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The Ohio State University, Ph.D., 1974
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THE RELATIONSHIP OF THE ORGANIZATIONAL CLIMATE IN URBAN SCHOOLS TO THE STAFFING CHARACTERISTICS IN THE SCHOOL DISTRICT

DISSERTATION

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

By

Jerry R. Cummings, B.S., M.Ed.

* * * * *

The Ohio State University
1974

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ACKNOWLEDGMENTS

Writing the dissertation has been an experience and a revelation. These factors have created an impressionable image in my mind regarding the process both in action and word. My most humble appreciation is extended to my grandmother, Maggie Cummings, for her belief, faith, and love because these essential elements, when combined, made it all possible. Thanks for being a beautiful lady! Also, thanks to my many buddies who for various reasons could not make the university scene; somehow your collective spirits have inspired me.

My gratitude and friendship go to my adviser, Dr. Walter Hack, who fortified my efforts with his interest and constant assistance. To Dr. Bernard Mehl, Dr. Gregory Thomas, and Brother Dave Chandler my thanks for keeping me in touch with my objective reality by exposing me to themselves. In addition, Dr. Ojo Arewa is to be commended for his friendship, scholarly advice, and confidence.

Finally, thanks to my wife, Francine, and daughter, Toi, who withstood the trials and tribulations created by a husband and a father engrossed in graduate study. My appreciation, dedication, and love are extended to you for making it all
worthwhile. For all those who encouraged, supported, and contributed to the cause in whatever manner, thanks for being "mellow folks."

Nothing mentioned above will more than hint at the number and nature of my personal obligations to the many individuals whose suggestions and criticisms have at one time or another sustained and directed my overall development.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statements of the Problem</td>
<td></td>
</tr>
<tr>
<td>Assumptions</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>Research Questions</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td>Statistical Treatment</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>The Findings</td>
<td></td>
</tr>
<tr>
<td>Organization of the Dissertation</td>
<td></td>
</tr>
<tr>
<td>II. ORGANIZATIONAL CLIMATE AND STAFFING CHARACTERISTICS A LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Organizational Climate</td>
<td></td>
</tr>
<tr>
<td>Staffing Characteristics</td>
<td></td>
</tr>
<tr>
<td>Related Research Implications</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III. METHODOLOGY AND INSTRUMENTATION</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Collection of Data and Statistical Treatment</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>

vi
## Chapter IV. PRESENTATION AND ANALYSIS OF DATA

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>100</td>
</tr>
<tr>
<td>Spearman Rank Order Correlation Coefficients</td>
<td></td>
</tr>
<tr>
<td>Classification of Schools into Climate Types</td>
<td></td>
</tr>
<tr>
<td>Analysis of Variance of School Climate Types</td>
<td></td>
</tr>
</tbody>
</table>

## V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the Findings</td>
<td>137</td>
</tr>
<tr>
<td>Findings Related to Research Questions</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Implications</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
</tbody>
</table>

## APPENDIX

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>158</td>
</tr>
<tr>
<td>B</td>
<td>172</td>
</tr>
<tr>
<td>C</td>
<td>174</td>
</tr>
<tr>
<td>D</td>
<td>177</td>
</tr>
</tbody>
</table>

## BIBLIOGRAPHY

|                                   | 181  |

vii
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organizational Climate and Staffing Variables</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Selected Characteristics of the Study Population</td>
<td>66</td>
</tr>
<tr>
<td>3.</td>
<td>School Means Normatively Standardized</td>
<td>103</td>
</tr>
<tr>
<td>4.</td>
<td>Openness Scores and Climate Profile Score According to Climate Type</td>
<td>104</td>
</tr>
<tr>
<td>5.</td>
<td>Climate Similarity Scores Identification</td>
<td>106</td>
</tr>
<tr>
<td>6.</td>
<td>School Locations and Climate Types</td>
<td>107</td>
</tr>
<tr>
<td>7.</td>
<td>Spearman Rank Order Correlation Coefficients — Aggregate of 28 Schools (18 Variables)</td>
<td>109</td>
</tr>
<tr>
<td>8.</td>
<td>Spearman Rank Order Correlation Coefficients — Aggregate of 28 Schools (9 Variables)</td>
<td>110</td>
</tr>
<tr>
<td>9.</td>
<td>Spearman Rank Order Correlation Coefficients — Autonomous Climate of Seven Schools (18 Variables)</td>
<td>117</td>
</tr>
<tr>
<td>10.</td>
<td>Spearman Rank Order Correlation Coefficients — Autonomous Climate (7 Schools)</td>
<td>118</td>
</tr>
<tr>
<td>11.</td>
<td>Spearman Rank Order Correlation Coefficients — Familiar Climate of Four Schools (18 Variables)</td>
<td>120</td>
</tr>
<tr>
<td>12.</td>
<td>Spearman Rank Order Correlation Coefficients — Familiar Climate (4 Schools)</td>
<td>121</td>
</tr>
<tr>
<td>13.</td>
<td>Spearman Rank Order Correlation Coefficients — Closed Climate of Seventeen Schools (18 Variables)</td>
<td>123</td>
</tr>
<tr>
<td>14.</td>
<td>Spearman Rank Order Correlation Coefficients — Closed Climate (17 Schools)</td>
<td>124</td>
</tr>
<tr>
<td>15.</td>
<td>Summary Analysis of Variance — Age Variable</td>
<td>128</td>
</tr>
<tr>
<td>16.</td>
<td>Summary Analysis of Variance — BA Variable</td>
<td>128</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>17. Summary Analysis of Variance - BAP Variable</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>18. Summary Analysis of Variance - MA Variable</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>19. Summary Analysis of Variance - BAP Variable</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>20. Summary Analysis of Variance - Teaching Experience.</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>21. Summary of T Tests - Teaching Experience Variable with Closed and Familiar Contrast</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>22. Summary of T Tests - Teaching Experience Variable with Closed and Autonomous Contrast</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>23. Summary Analysis of Variance - Racial Composition Variable</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>24. Summary Analysis of Variance - Tenure Variable</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>25. Summary Analysis of Variance - Openness Score Variable</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>26. Summary of T Tests - Openness Variable with Closed and Familiar Contrast</td>
<td>134</td>
<td></td>
</tr>
<tr>
<td>27. Summary of T Tests - Openness Variable with Closed and Autonomous Contrast</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>28. Summary of T Tests - Openness Variable with Familiar and Autonomous Contrast</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>29. Summary of Staffing Variables and Climate Types</td>
<td>141</td>
<td></td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sample Items from the Organizational Climate Questionnaire</td>
<td>70</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The current literature in the field of education is replete with explanations and examples of different kinds of schools within a given school system or district. That schools differ markedly is an agreement which the most untrained observer of the school environment will support. The major concern of the research, however, was with an assessment of the organizational climate prevailing in urban schools.

Writes Charles E. Silberman regarding the nature of schools:

Indeed, they produce patterns of behavior so uniform and constant over time and across cultures as to suggest that schools form almost a subculture of their own. Schools differ, of course, according to the nature of the community they serve, the education of children's parents, the school's own history and tradition, the outlook of its teachers and administrators, and so on. But the differences tend to be differences in degree, not in kind; in any case, they are relatively trivial compared to the uniformities and similarities.1

Moreover, Silberman presents an interesting side to his description of the schools and yields a positive statement on behalf of teachers and students.

---

If placed in an atmosphere of freedom and trust if treated as professionals and as people of worth, teachers behave like the caring, concerned people they would like to be. They, no less than their students, are victimized by the way in which schools are currently organized and run.\(^2\)

This particular research endeavor, then, was undertaken for a twofold purpose. Initially, the research focused on the organizational climate in school buildings within an urban school district, giving special consideration to a method of assessment. Secondly, the research was concerned with staffing characteristics employed by the urban school district as procedures are established for individual school staffing. The basic proposition suggests that there is a significant relationship between the climate prevailing in individual school buildings within a district and the staffing characteristics of the building. The major intent of this study was to examine this interaction and to answer the overriding question: Is there a significant relationship between the organizational climate of schools and the staffing policy of the district? This research promises to generate ramifications for the recruitment, selection, and placement of staff personnel in urban schools of the United States.

The unique contribution of research on organizational climate has been to provide us with: (1) dimensions along which we may take measurements of certain factors which make up the climate of an organization's environment and (2) normative data from many schools...

\(^2\)Ibid., p. 142.
which enable us to determine more accurately where a given school stands in comparison with others.\(^3\)

The concept of the Organizational Climate as commonly accepted was developed by Andrew Halpin and Don Croft in the research reported in *Theory and Research in Administration*.\(^4\) Owens gives additional credence to this research when he discusses the Organizational Climate Description Questionnaire, the instrument developed by Halpin and Croft. He states that "this technique has been employed repeatedly by researchers, many of whom wished to determine whether certain kinds of organizational climate were found in schools with principals having certain characteristics."\(^5\)

Barnard states that "it is the organization, not the executive, which does the work on the external environment. The executive is primarily concerned with decisions which facilitate or hinder the effective or efficient operation of the organization."\(^6\) Griffiths states that "this decision-making theory looks at the process of administration as being the monitoring of decisions that are made in the organization."\(^7\) He further assumes


\(^5\)Owens, p. 174.


that "the purpose of the behavior of administrators can be understood in terms of either decision-making or the monitoring of decisions made in an organization."8

The pluralistic nature of American society suggests that, if we as educators are to ameliorate negative conditions in public schools, we must be ever cognizant of the needs of our clientele. Owens supports this contention with the following assertions:

An organization exists in a setting or environment from which it receives inputs. These inputs may be varied and numerous, but for schools they must include children and money. The organization also produces outputs, which for schools may be goal attainment and attitudes and learning of the school's clients - the children. Presumably, between the inputs and the outputs of an organization something occurs to induce the goal achievement that is noted in the changes that appear.9

The inputs in this particular study will be the demographic variables related to staffing characteristics as an attempt is made to determine their linkage with a specified output, notably the organizational climate.

Rosen provides an interesting perspective for observing environmental factors in school when he makes the following assertion which lends additional support to the proposal:

In connection with both peer environments and changes in school achievement over time, we need to confront the fact that the greatest variance in school learning occurs under what Coleman calls "within school" conditions. His survey, however,

8Ibid.
9Owens, p. 152.
offers little illumination of the internal reward structure of the neighborhood school which helps to produce student differentiation.10

These "within school" conditions or climate considerations are in need of exploration and description to enable educators to fully understand the impact and dynamics of staffing techniques and their relationship to the school environment. Rosen presents an interesting list of questions to be considered in this particular context:

What is the nature of the "within school" stratification system? How do principals and teachers sustain it and thus reinforce selectively the achievement of some students, perhaps at the expense of or the retardation of others? Could one redesign this reward structure? How far can one depart from the stratification system of the larger community and still operate a neighborhood public school?11

Implicit in this listing is the importance of the principal and teacher and their overall effect on the educational program. Therefore, the intent of this study which was to examine the demographic variables of school staffing characteristics, such as, age, educational training, experience, racial balance and tenure of teachers, and their relationship to organizational climate has been a fruitful endeavor. Moreover, this thrust will enable personnel divisions to critically analyze their methods and policies regarding staffing, because due cause was

11 Ibid.
rendered through examination of the resulting school climate produced.

Gorton presents some very revealing findings relative to beginning teachers.

For example, in the area of working with colleagues, approximately one-third of the first-year teachers indicated that they had experienced at least minor problems with colleagues, in regard to "perpetuation of gossip," "faculty factions or cliques," "professional spating," and "lack of non-school social opportunities."12

Many discussions of a school district's staffing procedures have been concerned with pupil-staff ratios. For example, teachers in urban schools have been very vocal in their cries for reduction of class sizes as a meaningful strategy to improve student achievement. However, one needs only to view the recent upheavals and social unrest prevalent in the society to understand that finding an adequate number of qualified teachers is only the beginning of the staffing problem for urban schools. Hummel and Nagle confirm in Urban Education in America what has been suspected by many observers of urban school district policies for years.

For a number of reasons, teacher placement in big-city school districts typically results in a high concentration of the youngest, least experienced, and least well qualified teachers in schools with the most disadvantaged students; conversely, schools with the lowest proportion of disadvantaged students are likely to be staffed by teachers with the most experience and the most extensive post-baccalaureate education. In urban schools, therefore, youngsters who most need good

teaching are least likely to get it, whereas those able to learn with ordinary help typically enjoy the best teaching available in the district.\(^3\)

That such a practice exists in personnel office in school districts, although speculative, suggests to the researcher an area of interest in need of more concrete data, if change is to occur. Therefore, the research will provide an intensive look at the staffing characteristics of an urban school district to determine what the practices are in reality, and how they affect the overall atmosphere of the various buildings.

A June 1971 report of the Commission on Public School Personnel Policies in Ohio indicated that much of the uneasiness expressed by teachers relative to staffing procedures was grounded in realism:

Any plan of staff utilization has only one fundamental goal: to permit the learner to learn what he needs to learn in the way in which he is best able to learn.

Individual instruction, although an objective of educators for a long time, has been an elusive target. It could hardly have been otherwise in a situation in which a single teacher had the responsibility for an instruction of twenty-five or more students.

Although there has been at least tacit agreement that all students are not alike, schools have not taken into account the fact that all teachers are not alike. Elementary schools, especially, have failed in adapting to the intellectual and psychological differences in teachers. Teachers also differ in their

ability to teach various subject areas, to take responsibility for improvement in curriculum and methods, and to work with various types of students.14

Statement of the Problem

The purpose of this study was to determine the relationship of the organizational climate in a given school building and the demographic variables associated with various staffing characteristics of that school. Because of the broad nature of possible comparisons when viewing this interaction, the scope was limited to the following variables:

1. Age
2. Educational training
3. Teaching experience
4. Racial composition of teaching staff and student body
5. Tenure

The intent of this study was implicit in the fundamental question that follows:

Is there a significant relationship between the organizational climate prevailing in local school buildings and the demographic variables included in a district's staffing policies?

The major focus of this study, then, revolved around an examination of the staffing policies employed in a school

---
district and the relationship these policies have with the exist-
ing organizational climate of a school, or stated more specifi-
cally, The Relationship of the Organizational Climate in Urban 
Schools to the Staffing Characteristics in the School District.

**Assumptions**

1. The organizational climate of urban schools is rele-
vant as it has a significant influence on the achievement of 
individual and normative goals.

2. Staffing data relative to the variables of interest 
can be obtained from various schools within a district.

3. A teaching staff can be categorized according to the 
demographic variables of age, educational training, teaching 
experience, racial composition, and tenure.

4. The staffing policy of a school district will be the 
same for all schools.

**Objectives**

1. To determine the kind of organizational climate 
existing in urban schools within a specific district.

2. To determine the relationship between demographic 
staffing characteristics and the school's organizational 
climate.

3. To develop the empirical basis to enable staffing 
policies to be developed which consider organizational climate 
models for schools in an urban district.
4. To develop the empirical basis to expedite the development of staffing mechanisms to aid in the recruitment, selection, and placement of urban school staffs.

5. To determine the relationship of existing school staffing procedures and the organizational climate of buildings located in an urban district.

**Research Questions**

The investigations and inquiries in this study have answered the following questions:

1. Can urban schools be classified by the OCDQ taxonomy?

2. Can staffing variables be attributed to each OCDQ category?

3. Can a given OCDQ category be characterized by a discreet pattern of staffing variables?

4. Is there a logical explanation for the relationship between staffing characteristics and organizational climate? Can this relationship yield information that will be useful in the recruitment, selection, and placement of personnel, especially for urban schools?

5. How is each of the staffing variables related to each organizational climate model?

**Definition of Terms**

There are several terms utilized in this research that are in need of definition because of their uniqueness. Others
are so abundantly found in the educational literature and normal usage that definitions are unnecessary, therefore, they were not rendered.

**Urban Schools.** Elementary, junior, and senior high schools located in a S.M.S.A. city and distinguishable from rural and suburban schools vis-a-vis racial, social, and economic conditions.

**B-WT. and B-WS. Parity.** Throughout the study this will refer to the racial composition variable and the Black-White teacher ratio as compared to the Black-White student ratio. When this ratio is determined to be one to one, it will represent parity between the two in the individual school buildings.

**S.M.S.A.** The standard metropolitan statistical area, defined by the Census Bureau as a city of 50,000 plus the surrounding county and the contiguous counties functionally bound to the central city.

**Organizational Climate.** The "feel" or individuality of a school, sometimes referred to as the atmosphere of a school, the tone of the school or the school's personality.

**Demographic.** Of demography the science of vital statistics, as of births, deaths, marriages, etc., of populations.

**Variables.** For this study will consist of age, educational training, teaching experience, racial composition, and tenure.
**OCDQ.** A 64-item questionnaire used for assessing organizational climate constructed by Andrew W. Halpin and Don B. Croft, titled the Organizational Climate Description Questionnaire.

**Staffing Characteristics.** Those procedures or policies used by a school district in assigning teachers and administrators to individual school buildings.

**School Staff.** Throughout the study this will mean the positions of teachers and administrators in urban schools within a specified district.

**E.S.E.A.** The Elementary and Secondary Education Act passed in 1965 which provided more than a billion dollars to supplement and improve the education of children of poor families, in urban and rural areas.

**Methodology**

**A. Population**

The population for this study were all of the public elementary schools in a midwestern urban city, wherein the professional staff agreed, in whole or in part, to participate in the study. Principals and teachers, working in the 28 schools comprising the study, constituted the target population.
B. Sampling Technique

Due primarily to the policies existing in the school district, principals and teachers were surveyed to determine if they would voluntarily participate in the study. This procedure resulted in 28 schools, 28 principals, and 381 teachers actively participating as the population for this study.

C. Instruments

In an attempt to assess the demographic variables of a given school staff, personnel information was solicited from central administration and the individual school by specially designed instruments. In addition, the Organizational Climate Description Questionnaire, designed by Halpin and Croft, was used to describe the physical setting and the atmosphere of the individual buildings.

Prior to the initial mailing or delivering of the questionnaire and other data gathering tools, the following steps were taken:

1. The data gathering instruments were thoroughly evaluated by the dissertation committee and the researcher.
2. Alternate methods of gaining and/or eliciting information were explored.
3. Authorization and support of the school system was obtained.
4. Questions regarding time, cost, and involvement were answered.
D. Procedure

1. Personal interviews were conducted with various individuals who are actively involved in the placement of teachers and administrators in the district's public schools. These interviews were structured in an attempt to secure information relative to the district's placement policies and philosophy, and the identified demographic variables listed in the problem statement of the proposal. The open-ended interview approach was utilized for the purpose of eliciting responses of a personal nature regarding staffing characteristics.

2. The OCDQ was administered to all principals in the population and to all teachers in the individual schools who volunteered to participate in the climate study of the 28 buildings in the district. All respondents were assured anonymity and confidentiality regarding school results. The administration of the instrument, other than the specified instances previously noted, followed those procedures suggested by Halpin and Croft. Each school has been classified in the climate profiles of the OCDQ taxonomy.

3. Staffing variable data of a quantitative nature were obtained from the school district office. These data will include: age, educational training, teaching experience, racial composition, and tenure.

4. Comparisons were made to determine relationship between the staffing variables and the climate of the school.
Whenever warranted, charts and tables were designed and utilized to characterize each school and to illustrate various relationships.

5. Other primary sources, such as, written reports, brochures, newspapers, magazines, and other documents describing staffing policies and procedures were utilized by the researcher, with a critical analysis of the validity and reliability of their contents.

6. An intensive review of literature was provided for the purpose of including the leading edge thinking regarding school staffing policies in urban schools. Additionally, these data were used to justify conclusions and recommendations resulting from the study.

7. Recent court decisions and civil right mandates were scrutinized to determine the extent staffing policies in the district have been affected by local, state, or federal legislation.

8. Recommendations were rendered suggesting the most viable staffing procedures to be used in urban schools based upon the data collected for the study.

Statistical Treatment

A. Scoring and Rating

The computer-scoring service for the OCDQ was provided by Dr. Andrew E. Hayes, TADS, University of North Carolina. This service analyzed the OCDQ data and categorized the schools according to climate profile types.
B. Research Design

1. The criterion variable (organizational climate) will be divided into six measures as provided for in the construction of the OCDQ.

2. The staffing characteristics were divided into five variables with sub-classes for each of the following: age, educational training, teaching experience, and racial composition. The variable of tenure was reported in the study by determining the actual number of teachers in each building who had attained tenure in the district. Standards for the sub-class designation of the other four staffing variables were set by the researcher and his dissertation adviser, with the expert opinions of personnel administrators and principals playing a prominent role in the final gradations rendered.

Age: The best estimate of the median age for teachers in the district was set at 33 years of age by a key personnel administrator charged with the collection and compilation of teacher data for the district. Additionally, the age factor was dichotomized into an above-below category. The mean age of the 28 school staffs participating in the study was ascertained through the building principals and classified according to their ranking in this category. Since there were no actual ages collected by the district and individual teachers were reluctant to reveal their ages, this strategy seemed quite plausible and in keeping with research protocol.
Educational Training: The nature of the data compiled by the district for this variable indicated that there were four categories in which data were available on a district-wide, school-by-school bases. The four categories identified and classified are as follows:

1. B.A. - Baccalaureate degree
2. B.A.+ - Baccalaureate degree plus 30 hours (semester)
3. M.A. - Master's degree
4. M.A.+ - Master's degree plus 30 hours (semester)

The actual number of teachers on the respective school staffs and their level of training was presented for usage in describing this variable.

Teaching Experience: Again the data compiled by the central research offices of the district dictated the use of mean scores for the entire teaching staff of a given building when addressing the question of teaching experience. Therefore, the four categories that were identified must be construed as average experience rates for all of the teachers in the respective schools. The teaching experience break-down was conceptualized as follows:

1. 0-3 years experience
2. 4-7 years experience
3. 8-11 years experience
4. 12 and above years experience

The three year intervals indicate inferences gleaned from interviews with various personnel administrators in the district relative to questions about the importance of teaching experience.
Racial Composition:

Racial Composition = \frac{\text{Black-White Teacher Ratio}}{\text{Black-White Student Ratio}}

Wherein, \( K = 1 \) B-WT. and B-WS. parity prevails

Rationale: \( K = 1 \) (High) \( K<1 \) (Low)

Tenure: Will show the actual number of teachers in each building who had attained tenured status and the percentage of total staff represented by that number.

The various changes reported regarding the categorization of the staffing variable data have concurrently resulted in a contingency table represented diagrammatically (see Table 1, page 19).

Spearman correlation coefficients and analysis of variance were the statistical techniques employed. The rationale for this change was taken from suggestions by Dr. Andrew Hayes of the University of North Carolina and Mr. Terry Truax of the Computer Center at The Ohio State University to increase the power of my interpretations.

