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THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CLIMATE AND FUNCTIONS PERFORMED BY ELEMENTARY COUNSELORS IN SELECTED SCHOOLS

The Ohio State University

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106
THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CLIMATE
AND FUNCTIONS PERFORMED BY ELEMENTARY COUNSELORS
IN SELECTED SCHOOLS

DISSERTATION

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

By

Cynthia L. Yoder, B.S., M.A

* * * * *

The Ohio State University

1980

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ACKNOWLEDGMENTS

I would like to express my sincere appreciation to Dr. Herman Peters who provided me with guidance and support throughout the doctoral program. I am also grateful to Dr. Roy Larmee and Dr. Richard Kelsey, the other two members of my doctoral committee, for their time, academic advice, and kindness.

I would like to thank Dick Haller for his time and invaluable advice in the statistical analysis of data gathered in this study.

To all the administrators, counselors, and teachers in the Columbus Public Schools, I would like to express my gratitude for their cooperation and help in the completion and collection of data.

And to my family and friends - I wish to express my love and appreciation for their sustaining love, patience, and support of me as I experienced many changes in the completion of my doctoral program.
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CHAPTER I
INTRODUCTION

Today's educational system is a reflection of the complexity of modern society. The unrest of the 60's, Viet Nam, and Watergate have all caused a closer examination and questioning of major institutions in our country. Advances in technology have influenced school operation, curriculum programs, and ultimate results. Increasingly, as a partial response to demands from the public, greater number of specialists are assuming vital roles in the educational process.

Guidance specialists were employed in the schools as early as 1930. Although growth in elementary school guidance and counseling programs was slow for many years, development during the past fifteen years has been extraordinary. Myrick (1976) of the University of Florida says:

"In the early 1950's, a national survey revealed that there were 711 counselors working in elementary schools in the United States. A national survey conducted in 1967 showed that there were 3,837 elementary counselors in 48 states. By 1971, the total number of elementary school counselors had grown to 7,982. Recent data indicates there are approximately 10,770 elementary counselors in public schools."

Despite the fact that elementary guidance has undergone significant growth and development in recent years, there exists considerable doubt, questioning, discussion, and examination of the role and function served by the elementary school counselor. The question is frequently raised what do elementary counselors do, what purpose do they serve?
The role of the guidance counselor has been broadly defined by Ryan (1972) as:

"Guidance serves a supporting function in the educational process by directing and controlling activities to help each individual develop to his fullest potential. The goals of education in a free society are implemented in a guidance program consisting of a set of services: individual analysis, information, career development, counseling, placement, followup, and evaluation. The guidance services in a school setting are intended to insure that each learner will receive an education to fit him."

There exists a variety of opinion in respect to a role definition for elementary counselors. Dinkmeyer (1973a) states,

"Elementary school counseling is a unique profession; it affords the counselor the opportunity to counsel and consult with a wide range of clients. The elementary school counselor sees the child and the total learning climate as the client. The counselor is thus responsible for a developmental guidance program that personalizes and humanizes the educational process for all students."

Lamb (1974), past Vice President for Elementary School Counseling writes:

"Elementary guidance and counseling builds upon the belief that human beings must have continuous experiences of challenge, achievement, and success. Elementary school counseling concerns itself with the child and the developmental process of maximizing his potential; the counselor works within the educational framework and the child's total environment to enable the child to find his identity and to learn to make choices and decisions which lead to effective functioning as a worthwhile being."

While there appears to be a lack of consensus as to a specific and comprehensive role definition for elementary counselors, the question might be asked - should there be? An important force related to the functions performed by elementary counselors, as well as all members of an organization, stems from the organization itself.
The organizational needs, problems, and goals have bearing and impact not only upon the formal relationships and behavior of the members of the organization. Heddesheimer (1975), of George Washington University, comments in support of developing programs for each school and of the weaknesses of trying to use similar programs in several elementary schools. "Maximum impact depends more on diversity than on uniformity in elementary school guidance programs. Counselors have an obligation to those they serve to develop a program directed toward the goals that counselors believe are necessary to facilitate the development of those they serve." It seems perhaps that instead of working to develop a broad definition or theoretical framework to guide the role of the elementary counselor, concern and effort should be directed toward determining and understanding the nature of the relationship the school itself has to the functions performed by elementary counselors.

