. Are the faculty personnel who have left, still teaching?

18. When you first came to this school, what sort of projects were the faculty engaged in either individually or collectively? (Probe and explore.)

19. What sort of projects were faculty members engaged in either individually or collectively during the previous administration?
20. What sort of projects are faculty members engaged in either individually or collectively at the present?

21. Are all teachers involved in these projects?

22. What would you say are the unique characteristics of this school? Some things for which this school is known for throughout the school system?

23. Can you tell me about your faculty meetings?

24. How is a good teacher recognized in this school?

25. What sort of things are teachers doing for this recognition?

26. How is a poor teacher helped?

27. What is the reaction of other teachers' poor instruction by an inadequate teacher?

28. What curriculum changes have you noted in this school in the past two or three years?

29. What sort of things have teachers tried in the past several years?

30. What sorts of things are teachers trying at the present?

31. Can you tell me about the introduction of the new reading program during the past year?

32. What sorts of unique things are being done in this school to introduce this series?

33. How free are you as a teacher to try out new things?

34. From whom do you have to get approval before implementing new ideas?

35. Whom do you feel free to contact for help?

36. In what areas do you feel that you need more authority?

37. To whom do you turn in this school for help?
38. Would you contrast your assignment now with your assignment under the previous administration?

39. Would you contrast your assignment here with your previous assignment?

40. Would you contrast the present operation of the school with the operation under the previous administration?

41. What do you consider to be important changes?

42. What changes do you expect to implement in your classroom in the next year?

43. What changes do you expect will be implemented in this school in the next several years?
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**Articles and Periodicals**


Unpublished Materials


Reports


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