**Significance of the Study**

Historically, social factors prevalent in urban cities have influenced staffing patterns in the schools of the district.

Most of the schools, except those in economically favored suburbs are understaffed, both qualitatively and quantitatively. Schools in "difficult" neighborhoods in cities usually bear the brunt of the problem.  

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<table>
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<tr>
<th></th>
<th>Open</th>
<th>Autonomous</th>
<th>Controlled</th>
<th>Familiar</th>
<th>Paternal</th>
<th>Closed</th>
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</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>1. Above</td>
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<td></td>
<td>2. Below</td>
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<tr>
<td><strong>Educational</strong></td>
<td>1. B.A.</td>
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<td><strong>Training</strong></td>
<td>2. B.A.+</td>
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<td></td>
<td>3. M.A.</td>
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<td></td>
<td>4. M.A.+</td>
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<tr>
<td><strong>Teaching</strong></td>
<td>1. 0-3 years</td>
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<td><strong>Experience</strong></td>
<td>2. 4-7 years</td>
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<td></td>
<td>3. 8-11 years</td>
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<td></td>
<td>4. 12 years and above</td>
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<tr>
<td><strong>Racial</strong></td>
<td>1. High</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Composition</strong></td>
<td>2. Low</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Tenure</strong></td>
<td>Actual number and percentage</td>
<td></td>
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</tbody>
</table>
The fact that problems accruing from a school district staffing pattern are prevalent has been documented in many reports, articles, and books dealing with schools in urban sectors of the United States.

Doubtless, one major career pattern of teachers in cities is horizontal, that is, they move from schools in lower-class neighborhoods in which they have their first assignment to "better" schools in the same city.

Several improvements in personnel administration are necessary if teacher staffing patterns in cities are to be improved. Teachers who are better qualified - by experience and special training - should be assigned to schools in volatile or blighted neighborhoods. Both extrinsic and intrinsic rewards need to be provided for such teachers.16

This realization, coupled with the current emphasis of the Ohio Civil Rights Commission and their insistence on desegregating school staffs in accordance with racial composition of the school clients, has far-reaching implications for personnel administrators in urban school districts. Moreover, the mandates placed on several cities regarding compliance (notably Columbus and Dayton) seem to suggest that precedence regarding staffing patterns will be implemented in the very near future.

Such a study as the proposed was important as it seeks understanding of the dynamics influencing the organizational climate in schools and the relationship these factors have to those involving staffing patterns in urban cities. The study is important to decision-makers in the area of teacher placement trying to provide for the needs of their clients in the management

16 Ibid.
of the school district. Moreover, this study holds unlimited possibilities and implications for the personnel dimension of educational administration, as it promises to aid in the selection and placement mechanisms used to assign teachers and administrators to various schools in a given district.

Limitations of the Study

The major limitations of the study were:

1. For reasons of financial and time considerations, the investigator limited the geographical area for the study to public schools in an urban midwestern city.

2. The generalizability of this research must be limited to cities with the same or comparable internal or external variables as the ones selected for this particular study.

3. The demographic variables set forth in the proposal were the only staffing characteristics considered for this research.

4. The population includes only subjects who are either teachers or administrators in the selected school district.

5. Reliance on the cooperative nature of the school district was essential because of the need to examine internal records regarding staffing policies and procedures. For this reason personal interviews with personnel administrators were extremely important to the study.

6. Another limitation of the study was the availability of data identified as staffing variables. For example, the variables
of age and tenure were very difficult to record due to the prac-
tices of the division of personnel and division of research.
This practice of not recording certain variables inhibited the
research and necessitated the mailing of an additional letter to
principals (See Appendix C) to secure the appropriate data.
Moreover, the utilization of this process and the promises of
anonymity and confidentiality dictated the kinds of data secured.

The Findings

Basically, answers to five questions were sought as the
rationale for conducting this study. First, can urban schools be
classified by the OCDQ taxonomy? Second, can staffing variables
be attributed to each OCDQ category? Third, can a given OCDQ
category be characterized by a discreet pattern of staffing var-
iables? Fourth, is there a logical explanation for the relation-
ship between staffing characteristics and organizational climate?
Can this relationship yield information that will be useful in
the recruitment, selection, and placement of personnel, especially
for urban schools? Fifth, how are each of the staffing variables
related to each organizational climate model? The report of the
findings of the study has been organized around each of these
five questions.

Organization of the Dissertation

Chapter I consists of the background of the problem, the
statement of the problem, the assumptions and objectives, and
the significance and limitations of the study.
Chapter II includes a review of the literature surveying organizational climate, the organizational climate description questionnaire, and various placement strategies used by school districts to staff their schools. The unique, specialized staffing problems peculiar to urban and inner-city schools have been focused on in the literature investigation.

Chapter III presents descriptions of the methodology and instrumentation used in the study. Also, the data collected via the interview guides are presented.

Chapter IV provides for a presentation of the findings resulting from the statistical treatments and the data analysis.

Chapter V is the presentation of the summary of findings, the conclusions, implication and ramifications drawn from the findings, and the recommendations rendered by the researcher.
CHAPTER II

ORGANIZATIONAL CLIMATE AND STAFFING CHARACTERISTICS

A LITERATURE REVIEW

Introduction

The contents of this chapter are the results of an intensive examination of the leading-edge thinking regarding the concept of organizational climate and staffing variables utilized in school districts. The intent hereof is to familiarize the reader with a multi-faceted range of opinions and findings relative to the research being conducted.

The value of systematic study is generally accepted in varying degrees by members of the education profession as a means of utilizing past and present research efforts as a foundation for seeking solutions to current and future problems in the field of education. In view of this kind of faith in scholarly research, the present effort has been focused on the variety of treatments previously given to the topic.

For reasons due principally to mechanics, the chapter has been divided into two sections of review: one dealing with literature related to organizational climate, and the other
focusing on staffing characteristics, i.e., teacher and administrator placement, in a school district.

**Organizational Climate**

Many researchers have defined and described the concept of "climate" in an organizational setting. Generally, Chris Argyris is given credit for the first research effort involving organizational climate factors. However, his study was comprised of organizational relationships in banks. The concept of organizational climate in schools had its genesis with the studies undertaken by Andrew Halpin. Increasingly, other researchers are looking at the question of organizational climate in school buildings and reporting some interesting results.

The following definitions are being presented to show in many instances the commonality of organizational climate terminology. Halpin hints of a possible parallel between individual personality and organizational climate in his discussions of organizational climate:

> And so, too, as one moves to other schools, one finds that each appears to have a personality of its own. It is this 'personality' that we describe here as the 'Organizational Climate' of the school. Analogously, personality is to the individual what Organizational Climate is to the organization.¹

General agreement is expressed in the study undertaken by Leonard and Gies and a subtle reference is given to the fact that other researchers describe personality as analogous to climate.

¹Halpin, p. 131.
Also, they are supportive of Halpin's continued usage of the relationship between personality and climate.

Regarding organizational climate Leonard and Gies write:

Complex organizations such as schools are currently perceived and treated by scholars and researchers as living organisms consisting of a composite of characteristics. Each separate school has certain peculiar traits and values in much the same way as individuals possess a unique composite of personality traits.²

Owens adds to Halpin's definition of the individuality of schools when he writes about the atmospheric dimensions of schools.

Owens defines organizational climate with the following:

Recognizing that schools differ markedly—and not merely in their architecture or in such obvious characteristics as the ethnic compositions of their student populations—experienced principals are quick to sense, or to 'feel,' the individuality of a school. Sometimes this individuality is called the atmosphere of a school; other popular labels include the tone of the school, the school's climate, or the school's personality.³

The analogy between an individual's personality and organizational climate takes on psychological patterns for purposes of clarity. Additionally, the elements of openness and closedness suggest that an assessment of the varying degrees between the elements when placed on a continuum can help to describe their distinctive organizational features.

²Charles B. Leonard and John Gies, Value Homogeneity in Open and Closed Organizational Climates, U.S. Dept. of H.E.W. May, 1971, Center for Educational Improvement, University of Missouri, p. 11.
³Owens, p. 167.
Halpin notes that "the concept of Openness versus Closedness in Organizational Climates" is directly related to similar concepts about the openness or closedness of an individual's personality. The mechanisms which produce neurotic responses in the human individual appear to operate in much the same way within a group.

Speaking in support of the work by Halpin and Owens, Sargent broadens their work to include, not only the institutional setting of the school, but also the interaction of job satisfaction and task achievement. Sargent, while discussing the concept of climate, writes:

Organizational climate is a concept which embraces this milieu of personalities, principal and teachers, interacting within the sociological and psychological framework of an institution such as the public high school. Climate may be pictured as a personality sketch of a school. As personality describes an individual, so climate defines the essence of an institution. Morale is but a part of one's personality and it is only one facet of organizational climate, albeit a very important one. Personality is relatively stable over a period of time but it can change, so it is with organizational climate. Personality is complex and organizational climate, being composed of the interaction of diverse individual personality is, indeed, a broad multi-faceted idea.

An opened climate school is typically a situation in which members enjoy high Esprit. The teachers work well together without griping. . . . On the whole the group members enjoy friendly relations with each other. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving."

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4Halpin, p. 233.
A closed Climate school is typically a situation in which group members obtain little satisfaction in respect to either task-achievement or social needs. Teachers do not work well together, consequently, group achievement is minimal. . . .

Irwin makes the following observations regarding climate:

Thus, before one can determine the degree of humaneness in a particular school, it is necessary to determine the climate of the school, whether it is 'open' or 'closed.' An open climate is characterized by an energetic, lively organization that is moving toward its goals and is providing satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are disproportionately oriented toward neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly.

At the other end of the continuum is the school organized under the closed climate, characterized by a high degree of apathy, with group members failing to secure either social-needs satisfaction or task-achievement satisfaction. The open school would concern itself primarily with human personalities, while the closed school would emphasize the institutional role at the expense of the individual.

The evaluative dimensions serve to clarify the nature of an organization's ability to meet its stated goals. Wherein, goals are not achieved there needs to be some mechanism for delineating the apparent problems in order that they be alleviated. Seemingly, many authors differ in the amount of importance attached to the openness and closedness or an organization. Other authors have

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identified sources of problems and methods of treatment have been prescribed.

In Irwin's view one can readily determine the evaluative dimensions of his description regarding open and closed climates in schools. However, some authors are of the opinion that in certain organizational structures the closed climate might be the most desirable.

McCleary, describing malfunctions in an organization, writes the following:

Some problems may be identified as connoting malfunction in the organization; they are to be avoided by careful planning and remedied as quickly and quietly as possible when they do occur. Examples of such problems that transcend the mechanical malfunction variety seem to be pathological in nature. Most frequently these are values, beliefs, and attitudes of groups or individuals which impede organizational effectiveness. Tampering with the structure of the organization will not solve these kinds of problems; rather an understanding of organizational behavior is essential, and therapeutic treatment of the individual situations is required.7

The tendency to attach connotations to the open and closed dimensions of organizational climate can be somewhat misleading if the entire context of the evaluation is not carefully considered. Taguiri developed some of the essential ingredients for describing organizational climate in the following assertion:

Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences

their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization.

The concept of organizational climate involves at least three sets of variables. They are 1) environmental variables, such as size and structure of the organization, which are external to the individual, 2) personal variables, such as aptitudes, attitudes, and motives, which the individual brings to the job or the situation, and 3) outcome variables, such as satisfaction, job motivation, and productivity, which are determined jointly by environmental and personal variables.

Halpin admits that it was impossible to overlook the value laden nature of a closed versus an open distinction in school climates. While describing the evaluative nature of the OCDQ, he makes the following confession relative to implicit connotations of his research:

The names that we assigned to the climates purport to be only descriptive. But we would have to be either blind or fatuous to assume that words such as Open and Closed do not also carry with them evaluative connotations. Of course they do. At the outset, Croft and I thought that we might be able to stick to describing climates without evaluating them. That was an innocent thought. The more we worked with the findings, the more did judgements about the climates force themselves upon our attention. The differences in the quality of the different climates became too vivid and too compelling to be ignored. In short, we were forced to admit that the Open Climates were "the good guys," while the Closed Climates were the "bad guys."

Many more elements are mentioned when one looks at the climate of schools. These additional elements are crystallized

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8Renato Tagiuri, et al., Organizational Climate: Explorations of a Concept (Boston: Division of Research—Harvard University, 1968), pp. 1-10.

9Halpin, p. 135.
in an article entitled "Forces Influencing Urban Schools." Regarding the learning climate Chandler writes:

Such social forces as demographic factors and political organizations—plus other, including the use of mass media of communication, neighborhood conditions, and social class—shape the learning climates of schools. These factors influence the school curriculum, teaching, and personnel policies and staffing patterns, as well as the standards of achievement that can be maintained.\(^{10}\)

Although many of the definitions deal implicitly with internal factors of school climate, it is essential to note that external factors must be considered in the process. Obviously, these factors interact within respective structures to influence any appraisal of organizational climate.

Forehand and Gilmer define organizational climate as "... the set of characteristics that describe an organization and that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization."\(^{11}\)

When describing or depicting situational concerns in buildings relative to climate, it is important to understand the reasons behind the intensive look. While rendering an opinion regarding schools, Silberman, perhaps on purpose, accents the negative aspects. In reference to climate he provides an interesting description of atmosphere in schools as seen as follows.

\(^{10}\)Chandler, p. 8.

There is the atmosphere of meanness and distrust in which teachers work; they punch time clocks like factory workers or clerks and are rarely if ever consulted about things that concern them most, such as the content of the curriculum or the selection of textbooks. And there are the conditions of work themselves: Teaching loads that provide no time for reflection or for privacy, and menial tasks such as 'patrol duty' in the halls or cafeteria that demean or deny professional status.  

Several studies involving organizational climate were selected to give added insight to this research endeavor. Johnson and Marcum speak to the involvement of the principal of a school as a major determinant in a school's manifested climate as measured by the OCDQ. Johnson and Marcum summarized their findings as follows:

On the basis of this study and supported by others, we concluded that organizational climate of schools in terms of openness and closedness is an important condition for change. On the assumption that innovative schools continuously assess goals and bring about changes to achieve goals, one can make a logical connection between our findings and Halpin's idea that the open climate describes an energetic, lively organization which is moving toward its goals, while the closed climate describes an organization which is not moving and is characterized by a high degree of apathy on the part of all members of the organization.

One cannot, however, determine whether high expenditures, younger staff, larger size of staff and short staff tenure are cause or effect in the open climate situation. They do, nevertheless, exist concurrently with the open climate and innovative school.

Finally, we must add that a large burden of the climate for change rests with the school principal, who, as a single individual has a major effect on the school climate. He alone is a chief agent in the openness or closedness of the organization. Of the eight dimensions measured by the OCDQ, four are perceptions about the principal's specific behavior and four are teacher behavior which are largely dependent upon the principal's behavior.

\[12\] Silberman, p. 143.
It would seem, then, that principal selection, and principal training as well as granting of authority and responsibility for the structural elements of a school to the principal are basic to the development of a change climate.\textsuperscript{13}

Organizational futurologists, such as Warren Bennis,\textsuperscript{14} maintain that we have now entered a post-bureaucratic period because,

(1) the organizational environments are becoming increasingly turbulent and changing with the knowledge boom, (2) the work force is much younger, better educated and more demanding of relevant changes, and (3) management philosophy has changed as a result of our increased understanding of what motivates man and how he works best. In order to cope with all this, post-bureaucratic organizations must be problem-centered, be continually adapting to rapid changes, be composed of interdisciplinary teams and be organized to deal quickly with temporary or finite tasks.\textsuperscript{15}

That organizations and organisms must be adaptable and amenable to change has for recent years been the leading edge thinking in conflict resolution involving institutions goes without saying. The use of other instrumentation for this assessment aroused the interest of Steinhoff.


The values and implications revealed by the findings of Steinhoff with the organizational climate index are as follows:

(1) The descriptions of the schools in terms of their rankings by Climate and Culture should provide the system with the opportunity to evaluate the nomothetic role prescriptions as seen by the participants themselves, (2) the policy of employing individuals from within the organization to leadership positions should be reconsidered, (3) provisions must be made to satisfy the broad intellectual and achievement needs of teachers in this school system, and (4) the evidence indicates that the instruments utilized in this study are effective in describing psychological environments in a wide variety of institutional settings.\(^{16}\)

Moreover, Steinhoff states that "for this study of organizational climate, he will refer to the consensual beta press of a given organizational unit."\(^{17}\)

Subsequently, the dichotomies of individual and organizational behavior in concert are carefully distinguished by using the following terms to describe the elements when employing the Organizational Climate Index. According to Murray, "The private, idiosyncratic, percept of environment by participants in a common situation are deemed the consensual beta press."\(^{18}\)

The dual effects of the OCI and the OCDQ as appraisal instruments have come under questioning because of the current preoccupations in public education with maintaining a good image.

\(^{17}\) Ibid., p. 18.
Owens, while discussing the merits of studies assessing the organizational climate of schools, offers some valuable insights into possible drawbacks.

When they first become interested in the concept of organizational climate, many school administrators tend to look upon an assessment of their school's organizational climate as a 'test.' When the OCDQ or the OCI instrument is brought to the school, it may be described as a test that teachers are being asked to take. The implication is clear: a climate study is an evaluation of the school, and--more particularly fortunate, for it emphasizes a sort of test syndrome with all the usual anxieties about not doing well. After all, what does it mean if one finds that the organizational climate of one's school is "closed" or high in control press and low in development press? Today, amid all the criticism of schools, not every administrator is anxious to generate still more data to be used against him and his school; the reading scores are probably already low enough and the dropout rate too high. Who needs more?  

Conscientious thought on behalf of some experts in the area of organizational climate assessments has suggested that environmental variables play a very vital part in the final stages of determining organizational effectiveness and goal achievement. Detail examination of climate categories delineated in the OCDQ proposes the presence of many factors in the respective profiles differing only in degree. Here again we are confronted with the apparent influence exerted by the school's leadership on the resulting climate rating.

The evaluative nature of Halpin's climate continuum, relative to open climate being good and closed climate being bad, has

19 Owens, p. 190.
been somewhat explained in terms of its arbitrariness by the following:

It is possible that some schools in urban-core areas cannot afford to contend with an 'open' organizational climate. The situation is similar to that of some neurotics who, despite their unhealthy symptoms, manage to cope with their world, even at a low and precarious level of effectiveness.²⁰

Furthermore, Halpin writes:

Suppose that a new principal has been assigned to an elementary school. He is young and intelligent, and he has had good experience and training. He possesses thrust, and he is highly considerate. He moves into the school with every intention of maintaining an Open Climate such as he had maintained in the school from which he came. But what happens to him if the teachers are not prepared to deal with an Open Climate? Suppose that the teachers in this school have contended for the past ten years with a principal whose behavior typifies that which characterizes a Closed Climate. We must recognize the strong possibility that the very openness of the new principal's behavior presents the teachers with a severe psychological threat. When the members of a group have been deprived of freedom for a long period of time they seldom are quite ready to deal with it, especially if it be made available to them too abruptly.²¹

Speaking further to the reluctance of schools to engage in self-assessment relative to climate, one can readily detect a sort of disillusionment with research in the public school setting. Much of this disillusionment can be attributed to an increasing number of demands being placed on our schools by the citizenry.

In discussing the usefulness of climate assessment data, Owens stated two imperatives.

²⁰Halpin, p. 199.
²¹Ibid.
Organizational climate assessment data can be extremely useful in practical ways if, first, it is not construed to be a test or a criterion measure in the judgemental or evaluative sense and, second, it is pro-offered to the school faculty as feedback for their analysis, evaluation, and discussion. If there is concern among teachers about the organizational effectiveness of the school, then there is a need for more adequate feedback about the consequences on their actions. If a faculty is expressing concern about the organizational ineffectiveness—communication failure, bickering, tension between factions, or confusion over goals and policies—it is showing some recognition of the fact that problems do exist and some interest in doing something about these problems. But how can a faculty examine its own actions without unbearable pain and undue threat? If someone tries to push him into analysis he may balk defensively; but if he is ready to seek help, the task may be much easier. And few therapists would begin telling a patient all of his faults and advising him to 'get over them.' So too, in a school, the discussion of organizational climate assessment data by teachers and administrators permits them to open up discussion and sensitive matters which could be very difficult to deal with from an objective point of view.\(^{22}\)

Hayes, in his study to determine the extent to which the OCDQ is currently useful for describing the organizational climate of schools, found that "... during the past few years, the relative number of schools which have been classified as 'closed' in regard to climate has increased."\(^{23}\) Therefore, he contends:

An inspection of the climate—profiles of these schools which cannot be assigned to a climate group usually reveals more characteristics of 'relatively

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\(^{22}\)Owens, p. 191.

closed' schools than of 'relatively open' schools. Hence the identification of 'new' climate types that tend more toward closedness than towards openness was not surprising to the investigator.  

In view of Hayes' proposition regarding the characteristics of open and closed climates, an additional method of appraisal was discovered that might prove its usefulness in future climate studies. However, the point is underscored which denotes the necessity to examine the positive and the negative factors in schools.  

A review of the literature revealed an interesting approach to the study of climate in the school setting. Dr. W. G. Monahan of the University of Iowa's College of Education commented concerning Sexton's dissertation methodology, which photographically described organizational climate in a Denver school: "I believe that there is an art to administration as much as there is a science. I believe that the climate of a school organization could be as effectively characterized through an artistic medium as through some empirical, scientifically structured statistical measure."  

Additionally, he states:

Some teachers and administrators who have seen these pictures become disturbed and defensive. They say schools aren't like this, that schools are happy places where important things happen. They are right about that, of course, but schools are frequently insensitive institutions where children and youths and adults are almost

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24 Ibid., pp. 51 and 52.  
totally ignored as human beings. We would like to feel there is a great pervasive feeling of belonging in a school, but in truth, more frequently than not, it just ain't so. 26

Staffing Characteristics

This portion of the literature review concerns itself with several variables associated with staffing characteristics in a school district. While ultimately the researcher is dealing with the process of placement, i.e., assignment, deployment, it has become necessary to examine age, educational training, teaching experience, racial composition, and tenure in this study.

Writes McKenna:

The indications are strong that if the schools are to be responsible for the individual learning of each child, no fewer than 20 classroom teachers per 1000 pupil units are required and, in addition, a complement of 18 or more professional specialists per 1000 pupil units. From the findings of these studies it seems unlikely that either a variety of organizational arrangements or automated devices will make it possible to do the job with less. If, as the theory of the 1980 School Project indicates, 'a strong bond must be developed between teacher and pupil in order for the responsibility for individual learning to be fully realized,' these studies indicate that it is being more nearly accomplished where there are 50 classroom teachers per 1000 pupil units. 27

Many educators argued vehemently about class sizes and the necessity of smaller units to enhance the achievement of children in the school setting. When one examines the contents of negotiated contracts during the early seventies, there is

26 Ibid.
frequently a clause advocating smaller class sizes. Naturally, this emphasis has brought about new policies regarding the assignment of teaching staffs.