Motivation for the present study grew out of an interest in not only the varying functions which elementary counselors perform, but also the relationship the organizational climate of the school has to those functions. As an outgrowth of personal observation and experience working in schools, it was believed that behavior, to a large extent, is situationally determined. There has been little study with respect to the relationship that school climate has to the functions of the elementary counselor. In particular, there exists insufficient study to explain the nature of the relationship of organizational climate and the function of the elementary school counselor.
Results of the present study will hopefully provide direction for the counselor and for the organization to arrive at mutual goals and objectives which will ultimately aid each child in maximum growth and development.

1.1 Importance of Study

The climate of the organization is not only related to the behavior of its members, but the manner in which members relate to one another and the formation of relationships. Coffey (1975), from the University of Southern California, says, "the climate of the organization as a whole usually has significant impact on the kinds of relationships that develop between groups. Organizational climate often imposes a richly elaborated and detailed set of constraints upon behavior." DeYoung (1978), principal of a Wisconsin High School, writes: "an organizational pattern does not mandate behavior, but it does influence the formal and informal behavior of both students and teachers. It is the organizational pattern of schools that define who spends their time with whom, in what place, for how long, and for what purpose."

The concern and question of the present study lies in how organizational climate is related to what elementary counselors do. Information and knowledge gathered as a result of this study will further the understanding of how different organizational climates are related to behavior. Such knowledge may in turn facilitate a better understanding as to the functions elementary counselors serve in schools which are organized differently.
1.2 Statement of Problem/Research Questions

The problem of the present study lies in the observed lack of uniformity of functions performed by elementary school counselors. The important consideration in the design of this study was the assumption that a relationship exists between school organizational climate and the functions performed by elementary counselors. While considerable research has been done in relation to both organizational climate and the role and function of elementary counselors, there has been a shortage of significant study of the relationship between the two.

The following research questions were formulated to delineate the scope of the present study and aid in the clarity of exposition of the results obtained from the analysis of data. The present study was concerned only with the population of elementary schools in the Columbus Public School system having elementary counseling programs.

1. Will the mean percent of time spent by elementary counselors in counseling with individual students be greatest in schools having an emphasis on authoritarian organization as measured by the Profile of Organizational Characteristics (POC)?

2. Will the mean percent of time spent by elementary counselors in counseling with groups of students be greatest in schools having an emphasis on participative organization as measured by the POC?

3. Will the mean percent of time spent by elementary counselors in group guidance be greatest in schools having an emphasis on authoritarian organization as measured by the POC?
4. Will the mean percent of time spent by elementary counselors in consultative services be greatest in schools having an emphasis on participative organization as measured by the POC?

5. Will the mean percent of time spent by elementary counselors in in-service be greatest in schools having an emphasis on participative organization as measured by the POC?

6. Will the mean percent of time spent by elementary counselors in student appraisal be greatest in schools having an emphasis on authoritarian organization as measured by the POC?

7. Will the mean percent of time spent by elementary counselors in student referral (within building) be greatest in schools having an emphasis on authoritarian organization as measured by the POC?

8. Will the mean percent of time spent by elementary counselors in student referral (outside building) be greatest in schools having an emphasis on participative organization as measured by the POC?

9. Will the mean percent of time spent by elementary counselors in placement be greatest in schools having an emphasis on authoritarian organization as measured by the POC?

10. Will the mean percent of time spent by elementary counselors in planning/research be unrelated to the organization of the school as measured by the POC?