McKenna illustrates traditional and emerging staff deployment practices and suggests that the choices of a district are limited:

There are two major choices in staff allocation a school administration and board of education make, having decided on employing a given number of professional staff members. They hire many teachers to keep classes small and few specialists or they hire fewer teachers (allowing classes to run larger) and provide a larger proportion of specialists. All decisions on allocation of number of staff, then, are variations on these two choices.28

McKenna further identifies the eight patterns of deployment discovered by William D. Mackolin and Dwight E. Knox in their unpublished Ed.D. project undertaken at Columbia University in 1959 and 1960.

The eight patterns of deployment of the total professional staff are:

(1) 'uniform staffing'; (2) 'uniform class size'; (3) 'small class size'; (4) 'large class size'; (5) 'small elementary class size'; (6) 'large elementary class size'; (8) 'small secondary class'; and (8) 'large secondary class size.'

By definition, the eight patterns are:

1. Uniform staffing—adherence of numbers of specialists and elementary and secondary class sizes to a line of predictability based on a school district's position on the NSA (numerical staffing adequacy) scale, in which both elementary and secondary class sizes and specialists per 1000 pupil units do not vary more than one standard deviation in either direction from the NSA position.

28 McKenna, Ibid., p. 12.
2. Uniform class size—non-adherence of both elementary and secondary class sizes to a line of predictability based on a school district's NSA, keeping, relatively, the same given levels of class size in both the elementary and secondary schools.

3. Small class size—non-adherence to a line of predictability of both elementary and secondary classes so that classes on both levels are smaller than would be predicted from a school district's NSA.

4. Larger class size—non-adherence to a line of predictability of both elementary and secondary classes so that classes on both levels are larger than would be predicted from a school district's NSA.

5. Small elementary class size—definition 3, above, applied to elementary classes only.

6. Larger elementary class size—definition 4, above, applied to elementary classes only.

7. Small secondary class size—definition 3, above, applied to secondary classes only.

8. Large secondary class size—definition 4, above, applied to secondary classes only.29

Increasingly, the scope of educational problems in urban areas has signaled the need for indicators to determine the probable success of teachers, none have proven to be extremely reliable. Some authors have stated that urban schools are used as proving grounds for teachers in contrast; others have proposed the usage of the most talented teachers in urban settings. Hummel and Nagle clarify the staffing patterns of many cities with the following:

In general, high professional status in public education tends to be associated with teaching academically successful students in college preparatory programs and in advanced courses, as compared with those less academically able, and those in vocational technical programs and remedial courses.

This differentiation in status means that as teachers gain experience and seniority in a school district, they tend to transfer from schools with high percentages of economically and socially disadvantaged students to schools where those from middle and upper-income families are more numerous. As a result, teaching assignments in

29McKenna, Ibid., pp. 13-16.
big-city school systems become available when experienced inner-city teachers who have gained seniority transfer to outlying schools in the city or when, overwhelmed by the working conditions in a ghetto school, they either move to suburban districts or leave teaching entirely.

To fill these vacancies, central city school administrators have been forced to assign either beginning or uncertified teachers to their most demanding teaching posts. Furthermore, because city school districts have not always been adequately staffed, they were forced to rely on an inordinate number of full-time substitute teachers, particularly for ghetto schools.30

The abilities of central office personnel division to adequately place staff in the schools has been the source of many debates in urban schools. Fawcett describes these practices and suggests that they may be off the cuff decisions based on expediency. He provides the following relative to staff assignments:

The personnel and line administrators, working with data supplied by curriculum and supervision departments, are able to tailor assignments specifically to the personal and professional qualifications of the individual. The design of the assignment, however, is not complete unless the individual can be placed within a work group with which he is compatible. The characteristic procedure by which this has been handled in public school administration is trial and error.31

The educational jargon regarding staff placement has caused some minor confusion among readers of personnel literature. Although code names abound in the profession, it is essential to be able to recognize the similarities regarding the discussion of a topic relative to policy making. Greene defines assignment which is synonymous with staffing as it is used in this research as

30Hummel and Nagle, pp. 123 and 124.
"... the allocation of school personnel to positions in the various operational units within a school system."\textsuperscript{32}

Moreover, Greene states:

Effective staff assignment is one of the surest means by which personnel administrators can aid in accomplishing the goals of education. When those primarily responsible for staff assignment perform in a competent manner, the pupil and the teacher are provided an opportunity to realize, or more nearly approach that state of balance or adjustment between what they are and what they wish to become.\textsuperscript{33}

Obviously, a very important responsibility of the board of education is to ensure the effectiveness of its employees in every way imaginable. Basically, these personnel choices will manifest themselves in various ways and determine to a large degree the success of student-teacher relationships.

Dykes offers a description of staffing concerns:

Because of their importance to the success of the total school program, staff concerns constitute a major part of the board's total responsibility for operating the schools. Included in these concerns are (1) the establishing or defining of positions necessary for the attaining of objectives and the rendering of services which the board expects from the schools, (2) adequate provision for maintaining staff efficiency at a high level. Other more specific responsibilities are implied by each of these general concerns. For example, establishing an attractive salary schedule, developing policies and procedures to govern personnel affairs, and supporting and encouraging the staff in those things which improve the educational program are more specific board responsibilities.\textsuperscript{34}

\textsuperscript{33}Ibid., p. 198.
Occasionally, it becomes necessary to define in operational terms words that are normally self-explanatory. This is done in research to narrow the scope of the comments made regarding the subject.

Webster defines staff as "the personnel who assist a director in carrying out an assigned task; to supply with a staff or with workers; to serve as a staff member of."  

While it is generally known that the majority of teachers in the United States work in urban areas, there is also considerable diversity of schools and diversity of teachers in terms of experience, age, educational training, and other qualities. However, one must be ever mindful to avoid over generalizations concerning the types of teachers needed in urban schools. One particular approach to the dilemma of adequately selecting staff for urban schools lies in the following proposition by Greene which describes a prevailing trend:

The first step in a systematic plan of staff selection is the definition of the qualities and characteristics to be sought in individuals or groups of individuals. This step, in fact, should take place before recruitment begins. It is recognized that there are difficulties in defining as well as in appraising desirable patterns or characteristics of teachers' behavior. There are successful teachers with one set of characteristics and other successful teachers with different combinations of characteristics.

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36 Greene, p. 125.
After one has successfully completed a procedure for selecting a staff, the vital nature of the deployment aspects of the personnel department must be handled with extreme care. This procedure has increasingly been identified as one of the most crucial elements to be considered in large urban school districts.

In reference to staffing inner-city schools Greene writes:

Personnel Administrators in large cities have found it difficult to staff schools in the inner city. Staff assigned there frequently sought transfers to schools in more pleasant surroundings. New teachers either did not appear or, after a brief experience, resigned. Several solutions to this problem have been attempted. One was to improve teaching conditions in order to make teaching more attractive. Class size was reduced in such schools. Additional supervisory personnel was assigned and more special remedial teachers, school psychologists, social workers and other supporting personnel. Teachers in such schools were given fewer classes to teach per day. Such steps are part of a program called, by one community More Effective Schools, which has been endorsed by the American Federation of Teachers.57

The special attention being given to urban school staffing has become a significant part of an article written by Pillard entitled "Teachers For Urban Schools." His discussion of the special problems inherent in urban schools are essentially the same as those listed previously by Greene.

Pillard illustrates trends in staffing employed in some cities:

There seems to be no question that cities, imbued with new vigor, are becoming increasingly aggressive

37Greene, pp. 117-118.
in attaching the problem of staff adequacy. Salaries and related benefits are being improved, dramatically in some cases. Evidence that some cities are extending the range and intensity of their recruitment effort is incontrovertible. With missionary zeal, some are endeavoring to enhance the image of teachers in the metropolitan centers. While the degree of effort and the immediate results of the practices employed vary greatly, it is safe to predict that the future will bring even more effective action by more of the big cities in their assault on the crucial problem of staffing.38

In an attempt to crystallize and categorize the various approaches to deploying staff, Casteller introduces the factor of utilization and presents several important elements to be considered.

Casteller describes staff utilization:

Staff utilization encompasses many things. It involves:
- Devising ways whereby the ablest teachers can be made available to more students.
- Assessing staff abilities and maximizing them for instructional purposes.
- Conserving the energies and talents of the staff for genuine educational tasks.
- Recognizing staff differences and making teaching assignments accordingly.
- Relieving the instructional staff of routine work which can be performed effectively by personnel employed for this purpose, such as clerical and instructional assistants.
- Supporting the professional functioning of teachers through greater and more imaginative use of modern technological aids to instruction.

Staff utilization involves all of these things and, at its best, represents a systematic effort to utilize fully and economically the abilities, time, and energies of personnel to most advantage.39

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Greene lamented about two aspects of concern regarding the OCDQ when he suggested that the various factors for ensuring staff satisfaction and high morale are multiple and difficult to pinpoint.

Greene offers the following explanation regarding staffing characteristics:

Staff satisfaction and high morale are based upon many factors: good working and social relationships with supervisors and colleagues, good community relationships, opportunities for creative expression, adequate supporting services, fair salaries and fringe benefits.40

The current societal tenor has indicated that current practices employed by school districts relative to staff deployment in urban schools will not suffice. The recent upheavals reported around the country regarding the issue of race as a major factor to be dealt with in school personnel practices points up a need for re-definition of purposes.

Garden J. Klopf and Israel A. Laster provide an interesting account of 1963 Board of Education, Policy on Integration of New York City:

Furthermore, we must continue our policy of not tolerating racial or religious prejudice on the part of any member of our staffs. If education is to fulfill its responsibility, it must recognize that the school world has a significant influence on each child's attitudes and affects the future of democracy. To further its integration policy, the school system has responsibilities to its pupils and personnel and to the communities.

40 Greene, p. 110.
1. For pupils - We must seek ways to give every child an optimum opportunity for fulfillment and success:
   a. Our school system must vigorously employ every means at its disposal to desegregate schools and classrooms and to bring about true integration as soon as possible.
   b. We must continue to develop educational programs which prepare all pupils to live constructively in a pluralistic society.
   c. We must provide whatever services and materials are essential to meet the special educational needs of those pupils whose progress has been impaired by an accumulation of the ills of discrimination.

Simultaneously we must lift the goals of those whose environment has kept their aspirational levels at a low plane.

2. For School Personnel - We must develop personnel practices which will maximize the success of the integration program:
   a. We must provide appropriate education and training for school personnel so that every staff member may gain an appreciation of the strengths inherent in the variety of backgrounds that compose our total population.
   b. In recognition of the value to the children of association with professionals of different backgrounds, our staffing procedures must provide for better ethnic heterogeneity in school faculties.
   c. It is essential that capable and experienced teachers and supervisors be distributed in accordance with educational needs.

3. With communities - We must work closely and cooperatively with communities:
   a. We must support the efforts of those communities which are struggling to overcome past frustration and failure and to surmount present deprivation.
   b. We consider it our obligation to help develop the kind of community attitudes which will help in the implementation of the integration policies of the City Public school.  

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Much of the attention in education recently has centered around realistic implementation of the decision rendered in the infamous Brown case of 1954. The phrase "with all deliberate speed" has in many school districts created an attitude of open defiance and rejection regarding desegregation efforts. Additionally, at the staffing level one can readily notice a modus operandi that suggests compliance must be mandated. Thus, one is able to distinguish a concentrated effort by a school district to prepare itself as early as 1963.

Closely associated with the policy decisions suggested in New York's statement are the harsh realities of current and traditional practices in many school districts today. Kozol offers the following description of the Boston Public Schools:

The statistics came from a report that had been presented to the students and faculty of the Harvard Divinity School in a statement of February 20, 1964: 10 per cent lower textbook expenditures in the Negro schools of Boston, 19 per cent lower library and reference book expenditures, 27 per cent lower health expenditures per pupil. In elementary schools over 90 per cent Negro, eight out of nine major items on the educational budget were lower than in comparable white schools. In schools with an all-white student body, the average ran up to $350 allocated per pupil per year. In three heavily Negro districts, by comparison, the averages were $250, $235, and $232. In-class expenditures for Boston as a whole averaged $275 per pupil. In the Negro schools: $213. It was apparent from this report that Negro Areas also had the highest percentage of provisional teachers, those who were fill-ins, had no tenure, no seniority, no experience, and no obligation to remain.42

Epps exhibits agreement with Kozol while discussing the factor of race, relative to teachers and their expectations. He extends the "Rosenthal effect" as a reason for the negativism rampart in many urban schools. Writes Epps:

When we look at 'intangible resources' such as teacher morale, we encounter two problems. Schools attended by blacks are considered to be low-status schools from which upwardly mobile teachers seek to escape. Blacks are perceived by many teachers and administrators as difficult pupils. Negative labels such as 'culturally deprived' and 'learning disability' are used as excuses for educational neglect. According to this view, a key factor leading to the academic failure of ghetto children is that their teachers do not expect them to learn, and conceive of their function as custodial care and discipline.43

Some insight is afforded through the observations of Havig-hurst and Levine regarding the perception of inner-city schools by teachers. Additionally, they supply several postulates that describe the mobility factors associated with teacher placement. Their description is closely aligned with the evolving morale of the teaching staff in the various school settings. Havighurst and Levine discuss teacher placement in inner-city schools.

Most young teachers in the big city will work for a time in an inner-city school. Some will master the job and get real satisfaction from doing difficult work well. Some will hate the job and will transfer to an easier school as soon as possible. Some will find a well-run inner-city school

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and deliberately stay there, knowing that they are doing an important thing by teaching disadvantaged children effectively. Others will move to another type of school, but will remember that they served creditably for a time, even though they eventually made a change.44

Implicit in the Coleman report which focuses on equal educational opportunity is the notion that the quality of teachers has a direct effect on the achievement of children who suffer from educational inequalities in their school and neighborhood environments. This quality involves the successful interactions of theoretical and practical knowledge used by the teacher to improve the instructional process.

Dewey developed a two-pronged rationale for stressing the importance of "technical knowledge" in the training of prospective teachers. A clear parallel seems evident between his rationale and the present trends in education toward a "humanizing" orientation.

He wrote:

The fact that the teacher has to be a student of the pupil's mind, as the latter is a student of subject matter in various fields, accounts for the teacher's need for technical knowledge in the subjects taught. By 'technical knowledge' is here meant professional knowledge. Why should a teacher have acquaintance with psychology, history of education, the methods found helpful by others in teaching various subjects? For two main reasons: the one reason is that he may be equipped to note what would otherwise go unheeded in the responses of the students and may quickly and correctly interpret what pupils do and say; the other reason is that he may

be ready to give proper aid when needed because of his knowledge of procedures that others have found useful.45

This obvious shift of emphasis is tied in with the training of teachers for urban school experiences. The psychology of learning becomes very significant when it interfaces with the process of transmitting knowledge.

Continuing the mode of thinking reflective in Dewey's writing, Silberman clarifies the distinguishing qualities of an education:

To be educated to the point where one can educate himself, or others, means not only to think seriously about the means and ends of education (one's own, and others), but about the consequence of education as well—about the way education shapes and molds the people being educated.

This in turn means that to be educated—to be an educator—is to understand something of how to make one's education effective in the real world. It means to know something of how to apply knowledge to the real world. It means to know something of how to apply knowledge to the life one lives and the society in which one lives it—in a word, to know what is relevant—and how to make knowledge relevant, which is to say, effective.46

Much of the evidence of teacher behavior and attitudes is manifested in the resultant atmosphere of a given school. Here we begin to get the inclination of a natural relationship between organizational climate and some of the staffing variables implicitly described in the preceding quote. While reviewing the roles

46 Silberman, p. 381.
of teachers and administrators in a complex organization, Owens depicted the interactive aspects of the formal and informal organizations:

Although the formal organization can pattern, in an orderly way, the roles under its jurisdiction such as the teacher role and the principal role, we must remember that these roles are filled by people who have their own unique personalities and social needs. In the final analysis, in order to get the organization's work done the people in the various roles (i.e., the role incumbents) must meet face-to-face and interact: they must communicate, make decisions, plan, and so forth. This requires interaction between people, not just interaction between roles. Thus, in the school a teacher is much more than the job description would indicate, much more, surely, than the table of organization would indicate. He is a person and he seeks friendship groups; and he has a need for a primary group affiliation with people, in addition to his professional affiliation with the formal organization.47

Greene agrees with Owens and proceeds by addressing his comments to the principalship, the caliber of leadership and its effect on the school's climate. It is mainly the teacher's role that has been discussed in reference to the influence exerted. The apparent disregard for leadership's influence on school climate has been somewhat neglected considering the following:

The quality of supervisory, administrative help available in inner-city schools has been a decisive factor in reducing staff turnover in such schools. It was found that two schools in the same section, separated by a few blocks, had widely varying rates of teacher turnover. An informal study indicated that the differentiating factor was the caliber of the school principal and his assistants. The school with the more capable principal and supervisory staff was found to have greater staff stability and staff satisfaction, with fewer resignations or request for transfer.48

47 Owens, p. 50.
48 Greene, p. 118.
Additionally, he implies that the general practice for the recruitment of principals is questionable:

Although considerable funds and efforts are expended in recruiting the teaching personnel, there is comparatively little expenditure for the recruitment of school administrators other than superintendents. Studies have indicated that most school administrators other than superintendents are selected informally from the local school staff. 49

Related Research Implications

Reflected in several efforts is a significant trend that has evolved in organizational climate studies that rely on the OCDQ. The practice of testing the relationships that determine, to a large degree, the climate profiles of various schools in the OCDQ taxonomy are becoming more pronounced. For example, Gentry and Kenney noticed a significant relationship between the economic level of the school community and the organizational climate of the school in their study when they wrote:

The fact that teachers in schools of low income communities would tend to view these schools as 'closed' would hardly come as a surprise to most observers. Schools in low income communities have traditionally received fewer of the available resources than have their sister schools in more favored neighborhoods. As a rule, the faculties of schools serving low income communities tend to be younger and less experienced than faculties in middle and high income schools. In addition, the faculties of schools in low income communities are faced with the problem of low school motivation on the part of the adult members of the community and of their students. Many of these schools also exist in neighborhoods that are occupied largely by minority groups that have different backgrounds and levels

49 Ibid., p. 120.
of aspiration from those who are prepared to teach them. In such a setting, it would require an extreme optimist to expect high teacher morale and performance in even a majority of the schools.  

Halpin explained the need to render an appraisal regarding the gradations between the six climate types, admitting that open climates were originally viewed more favorable than closed climates.

The tendency to view the school as a social system is suggestive of a division into an open and closed system. Although the genesis for this dichotomy evolved in 1950, it has endured.

Griffith provides a vivid description of an open system with the following:

1. Open systems tend to maintain themselves in steady states. A steady state is characterized by a constant ration being maintained among the components of the system. A burning candle is often used as an example of a steady state. Upon being lighted the flame is small, but it rapidly grows to its normal size and maintains the size as long as the candle and its environment exists.

2. Open systems are self-regulating. A sudden draft will cause the flame to flicker, but with cessation of the draft the flame regains its normal characteristics.

3. Open systems display equifinality; that is, identical results can be obtained from different initial conditions. Hearn points out that equifinality, in human beings (they are open systems) is illustrated by the case of two babies, one born prematurely, the other full-term. While at birth they may look very different and may be in different stages of development, within a few months the differences will have disappeared. . . .

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4. Open systems maintain their steady states, in part, through the dynamic interplay of subsystems operating as functional processes. This means that the various parts of the system function without persistent conflicts that can be neither resolved nor regulated.

5. Open systems maintain their steady states, in part, through feedback processes. In general, feedback refers to that portion of the output which is fed back to the input and affects succeeding outputs. . . .51

Generally, climate studies which reflect evaluative criteria of a preference regarding open versus closed climates are causing a degree of uptightness among the principals of urban schools. Obviously, there is room for more research and alternative ways of viewing the profile types.

Steinhoff's findings reveal three important implications for the justification of organizational climate studies in urban schools.

1. The descriptions of the schools in terms of their ranking by climate and culture should provide the systems with the opportunity to evaluate the nomothetic role prescriptions as seen by the participants themselves, 2. the policy of employing individuals from within the organization to leadership positions should be reconsidered and 3. provisions must be made to satisfy the intellectual and achievement needs of teachers in this school system.52


Kenney and Rentz in their study of "The Organizational Climate of Schools in Five Urban Areas" used the OCDQ to describe their findings. Although they employ Halpin's reasoning regarding open (good) climate and closed (bad) climate, additional consideration is called for in the interpretation. This suggested a set of variables that could be used to delineate and distinguish various significant aspects of urban teachers. Their study was not concerned with obtaining climate scores of the schools represented, "... but 74 percent of the 102 schools studied had a closed climate when climate scores were computed."\(^5\)

Perhaps one of the major causes for this phenomena can be explained by viewing the work conducted by Gentry and Kenney. They have presented plausible explorations into the subtle relationship existing between the administrator as an authority figure and the teacher's perception of the levels of authority.

For purposes of illustration, consider a brief example. As elementary schools increase in size, it would seem to follow that personal relationship would become more complex, that procedures for administering the schools would become more formalized and additional levels of authority would be instituted (e.g., assistant principals, grade level chairmen, etc.). Each of these changes could be contributors to teachers perceiving a closed climate. In the first instance, it would be impossible for all faculty members to interact in a large school organization. As a result, the faculty tends to break into smaller informal units. When this occurs, it becomes easier for the teacher to lose sight of the relationship of his work to that of other teachers and of the goals of the school as a whole. In other words, the teachers become disengaged. This would seem to be

particularly true of new and inexperienced teachers as they seek to find their way in the large school organization. In the second instance, as procedures become more formalized the administration must depend more upon written communications and upon committees than upon face-to-face relations. If written communications and committee work become too burdensome, teachers tend to feel that they are a hindrance to the performance of their regular work. Thus, attempts at improving communications and teacher participation may be viewed as impositions by the faculty. A classical example of this situation is the high school of Bel Kaufman's *Up the Down Staircase*. Lastly, as the number levels of authority between the teacher and the administrator increase the chance for an individual to participate in the affairs of the organization decreases. With more levels of authority, upward communication tends to become more difficult as each level sifts and changes the organization. The individual, in essence, becomes an isolate from the affairs of the school and in turn develops an attitude of indifference to all factors except his own immediate environment and work.\(^5^4\)

The contents of the recent Conciliation Agreement and Consent Order which was ratified by the Ohio Civil Rights Commission is bringing increased pressures on school districts in the state to reconsider their policies regarding staff deployment:

Identification of eligible staff members shall include consideration of staff racial balance, training and experience. Where the transfer is to a school in which the average training or experience of staff members is significantly below the system average the eligible teachers would include only those staff members whose training or experience are needed at the receiving school. In addition, eligibility shall be determined at the secondary level by the teaching assignment within the area of certification. Eligibility at the elementary level shall be determined by teaching assignment within the kindergarten, primary and intermediate levels.\(^5^5\)

\(^5^4\) Gentry and Kenney, p. 29.

\(^5^5\) "Joint Statement and Understanding on Equal Employment Opportunities" (Columbus Board of Education and the Ohio Civil Rights Commission), Columbus, Ohio, 1973, p. 5.
Several elements have come into contention regarding the deployment of staff in many urban school districts. Perhaps, the agreement will eventually dictate to a large degree the policies prevalent in personnel divisions throughout the state. The effects of this mandate in terms of climate types remains to be seen, but the possibilities are seemingly beyond definition.

**Summary**

In this chapter several concepts were presented that lend themselves to a description and/or a definition of the two elements under consideration in this study, i.e., organizational climate and staff deployment practices. The literature review was utilized to present the leading edge thinking among the organizational specialists and personnel administrators regarding the contents of this study. Essentially, the assessing of the organizational climate of a school is a measure of effectiveness which ultimately leads to the unveiling of a distinctive set of variables closely associated with staff assignment practices and policies used in an urban school. This dynamic interplay suggests that information being compiled in this endeavor will lend itself to the formulation of valid hypotheses regarding the recruitment, selection, and assignment of teachers and principals.

Stemming from the dichotomized literature is the implicit importance of the human entity involved in this assessment. Therefore, this work will continue to provide discrete descriptions of individual interactions with the organization. An attempt will be made in the next chapter to supply the reader with the various
procedural dimensions that are crucial to a study that must be carried out under many controlled conditions that sometime border on adversity.
CHAPTER III

METHODOLOGY AND INSTRUMENTATION

Introduction

This chapter includes descriptions of the methodology and the instrumentation used in the study. Additionally, the results of the interviews with central administrative personnel in the district have been reported to clarify some of the district wide policy regarding staff deployment.

Selection of the school district

Three midwestern school districts were originally considered for this research effort. The researcher had internal knowledge of two of the districts through contact as a student teacher and assistant principal. Additionally, a relationship had been established with the third due to the nature of his work in the urban education program. Consultation was held with the major adviser and the director of the urban education center regarding the feasibility of a study site. Information published by the third district was closely scrutinized to ensure its adherence to the proposal guidelines. Moreover, a member of the central administrative office, two members of the research department, an administrative officer of the local teachers association, and all elementary school

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principals in the district were asked about the feasibility of the proposed study.

All three school systems had schools that met the criteria for being included in the study, however, there were some extenuating variables that made one district more attractive than the others. In one district there was an almost anti-research slogan among the central administrative officers, because of the apparent turmoil resulting from a thrust to remove the superintendent. In the second school district the somewhat bureaucratic nature of the administrative organization, both formally and informally, suggested to the researcher the necessity to look elsewhere.

The third district met all of the stipulations for the study, and it had established an excellent track record in coordinated research efforts with the university. After viewing the proposal, an assistant superintendent suggested that there was a good possibility for securing approval to conduct the study in the district. Also, he noted the necessary involvement with the local teachers association as a mechanism to gain teacher participation. Additionally, the director of elementary schools in the district was conferred with to garner informal support from that division of the district.

The procedure utilized, for finalizing acceptance of the proposal, required that copies of the dissertation proposal and the instrumentation be submitted to the assistant superintendent, research department, division of elementary schools, and the local teachers association. After surveying the materials and following
individual conferences for the purpose of discussing the study, all parties agreed verbally to support the research by sanction and, where necessary, by writing a letter of support. This support, however, was contingent upon receiving individual approval at the building level from the elementary school principals with voluntary teacher involvement assured, and copies of the results of the study being given to the district and the teachers association.

Approximately four weeks after materials had been submitted to the school district, after satisfying district research guidelines, the research department granted the permission necessary to conduct the study. The teachers organization representative indicated that, while he could not endorse the study for the entire association, he would support the study by allowing his name to be included on the letter explaining the study to the building principals. Subsequently, a letter requesting the participation of the principals and an in-depth explanation of the research design and procedures were sent to all elementary school principals in the district. (See Appendix A)

There were 129 elementary schools, plus one combination elementary-junior high special school in the district, which were invited to participate in the study. After a period of three months including the initial letter, follow-up calls, individual inquiries, and conferences with principals showed the following results.
1. Elementary Schools Originally Contacted - 130
2. Non-respondents (Elementary Schools) - 29
3. Elementary Schools Responding - 101
4. Elementary Schools Originally Agreeing to Participate - 38
5. Elementary Schools Refusing to Participate - 63
6. Elementary Schools Actually Participating - 28

The Organizational Climate Description Questionnaire was distributed to those schools agreeing to participate in the study in accordance with their selection of one of two data gathering strategies. The strategies were conceptualized as follows:

**Plan A** - The researcher can come to your school at an opportune time (e.g., a faculty meeting) and administer the instrument; or

**Plan B** - The principal can assume the leadership role in administering the instrument to the respondents selected for the study.

Ten of the schools selected Plan A for administration of the OCDQ, while the schools selecting Plan B were given an information sheet, describing the administration process in detail, and a self-addressed envelop in which to remit the completed OCDQ (Organizational Climate Description Questionnaire).

The researcher personally visited the ten schools selecting Plan A to,

1. talk about the research proposal
2. answer questions related to the research design,
3. become familiar with the environmental conditions of the schools, and

4. administer the OCDQ to those staff members who volunteered to participate.

Overall there was a possible population of 568 participants for the study. Seventy-two percent (409) returned questionnaires that could be used in the study. This group included a breakdown of 28 principals and 381 teachers for the population of the study. (See Table 2)

Collection of Data and Statistical Treatment

The OCDQ (Appendix B) was sent or carried directly to the principals in the participating schools. Self-addressed, stamped envelopes, or pick-up service were available for the return of the instruments.

The principals were sent an introductory letter which asked them to participate in the study by responding to the OCDQ and providing pertinent information relative to the identified staffing variables. (See Appendix A) For purposes of identification and codification each return envelope had a number attached.

Information about the staffing variables was obtained by securing published reports compiled by the district on each of the elementary and secondary schools. The reports delineated the number of teachers and their experience level, the educational training level, the racial composition of the staff and student body, and the individual school's enrollment. The use of these
### TABLE 2

SELECTED CHARACTERISTICS OF THE STUDY POPULATION

<table>
<thead>
<tr>
<th>School Number</th>
<th>Total Staff</th>
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<td>71.98&lt;sup&gt;b&lt;/sup&gt;</td>
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<sup>a</sup>Total  
<sup>b</sup>Percentage  
<sup>c</sup>Mean
reports in conjunction with an additional data gathering questionnaire (see Appendix C), which was sent to individual schools to elicit information about age and tenure, made it possible to gather sufficient data about the identified staffing variables.

In addition to that data, teacher responses to the OCDQ were scored by Andrew Hayes of the University of North Carolina and analyzed as total group. On the basis of this analysis, Hayes classified each school into various climate grouping types within the six climate profiles measured by the instrument. For example, the schools that were identified as an autonomous climate type were assigned to a group and statistically treated separately from those schools that were identified as familiar and closed climate types. The staffing variables on which the three distinct groups were treated are:

1. Age (estimated median age of the district for teachers is 33). The mean age of the individual school's teaching staff was compared to determine whether it was above or below the estimated median.

2. Educational training (the actual number of teachers on staff who were classified by the personnel division as holding the B.A., B.A.+, M.A., or M.A.+ degrees and additional credits in their respective areas of concentrations).

3. Teaching experience (mean number of years teaching for the entire staff) from zero to three years, four to seven years, eight to 11 years, and 12 years or more.
4. Racial composition (Black-White Student ratio compared to the Black-White Teacher ratio in each school. Either a high and positive ratio \( K=1 \) or a low ratio \( K<1 \)).

5. Tenure (the actual number of teachers on the individual school staffs holding tenured status) and the percentage of the total school staff.

The OCDQ was statistically treated by Hayes' scoring service based on the Halpin's original data sample from 71 elementary schools. The original study by Halpin and Croft was conducted in various sectors of the United States. Therefore, the OCDQ revealed some expected variations between the 71 elementary schools surveyed. These differences were associated with the perceptions of the teachers as they described leader and group behaviors. Because the subtest scores clustered around certain responses, Halpin and Croft were able to identify distinguishable profiles for the 71 schools in their study. This sample serves as the norm for standardizing all scores and the prototypic profiles which were defined for each of the six climate types are the basis for classifying each school according to climate.

**OCDQ scoring**

Halpin and Croft computed a school-mean subtest score for each of the eight subtests to construct the school profiles. Their techniques were utilized by Andrew Hayes who developed the computer program for scoring the OCDQ. Basically, his scoring program performs the data analyses which was designed by Halpin and Croft.
in their report of the original research. The outputs from the program developed by Hayes are:

1. **School means normatively standardized.** These means are computed for each of the eight subtests of the questionnaire. Raw scores are computed for each respondent within a school and means are computed for these raw scores. The raw means are then standardized using the means and standard deviations from the original sample of 71 elementary schools. The resulting standardized scores are converted to have an expected mean of 50 with a standard deviation of 10.

2. **Openness score.** This score is computed from the normatively standardized school means simply by computing the sum of the Esprit and Thrust scores and subtracting the Disengagement score (ESP + THR - DIS). The basis for this score is the second-order factor analysis which was performed by Halpin and Croft. One of the three factors which they identified was named Esprit and seemed to be the best single indicator of the degree of openness of a school. The subtests which contributed to the definition of that factor were Esprit, Thrust, and Disengagement. The signs associated with the subtests were positive for Esprit and Thrust and negative for Disengagement.

3. **Climate profile.** These are the double-standarized school means (standardized both normatively and ipsatively). This profile is used to compare with the prototypic profiles to determine which climate the school is most like. The scores which compose this profile can be used to determine the 'amount' of each of the dimensions of climate which is present in the school.

4. **Climate similarity scores.** These 'scores' indicate which prototypic profile the climate profile is most like or, for that matter, most unlike. These scores are computed by summing the absolute value of the differences between profile scores and each prototypic profile. Six scores result, one for each climate type. The climate of the school is indicated by the relative size of these scores with the lowest score indicating the most likely climate type for the school. If a school is to be assigned a climate type, one of the similarity scores must be small enough to say that the profile is, indeed, like one of the prototypic profiles.¹

¹Andrew Hayes, "Description of Scoring Service," University of North Carolina, April, 1973, pp. 1-3.
Instrument description

The OCDQ was used to assess the prevailing climate in the school. Typical items from the OCDQ are shown in the following figure.

<table>
<thead>
<tr>
<th></th>
<th>Rarely occurs</th>
<th>Sometimes occurs</th>
<th>Ofen occurs</th>
<th>Very frequently occurs</th>
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<tbody>
<tr>
<td>Teachers socialize together in small select groups.</td>
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<tr>
<td>The principal sets an example by working hard himself.</td>
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<tr>
<td>The principal goes out of his way to help teachers.</td>
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<tr>
<td>Custodial service is available when needed.</td>
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</table>

Fig. 1.--Sample items from the Organizational Climate Questionnaire.2

The OCDQ comprises eight subtests,3 four of which describe selected facets of the teacher behavior—as it is perceived by the teachers—and four of which deal with the principal's behavior—again, as it

2 Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), pp. 122-124.

3 Ibid., p. 122. The term subtest as used here is unfortunate. We use it in lieu of a more accurately descriptive term. Let us note that the OCDQ—and, indeed any such instrument—is not a test which a school passes or fails, but is, rather, an assessment of what is.
is perceived by the teachers. The eight subtests are labeled
and described as follows:

Teachers' Behavior
1. Disengagement refers to the teacher's tendency
to be 'not with it.' This dimension describes a group
which is 'going through the motion,' 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, commit­
tee demands, and other requirements which the teachers
construe as unnecessary busy-work. The teachers per­
ceive that the principal is hindering rather than faci­
litating 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 accom­
plishment in their job.
4. Intimacy refers to the teachers' enjoyment of
friendly social relations with each other. This dimen­sion
describes a social—needs satisfaction which is not
necessarily associated with task—accomplishment.

Principal's Behavior
5. Aloofness refers to behavior by the principal
which is characterized as formal and impersonal. He
'goes by the book' and prefers to be guided by rules
and policies rather than 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 feed­
back 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 'humanly,' to try to do a little something extra for them in human terms.⁴

In their original study, Halpin and Croft administered the OCDQ in 71 elementary schools in various parts of the country and, predictably, the schools varied in their climate profiles. In some schools, teachers thought morale was high, whereas in others, teachers thought morale in their organizations was somewhat low. In some schools the principal was rated high in consideration, whereas in others, the teachers thought their principal evidenced little consideration. Teachers in some schools thought their colleagues were fairly well disengaged, whereas other school faculty groups thought their members were quite involved.

In their nationwide sample of schools, Halpin and Croft were able to identify school profiles which tended to cluster; they arbitrarily identified six such school climate profiles and called them climate types:

1. Open climate
2. Autonomous climate
3. Controlled climate
4. Familiar climate
5. Paternal climate
6. Closed climate

The characteristics of each of these climate types may be described after the Halpin and Croft research as follows.

⁴Ibid., pp. 29 and 32.
1. Open climate
   a. Characteristics of climate
      High esprit
      Low disengagement
      Low hindrance
      Average intimacy
      Average aloofness
      High consideration
      Average thrust
      Low production emphasis
   b. Behavioral description. The behavior of the principal will represent an appropriate integration between his own personality and the role he is required to play as a principal. In this respect, his behavior can be viewed as genuine. Not only will he set an example by working hard himself (thrust), but, depending upon the situation, he will either criticize the actions of teachers or will make a special effort to help a teacher (high consideration). He will possess a personal ability to be 'genuine,' whether he is required to control and direct the activities of others or show compassion in satisfying the social needs of individual teachers. He will possess integrity, in that he is 'all of a piece' and therefore can function well in either situation. He will not be aloof, nor will the rules and procedures he sets up be inflexible or impersonal. Nonetheless, he will feel that regulations must be adhered to, for it is through these regulations that he provides subtle direction and control for the teachers. The principal need not emphasize production; nor must he monitor teachers' activities closely (low production emphasis). Nor will he do all the work himself, for he has the ability to let appropriate leadership acts emerge from the teachers. In sum, such a principal will be in full control of the situation and he will provide clear leadership for the staff. Under his leadership teachers will obtain considerable job satisfaction and will be sufficiently motivated to overcome difficulties and frustrations. They will develop the incentive to solve their own problems and keep the organization moving. Such teachers are proud to be associated with the school and do not feel burdened by busy-work or routine reports.
2. Autonomous climate
   a. Characteristics of climate
      High esprit
      High intimacy
      Low disengagement
      Low hindrance
      High aloofness
      Low production emphasis
      Average consideration
      Average thrust

   b. Behavioral description. The principal will give teachers complete freedom to provide their own structures for interaction, as well as find ways within the group for satisfying their social needs. The scores in such climates will lean slightly more toward social needs satisfaction than toward task achievement (high esprit and intimacy). Teachers in these climates will be able to achieve goals quickly and easily (low disengagement), will work well together, and will accomplish the tasks of the organization. Such teachers will not be hindered by administrative paperwork, and will not complain about reports they must submit. Their principal will have set up procedures and regulations to facilitate the teachers' tasks (low hindrance) and will establish controls that enable teachers to by-pass the principal about matters concerning school supplies. Teacher morale will be high, but not as high as in an open climate. Esprit would probably be higher if greater task accomplishment also occurred within the organization. High aloofness will be evident, for such a principal will run the organization in an impersonal, businesslike manner. His leadership style will favor the establishment of procedures and regulations which provide guidelines that the teacher can follow; he will not personally check to see that things are being done and he will not force people to produce, nor say that 'we should be working harder.' Instead, he will appear satisfied to let the teachers work at their own speed and will monitor their activities very little (low production emphasis). On the whole, the principal will be considerate, and he will attempt to satisfy the social needs of the teachers as well as most principals (average consideration). He will provide incentive for the organization by setting an example
of hard work himself. He is genuine and flexible, although not to the extent of principals in an open climate.

3. Controlled climate
   a. Characteristics of climate
      High esprit
      Low disengagement
      High production emphasis
      Low consideration
      High thrust
      Average aloofness
      High hindrance
      Low intimacy
   b. Behavioral description. The principal will press for achievement at the expense of social needs satisfaction. Everyone will 'work hard' and there will be little time for friendly relations with others or deviation from established controls and directives. Such a climate stresses task achievement to the detriment of social needs satisfaction. Nevertheless, since morale will be high (esprit), this climate can be classified as more open than closed. The teachers will be completely 'engaged' in the task and will not bicker, complain, or differ with the principal's directives. They know they are in the school to do a job, and they will expect to be told individually just how to do it (low disengagement). There will be an excessive amount of paper-work, routine reports, busy-work, and other obstacles which will hinder the teachers' task accomplishment. Few procedures will have been set up to facilitate their work; in fact, paper-work will be used merely to keep them busy (high hindrance). Accordingly, teachers will have little time to establish very friendly social relations with each other, and there will be very little feeling of comaraderie (low intimacy). Teachers will ordinarily work alone and be impersonal with each other. Social isolation will be common and there will be almost no genuinely warm relationships among teachers. The principal will dominate and direct, having little flexibility and insisting that everything must be done his way (high production emphasis). He will also be somewhat aloof and will have distributed impersonal, mimeographed directives about procedures for teachers to follow in accomplishing tasks. Means and ends will be predetermined by the principal, who will become dogmatic when his procedures are not followed. He will care little for the feelings of teachers, but
will do whatever is necessary to get the job done his way. He will evidence low consideration, and will not seek to meet teachers' social needs. He will attempt to motivate the teachers by his personal example of hard work (high thrust) and personally ascertain that nothing goes wrong. He will delegate few responsibilities and will initiate leadership acts rather than allow them to come from the group.

4. Familiar climate
   a. Characteristics of climate
      High disengagement
      Low hindrance
      High intimacy
      Average esprit
      High consideration
      Low aloofness
      Low production emphasis
      Average thrust
   b. Behavioral description. The principal and teachers will be conspicuously friendly. Social needs satisfaction will be extremely high and little will be done to direct or control a group's activities toward goal achievement. The principal will exert little control in directing teachers' acts, resulting in disengagement and few task-oriented accomplishments (high disengagement). Too many people will attempt to tell others how things should be done, but low hindrance will make paper-work as easy as possible. Socially, the teachers will be all part of a big, happy family (high intimacy). Morale or job satisfaction will be average and will stem from social needs satisfaction. The principal will be afraid to make changes lest he disrupt his 'big, happy family' (high consideration), and will want everyone to know he is part of the group, is in no way different from anybody else, and is neither impersonal nor aloof. He will insist on few regulations and will not emphasize production, nor check to see whether teachers are performing their tasks correctly. Under such a principal's guidance, no one will work to capacity, and no one will ever be wrong. Tasks accomplished by teachers will rarely be criticized (low production emphasis). In short, little will be done by either direct or indirect means to evaluate or direct the activities of teachers. However, teachers will attribute thrust to the principal—he is a 'good guy.'
5. Paternal climate
   a. Characteristics of climate
      High production emphasis
      High disengagement
      Low hindrance
      Low intimacy
      Low esprit
      Average thrust
      Low aloofness
      High consideration
   b. Behavioral description. The principal will be so non-aloof that he becomes intrusive. He must know everything that occurs. He will continually emphasize what should be done (production emphasis), but nothing will, in fact, seem to get done. The principal will set up schedules, class changes, and the like personally. The school and his duties within it will be the principal's main interest in life. Such a principal will be considerate, but his consideration will be a form of seductive over solicitousness, rather than a genuine concern for the social needs of others, and he will use this consideration behavior to satisfy his own social needs. He will demonstrate average thrust in his attempts to motivate the organization; nonetheless, he will fail to motivate teachers primarily because he will not provide an example or an ideal which teachers can emulate. He will be ineffective in controlling teachers and in satisfying their social needs and will evidence nongenuine behavior that will be viewed by teachers as nonmotivating. Teachers in his school will not work well together, but will split into factions. There will be high disengagement because of the principal's inability to control activities of teachers, low hindrance because he will insist on doing most of the busy-work himself, and low intimacy and low esprit among teachers: they will neither enjoy friendly relations with each other nor obtain adequate satisfaction with regard to tasks accomplished or social needs. The principal will appear to be everywhere at once, scurrying, checking, and monitoring.

6. Closed climate
   a. Characteristics of climate
      High disengagement
      High hindrance
      Average intimacy
Low esprit
Low thrust
High aloofness
High production emphasis
Low consideration

b. Behavioral description. Group members will obtain little satisfaction with respect to task achievement or social needs. The principal will be ineffective in directing the activities of the teachers and will not be inclined to look out for teachers' personal welfare. Teachers will be disengaged and will not work well together; their group achievement will be minimal. High hindrance will be caused by the principal's inadequate facilitation of teacher task accomplishment. Esprit will be low, in fact, as low as possible, reflecting low job and social need satisfaction. There will be average intimacy; teachers will feel that they must obtain job satisfaction from friendly relations with other teachers. There will also be a very high turnover rate among teachers. The principal will be highly aloof and impersonal in controlling and directing teacher activities. High production emphasis will reflect the principal's feeling that 'We should work harder.' He will set up rules which are usually arbitrary. Such a principal will not get too involved personally with his teachers and their problems, for he will 'go by the book.' He will frequently feel that external forces are directing the course of events in his school and will thus put little personal drive into his own work, demonstrating little thrust to the teaching staff. He will keep perfect records and turn out all necessary paperwork (high hindrance), and will usually urge people to work harder. He will tend to be either philosophical about high teacher turnover or blame it on conditions over which he has no control. He will not be inventive or ingenious in reducing obstacles and annoyance that teachers encounter in their work.5

5Ibid., pp. 174-181.
Analysis of scores

The process of analyzing the data in this study involved several procedures. First, all 28 school and the five staffing variables were treated statistically using Spearman correlation coefficients. These correlation coefficients were compared to the openness scores and the climate profile scores ascertained through the OCDQ. Secondly, using the climate similarity scores from the OCDQ, the 28 schools were categorized according to climate type. This categorization created three distinct sub-groups from the original group, i.e., seven schools had autonomous climates, four schools had familiar climates, and 17 schools had closed climates. (See Table 3) The third procedure involved the use of Spearman Correlation Coefficients and t tests of significance to determine relationships between the staffing variables and the three sub-groups of schools. Finally, the three sub-groups were statistically treated using analysis of variance to derive more power in the interpretation of the data.