11. Will the mean scale score for subscales authority, problems, environment, rules, and communication of the Organizational Context Inventory be greatest in schools having an emphasis on participative organization and least in schools having an emphasis on authoritarian organization?
1.3 Definition of Terms

For the purpose of this study, the following definitions will be used.

a. **Functions of Elementary School Counselors** will be defined operationally in responses to the ten following items comprising the Counseling Activity Log:

1. Individual Counseling
2. Group Counseling
3. Group Guidance
4. Consultative Services
5. In-Service
6. Student Appraisal
7. Student Referral (within building)
8. Student Referral (outside building)
9. Placement
10. Planning/Research

It will be noted that counselors in the Columbus Public Schools were required during the time of this study to assist students in reading. This requirement was due in part to the source of their funding. Time spent by counselors in assisting children in reading was, however, not measured in this study as it is not viewed as a primary function of counseling. Review of literature showed that assisting students in reading is not included in any State of Ohio guidelines for elementary counselors or in the Counselor Education Preparation Manual.
b. **Organizational Climate** will be defined operationally in terms of ratings on the Profile of Organizational Characteristics and ratings on the Organizational Context Inventory.

1. Pfeiffer (1976) reviews Likert's instrument - Profile of Organizational Characteristics. Included therein are Likert's definitions for the four typologies measured by the POC.

"(a) Type I: Authoritarian - a very hierarchical system with virtually no participation by subordinates. Decisions are made by superiors, and subordinates are expected to comply; (b) Type II: Paternalistic - some attempt is made to avoid being completely autocratic. Power remains at the top, but subordinates are given some few opportunities for limited participation in decision processes; (c) Type III: Consultative - superiors are still superiors, but they show a lot of interest and confidence in subordinates. Power resides in superiors, but there is good communication and participation throughout the organization; (d) Type IV: Participative - energy and power resides in the logical focus of interest and concern for a problem. Subordinates have high latitude to initiate, coordinate, and execute plans to accomplish goals. Communication between subordinates and superiors is completely open, involving, unguarded."

2. The five subscales of the Organizational Context Inventory are defined as: (a) Authority - the way authority is distributed and used in the school; (b) Problems - the way people work together to solve problems and make decisions about how the school operates; (c) Environment - the quality of and use of the facilities and grounds; (d) Rules - the way rules are stated, understood, and enforced; (e) Communication - the manner of communication. (Wynn, 1980)

1.4 Description of Proposed Chapters

Chapter I provides an introduction to the study. It consists of an overview of the problem, importance of the study, statement of problem, research questions and definition of terms.
Chapter II presents a review of literature. Discussion is focused upon providing a general survey of research relevant to the two variables of the study: school organizational climate and the functions performed by elementary school counselors.

Chapter III represents the methodology of the study. It includes the research design, criteria used for subject selection, a description of instruments, conditions of testing, and limitations of the study. Further, there is a discussion of the techniques used for the analysis of data.

Chapter IV presents the findings and analysis of data in relation to the problem underlying this study.

Chapter V provides a summary of the study, conclusions, and recommendations for future studies.
CHAPTER II
REVIEW OF LITERATURE

The review of literature attempts to show the relationship between this study and previous research relevant to the two areas emphasized in the present study. The two areas of emphasis are school organizational climate and the functions performed by elementary counselors. There is a paucity of research which relates the organizational climate of schools to the functions performed by elementary counselors. In the absence of such research, it is necessary to lay the foundation for the present study through a general survey of research and theoretical formulations relevant to the thrust of the present study.

2.1 Functions of Elementary Counselors

While there has been a shortage of research which related the organizational climate of schools to the functions performed by elementary counselors, many studies have been carried out seeking to define and delineate the role of the school counselor. Kehas (1975) reviews and summarizes 25 study's carried out on the role of the counselor. Kehas concluded that "we cannot formulate nor advocate national policy regarding school counseling on the strength of our current research."

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In the absence of a unified theory or consensus as to the role of the elementary counselor, many viewpoints abound as to what it is that elementary counselors do.

Dinkmeyer (1966b) states:

"the elementary counselor helps the child investigate, analyze, and deliberate to solve more effectively certain developmental problems. The elementary counselor provides a non-evaluative relationship and offers his collaboration. His job is to clarify, to reflect, to restate as precisely as possible the meanings he perceives to be implied in the child's statement. The elementary counselor seeks to help the child discover his potentialities, to acquire a realistic appreciation of his assets and limitations, and to set certain goals. This should enable the child to accept himself."

Boy (1968) views the school counselor's role as:

"1. Professional counseling with individual groups of students who have problems of any nature which inhibit their ability to learn.  
2. Motivating students to seek counseling of their own volition through a continuous and creative program of orientation and counseling.  
3. Conducting research designed to measure the effectiveness of individuals and group counseling.  
4. A resource consultant to school and nonschool personnel to meet the needs of each individual student.  
5. Assist in providing testing services.  
6. Assist in the placement and grouping of students in order to provide a learning situation of maximum benefit to each.  
7. Provide in-service training programs for teachers, administrators, and other school personnel designed to help them become better acquainted with the philosophical and empirical considerations which influence the work of the counselor."

The New York City School System listed the following functions as duties of the guidance counselor:

"1. Individual counseling of pupils in need of assistance.  
2. Screening of pupils to be referred to specialists, clinics, hospitals, and social agencies.  
4. Work with teachers both in assisting teachers to understand children better and in dealing with children in the classroom to avoid maladjustment and learning disabilities."
5. Work with parents in the handling of children to avoid maladjustment.
6. Developing guidance techniques in the schools.
7. Developing programs of occupational information so that the elementary children will learn about the world of work and their relation to it.
8. Conduct a program of educational guidance to direct children more effectively in their educational program.
9. Screening gifted and talented students in line with present national efforts to identify gifted students for their benefit and for national needs.
10. Assist the schools in developing the best possible education of children for better learning, better personal adjustment, better citizenship, and for the development of moral and spiritual values." (Crow:1965)

A recent report dealt with the professional problems of beginning elementary counselors. The report presented results of a study which was carried out in North Carolina. Findings showed ten functions that 41% of 61 elementary counselors reported that they performed at least several times a week. Following is a summary of Locke's (1978) findings:
TABLE 1
FUNCTIONS PERFORMED BY ELEMENTARY SCHOOL COUNSELORS FREQUENTLY OR ROUTINELY

<table>
<thead>
<tr>
<th>Rank</th>
<th>Function</th>
<th>% Reporting Participation</th>
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<tr>
<td>1</td>
<td>Counseling students with reference to personal-social considerations</td>
<td>88%</td>
</tr>
<tr>
<td>2</td>
<td>Suggesting specific ways in which a student might be helped to overcome a behavioral problem</td>
<td>79%</td>
</tr>
<tr>
<td>3</td>
<td>Counseling students with reference to academic difficulties</td>
<td>67%</td>
</tr>
<tr>
<td>4</td>
<td>Assisting students in the development of decision-making skills</td>
<td>66%</td>
</tr>
<tr>
<td>5</td>
<td>Counseling with students having value clarification problems</td>
<td>61%</td>
</tr>
<tr>
<td>6</td>
<td>Suggesting specific ways in which a student might be helped to overcome a learning problem</td>
<td>59%</td>
</tr>
<tr>
<td>7</td>
<td>Counseling with students who are racially different</td>
<td>47%</td>
</tr>
<tr>
<td>8</td>
<td>Developing guidance program goals, aims, and priorities</td>
<td>43%</td>
</tr>
<tr>
<td>9</td>
<td>Identifying and referring students for individual psychological testing</td>
<td>43%</td>
</tr>
<tr>
<td>10</td>
<td>Planning case conferences involving parents and teachers</td>
<td>41%</td>
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(Locke: 1978)
Shertzer and Stone (1971) identify several functions which they feel counselors should be directly responsible for:

1. Counseling with students on matters of self-understanding, decision-making, and planning, using both the interview and group situation.
2. Consulting with staff and parents on questions of student understanding and management.
3. Studying changes in the character of the student population and making a continuing interpretation of this information to the school administration and to curriculum-development committees.
4. Performing a liaison function between other school and community counseling resources and facilitating their use by teachers and students.

Ryan (1972) views the counselor role and responsibility as "providing services to individual students; providing services to groups of students; establishing and maintaining relationships with staff; establishing and maintaining community relationships; promoting the general school program; and accepting professional responsibilities."