The climate of the school is indicated by the relative size of the similarity scores with the lowest score indicating the most likely climate type for the school. The scores of the seven autonomous climate type schools ranged from 27 to 59 in the autonomous dimension. The scores of the four familiar climate type schools ranged from 43 to 67 in the familiar dimension, whereas, the 16 closed climate type schools ranged from 21 to 62 in the closed dimension. These scores were computed by summing the absolute value of the differences between profile scores and
each prototypic profile. A low sum indicates that the two profiles are highly similar, whereas a large sum shows that the profiles are dissimilar.

The scores were interpreted in accordance with the specifics indicated in Hayes' program. The scale, although valid, could according to the designer be "cross-validated" on a broader and an independent sample of schools. A perusal of Halpin's research revealed the following:

... prototypic profiles must be construed as only a relatively crude way of classifying the 71 schools in the original sample. Since the number of schools that were used to compute each prototypic profile was small (four to six schools), the subtest scores which we have obtained for each profile may vary as much as five points from the values at which these scores eventually will be stabilized when OCDQ data have been secured from additional and larger samples of schools. But the obvious unreliability of the prototypic profile scores does not disturb us because it is not severe enough to effect the basic pattern of subtest scores for the respective climates.

The ranking of the climates in terms of openness is best expressed by the scores in the dimension of esprit, which is the best indicator of morale. Therefore, esprit is regarded as the key subtest for describing a school's organizational climate type. The scores in the esprit dimension become increasingly smaller as we move from the more open to the more closed climates. In Halpin's words "... high Esprit reflects an 'effective' balance between task-accomplishment and social-needs satisfaction."
Several written policy statements have been uncovered in the investigation that lend additional clarity to the procedures and processes utilized in staff deployment by the school district. For example, memorandums regarding teacher transfer and assignment, staff allocation, and administrative cadet opportunities have been scrutinized to illustrate stated procedures. The following procedures, guidelines, general instructions, and information hold district-wide policy implications.

Assignment of teachers new to the system

1. In general, where a vacancy is to be filled by the employment of a teacher who is new to the system, teacher personnel will honor the recommendation of the principal on the selection of the teacher.

2. When a vacancy occurs during the school year, teacher personnel will discuss the vacancy with the principal and instruct an applicant to contact the principal for an interview. Principals may interview additional applicants before making a recommendation if they wish. This procedure cannot always be followed in the spring when the vacancy is for the following year and applicants are only in the city for a day or two. In these cases an interview will be arranged by teacher personnel between the principal and the applicant. An immediate decision by the principal may be necessary so that desirable applicants can be interviewed for other vacancies. If the applicant is not acceptable to the
principal, additional applicants will be submitted for his consideration. When a limitation exists on the number of applicants available with the proper certification, the principal will be so advised on the initial contact.

3. No applicant will be submitted for the consideration of the principal who is not qualified and acceptable to teacher personnel.

4. Teachers new to the system may be assigned by teacher personnel without the final approval of the principal where the assignment is for the purpose of staff integration. Principals will have the opportunity to interview prior to assignment where possible.

Assignment of teachers being transferred.

1. In general, where a vacancy is to be filled by transfer, teacher personnel will honor the recommendations of the principal. The principal's selection will be made from a list of transfer applicants supplied by teacher personnel. Lists of all appropriate applicants will be distributed by teacher personnel to all principals as soon as possible after the end of the transfer request period on May 15. The names of teachers who are requesting a transfer to more than one school will appear on more than one list. Principals may interview and observe applicants and may review the personnel files in teacher personnel.

2. The following conditions require the transfer of a teacher without the final approval of the receiving principal.
A. The voluntary or involuntary transfer of a teacher for the good of the system.
B. The transfer of a teacher as a result of staff reduction in another school.
C. Transfer partially for purposes of staff integration.
D. The assignment of a teacher returning from leave.

Identification of vacancies to be filled by transfer

1. In general, the filling of vacancies in any given school will be reasonably balanced between transfers recommended by the principal and teachers new to the system or transfers not involving the receiving principal. This applies to schools for which there are several transfer requests for each vacancy.

2. Identification of the vacancies to be filled by voluntary transfer must be coordinated between principals and teacher personnel. This will be an ongoing process that will require frequent communication which may be initiated by either party. Hopefully, much of this can be accomplished during the first half of May.

3. Vacancies which occur after the initial report on the staff allocation form will be verified with the principal by teacher personnel as to subject or grade level and a determination can be made at that time about whether or not the vacancy will be filled by transfer. Principals will already have the complete list of appropriate transfer applicants.
General guidelines

1. In general, teacher transfers will be effective at the close of the school year and vacancies occurring during the school year will be filled with new or returning employees.

2. The actual employment, assignment, and transfer of a teacher and the notification of all parties concerned will be by teacher personnel. Principals should indicate their choice of the applicants to teacher personnel rather than to the applicants.

3. Transfers have a domino effect and may require several actions by teacher personnel which involve several employees. Thus, once an assignment has been made, it will generally be considered final.

4. When vacancies occur during the summer while principals are not on duty, teacher personnel will attempt to contact the principal or assistant principal prior to filling the vacancy. If this is not possible, then teacher personnel will fill the vacancy on the basis of the approved organization.

5. Principals are encouraged to assist in the recruitment of new teachers, particularly student teachers. Good student teachers should be encouraged to make application for employment with the Division of Teacher Personnel.

6. The increased participation of building principals in the assignment and transfer of teachers requires an examination of the proper role of the building principal in relation to the recruiting of teachers from staffs within the system. Both professional ethics and common courtesy would prohibit a practice of
principals contacting teachers on other staffs prior to any application for a transfer by that teacher. In the event a teacher contacts a principal about a rumored or known vacancy, it would seem appropriate for the principal, if he wishes, to acknowledge and describe the vacancy and to advise the teacher of the proper procedures for requesting a transfer. Any general encouragement to teachers at this stage in the process will result in conflicts between principals and ultimately undermine this whole procedure designed to give principals increased participation in the selection of staff.

Staff allocation

Section 1. List all regular contract teachers who will not be on your staff next year because the teacher's contract is not being renewed or as a result of resignation, retirement, or leave of absence which has been submitted in writing by April 18. Also list any positions presently covered by a substitute or not covered at all by writing "Vacancy" under Name of Teacher and writing "Substitute" or "Vacancy" under Reason For Leaving. Under Grade or Subject Assignment indicate the present assignment of the leaving teacher or the present vacancy. Do not consider internal reassignments on your own staff. You should consider program and enrollment projections which would have changed the assignment of the leaving teacher. Vacancies which develop after April 18, 1974, will be added to your staff requirements when teacher personnel receives the proper notice from the teacher. Teacher personnel will contact the principal for an indication of
the grade or subject area to be replaced. Vacancies occurring during the summer will be filled on the basis of your approved organization if teacher personnel is unable to contact the principal or assistant principal. **In the event no replacement is needed for a particular teacher due to a reduction in staff allotment, please indicate "None" in the Grade or Subject Column.**

Section 2. Indicate the grade or subject areas being added prior to reassignment of your staff. This number must correspond to the increase in staff allotment for the 1974-1975 school year over the allotment on April 18, 1974, as approved by the Division of Administration. Indicate the number in the box in the left column.

Section 3. List, by name, the number of teachers who must be transferred in order to reduce your staff to the approved allotment for the 1974-1975 school year. Indicate the number in the box in the left column. A conference must be held prior to April 18 with each teacher whose name appears in this section and the teacher should complete a transfer request form which must be returned with this report. If additional vacancies occur after April 18, teacher personnel will consult the principal and adjust this list to correspond to the staff requirements. A teacher who has been involuntarily transferred will be given an opportunity to remain or will be given preferential treatment in the selection of a vacancy.
The following steps should be followed in the identification of the teacher(s) to be transferred as a result of staff reduction:

A. Organizational requirements related to certification will serve to identify the teacher(s) eligible for transfer.

B. Eligible teachers who have requested transfers in prior years will be given an opportunity by the principal to elect the staff reduction transfer status.

C. Other eligible teachers will be given an opportunity to volunteer for staff reduction transfer status.

D. After consultation with eligible teachers, the principal will identify the teacher(s) for staff reduction status.

Teachers in this category with unsuccessful evaluations should be identified on the staff allocation form.

Section 4. List the teachers you definitely expect to resign, retire, or take a leave of absence before next September but who have not submitted their request in writing as of April 18, 1974. This information will not be acted on by teacher personnel. Actual assignment will only occur after a written notice is submitted by the teacher. However, this information will greatly assist teacher personnel in the development of a system-wide projection of staffing needs for the 1974-1975 school year.
Section 5. Teachers should be listed in this section only if you believe that you have already been given a firm commitment by teacher personnel that an involuntary transfer will be made after the close of the school year. These will be followed up through personal contact with you by teacher personnel. All other questions about an involuntary transfer must be initiated by the principal.

The following statements of purpose and intent are reflected in the attached teacher transfer instructions and shall, where appropriate, be incorporated in administrative practice related to the assignment and transfer of professional staff members.

A. The transfer and assignment process of professional staff members shall improve professional staff racial balance in the City Public Schools.

B. The goal for September 1974 shall be that no school shall have a ratio of non-white to white professional staff members substantially less than the system-wide ratios of non-white to white professional staff members at the elementary and secondary levels, but with some schools permitted to have a substantially higher percentage of non-white professional staff members consistent with educational and cultural needs of such schools at this time.
C. The goal established in B above shall be accomplished through a process of voluntary transfers and selective assignments of new professional staff members. Such a process shall be supplemented by required assignments of present professional staff members, as needed, to meet the goal.

D. To the degree possible the goal established in B above shall be accomplished by September 1974 through a process of voluntary transfers and selective assignments of new professional staff members. Such a process shall be supplemented by required assignments of present professional staff members, as needed, to assure that at least 50% of the goal established in B above is accomplished by September 1974.

E. The highest assignment priority for September 1974 shall be the assignment of professional staff members in order to integrate all schools.

Administrative Cadet opportunities
(elementary only)

All applicants must have fulfilled the following requirements in order to be considered:

1. Each candidate must have a Master's Degree in school administration or in some closely related field, and must possess the provisional elementary principal's certificate effective September 1, 1974, or earlier. The certificate must be on file
now or be submitted with the application. If an application for
the certificate is in process, a letter from the State Department
of Education verifying this fact is necessary.

2. Each candidate should be under 45 years of age and in
good health, but superior candidates over this age will be consid-
ered.

3. Each candidate should have completed at least four or
more years of teaching experience in the City Public Schools. How-
ever, qualified applicants now employed in another school district
(with four years of experience) may be considered. DO NOT APPLY IF
YOU HAVE LESS THAN FOUR YEARS. Applicants should have experience
in the area for which they are applying as well as experience in
various areas of the school district. They also should be able to
show evidence of professional growth in the area of human relations
and working with a variety of community groups.

4. Applicants who submitted forms previously are required
to submit a new application blank this year. However, candidates
who have completed at least three previous cadet examinations
(oral and written) and have not been recommended to the Superinten-
dent should not submit their applications again.

5. Applicants living within the city are normally given
preferential consideration.

All applicants are given a written examination. Later they
are interviewed by a committee of five administrators and teachers.
This committee selects a list of candidates to be presented to the
superintendent for his consideration in making recommendations to
board of education for assignments as administrative cadets. However the superintendent is not limited to this list in making his recommendation. The list expires at the end of the school year. Although an administrative cadet may be assigned to an administrative position at any time, at least one years' service as cadet is desirable.

Interview guide

The data collected by interviews in this study are focused on the research problem and characterized by vocabulary appropriate to the level of understanding of the respondents. Also, the rationale for this approach to data gathering has to do with clarifying questions so that the responses can be realistically assessed. The open-end question method of interviewing has been employed in this section of the study because of the previous skills developed by the researcher in interpreting person to person responses.

Having deliberately set out to determine the staffing policies in the school district, the researcher was fortunate in being able to interview some central administrative personnel charged with the responsibility of placing teachers and principals in the schools. Being somewhat in a quandry as to procedures and the effect of possibly threatening the respondents, an interview schedule was developed which, hopefully, would focus directly on the issues of the study in a non-threatening manner. Moreover, the promise of anonymity was extended and strictly adhered to when
the results were reported. The researcher set out to gather information about personnel policies related to the five staffing variables examined in the study, i.e., age, educational training, teaching experience, tenure, and racial composition. Therefore, the actual paraphrase comments of the respondents to the questions raised will be reported. The respondents will be referred to, for the sake of simplicity, as Mr. A, Mrs. B, and Mr. C. It is assumed that their comments will enable the reader to get a better grasp of the internal policies employed by the district in the placement of teachers and principals in the schools. Subsequently, this information enabled the researcher to describe more thoroughly the relationship staffing policies has with the organizational climate of the school. According to Halpin, there are some components to be considered as a part of administration when he wrote:

Administration, whether in education, industry, or government, refers to a human activity that involves a minimum of four components:
1. The Task
2. The Formal Organization
3. The Work Group (or Work Groups)
4. The Leader (or Leaders).9

Additionally, he offers the following definitions of the components:

The Task is the purpose or mission of the organization as defined, whether formally or informally, by 'observers' of the organization proper. Thus the task of Public School S is defined by public consensus, by regulations of the State Department of Education, and by the policies of the local Board of Education. The formal organization is a social group whose members are differentiated as to their responsibility for accomplishing the group's task.

9Ibid., pp. 28, 29.
The work group is composed of individuals chosen to fill positions specified by the formal organization. An organization may contain one or more work groups, and differential status is usually ascribed to the various groups.

The leader is one member of the organization formally charged with responsibility for the organization's accomplishment. This individual—the formal leader or administrator—may in turn select other subgroup leaders or administrators charged with the responsibility for task accomplishment of their subgroups within the larger organization.10

Perceptions of personnel administrators

Halpin's view suggests an operational method of observing the innermost workings of the division of personnel in a school district because the various roles have been carefully defined and delineated for the achievement of specified tasks. Considered here are the various roles that must interact for the purposes of recruiting, selecting, and placing teachers and principals in the schools of the district. The following descriptions represent examples of this interaction for this research endeavor.

Interviews (Division of Personnel)

Respondent A

Position: Supervisor, Teacher Personnel

Brief Job Description: district supervisory position charged with the responsibility for teacher certification, verification of teacher salaries, statistical reporting relative to teacher personnel, and accounting for the school district in matters concerning staff.

10Ibid., pp. 29-34.
Former position in the district: Principal at a senior high school.

Respondent B
Position: Supervisor, Teacher Placement
Brief Job Description: district supervisory position charged with the responsibility for the recruitment, selection and assignment of elementary school teachers, receives and reviews evaluations of teacher's performances, and counsels personnel regarding the inservice program.

Former position in the district: Principal at an elementary school.

Respondent C
Position: Executive Director, Placement of Principals
Brief Job Description: executive director of administration including the daily operations of all schools in the district. Charged with the responsibility of administrator placement, organizational problems and concerns, development of district-wide attendance patterns, and the development and interpretation of policy.

Former position in the district: Director of Administration.

Questions submitted to interviewees

1. Please discuss generally the placement policies of the school district for teachers.

Respondent A - We attempt to get the best qualified individual available for the job; however, situational concerns
dictate some selections. The selection procedure entails job interviews conducted by central administrative officers, college visitations, and walk-ins. The division of personnel selects several candidates who are referred to a given principal to be interviewed for possible placement in a position vacancy.

Respondent B - We attempt to assess the teacher's orientation, i.e., primary or upper grade in elementary schools. After screening procedures to identify potential candidates, a building level interview is conducted by the principal. The division of personnel makes a concerted attempt to foster principal-candidate satisfaction with each placement.

2. Please discuss generally the placement policies of the school district for principal.

Respondent C - Since 1952, the Administrative Cadet Training Program has served as the mechanism by which principals were selected and placed in the district. The selection procedure requires four years teaching experience, successful performance on a written and oral examination, and a demonstrated knowledge of administrative policy operant in the district. There are approximately 12 cadets assigned annually to the program at the elementary school level; there are only ten assistant principals in the district; therefore, many of the elementary cadet trainees will be placed directly in the principalship.
3. How are the following staffing variables accounted for in these policies?

A. Age

Respondent A - Usually, this is not a significant factor in placement policies.

Respondent B - Age is not a factor at the new teacher level and very little consideration is given to this variable for transerees.

Respondent C (principals) - Although there is some deviation, the application for the Administrative Cadet Program stipulates that person must be under 45 years of age.

B. Educational training

Respondent A - Because of the principal's role in the selection process, he usually determines the importance of this variable.

Respondent B - Specialized programs sometimes suggest that level of training is important; however, this is a university concern.

Respondent C (principals) - The only requirement that must be satisfied is the meeting of minimum state guidelines.

C. Teaching experience

Respondent A - Successful completion of the cadet training program. There is a five year limitation on number of years transferable from outside the district. Attempts are made to maintain a balance of experience in terms of teachers in the district.
Respondent B - Operationally, the division tries to maintain a 50-50 basis in terms of experience. An inexperienced teacher would be one who has from 0-3 years experience in the district.

Respondent C (principals) - Good performances and seniority are definitely criteria viewed closely in the upward mobility process in the district.

D. Tenured teachers

Respondent A - This is usually an individual matter for the staff to handle.

Respondent B - An individual thrust with teachers to meet district and state requirements.

Respondent C (principals) - Normally, this related to performance as a teacher. After three years of success, principals are given multiple year contracts.

E. Racial balance between teaching staff and student body composition

Respondent A - Conciliation agreement must be considered, providing for a plan to reflect staffing policies within a sixteen percent minority city-wide representation. Student enrollment must also be considered; this suggests that some vacancies will be designated for blacks or whites in keeping to the agreement.

Respondent B - Administrators and teachers must comply with 84 percent white, 16 percent black mandate of the Civil Rights Commission.
Respondent C (principals) - The recent conciliation agreement between the board and the Civil Right Commission must be complied with in staffing policies.

4. Please discuss district policies for the deployment of principals at the elementary level.

Respondent A - Referred to another division.

Respondent B - Referred to the department of administration specifically the executive director.

Respondent C - Interested persons must make application and pass an examination. Final selection is made by the department of administration and the assistant superintendent of personnel. Successful candidates remain in the cadet program for one year, and many times at the elementary level this is the direct line to the principalship.

These comments represent individual perceptions of personnel policies directly or indirectly related to the placement of teachers and principals. The intent of the interviews is to give the reader additional insight into the organization and operation of the division of personnel as perceived by three central administrative officers.

Summary

In this chapter a description was rendered of the procedures that enabled the researcher to complete the study. Also, the OCDQ was described, along with the scoring service developed by Hayes.
Finally, the contents of the interviews with central administrative personnel in areas of teacher and administrator placement have been included. An attempt will be made in the next chapter to provide the reader with a presentation of the findings resulting from the data collection and statistical treatment.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter will be concerned with a presentation of the data and the statistical treatments. The data will be analyzed to determine significant relationships between the staffing variables and the climate types of the schools included in the study.

The Non-parametric Statistical Analysis Package version 5.01 developed by the Computer Center at The Ohio State University was used to test for significant difference between the aggregate group and the sub-groups on the same variable. Spearman Rank Order Correlation Coefficients, Analysis of Variance, and t test of significance are the statistical treatments used in this study.

The Spearman Rank Correlation Coefficient is a non-parametric statistic which assumes that measures are continuously distributed and that none of the variables has precisely the same quantity of a continuously distributed trait. The data arrayed itself in a fashion that enables the identification of 18 variables which were treated with this statistic. The variables are as follows.
1. Age
2. B.A. degree
3. B.A.+ degree
4. M.A. degree
5. M.A.+ degree
6. Teaching experience
7. Racial composition
8. Tenure
9. Openness
10. Disengagement
11. Hindrance
12. Esprit
13. Intimacy
14. Aloofness
15. Production emphasis
16. Thrust
17. Consideration
18. Schools (28)

Table 7 indicates the significant relationships that were revealed using this statistic in the aggregate grouping.

When the correlation coefficients were examined for the aggregate group of schools in the study, several interpretations were formulated. The significant relationships have been reported and interpreted initially; however, the non-significant relationships will also be addressed in the Summary of Findings reported in Chapter V.
Moreover, the OCDQ scoring service provided by Hayes enabled the researcher to categorize the aggregate school population into climate types using school means normatively standardized, openness scores, climate profile scores, and climate similarity scores. When these scores were examined, they revealed the presence of three distinct climate groups in the study population, i.e., autonomous, familiar, and closed. The open, controlled, and paternal climate groups were not represented in the population because the scores ascertained from the OCDQ did not permit their inclusion.

**OCDQ scoring**

The school means normatively standardized were computed for each of the eight subtests of the questionnaire. Raw scores were computed for each respondent within a school and means were computed for these raw scores. The raw means were then standardized using the means and standard deviations from the original sample of 71 elementary schools. The resulting standardized scores were converted to have an expected mean of 50 with a standard deviation of 10. (See Table 3)

Table 4 gives an illustration of the openness scores and climate profile scores attained by the schools in the study. The openness score was computed from the normatively standardized school means by summing the esprit and thrust scores and subtracting the disengagement score. One of the three factors identified by Halpin and Croft, as being the best single indicator of the degree
**TABLE 3**

**SCHOOL MEANS NORMATIVELY STANDARDIZED**

<table>
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<th>School No.</th>
<th>Teachers' Behavior</th>
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### TABLE 4
OPENNESS SCORES AND CLIMATE PROFILE SCORE
ACCORDING TO CLIMATE TYPE

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<th>School No.</th>
<th>Open Score</th>
<th>Teachers' Behavior</th>
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| Total | 1158 | 1450 | 1503 | 1176 | 1552 | 1529 | 1247 | 1312 | 1320 |
| Mean | 41.4 | 51.8 | 53.7 | 42 | 55.5 | 54.6 | 44.6 | 46.9 | 47.2 |
of openness in a school, was esprit. The subtests which contributed to the definition of that factor were positive for esprit and thrust and negative for disengagement.

The climate profile scores were used to determine the amount of each of the dimensions of climate that is present in the respective schools. This profile was used to compare with the "prototypic profiles"\(^1\) to determine which climate the school is most like.

The climate similarity scores in Table 5 are reflective of the prototypic profile which indicates the climate profile of the various schools. These scores were computed by summing the absolute value of the difference between the profile scores and each prototypic profile. As a result, there are six scores, one for each climate type with the lowest score indicating the most likely climate type for the school. Furthermore, the schools have been classified and presented in the table to enable the reader to detect the criterion for climate type placement of a given school.

Table 6 indicates that a representative population of the district was involved in the study. After the city was separated into geographical sectors, the various schools participating in the study were plotted to determine location and proximity. Also, the climate types as measured by the OCDQ are included in the table to give the reader a vehicle for assessing population parameters.

\(^1\)Halpin, p. 174.
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TABLE 6
SCHOOL LOCATIONS AND CLIMATE TYPES

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Note: Using the two main streets of the city as an axis, the schools were plotted on a map of the city to determine the location and proximity of similar climate type schools involved in the study.
Spearman Rank Order Correlation Coefficients were computed to illustrate the relationships between the organizational climate of the schools in the study and the identified staffing variables. Initially, the aggregate of schools was treated as one group and correlated with the staffing variables. (See Table 7) The significant and non-significant correlation coefficients are identified by the researcher and interpreted. The staffing variables, 1 through 8, are discussed in relationship to openness which is a function of the eight profile scores.

Age

The correlation coefficient of -.5102 indicated a strong negative relationship between age and hindrance which was significant at the .003 level of confidence. This suggests that as the age of the teaching staff increases the degree of hindrance in the organization decreases. The correlation coefficient .1567 indicated that there was no significant relationship between age and esprit which has been described as the major determinant of openness on the OCDQ. Moreover, the correlation coefficient .2817 between age and openness is suggestive of a non-significant relationship on this variable. Therefore, it is concluded by the researcher that the variable age in this study is not related to climate type of the school.
## TABLE 7
**SPEARMAN RANK ORDER CORRELATION COEFFICIENTS - AGGREGATE OF 28 SCHOOLS (18 VARIABLES)**

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*Significant at .05 level of confidence.
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*Significant at .05 level of confidence.
The correlation coefficient .6335 indicated a high positive relationship between the baccalaureate degree and tenure at .001 level of confidence. Moreover, a positive relationship was indicated between the baccalaureate degree and production management with a correlation coefficient of .4851 that was significant at .004 level of confidence. There was a negative relationship between the baccalaureate degree and the thrust dimension of the OCDQ with a correlation coefficient of -.4565 that was significant at the .007 level of confidence. This suggests that the number of teachers with baccalaureate degree affects the score of the respective school on the subtest score in the production management dimension. Additionally, the data revealed that as the number of teachers with the baccalaureate degree increases, there is a direct decrease in subtest score in the thrust dimension. Furthermore, the obvious relationship between the baccalaureate degree and tenure has much to do with the state and school district requirements regarding tenured status.

The correlation coefficient .3432 indicated a positive relationship between the baccalaureate degree plus and tenure that is significant at the .037 level of confidence. This correlation is suggestive of the state and district policies regarding additional education and experience for achieving tenured status. Also, there is a negative relationship indicated by the correlation
coefficient -.3083 between the baccalaureate plus degree and the subtest dimension consideration that is significant at the .055 level of confidence. This relationship is interpreted to mean that, as the number of teachers on staff with baccalaureate plus degrees increases, there is a direct decrease in the consideration dimension as measured by the OCDQ.

Master's degree

The correlation coefficient .3718 indicated, as expected, a positive relationship between the master's degree and tenure that is significant at the .026 level of confidence. Again, this is a natural relationship because of the state and school district policies governing tenured status.

Master's degree plus thirty semester hours

There were no significant correlation coefficients found using this variable.

Teaching experience

The correlation coefficient -.4079 indicated a negative relationship between teaching experience and racial composition that is significant at .016 level of confidence. This is interpreted to mean that, as the teaching experience increases, there is a direct decrease in the B-WT. and B-WS. parity of the staff. In addition, the correlation coefficient .4628 between teaching experience and openness was significant to high degree at the
.007 level of confidence. This is interpreted to suggest that, as the teaching experience level of a school increases, the school's organizational climate will increase in openness. The positive relationships and correlation coefficients that follow are all supportive of this interpretation:

1. Teaching experience and esprit has a correlation coefficient of .3430 that is significant at the .037 level of confidence.

2. Teaching experience and intimacy has a correlation coefficient of .3292 that is significant at the .044 level of confidence.

3. Teaching experience and thrust has a correlation coefficient of .4734 that is significant at the .005 level of confidence.

Furthermore, the negative relationships between teaching experience and the two subtests of disengagement and hindrance served to fortify the interpretation. The correlation coefficients for these variables are:

1. Teaching experience and disengagement with a correlation coefficient of -.3391 that is significant at the .039 level of confidence.

2. Teaching experience and hindrance with a correlation coefficient of -.6381 that is significant at the .001 level of confidence.
Racial composition

There were no significant correlation coefficients found using this variable.

Tenure

There were no significant correlation coefficients found using this variable.

Openness

As expected from the recounts of Hayes and Halpin, there were some significant relationships between the amount of openness in the school and the subtest scores of the OCDQ. For example, there were some negative relationships in the following match-ups that are quite significant:

1. Openness and disengagement has a correlation coefficient of -.9270 that is significant at the .001 level of confidence.

2. Openness and hindrance has a correlation coefficient of -.5577 that is significant at the .001 level of confidence.

3. Openness and production emphasis has a correlation coefficient of -.4853 that is significant at the .004 level of confidence.

These coefficients are interpreted to suggest that, as the openness of a school increases, there is a direct decrease in the amount of disengagement, hindrance, and production emphasis at the particular school regarding the staff.
Also, the correlation coefficients that were highly positive relationships and significant are not too surprising. They are:

1. Openness and esprit has a correlation coefficient of .7711 that is significant at the .001 level of confidence.

2. Openness and intimacy has a correlation coefficient of .7283 that is significant at the .001 level of confidence.

3. Openness and thrust has a correlation coefficient of .6350 that is significant at the .001 level of confidence.

These coefficients suggest that the amount of openness in a school is determined, to a large degree, by the presence of esprit, intimacy, and thrust on the school's staff.

**Classification of Schools into Climate Types**

After the schools were further categorized into the climate types of the OCDQ, there were three distinctive clusters, e.g., autonomous, familiar, and closed which were treated statistically using Spearman Correlation Coefficients. The significant relationships are reported according to the climate types.

**Autonomous climate (seven schools)**

(See Table 9 and 10)

The significant relationships of the autonomous climate are as follows.
Teaching experience

The correlation coefficient of -.8660 indicated a negative relationship between teaching experience and production emphasis in this climate type that is significant at the .006 level of confidence. This is interpreted to suggest, as the teaching experience level of a staff increases, there is a decrease in the production emphasis subtest dimension of the school as measured by the OCDQ.

Racial composition

The same correlation coefficient of -.8660 indicated a negative relationship between racial composition and esprit in this climate type that is significant at the .006 level of confidence. This was suggestive of a meaning wherein, as the B-WT. and B-WS. ratio increased toward parity in a given school, there is a direct decrease in the esprit subtest dimension of the school as measured by the OCDQ.

Openness

The correlation coefficient of .8571 indicated a high positive relationship between openness and consideration that is significant at the .007 level of confidence. This suggests a relationship wherein, as the openness of the schools increased, there is a concurrent increase in the consideration subtest dimension of the school as measured by the OCDQ.
### Table 9

SPEARMAN RANK ORDER CORRELATION COEFFICIENTS - AUTONOMOUS CLIMATE OF SEVEN SCHOOLS (18 VARIABLES)

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<th>MA</th>
<th>MAP</th>
<th>EXP</th>
<th>RACE</th>
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<th>OPEN</th>
<th>DIS</th>
<th>HIN</th>
<th>ESP</th>
<th>INT</th>
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<th>PRD</th>
<th>THR</th>
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*Significant at .05 level of confidence.
### TABLE 10

**SPEARMAN RANK ORDER CORRELATION COEFFICIENTS - AUTONOMOUS CLIMATE (7 SCHOOLS)**

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<th>MAP</th>
<th>EXP</th>
<th>RACE</th>
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*Significant at .05 level of confidence.*
Familiar climate (four schools)
(See Table 11)

The significant relationships of the familiar climate are:

**Baccalaureate degree**

The correlation coefficient of -.8944 indicated a negative relationship between the baccalaureate degree and racial composition in this climate type that is significant at the .053 level of confidence. This is interpreted to mean that, as the number of teachers with the Baccalaureate degree increases on a school staff, there is a concurrent decrease in the B-WT. and B-WS. parity. Also the correlation coefficient of 1.0 between the baccalaureate degree and production emphasis is highly significant at the .001 level of confidence. This means that the production emphasis of a staff increases in direct proportion to an increase in the number of teachers on staff with the baccalaureate degree.

**Baccalaureate degree plus thirty semester hours**

The correlation coefficient .9487 indicated a positive relationship between the baccalaureate degree plus and intimacy that is significant at the .026 level of confidence. Meaning that, as the degree level increases on a staff past the baccalaureate level, there is an increase in the intimacy subtest as measured by the OCDQ. There is a high positive correlation coefficient of 1.0 between the master's degree and tenure that is significant at the
|      | AGE | BA  | BAP  | MA   | MAP  | EXP  | RACE | TEN  | OPEN | DIS  | HIN  | ESP  | INT  | ALO  | PRD  | THR  | CON  |
|------|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|      |
| AGE  |     | .7746 | .2722 | .2982 | .3333 | .0   | .5774 | .2582 | .2582 | .7746 | .2582 | .2582 | .8165 | .7746 | .7746 | .8315 |
| BA   | .7746 |     | .2108 | .2000 | .2582 | .0   | -.8944 | .2000 | -.4000 | -.2000 | .2000 | -.8000 | .4000 | -.3162 | 1.0000 | -.8000 | .6325 |
| BAP  | .2722 | .2108 |     | .6325 | .8165 | .0   | .2357 | .6325 | -.1054 | -.2108 | .2108 | .1054 | .9487 | -.5000 | .2108 | .3162 | -.3333 |
| MA   | .2582 | .2000 | .6325 |     | .7746 | .0   | .0 | 1.0000 | -.8000 | .6000 | -.6000 | -.4000 | .8000 | .3162 | .2000 | .4000 | -.6325 |
| MAP  | .3333 | .2582 | .5165 | .7746 |     | .0   | .5774 | .7746 | -.2582 | .2582 | -.2582 | .2582 | .7746 | .0 | -.2582 | .7746 | -.8165 |
| EXP  | .0   | .0   | .0   | .0   | .0   |     | .0   | .0   | .0   | .0   | .0   | .0   | .0   | .0   | .0   | .0   |      |
| RACE |     | .5774 | .8944 | .2357 | .0   | .5774 | .0 | .0 | .4472 | .0 | .0 | .8944 | .0 | .0 | -.8944 | .8944 | -.7071 |
| TEN  | .2582 | .2000 | .6325 | 1.0000 | .7746 | .0 | .0 | .8000 | .6000 | -.6000 | -.4000 | .8000 | .3162 | .2000 | .4000 | -.6325 |
| OPEN | .2582 | .2000 | .6325 | .8165 | .0 | .0 | .4472 | .8000 | -.8000 | .8000 | .8000 | -.4000 | .6325 | .4000 | .0 | .3162 |
| DIS  | .7746 | .2000 | .2108 | .6000 | .2582 | .0 | .0 | .6000 | -.8000 | -.10000 | -.4000 | .0 | .9487 | -.2000 | .4000 | -.6325 |
| HIN  | .7746 | .2000 | .2108 | .6000 | .2582 | .0 | .0 | -.6000 | .8000 | -.10000 | .4000 | .0 | .9487 | -.2000 | .4000 | -.6325 |
| ESP  | .2582 | .8000 | .1054 | .1000 | .2582 | .0 | .0 | .8944 | -.4000 | .8000 | -.4000 | .4000 | -.2000 | .3162 | .8000 | .6000 | -.3162 |
| INT  | .2582 | .4000 | .9487 | .8000 | .7746 | .0 | .0 | .8000 | -.4000 | .0 | .0 | -.2000 | .3162 | .4000 | .2000 | .3162 |
| ALQ  | .8165 | .3162 | .5000 | .3162 | .0 | .0 | .0 | .3162 | -.6325 | .9487 | -.9487 | -.3162 | -.3162 | -.3162 | .3162 | .3162 | -.5000 |
| THR  | .7746 | .8000 | .3162 | .4000 | .7746 | .0 | .0 | .8944 | .4000 | .0 | .4000 | -.4000 | .6000 | .2000 | .3162 | -.8000 | -.9487 |
| TON  | .8165 | .6325 | .3333 | .6325 | .8169 | .0 | .0 | -.7071 | .6325 | .3162 | -.6325 | .6325 | -.3162 | -.3162 | .5000 | .6325 | -.9487 |

*Significant at .05 level of confidence.
**TABLE 12**

**SPEARMAN RANK ORDER CORRELATION COEFFICIENTS - FAMILIAR CLIMATE (4 SCHOOLS)**

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<td>.6325</td>
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<td>.7746</td>
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<td>.0</td>
<td>-.8000</td>
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<tr>
<td>OPEN</td>
<td>-.2582</td>
<td>-.4000</td>
<td>-.1054</td>
<td>-.8000</td>
<td>-.2582</td>
<td>.0</td>
<td>.4472</td>
<td>-.8000</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.*
.001 level of confidence and this was expected because of state and district policies governing tenured status of teachers.

**Racial composition**

The correlation coefficient of .8944 was the same for the relationship between racial composition and esprit and racial composition and thrust that is significant at the .053 level of confidence. This is interpreted to mean that, as the B-WT. and B-WS. ratio increases toward parity at a school, there is a significant increase in the esprit and thrust dimensions of the school as measured by the OCDQ.

**Closed climate (seventeen schools)**

(See Table 13)

The significant relationships of the closed climate are:

**Age**

The correlation coefficient of -.5131 revealed a negative relationship between age and the baccalaureate degree plus that is significant at the .018 level of confidence. In addition, a significant negative relationship at the .001 level of confidence was indicated between age and hindrance with a correlation coefficient of -.6886. The interpretations mean that, as the age of a school's staff increases, there is a decrease in the number of teachers with the baccalaureate degree plus and in the hindrance subtest dimension of the school as measured by the OCDQ.
### TABLE 13
SPEARMAN RANK ORDER CORRELATION COEFFICIENTS - CLOSED CLIMATE OF SEVENTEEN SCHOOLS (18 VARIABLES)

<table>
<thead>
<tr>
<th></th>
<th>AGE</th>
<th>BA</th>
<th>BAP</th>
<th>MA</th>
<th>MAP</th>
<th>EXP</th>
<th>RACE</th>
<th>TEN</th>
<th>OPEN</th>
<th>DIS</th>
<th>HIN</th>
<th>ESP</th>
<th>INT</th>
<th>ALO</th>
<th>PHD</th>
<th>THR</th>
<th>CON</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>-1.1815</td>
<td>-0.5131*</td>
<td>-0.3160</td>
<td>-0.2597</td>
<td>-0.0435</td>
<td>-0.2310</td>
<td>-0.2653</td>
<td>-0.2780</td>
<td>-0.6886*</td>
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<td>-0.2291</td>
<td>-0.3501</td>
<td>-0.2430</td>
<td>-0.0846</td>
<td>-0.1207</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>-0.1815</td>
<td>0.0188</td>
<td>0.5477*</td>
<td>0.2263</td>
<td>-0.0332</td>
<td>-0.0253</td>
<td>-0.5913*</td>
<td>-0.1112</td>
<td>-0.1332</td>
<td>0.2031</td>
<td>0.1347</td>
<td>0.0167</td>
<td>-0.2234</td>
<td>0.3437</td>
<td>-0.4087*</td>
<td>0.0977</td>
<td></td>
</tr>
<tr>
<td>BAP</td>
<td>-0.5131*</td>
<td>0.0188</td>
<td>0.0478</td>
<td>0.4334*</td>
<td>-0.0552</td>
<td>-0.1148</td>
<td>-0.0069</td>
<td>0.1142</td>
<td>-0.1213</td>
<td>0.4044*</td>
<td>0.1523</td>
<td>-0.1135</td>
<td>0.0350</td>
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<td>-0.1267</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>-0.3160</td>
<td>0.5477*</td>
<td>-0.0478</td>
<td>0.3276</td>
<td>-0.0681</td>
<td>-0.1397</td>
<td>0.4330*</td>
<td>-0.1881</td>
<td>-0.2489</td>
<td>0.3097</td>
<td>0.0112</td>
<td>0.0310</td>
<td>-0.4736</td>
<td>0.0725</td>
<td>-0.2394</td>
<td>-0.0273</td>
<td></td>
</tr>
<tr>
<td>MAP</td>
<td>-0.2597</td>
<td>0.2263</td>
<td>0.4334*</td>
<td>0.3276</td>
<td>0.2042</td>
<td>0.0678</td>
<td>0.2373</td>
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<td>0.1063</td>
<td>-0.2451</td>
<td>-0.1227</td>
<td>-0.0995</td>
<td>-0.1938</td>
<td>0.2923</td>
<td>0.1394</td>
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</tr>
<tr>
<td>EXP</td>
<td>-0.2295</td>
<td>-0.0332</td>
<td>-0.0552</td>
<td>-0.0681</td>
<td>0.2042</td>
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<td>0.2731</td>
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<td>0.1189</td>
<td>-0.5449*</td>
<td>-0.0692</td>
<td>-0.0662</td>
<td>0.0276</td>
<td>0.2132</td>
<td>0.2645</td>
<td>0.0779</td>
<td></td>
</tr>
<tr>
<td>RACE</td>
<td>-0.0435</td>
<td>-0.0253</td>
<td>-0.1148</td>
<td>0.1397</td>
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<td>0.2277</td>
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<td>0.0126</td>
<td>-0.4695*</td>
<td>-0.3154</td>
<td>-0.3150</td>
<td></td>
</tr>
<tr>
<td>TEN</td>
<td>-0.2310</td>
<td>0.5913*</td>
<td>0.0069</td>
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<td>0.2373</td>
<td>0.2731</td>
<td>-0.0381</td>
<td>-0.1958</td>
<td>0.2072</td>
<td>-0.0479</td>
<td>0.2377</td>
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<td>0.0062</td>
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<tr>
<td>OPEN</td>
<td>0.2653</td>
<td>1.112</td>
<td>0.1142</td>
<td>-0.1881</td>
<td>0.1293</td>
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<td>0.1008</td>
<td>0.1968</td>
<td>0.8426*</td>
<td>-0.1012</td>
<td>0.5387*</td>
<td>0.6841*</td>
<td>0.0623</td>
<td>0.1365</td>
<td>-0.3029</td>
<td>-0.7240*</td>
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<tr>
<td>DIS</td>
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<td>0.1189</td>
<td>-0.1263</td>
<td>0.2072</td>
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<td>-0.4575*</td>
<td>-0.5056*</td>
<td>-0.3152</td>
<td>-0.0709</td>
<td>-0.0241</td>
<td>-0.5994*</td>
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<tr>
<td>HIN</td>
<td>-0.6886*</td>
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<td>0.0044*</td>
<td>0.3097</td>
<td>0.1063</td>
<td>0.5449*</td>
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<td>-0.1464</td>
<td>-0.1958</td>
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<td>0.1347</td>
<td>0.1523</td>
<td>0.0112</td>
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<td>-0.5757*</td>
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<td>0.3290</td>
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<td>0.0897</td>
<td>-0.2311</td>
<td>-0.7525*</td>
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<tr>
<td>INT</td>
<td>0.2291</td>
<td>0.0167</td>
<td>-0.1135</td>
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<td>0.1227</td>
<td>-0.0662</td>
<td>0.4660*</td>
<td>-0.2042</td>
<td>0.6841*</td>
<td>-0.5056*</td>
<td>-0.2258</td>
<td>0.3290</td>
<td>-0.3453</td>
<td>-0.3977</td>
<td>-0.0142</td>
<td>-0.4208*</td>
<td></td>
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<tr>
<td>ALO</td>
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<td>0.0276</td>
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<td>-0.0987</td>
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<td>-0.1938</td>
<td>-0.2132</td>
<td>-0.4695*</td>
<td>-0.2189</td>
<td>-0.1365</td>
<td>-0.0709</td>
<td>-0.1958</td>
<td>0.0897</td>
<td>-0.3977</td>
<td>0.1118</td>
<td>-0.2934</td>
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</tr>
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<td>THR</td>
<td>0.0346</td>
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<td>0.0644</td>
<td>-0.2394</td>
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<td>0.7645</td>
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<td>0.3079</td>
<td>-0.0241</td>
<td>-0.2138</td>
<td>-0.2311</td>
<td>0.1129</td>
<td>0.0500</td>
<td>-0.2934</td>
<td>-0.0660</td>
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<td>CON</td>
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<td>-0.1767</td>
<td>-0.0773</td>
<td>0.1394</td>
<td>0.0779</td>
<td>-0.3150</td>
<td>0.0062</td>
<td>-0.7240*</td>
<td>0.5954*</td>
<td>-0.0759</td>
<td>0.7525*</td>
<td>-0.4208*</td>
<td>-1.3563</td>
<td>0.0627</td>
<td>-0.0660</td>
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</tbody>
</table>

*Significant at .05 level of confidence.
TABLE 14
SPEARMAN RANK ORDER CORRELATION COEFFICIENTS - CLOSED CLIMATE (17 SCHOOLS)

<table>
<thead>
<tr>
<th></th>
<th>AGE</th>
<th>BA</th>
<th>BAP</th>
<th>MA</th>
<th>MAP</th>
<th>EXP</th>
<th>RACE</th>
<th>TEN</th>
<th>OPEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>-1.815</td>
<td>-0.5131*</td>
<td>-0.3160</td>
<td>-0.2597</td>
<td>0.2295</td>
<td>-0.0435</td>
<td>-0.2310</td>
<td>-0.2653</td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>-0.1815</td>
<td>0.0188</td>
<td>0.5477*</td>
<td>0.2263</td>
<td>-0.0332</td>
<td>-0.0253</td>
<td>0.5913*</td>
<td>0.1112</td>
<td></td>
</tr>
<tr>
<td>BAP</td>
<td>-0.5131*</td>
<td>0.0188</td>
<td>0.0478</td>
<td>0.4334*</td>
<td>-0.0552</td>
<td>-0.1148</td>
<td>0.0069</td>
<td>0.1142</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>-0.3160</td>
<td>0.5477*</td>
<td>0.0478</td>
<td>0.3276</td>
<td>-0.0681</td>
<td>0.1397</td>
<td>0.4330*</td>
<td>-0.1881</td>
<td></td>
</tr>
<tr>
<td>MAP</td>
<td>-0.2597</td>
<td>0.2263</td>
<td>0.4334*</td>
<td>0.3276</td>
<td>0.2042</td>
<td>0.0678</td>
<td>0.2373</td>
<td>0.1293</td>
<td></td>
</tr>
<tr>
<td>EXP</td>
<td>0.2295</td>
<td>-0.0332</td>
<td>-0.0552</td>
<td>-0.0681</td>
<td>0.2042</td>
<td>-0.4934*</td>
<td>0.2731</td>
<td>0.0848</td>
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</tr>
<tr>
<td>RACE</td>
<td>-0.0435</td>
<td>-0.0253</td>
<td>-0.1148</td>
<td>0.1397</td>
<td>0.0678</td>
<td>-0.4934*</td>
<td>-0.0381</td>
<td>0.1008</td>
<td></td>
</tr>
<tr>
<td>TEN</td>
<td>-0.2310</td>
<td>0.5913*</td>
<td>0.0069</td>
<td>0.4330*</td>
<td>0.2373</td>
<td>0.2731</td>
<td>-0.0381</td>
<td>-0.1968</td>
<td></td>
</tr>
<tr>
<td>OPEN</td>
<td>0.2653</td>
<td>0.1112</td>
<td>0.1142</td>
<td>-0.1881</td>
<td>0.1293</td>
<td>0.0848</td>
<td>0.1008</td>
<td>-0.1968</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence
**Baccalaureate degree**

There is a correlation coefficient of -.4089 between the baccalaureate degree and thrust that is significant at the .052 level of confidence. This suggests that, as the number of teachers with the baccalaureate degree increases on a staff, there is a decrease in the thrust subtest dimension of the school as measured by the OCDQ.