The present study was concerned with the population of elementary counselors in the Columbus Public School System. In 1972 a task force of elementary and secondary counselors, and downtown administration developed a position paper outlining the role of the counselor in the Columbus Public Schools. In that paper, guidance is defined as:

"an integral part of the total educational program of the Columbus Public schools. Guidance helps each student receive maximum benefits from his educational experience. By providing a program of services and activities throughout the school years, guidance facilitates the continuity and completeness of the school experience for the individual student in the direction most beneficial to himself and society."

(Columbus Schools:1972)

The task force identified eight major functions or responsibilities of counselors: (1) individual counseling, (2) group counseling, (3) group
guidance, (4) consultative services, (5) student appraisal services, (6) coordination of resources and information services, (7) placement services, and (8) planning and research services.

While the majority of literature pertaining to the role of the elementary school counselor emphasizes the diversity of the counselor's role, some sources provide a more narrow and limited view as to what the counselor's function is. "Guidance in elementary schools is emerging as a process primarily concerned with assisting the child as a learner. Essentially it is the process of helping the child to understand and accept himself in relation to his own needs and to those of his environment." (Meeks:1971) ASCA (1976) describes the role of the counselor quite simply as: counseling, coordinating, consultation, referral, and orientation.

Despite the rapid growth and expansion of elementary guidance programs in recent years, and considerable study and research of the role and function of elementary counselors, the field of elementary guidance has failed to produce a consensus or theoretical framework which serves to define the role of the elementary counselor. "A constant theme in articles, books, and speeches on elementary school guidance has been the lack of consensus on the role of the elementary school counselor." (Heddesheimer:1975)
Each counselor brings to a particular situation an individual style and philosophical orientation toward counseling as well as a degree of bias as to what counselor functions should constitute the major focus of an elementary guidance program. In turn, the situation with its unique problems and needs imposes rules and demands upon the counselor to the extent that it seems that much of what counselors do is situationally determined. Kehas (1975) writes:

"no one role in any institution stands alone. Every role is part of a network of inter-dependent, interrelated, and mutually-defining roles. There is, in effect, a system of roles within each institution. The role of the counselor is not immune to that theoretical formulation. Simply said, no school counselor works in isolation. Yet this need not be said to any practicing counselor if he but reflects a moment on the many diverse and often conflicting expectations which various publics have of him."

Shertzer (1971) states, "by definition, at least in Parsonian theory, role is viewed as a set of complementary expectations which result in behavior. Individual behavior within a role is determined by the expectations or demands of the role."

Some evidence exists which suggests that in addition to the situation itself, the school administrator has an important relationship to and bearing upon what the counselor does.

"The fact that the counselor's role and identity and the purposes of counseling have not been clearly defined is a major reason why some school systems administrative attitudes have become a major stumbling block in the development of professional school counseling services. Too often in the absence of counselor initiative the counselor's responsibilities and job description are defined by the school principal or superintendent with little or no input from the counselor. Consequently, the duties of the counselor depend upon the perceptions, knowledge and feelings which the administrator has regarding the function of counseling." (Pine:1975)
A basic model can be constructed to depict the forces which are related to the behavior of the elementary counselor.

FIGURE 1
FORCES RELATED TO COUNSELOR BEHAVIOR

Clearly it is important to realize that many forces are related to the role and functions performed by elementary counselors. But more, it is also necessary to understand how these forces are related to what elementary counselors do.
The study of these forces in relationship to what counselors do cannot easily be studied in aggregate. It is necessary to therefore delineate the scope and range of each of these forces. The present study is concerned with the relationship one of those forces, organizational climate, has to the functions performed by elementary counselors.

2.2 Organizational Climate

The study of and interest in organizations has been a primary interest of many for many decades. Much has been written about the nature of organizations, their structure, purpose, development, and management. Many definitions and viewpoints abound as to what organizations are. Morphet (1974) writes:

"the purpose of an organization is to provide the means by which the actors in the organization man cooperate. An organizational structure is necessary when any group has a common task. An unorganized group is only mass of people. It can neither determine its purpose nor accomplish its ultimate objectives."