**Baccalaureate degree plus thirty semester hours**

A significant correlation coefficient of .4044 with a .054 level of confidence was indicated between the baccalaureate degree plus and hindrance. The interpretation reveals that, as the number of teachers on staff with the baccalaureate degree increases, there is an increase in the hindrance subtest dimension of that particular school.

**Master's degree**

Again, the natural relationship between the master's degree and tenure prevailed that is significant at .041 level of confidence. Additionally, there is a negative relationship between the master's degree and aloofness suggested by a correlation coefficient of -.4736 that is significant at the .027 level of confidence. This is interpreted to mean that the amount of aloofness decreases in a school as the number of teachers with the master's degree increases.
Teaching experience

The correlation coefficient of $-0.4934$ between teaching experience and racial composition revealed a relationship that is significant at .022 level of confidence. As the teaching experience level of a staff increases, there is a decrease in B-WT. and B-WS. parity. Also, the correlation coefficient of $-0.5449$ between teaching experience and hindrance was significantly negative at the .012 level of confidence. This suggests that, as the teaching experience level of a staff increases, there is a decrease in the hindrance subtest dimension of the school.

Racial composition

The correlation coefficient .4660 between racial composition and intimacy is significant at the .030 level of confidence. Whereas, the correlation coefficient $-.4695$ between racial composition and production emphasis is significantly negative at the .029 level of confidence. The interpretations for this data suggests that, as the B-WT. and B-WS. ratio is increased toward parity in a building, there will be an increase in the amount of intimacy at that particular school. Also, the negative relationship suggests that, as the B-WT. and B-WS. ratio increased toward parity, there is a decrease in the production emphasis on that particular staff.

Openness

The correlation coefficient $-.8426$ between openness and disengagement was significant at the .001 level of confidence and
indicates that, as openness increases, disengagement decreases in the school. The negative relationship between openness and consideration was significant at the .001 level of confidence with a correlation coefficient of -.7240. This suggests that, as the openness increases, there is a decrease in the consideration subtest dimension of the school. The correlation coefficient of .5387 between openness and esprit was significant at the .013 level of confidence. Also, the correlation coefficient .6841 between openness and intimacy was significant at the .001 level of confidence. These interpretations suggest, that as openness in the schools increases, there is an increase in the esprit and intimacy subtest dimensions of the schools as measured by the OCDQ.

**Analysis of Variance of School Climate Types**

The analysis of variance statistic was used to determine the relationship between and within the three sub-groups on the identified variables of the study. Sixty-one percent (17) of the schools were found to have closed climates, 14 percent (4) had familiar climates, and the remaining 25 percent (7) had autonomous climate types. In addition, the analysis of variance scores were treated separately and pooled to increase the power of the interpretations when describing differences between the climate types and within the various schools that were significant. Whenever the analysis of variance statistic is used with more than
two groups, it becomes necessary to compare all of the possible relationships between the actual number of groups included to increase the reliability of predictions. Finally, the t test was utilized to enhance the overall power of the analysis of variance relationships between the staffing variables and the three climate type groups.

**TABLE 15**

**SUMMARY ANALYSIS OF VARIANCE - AGE VARIABLE**

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square (Variance)</th>
<th>F Ratio</th>
<th>F Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.4433</td>
<td>2</td>
<td>.2216</td>
<td>.864</td>
</tr>
<tr>
<td>Within Groups</td>
<td>6.4139</td>
<td>25</td>
<td>.2566</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6.8572</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Age**

The computed F ratio .864 with an F probability score of .437 are suggestive of no significant difference between the three climate types within the various schools observed on the variable of age at the .05 level of confidence.

**TABLE 16**

**SUMMARY ANALYSIS OF VARIANCE - BA VARIABLE**

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square (Variance)</th>
<th>F Ratio</th>
<th>F Probability</th>
</tr>
</thead>
<tbody>
<tr>
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<td>14.8822</td>
<td>.508</td>
</tr>
<tr>
<td>Within Groups</td>
<td>732.9500</td>
<td>25</td>
<td>29.3180</td>
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</tr>
<tr>
<td>Total</td>
<td>762.7144</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Baccalaureate degree

The computed F ratio .508 with an F probability score of .606 are suggestive of no significant difference between the three climate types within the various schools observed on the variable baccalaureate degree at the .05 level of confidence.

TABLE 17
SUMMARY ANALYSIS OF VARIANCE - BAP VARIABLE

<table>
<thead>
<tr>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square or Variance</th>
<th>F Ratio</th>
<th>F Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.4705</td>
<td>1.2352</td>
<td>.170</td>
<td>.645</td>
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<td>Within Groups</td>
<td>181.3867</td>
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<td>Total</td>
<td>183.8572</td>
<td>27</td>
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</table>

Baccalaureate degree plus thirty semester hours

The computed F ratio .170 with an F probability score of .645 are suggestive of no significant difference between the three climate types within the various schools observed on the variable baccalaureate degree plus at the .05 level of confidence.

TABLE 18
SUMMARY ANALYSIS OF VARIANCE - MA VARIABLE

<table>
<thead>
<tr>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square or Variance</th>
<th>F Ratio</th>
<th>F Probability</th>
</tr>
</thead>
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<tr>
<td>Between Groups</td>
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<td>.002</td>
<td>.062</td>
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<td>Within Groups</td>
<td>180.0779</td>
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<td>Total</td>
<td>180.1074</td>
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</table>
Master's degree

The computed F ratio .002 with an F probability score of .062 are suggestive of no significant difference between the three climate types within the various schools observed on the variable master's degree at the .05 level of confidence.

TABLE 19
SUMMARY ANALYSIS OF VARIANCE - MAP VARIABLE

<table>
<thead>
<tr>
<th>Degrees of Freedom</th>
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<th>Mean Square</th>
<th>F Ratio</th>
<th>F Probability</th>
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<tr>
<td>Between Groups</td>
<td>.1134</td>
<td>.0567</td>
<td>.199</td>
<td>.668</td>
</tr>
<tr>
<td>Within Groups</td>
<td>7.1366</td>
<td>.2855</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7.2500</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Master's degree plus thirty semester hours

The computed F ratio .199 with an F probability score of .668 are suggestive of no significant difference between the three climate types within the various schools observed on the variable master's degree plus at the .05 level of confidence.

TABLE 20
SUMMARY ANALYSIS OF VARIANCE - TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>F Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3.5966</td>
<td>1.7983</td>
<td>5.740</td>
<td>.009*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>7.8320</td>
<td>0.3133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11.4286</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
Teaching experience

On the variable of teaching experience there is a significant difference between the climate types and within the various schools due to the F ratio 5.740 and the F probability score .009 that is significant at the .05 level of confidence. The various contrast groups were further analyzed using T tests to determine the amount and kind of significant relationships that existed on this variable. The T value of -2.746 with a T probability score of .014 under a separate variance estimate suggests that there is a significant difference between the teaching experience level of closed climate type schools and the familiar climate type schools that is not due to chance.

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Standard Error</th>
<th>Degrees of Freedom</th>
<th>T Value</th>
<th>T Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed and Familiar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pooled Variance</td>
<td>.3110</td>
<td>25</td>
<td>-1.324</td>
<td>.198</td>
</tr>
<tr>
<td>Separate Variance</td>
<td>.1500</td>
<td>16</td>
<td>-2.746</td>
<td>.014*</td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.

The T value -3.340 with a T probability score of .005 under a separate variance estimate and a T value of -3.343 with a T probability score of .003 under a pooled variance estimate suggests that there is a significant difference between and within the teaching experience level of the closed climate type schools and the
autonomous climate type schools that is not due to chance. There were no significant differences on the T test for the autonomous and familiar type climates on this variable.

TABLE 22

SUMMARY OF T TESTS - TEACHING EXPERIENCE VARIABLE WITH CLOSED AND AUTONOMOUS CONTRAST

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Standard Error</th>
<th>Degrees of Freedom</th>
<th>T Value</th>
<th>T Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed and Autonomous</td>
<td>.2514</td>
<td>25</td>
<td>-3.343</td>
<td>.003*</td>
</tr>
<tr>
<td>Separate</td>
<td>.2516</td>
<td>13</td>
<td>-3.340</td>
<td>.005*</td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.

TABLE 23

SUMMARY ANALYSIS OF VARIANCE - RACIAL COMPOSITION VARIABLE

<table>
<thead>
<tr>
<th></th>
<th>Degrees of Freedom</th>
<th>Mean Square or Variance</th>
<th>F Ratio</th>
<th>F Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.0819</td>
<td>2</td>
<td>.0410</td>
<td>.155</td>
</tr>
<tr>
<td>Within Groups</td>
<td>6.5967</td>
<td>25</td>
<td>.2639</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6.6786</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Racial composition

The computed F ratio .155 with an F probability score of .628 are suggestive of no significant difference between the three climate types within the various schools observed on the variable racial composition at the .05 level of confidence.
### TABLE 24
**SUMMARY ANALYSIS OF VARIANCE - TENURE VARIABLE**

<table>
<thead>
<tr>
<th></th>
<th>Degrees of Freedom</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>10.5105</td>
<td>5.255</td>
<td>.255</td>
</tr>
<tr>
<td>Within Groups</td>
<td>25</td>
<td>514.3469</td>
<td>20.5739</td>
<td>.688</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>524.8574</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tenure**

The computed F ratio .255 with an F probability score of .688 are suggestive of no significant difference between the three climate types within the various schools observed on the variable tenure at the .05 level of confidence.

### TABLE 25
**SUMMARY ANALYSIS OF VARIANCE - OPENNESS SCORE VARIABLE**

<table>
<thead>
<tr>
<th></th>
<th>Degrees of Freedom</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>2988.1328</td>
<td>1494.0664</td>
<td>30.018</td>
</tr>
<tr>
<td>Within Groups</td>
<td>25</td>
<td>1244.3086</td>
<td>49.7733</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>4232.4414</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 and .01 level of confidence.

**Openness**

On the variable of openness there is a significant difference between and within the climate type groups due to an F ratio of 30.018 that is significant at the .01 level of confidence. The T value -3.600 with a T probability score of .016 under a separate
variance estimate, and a $T$ value of $-3.530$ with a $T$ probability score of $.003$ under a pooled variance estimate suggests that there is a significant difference between and within the openness level of the closed climate type schools, and the familiar type climate schools that is not due to chance.

**TABLE 26**
SUMMARY OF T TESTS - OPENNESS VARIABLE WITH CLOSED AND FAMILIAR CONTRAST

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Standard Error</th>
<th>Degrees of Freedom</th>
<th>$T$ Value</th>
<th>$T$ Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pooled Variance</td>
<td>3.9206</td>
<td>25</td>
<td>$-3.530$</td>
<td>$.002^*$</td>
</tr>
<tr>
<td>Separate Variance</td>
<td>3.8440</td>
<td>4.8</td>
<td>$-3.600$</td>
<td>$.016^*$</td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.

In addition, the $T$ value $-8.083$ with a $T$ probability score of $.01$ under a separate variance estimate, and a $T$ value of $-7.535$ with a $T$ probability score of $.01$ under a pooled variance estimate suggests that there is a significant difference between and within the openness levels of the closed climate type schools and the autonomous type climate schools that is not due to chance.
<table>
<thead>
<tr>
<th>Contrast</th>
<th>Standard Error</th>
<th>Degrees of Freedom</th>
<th>T Value</th>
<th>T Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed and Autonomous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pooled Variance</td>
<td>3.1683</td>
<td>25</td>
<td>-7.535</td>
<td>.01*</td>
</tr>
<tr>
<td>Separate Variance</td>
<td>2.9536</td>
<td>13.3</td>
<td>-8.083</td>
<td>.01*</td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.

Finally, the T value of -2.429 with a T probability score of .051 under a separate variance estimate, and a T value of -2.270 with a T probability score of .032 under a pooled variance estimate are suggestive of a significant difference between and within the openness levels of the familiar climate type schools and the autonomous type climate schools that is not due to chance.

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Standard Error</th>
<th>Degrees of Freedom</th>
<th>T Value</th>
<th>T Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar and Autonomous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pooled Variance</td>
<td>4.4219</td>
<td>25</td>
<td>-2.270</td>
<td>.032*</td>
</tr>
<tr>
<td>Separate Variance</td>
<td>4.1319</td>
<td>5.9</td>
<td>-2.429</td>
<td>.05*</td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence.
Thus, one could conclude that the teaching experience variable is the most significant determinant of the amount of openness in the schools in the study. And this significant relationship between the teaching experience variable and openness was substantiated by both of the statistical treatments used.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The contents of this chapter emanate from the data and are reflective of the implicit and explicit interpretations detected by the researcher in the study. Moreover, it is hopeful that the data and its interpretations will provide insights into enhancing the processes of staff deployment in urban schools. Therefore, this chapter has been organized around replies to the six research questions purported in the proposal.

Overview of the Findings

The school district in which the study was conducted had 568 professional staff members assigned to the 28 schools participating. The professional staff members included 28 principals and 381 teachers who participated by returning the OCDQ.

The findings were categorized and summarized by the aggregate group of schools and then broken down into the designated climate profiles, i.e., autonomous, familiar, and closed for purposes of reporting. In addition, Table 29 of the summarized staffing data compiled is presented to indicate the relationships within the three climate profiles.
Summaries of the findings for questions one through five, as well as the major question, are based on the data from all participants in the study when compared to the five demographic variables associated with various staffing characteristics employed by the district.

Finally, the implications, conclusions, and recommendations are presented to specify the value of the research effort and to give some guidance for urban school districts which are earnestly trying to improve the schools and the educational process in the society.

**Findings Related to Research Questions**

1. Can urban schools be classified by the OCDQ taxonomy?

The data revealed that urban schools can be classified by the OCDQ. An example would be the range of openness scores computed from the data, wherein the scores ranged from a high 65 to a low of 18. These scores were obtained from the normatively standardized school means by summing the subtest of esprit and thrust, then subtracting the subtest disengagement, i.e., esp + thr - dis. The 28 schools arrayed on a continuum along this range with higher scores representing higher degrees of openness in the respective schools. Additionally, the schools were grouped according to climate similarity scores into three of the six climate types, e.g., autonomous, familiar, and closed. (See Table 5, page 106)
The teachers in the population who participated in the study replied to the questions on the OCDQ in such a way that they compiled a mean score of 41.358 on openness. The basis for this score is the second-order factor analysis which was performed by Halpin and Croft. This was interpreted to mean that, as a group, the teachers perceived the openness of their respective buildings as being significantly lower than the prototypic scores recorded by Halpin and Croft. This suggests that schools in this study have a lower degree of openness than the norms of the original study.

The material in the literature review suggested that urban schools could be successfully classified by the OCDQ taxonomy and this was affirmed in the study by the varying openness scores of schools within the district. The researcher found that the 28 schools were classified into three climate types.

**Schools classified by organizational climate**

The scores obtained from the OCDQ indicated that none of the schools could be classified as open, controlled, or paternal climate profiles. Close scrutiny of the climate profile subtest scores indicates that leader and group characteristics were significantly different than the prototypic scores of the open, controlled, and paternal profiles.

---

Halpin, pp. 186-192.
For example, the characteristics of the open climate are high esprit, low disengagement, low hindrance, average intimacy, average aloofness, high consideration, average thrust, and low production emphasis. This condition represents an atmosphere of well-being and suggests that organizational goals and individual needs are being satisfied.

The characteristics of the controlled climate are high esprit, low disengagement, high production emphasis, low consideration, high thrust, average aloofness, high hindrance, and low intimacy. This condition represents an atmosphere of organizational goal achievement emphasis with little concern for individual social-needs satisfaction.

The characteristics of the paternal climate are high production emphasis, high disengagement, low hindrance, low intimacy, low esprit, average thrust, low aloofness, and high consideration. This condition represents an atmosphere where the staff is split into factions and the organizational tasks and individual social needs are not being satisfied.

While the 28 schools in the study were significantly different than the paternal, controlled, and open climate profiles, this difference tended to be in degrees of subtest scores, rather than kinds or types of schools. Evidence of this nature was reflected when the location and proximity of the 20 schools proved to be inconsequential for determining their profile classifications.
TABLE 29
SUMMARY OF STAFFING VARIABLES AND CLIMATE TYPES

<table>
<thead>
<tr>
<th>School Number</th>
<th>Median Age</th>
<th>Educational Training</th>
<th>Teaching Experience</th>
<th>Racial Composition</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BA BA+ MA MA+ 0-3 4-7 8-11 12+ Above</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>20 6 4</td>
<td>11</td>
<td>14 46.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>7 4 8</td>
<td>10.7</td>
<td>5 26.32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>5 2 4</td>
<td>12.6</td>
<td>6 34.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>10 5 5 4</td>
<td>12.4</td>
<td>4 21.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>15 3 2 0 1 8.6</td>
<td>x</td>
<td>x</td>
<td>7 70</td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>9 0 1</td>
<td>8.6</td>
<td>x</td>
<td>7 70</td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>15 5 4</td>
<td>13.0</td>
<td>x</td>
<td>16 69.56</td>
</tr>
</tbody>
</table>

Autonomous Climate Schools

| Totals | 5 2 | 80 27 29 1 | 40.3 38.0 3 4 67 |
|        | 11.43 28.572 | 58.40 19.71 21.17 .75 | 57.144 42.858 42.858 57.144 48.91 |
| Percentage | 71.43 28.572 | 58.40 19.71 21.17 .75 | 57.144 42.858 42.858 57.144 48.91 |

Familiar Climate Schools

| Totals | 3 1 | 38 14 17 1 | 39.8 2 2 31 |
|        | 75 25 | 54.302 20.006 24.293 1.429 | 100 50 50 44.29 |

Closed Climate Schools

| Totals | 10 7 | 212 71 71 5 | 53.3 75.4 14.0 6 11 142 |
|        | 58.30 41.15 | 59.148 19.809 19.809 1.395 | 47.064 47.064 5.883 35.298 64.713 39.61 |

Aggregate

| Totals | 18 10 | 330 112 117 7 | 11 17 240 |
The major distinctions between the climate profiles can be attributed to the presence of two conditions in an organization, i.e., task achievement and social-needs satisfaction. The rating of a given school, using the OCDQ, is obtained by determining the amount of interactions between these conditions in an organizational context. Therefore, the desired terminal condition is dependent on the successful interaction or equilibrium of task achievement and social-needs satisfaction.

**Autonomous climate**

Since this cluster of schools represents the most open in terms of the OCDQ categories, there are surprising few significant relationships attributable to the amount of openness. However, the teaching experience variable indicates a negative relationship with production emphasis which is designated as principal's behavior on the OCDQ and is suggestive of an organizational conflict between behavior on the part of teachers and expectations on the part of the principal. Unless this conflict is resolved, there will be a problem with bringing individual social-needs satisfaction and group task achievement into congruence. This interaction or lack of same distinguishes the autonomous climate from the open climate. The schools in this category are, according to the data, not reaping the benefits of B-WT. and B-WS. parity and this was not expected. One explanation supported by the data is that the major determinant of openness in terms of staff seems to be teaching experience and not racial composition. The review of literature
contributes to this clarification when one discovers that many urban schools are staffed with young, inexperienced teachers regardless of race or sex. Thereby, the concept of the urban school as "proving ground" is perpetuated.

Finally, as teachers become more considerate in the autonomous climate schools, they will witness continuous opening of the climate if all other variables with the exception of teaching experience remain constant. Herein the school district policy of looking at the experience variable as a major criterion in the placement of staff is justified.

**Familiar climate**

The cluster of schools in this profile revealed no significant relationships between the staffing variables and the amount of openness. But, the racial composition variable was positively correlated with the subtest dimensions of thrust and esprit. This condition suggests that the improvement of the Black teacher: White teacher, Black student: White student ratio in a school will affect the morale of teachers in a positive manner, and they will be given the chance to interact with a principal who is trying to move the school. Also, the racial composition variable is the major determinant of these relationships in the familiar profile rating as opposed to the closed profile rating which is characterized by low esprit and thrust.

Moreover, the importance of the teaching experience variable remains constant when distinctions are made between and within the
three identified climate profiles of the schools participating in the study. A possible explanation of this condition is the fact that these two staffing variables, i.e., teaching experience and racial composition, influence in a significant manner the familiar climate schools.

**Closed climate**

Schools in this climate profile were influenced by the presence of several significant relationships with the staffing variables. For instance, the teaching experience variable was at the lowest level, and as a result, the amount of hindrance in the various schools increased, thus, the condition could be attributed to an inexperienced teaching staff. Additionally, teachers were not working well together in the schools, and this disengagement was negatively affecting staff intimacy and esprit in a direct manner and openness indirectly.

As expected, the schools in this profile were reflective of the "self-fulfilling prophecy" in urban schools because of the shortcomings in staff experience and balance in racial composition. Again, the review of literature describing staffing assignment policies in urban schools was substantiated. The common belief, that urban schools have the least experienced teachers and are polarized racially, can be explained in view of the OCDQ data to purport the findings. That is, in closed climate profile schools in an urban district the group characteristics and leader characteristics indicate less experience and fewer schools with a one to
one Black teacher: White teacher, Black student: White student ratio. Moreover, the data revealed that these variables had a direct effect on the openness of the schools classified in the profile.

2. What is the relationship between staffing policies and the organizational climate in the selected urban schools?

Many of the stated personnel policies of a district are seldom, if ever, operationalized. For instance, there was general consensus indicated in the interviews with the personnel administrators that they had made a conscious attempt to balance the experience factor when deploying teachers. However, the data collected indicated that this was the most noticeable deficiency between the three climate type school groups categorized by the study.

Although Spearman rank order correlation coefficients were non-significant using the variable teaching experience in the autonomous and familiar climate type, there was an interesting significant relationship in the closed climate types. As an example, the correlation coefficient of \(-0.5449\) between teaching experience and hindrance, which is significant at the .05 level of confidence, is indicative of a school wherein, as the overall teaching experience level of a staff increases, there is a decrease in the hindrance dimension of the OCDQ. Since hindrance has been described as a teacher's perception of a principal who is hindering rather than facilitating the work of the staff and as one of the characteristics of the open, autonomous, familiar, and paternal climates, it is
safe to assume that this policy has been espoused more than it has been practiced.

Furthermore, analysis of variance indicated that there was a significant difference both between and within the three climate type groups on the variable of teaching experience. The F ratio score of 5.740, which is significant at the .01 level of confidence, confirms the differences and suggests that in 99 out of 100 cases, the teaching level of the staff will have a direct effect on the organizational climate of the schools surveyed.

3. Which of the staffing variables are most closely related to organizational climate in the selected urban schools?

The variable teaching experience was most closely related to organizational climate in the schools in the study and this was indicated by the data. For instance, the correlation coefficient .4628 for the aggregate between teaching experience and openness was significant at the .05 level of confidence. This is interpreted to mean that in 99 out of 100 cases increased teaching experience will have a positive affect on openness of a school's climate. Additionally, analysis of variance between the three climate type school groups in the study produced an F ratio of 5.740 that was significant at the .009 level of confidence. When the F ratio of the climate groups was checked for significance using T tests, the T value -2.746 with a T probability score of .014 indicated that the variable teaching experience was significantly different in the closed climate type schools and the
familiar type schools and this difference is not due to chance. Moreover, it would occur with regularity at .05 and .01 level of confidence.

Also there was a significant difference between the teaching experience levels in the closed climate type schools and the autonomous climate type schools which was supported by a T value of 3.340 with a T probability score of .005 under a separate variance estimate that is not due to chance. However, the degree of difference was not significant on the T test for the autonomous and familiar climate type schools in the study. The data is supportive of a situation wherein, as there is an increase in the teaching experience level of the staff, there will be a direct increase in the openness of the school's climate that is not due to chance.

4. Is there a logical explanation for the relationship between staffing characteristics and organizational climate? Can this relationship yield information that will be useful in the recruitment, selection, and placement of personnel, especially for urban schools.

In this sense, logical refers to deductive reasoning based on the data and the researcher's closeness to the study. The relationships between the staffing characteristics and the organizational climate types were obtained from the data and the statistical treatment albeit significant were not overwhelmingly established. However, this factor did not negate the existence of some discernible
patterns regarding the staffing characteristics and the manner in which they had been employed in the school district.

For example, there was a discernible difference on the age variable between the closed climate and the autonomous and familiar climates. Seventy-one percent of the autonomous climate school staffs were above the median age of 33 years for the district and 75 percent of the familiar climate schools were above the median age, whereas, only 59 percent of the closed climate schools were above the median age of the district. This factor was interpreted to mean that, as the overall age of a teaching staff increases, there is an increase in the openness of a school's climate.

The percentage of teachers holding various degrees under the educational training variable were constant for each of the climate type groupings. For instance, the percentage of teachers with the baccalaureate degree ranged from 54.30 to 59.14, the percentage of teachers with baccalaureate plus degree ranged from 19.71 to 20.00, the percentage of teachers with the master's degree ranged from 19.80 to 24.29, and the percentage of teachers with the master's degree plus ranged from .73 to 1.42 in the autonomous, familiar, and closed climate type schools.

However, the teaching experience variable indicated some readily discernible differences. The autonomous climate schools had teaching staffs with a range of eight to 11 years experience in 57.14 percent of the schools and teaching staffs with a range of 12 years and above experience in 42.85 percent of the schools.
In addition, the familiar climate schools with teaching staffs ranging from eight to 11 years experience was indicated in 100 percent of the schools.

The closed climate schools, on the other hand, had teaching staffs with a range of four to seven years experience in 47.06 percent of the schools. The range from eight to 11 years experience had 47.06 percent of the school and the category 12 years and above had 5.88 percent of the schools. According to the figures presented, there is a distinct difference on the teaching experience variable between the closed climate profile schools and the familiar and autonomous climate schools that is not due to chance.

The racial composition variable indicated that the schools in the autonomous and familiar climate types were relatively even in regards to Black teacher: White teacher and Black student: White student ratio, and this was indicated by five schools (45.45%) having a high rating and six schools (54.54%) having a low rating. However, in the closed climate schools only six schools (35.29%) had a high rating, whereas 11 schools (64.71%) had a low rating. This factor was interpreted to mean that openness in climate has a relationship to a somewhat equitable situation existing between the high and low categories of the variable racial composition.

When examining the variable tenure, the data indicated that 48.91% of the teachers were tenured in the autonomous climate schools, 44.29% of the teachers were tenured in the familiar climate schools, and 39.61% of the teachers were tenured in the closed climate schools. Therefore, this variable did not show
any distinctiveness in determining climate type categorization of schools.

In view of the data, the information yielded for the staffing of urban elementary schools suggests that teaching staffs above the district's median age of 33 years with teaching experience levels ranging from eight years six months to 12 years six months will improve the openness of the school's climate. Therefore, it is the researcher's contention, supported by the review of literature, that urban schools could profit from mature teachers with several years of teaching experience in the district.

5. How are each of the staffing variables related to each organizational climate model?

The 28 schools in the study were classified into autonomous climate types, familiar climate types, and closed climate types. When correlation coefficients were computed between the five staffing variables, i.e., age, educational training, teaching experience, racial composition and tenure, and the autonomous climate type schools, there were no significant relationships indicated. However, the analysis of variance revealed a T value of -3.340 with a T probability score of .005 when the variable teaching experience was related to the climate type groups in a separate variance estimate. This suggested a significant relationship between that variable in the autonomous climate type schools that is not attributable to chance.
The correlation coefficients were not significant for the staffing variables when the familiar climate type schools were examined. Furthermore, there was no significant difference indicated between the teaching experience level of the staffs between the familiar and autonomous climate type schools.

However, the F ratio and T tests indicated earlier in the autonomous climate profile explanation showed that significant differences existed between the familiar climate type schools and the closed climate type schools on the variable of teaching experience, and these differences are not due to chance. There was no significant difference using this variable between the autonomous and familiar climate type schools.

Finally, the closed climate type schools were found to be significantly different than the other climate type schools on the variable of teaching experience. This, then, is interpreted to mean that the teaching experience level of a staff is a major determinant of the resulting climate profile of a school. Stated differently, as the teaching experience level of staff increases, one can expect to see an improvement in the openness of the school's climate as measured by the OCDQ that is not due to chance.

Conclusions

Based on the data collection and interpretation and the review of literature, the following specific conclusions were reflected.
1. Closed climate type schools have younger teachers, less experienced teachers and fewer tenured teachers.

2. Racial composition in closed climate schools is less than a one to one ratio between Black teachers and White teachers as compared to Black students and White students 64.713% of the time.

3. Teaching experience is a variable that determines the openness of a school's climate.

4. Urban elementary schools can be categorized by organizational climate through utilization of the OCDQ.

5. Teaching experience of professional staffs was highest in the autonomous climate schools, second highest in the familiar climate schools, and lowest in the closed climate schools.

6. Educational training variables were very similar in each climate regarding the various degrees held by the teachers.

7. Teaching staffs can be categorized according to the demographic variables of age, educational training, teaching experience, racial composition, tenure, as related to organizational climate.

8. Seventeen (60.72%) of the urban schools participating in the study were classified as closed climates.

9. As the teaching experience level increases, the school's climate becomes more open.

10. Percentages of tenured teachers were very similar in each climate type.
11. Five (71.43%) of the teaching staffs in the autonomous climate were above the estimated median age for the district.

12. Three (71.43%) of the teaching staffs in the familiar climate were above the estimated median age for the district.

13. Ten (58.83%) of the teaching staffs in the closed climate were above the estimated median age for the district.

14. Esprit, thrust, and disengagement are the three dimensions of the OCDQ which influence the openness of a school.

Another order of conclusions emerged from considering the data as a whole. While it is the researcher's contention that age does not affect the prevailing climate type of the school directly due to the data, it is safe to assume that there is a natural relationship involving the iterative variable of age in conjunction with the other staffing variables. For example, the variables of educational training, teaching experience, and tenure are concomitant effects of an increase in age by an individual teacher. This is especially true when one evaluates some of the policies and regulations regarding tenure in public education. Although the correlation coefficient .0808 between age and tenure is not significant, one need only recount the number of years and the degree level required to be assured of a significant indirect relationship. That is to say, as age increases through attainment of teaching experience and continued schooling, a teacher can become eligible for tenured status.
In addition, the correlation coefficient -.2628 between age and master's degree plus which is non-significant seems to overlook the natural increase in the age of a teacher, as one spends additional time pursuing advance degrees. In terms of tenure and the absence of significant correlation coefficients, suffice it to say that an increase in age can be expected while teachers are satisfying the minimal state and district policies regarding continuing contracts and tenured status.

One of the surprising aspects of the findings to the researcher occurred when there were no significant correlation coefficients revealed as the variable racial composition was examined. It is to be expected that the interactive function of a staff that reflects a balance between the races in terms of teachers and pupils would show some significant relationships with the climate profile scores. Perhaps, the effective nature of these relationships escapes data interpretation in this research. Therefore, the condition from a common sense perspective is not validated by the findings. The manifestations of these relationships would probably accrue most often in the categories of esprit and thrust which are major determinants of openness on the OCDQ.

Is there a significant relationship between the organizational climate prevailing in local school buildings and the demographic variables included in a district's staffing policies?

The evidence is overwhelmingly suggestive of relationships between organizational climate and the policies and procedures used
in the recruitment, selection, and placement of teachers and principals by the division of personnel. Also the transfer and administrator selection policies are seen as determinants of, or influence immensely the climate of the schools in the district.

The data suggested that the policy indicated in the reviews regarding maintaining parity between experienced teacher and inexperienced teacher is well justified. However, the fact that this verbalized parity is in actuality disparity indicates an area wherein real input can be mustered to improve the climates of schools in the urban district.

Implications

In view of the current impasse in many school districts toward the desegregation versus neighborhood school concept regarding the dispersion of teachers and students in an urban school district, this study disclosed some profound findings. According to the data collection and interpretation, the racial composition variable had no significant affect on the organizational climate of a school. Therefore, this study purports that, if an open climate represents the kind of schools desirable in urban districts, then the way to facilitate this characteristic is to actively recruit, select, and assign teachers with the greatest amount of teaching experience attained in this capacity.

It follows that the variable of age will also be affected by this procedure. Obviously, the variable of age increases with the concomitant ascension of experience. Perhaps, it would
behoove teacher training institutions to think in terms of structuring their programs to include practicums in real school situations at the beginning of a student's cycle of courses. This, I suggest would enable school districts to keep within their fast declining budgets when hiring experienced teachers. For instance, younger teachers will have obtained teaching experience in a district prior to their graduation and subsequent to their employment as a certified staff member. This would require the modification of existing policies in the district regarding the recruiting, selecting, and placing of professional staff members in accordance with this commitment.

**Recommendations**

While these recommendations are sometimes speculative, they are intended to reveal an objective appraisal of the data gathered in the study. Furthermore, it is necessary to note that the generalizability of the findings can only be construed as being reflective of the schools in the original population. In view of this obvious limitation, the researcher makes the following propositions regarding recommendations:

1. The researcher recommends the establishment of an on-going in-service program in the area of teaching methodology, in an attempt to utilize and develop the full capabilities of the individual school staffs. In addition, it is recommended that an incentive program be initiated to ensure attendance and commitment to in-service classes. These classes and the incentive program should be open to the entire staff of the city school district.
2. The researcher recommends the equitable distribution of experienced teachers in the district schools, as well as the establishment of a staff up-grade program to keep the schools at parity relative to the teaching experience of the staff.

3. The researcher recommends that the Research Division continue to assess and evaluate the climate of the district's schools in view of the findings reported in this study.

4. The researcher recommends that the district seek to amend its stated policy regarding the recruitment of experienced teachers to include more consideration on the number of years (seniority) transferable.

5. The researcher recommends that teacher training programs be structured to place prospective teachers in the real classroom earlier. Perhaps as early as the sophomore year prospective teachers could be given on-the-job experiences if the placement process could be cooperatively handled by the university and the local school district.

6. The researcher recommends that staff assignment procedures maintain an equitable racial balance between minority teachers and minority students in the district's schools to improve the social-needs satisfaction of the staff and to enhance the openness of a building climate.
APPENDIX A
Dear Colleague:

Let me call your attention to a research effort that has been approved by the Central Administrative office (Dr. Joseph Davis) of the Columbus Public Schools and supported by Mr. Jack Burgess of the Columbus Education Association. This dissertation research concerns itself with the relationship between organizational climate and staffing characteristics. Therefore, I am requesting your permission and cooperation regarding the inclusion of your school in the study. Moreover, I am ensuring anonymity for all respondents, and confidentiality of school results, as well as promising to be very flexible (i.e., not interfering with the normal management of the building) when administering the instrument.

Perhaps, a brief explanation of the nature of the instrumentation can clarify the extent of your involvement relative to a time frame. The Organizational Climate Description Questionnaire (OCDQ) developed by Andrew Halpin and Don Croft which permits the portrayal of Organizational climate of an elementary school will be utilized for this research. The OCDQ is composed of 64 Likert-type items which teachers and principals can use to describe the climate of their respective schools. The questionnaire can be given in a group situation; it requires no more than 30 minutes for administration. The involvement specifics of your particular school call for responses from you and the teachers in your building.

The data gathering strategy affords additional flexibility as two plans have been established. They have been conceptualized as follows:
Plan A

The researcher can come to your school at an opportune time (e.g. a faculty meeting) and administer the instrument; or

Plan B

You can assume the leadership role in administering the instrument to the respondents selected for the study.

Please advise as to the plan of your choice and the feasibility of a date before the Christmas holidays. I am looking forward to working with you and your staff in this endeavor. Please indicate below your acceptance or rejection of this request by checking the choice which best reflects your decision, and return the tear sheet to me in the enclosed envelope. Please give this your immediate attention.

Thanking you in advance for your cooperation and consideration regarding this most important matter.

Educationally yours,

Jerry R. Cummings
Graduate Research Associate

-----------------------------------------------

A. I will participate in the proposed study (  )
B. I will not participate in the proposed study (  )
C. I favor plan A (  ) or plan B (  ) for our school.
D. If possible, please indicate a date for administering the instrument if you select plan A. ____________________
E. Please indicate the size of your teaching staff. ______
INSTRUCTIONS FOR ADMINISTERING THE ENCLOSED INSTRUMENT (OCDQ)

1. Distribute to all teachers and the principal in your building. (Administer in a group setting when possible, e.g. faculty meeting, etc.)

2. Respondents should circle their answer to each statement. (Please respond once to each of the sixty-four statements.)

3. Identification is not requested of the respondents.

4. Collect the completed questionnaires and put them in the enclosed envelope and return them to the researcher.

5. Please give this your immediate attention.

Thanks for your cooperation and consideration in this important endeavor.

Educationally yours,

Jerry R. Cummings
Graduate Research Associate
The Ohio State University
THE ORGANIZATIONAL CLIMATE DESCRIPTION
QUESTIONNAIRE, FORM IV

Please circle the answer that most closely describes your response to each statement.

1. Teachers' closest friends are other faculty members at this school.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

2. The mannerisms of teachers at this school are annoying.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

3. Teachers spend time after school with students who have individual problems.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

4. Instructions for the operation of teaching aids are available.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

5. Teachers invite other faculty members to visit them at home.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
6. There is a minority group of teachers who always oppose the majority.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

7. Extra books are available for classroom use.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

8. Sufficient time is given to prepare administrative reports.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

9. Teachers know the family background of other faculty members.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

10. Teachers exert group pressure on nonconforming faculty members.
    a. Rarely occurs
    b. Sometimes occurs
    c. Often occurs
    d. Very frequently occurs

11. In faculty meetings, there is the feeling of "let's get things done."
    a. Rarely occurs
    b. Sometimes occurs
    c. Often occurs
    d. Very frequently occurs

12. Administrative paper work is burdensome at this school.
    a. Rarely occurs
    b. Sometimes occurs
    c. Often occurs
    d. Very frequently occurs
13. Teachers talk about their personal life to other faculty members.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

14. Teachers seek special favors from the principal.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

15. School supplies are readily available for use in classwork.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

16. Student progress reports require too much work.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

17. Teachers have fun socializing together during school time.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

18. Teachers interrupt other faculty members who are talking in staff meetings.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

19. Most of the teachers here accept the faults of their colleagues.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
20. Teachers have too many committee requirements.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

21. There is considerable laughter when teachers gather informally.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

22. Teachers ask nonsensical questions in faculty meetings.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

23. Custodial service is available when needed.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

24. Routine duties interfere with the job of teaching.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

25. Teachers prepare administrative reports by themselves.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

26. Teachers ramble when they talk in faculty meetings.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
27. Teachers at this school show much school spirit.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

28. The principal goes out of his way to help teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

29. The principal helps teachers solve personal problems.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

30. Teachers at this school stay by themselves.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

31. The teachers accomplish their work with great vim, vigor, and pleasure.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

32. The principal sets an example by working hard himself.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

33. The principal does personal favors for teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
34. Teachers eat lunch by themselves in their own classrooms.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

35. The morale of the teachers is high.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

36. The principal uses constructive criticism.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

37. The principal stays after school to help teachers finish their work.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

38. Teachers socialize together in small select groups.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

39. The principal makes all class-scheduling decisions.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

40. Teachers are contacted by the principal each day.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
41. The principal is well prepared when he speaks at school functions.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

42. The principal helps staff members settle minor differences.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

43. The principal schedules the work for the teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

44. Teachers leave the grounds during the school day.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

45. The principal criticizes a specific act rather than a staff member.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

46. Teachers help select which courses will be taught.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

47. The principal corrects teachers' mistakes.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
48. The principal talks a great deal.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

49. The principal explains his reasons for criticism to teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

50. The principal tries to get better salaries for teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

51. Extra duty for teachers is posted conspicuously.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

52. The rules set by the principal are never questioned.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

53. The principal looks out for the personal welfare of teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

54. School secretarial service is available for teachers' use.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
55. The principal runs the faculty meeting like a business conference.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

56. The principal is in the building before teachers arrive.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

57. Teachers work together preparing administrative reports.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

58. Faculty meetings are organized according to a tight agenda.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

59. Faculty meetings are mainly principal-report meetings.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

60. The principal tells teachers of new ideas he has run across.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

61. Teachers talk about leaving the school system.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
62. The principal checks the subject-matter ability of teachers.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

63. The principal is easy to understand.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs

64. Teachers are informed of the results of a supervisor's visit.
   a. Rarely occurs
   b. Sometimes occurs
   c. Often occurs
   d. Very frequently occurs
APPENDIX B
<table>
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<th>STAFFING VARIABLES</th>
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<tr>
<td>1. estimated median age of district</td>
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<td>2. BA+</td>
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<td>3. MA</td>
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<td>2. 4-7</td>
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<td>3. 8-11</td>
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<td>4. 12 &amp; above</td>
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<td>4. Racial composition</td>
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<tr>
<td>2. Low</td>
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<td>5. Tenured non-tenured</td>
</tr>
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<td>1.</td>
</tr>
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<td>2.</td>
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APPENDIX C
Dear Colleague:

Please accept this correspondence as a token of my appreciation for your participation in the organizational climate study. I am pleased to report that the study is progressing favorably at this point; however, there have been two major sources of data unavailable to the researcher for individual elementary schools. Therefore, I am requesting additional involvement of you as a resource person. The problem centers around two of the staffing variables related to the study, i.e., mean age of teaching staff in the respective buildings and the number of teachers on staff with tenure.

Please take a few minutes to compile a mean age for your teaching staff, as well as determining the number of teachers in your building who are on tenure. I will be contacting you in the very near future regarding this data which is so essential to the success of the study.

Thanking you in advance for your consideration and cooperation in this most urgent matter.

Educationally yours,

Jerry R. Cummings
Graduate Research Associate
Formula for computing mean age score

Divide: \( \frac{\text{Composite Actual Ages of Teaching Staff}}{\text{Number of teachers on staff}} \) (Combine all teachers' ages)

Mean age of Teaching Staff

\( \frac{\text{No. of tenure teachers}}{\text{Non-tenured teachers}} \)
INTERVIEW SCHEDULE

RESPONDENT'S NAME _____________________________

POSITION (Check One)

CENTRAL ADMINISTRATION  
PRINCIPAL  
TEACHER  
OTHER  

BRIEF JOB DESCRIPTION (Current Duties)

FORMER DUTIES IN THE DISTRICT

AGE ______  SEX  Male  Female

(TO Respondent)

Please discuss generally the placement policies of the school district for teachers.
(To Respondent)

How are the following variables accounted for in these Policies?

AGE

EDUCATIONAL TRAINING

TEACHING EXPERIENCE

TENURED TEACHERS

RACIAL BALANCE BETWEEN TEACHING STAFF AND STUDENT BODY COMPOSITION
(To Respondent)

PLEASE DISCUSS DISTRICT POLICIES FOR THE DEPLOYMENT OF PRINCIPALS AT THE ELEMENTARY SCHOOL LEVEL

(To Respondent)

PERHAPS, YOU CAN DIRECT ME TO OTHER INDIVIDUALS WHO MAY BE ABLE TO PROVIDE ADDITIONAL INSIGHTS INTO MY INQUIRY. (List)

(To Respondent)

ARE YOU AWARE OF ANY WRITTEN REPORTS THAT MAY BE AVAILABLE FOR MY EXAMINATION RELATIVE TO MY RESEARCH ENDEAVOR? (List)
BIBLIOGRAPHY


Halpin, Andrew, and Croft, Donald B. *The Organizational Climate of Schools*. Chicago: Midwest Administration Center, The University of Chicago, 1963.