Perros (1970) says, "one of the enduring truisms of organizational analysis is that organizations are, after all, made up of people."

Etzioni (1964) writes, "organizations are social units deliberately constructed and reconstructed to seek specific goals. But once formed, organizations acquire their own needs, these sometimes becoming the masters of the organization."
While organizations are created and organized with the purpose of attaining and accomplishing specific goals and objectives, the attainment of those goals is dependent upon people collaborated in a common effort. While the study of the nature of organizations has received considerable attention and support over the years, because organizations are dependent upon people for their existence, survival and success and because organizations are such an important part of our lives, considerable interest has also been evidenced in studying the relationship between man and the organization. Porter (1975) writes:

"membership in organizations is central and highly important part of the lives of most people. Part of the reason for this is that people spend such a large portion of their waking time in organizational settings of one kind or another. But more than this, some involvement with other people in groups of organizations seems to be necessary for most people to maintain their identity as people and their psychological well-being."

In recent years, the impact and influence of the informal organization and behavior found in organizations has received much greater attention. Tannenbaum (1966) writes:

"the classical views of organization either ignore the individual or they make oversimplified assumptions about him. A result of this oversight is the breach between theory and practice in organizations, between the way organizations should work and way they do work. For instance, informal organization (which stems in part from the personal needs and interpersonal relationships of members) is not accounted for in the formal plan."

Roethlisberger (1964) comments:

"the study of bank wiremen showed that their behavior at work could not be understood without considering the informal organization of the group and the relation of this informal organization to the total social organization of the company. The human organization is constantly molding and re-creating the technical organization (formal organization) either to achieve more effectively the common economic purpose or to secure more satisfaction for its members."
Likewise, changes in the technical organization require an adaptation on the part of the human organization. Non-economic motives, interests and processes, as well as economic, are fundamental in behavior in business. Man is not merely—in fact is very seldom—motivated by factors pertaining strictly to facts or logic."

Litterer (1969) says "all behavior can be conceived of as an energy exchange within an open system or from one such system to another."

The Hawthorne studies which were carried out in the mid 1920's have been credited with influencing the interest and research of the informal characteristics and aspects of organizations. Additionally, three other founding studies carried out in the late thirties and early forties furthered the development and interest in the informal aspects of organizations. Lippit and White in 1939 studied the influence of leadership patterns on commitment to task in four groups of 11 year old boys. Kurt Lewin in the early 1940's studied the use of lecture verses group discussion in changing attitudes and attaining commitment to new ideas. Finally, Lester Coch and John Coch and John French in the late 1940's studied techniques aimed at reducing worker turnover, with the finding that turnover was significantly reduced in groups of workers that felt they had input and communication with management.

Basically, three approaches exist to a view of organizational theory. Tausky (1970) provides a summary table of the three major orientations toward organizational theory along with the major contributors to each.
### TABLE 2

**SUMMARY TABLE OF ORGANIZATIONAL THEORY**

<table>
<thead>
<tr>
<th>Theories</th>
<th>Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classical</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Physiology and organization of work</td>
<td>Frederick W. Taylor</td>
</tr>
<tr>
<td></td>
<td>Frank B. Gilbreth</td>
</tr>
<tr>
<td></td>
<td>Henry L. Ganti</td>
</tr>
<tr>
<td>(b) Organization Structure</td>
<td>Max Weber</td>
</tr>
<tr>
<td></td>
<td>Henry Fayol</td>
</tr>
<tr>
<td></td>
<td>Lyndall F. Urwick</td>
</tr>
<tr>
<td><strong>Human Relations</strong></td>
<td>Elton Mayo</td>
</tr>
<tr>
<td></td>
<td>Rensis Likert</td>
</tr>
<tr>
<td></td>
<td>Chris Argyris</td>
</tr>
<tr>
<td><strong>Structuralism</strong></td>
<td>Amital Etzioni</td>
</tr>
<tr>
<td></td>
<td>Robert Dubin</td>
</tr>
<tr>
<td></td>
<td>Wilbert E. Moore</td>
</tr>
</tbody>
</table>

Tausky (1970)

The present study was specifically interested in the ideas and notions underlying the human relations discipline of organizational theory. In comparing the classical and human relations viewpoints, Tausky (1970) writes:

"Classical theory was concerned with how to arrange the relationships among an aggregation of men and positions. Human relations also focuses on the ordering of relationships, but the approach differs in that it emphasizes men in contrast to positions. This is another way of saying that human relations is deeply concerned with attitudes, values, and emotional responses, or more generally, the social psychology of men and groups. Human relations, thus, sees men as only superficially controllable by administration."
With respect to schools as organizations, prior to 1950, most research in the field of educational administration was of a practical as opposed to theoretical nature. Theories and views developed from study of business and industrial settings were applied and used in the field of education. Recently, however, there has been an increase in the study and analysis of schools as organizations. Attempts have been made to explain the uniqueness of the school as an organization in and of itself.

Many significant studies have been conducted with respect to the informal behavior in organizations using a variety of techniques since the Hawthorne studies. With respect to schools in particular, several studies merit discussion. Halpin and Croft in 1963 used the behavior found in organizations to develop a climate assessment inventory – The Organizational Climate Description Questionnaire. Underlying the development of the instrument was "the observation that climate can be construed as the organizational personality of a school." (Lipham:1974) Griffiths and Iannaccone (1962) used social systems theory to look at school organization, while Barclay (1972) studied the social interaction found in schools. Most recently, Wynn (1980) has developed an instrument—Organizational Context Inventory— which examines not only the school environment but the manner of communication, the ways rules are enforced, the way problems are solved, the way authority is distributed, parent/community relationships, and curriculum practices.
The behavior of the individual within the school has been the topic of substantial discussion and interest. Carver and Sergiovanni (1969) provide the following model to depict the relationship of organizations and human behavior found in schools.

FIGURE 2
ORGANIZATIONS AND HUMAN BEHAVIOR: FOCUS ON SCHOOLS

Carver and Sergiovanni (1969)
Castetter (1976) links the individual and the organization in the following model.

**FIGURE 3**

THE INDIVIDUAL AND THE ORGANIZATION

- Joining & staying in system
- Dependable behavior: role performance in the system
- Innovative and spontaneous behavior

- Legal Compliance
- Reward System
- Internalized values and self-concept
- Internalized pattern of self-determination self expression

Individual Behavior  Motivational Patterns  Personnel Processes

- Information
- Manpower Plan
- Recruitment
- Selection
- Induction
- Appraisal
- Development
- Compensation
- Collective Negotiation
- Security
- Continuity of Services

Owens (1970) writes of organizational behavior in schools:

"the individual person finds himself functioning in the organization not only as his individual self - but also as one who occupies a certain role within the social system in the organization. When we consider the individual person carrying out his unique role in an organization, we become concerned with the complex web of human involvement and its attendant behavior in organizational life. As the individual, with all his needs, drives, and talents, assumes his official role, he shapes that role to some extent, and he is also shaped by it."
Lonsdale (1964) depicts the interaction of the individual and the organization.

FIGURE 4

LEVELS OF INTERACTION OF THE INDIVIDUAL AND THE ORGANIZATION

Lonsdale (1964)
Behavior within organizations is a complex phenomenon influenced and related to a number of forces. There are no precise, universal sets of determinants of behavior. Instead forces such as formal organizational goals, rules, leadership style, and individual goals, needs and philosophy mesh together and influence behavior on a situational basis.

The present study particularly focused on the relationship of school climate and behavior of elementary counselors as evidenced in the functions they performed. The school climate is comprised of many factors working together. Researchers and practitioners alike agree that some school climates are good and some are bad. There is unanimity of opinion that school climate is important. Lipham (1974) writes of organizational climate, "organizational climate is concerned with the organizational personality of the school." Owens (1970) states:

"recognizing that schools differ markedly - and not merely in their architecture or in such obvious characteristics as the ethnic composition 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. This "feeling" which lets us know that one school is different from another is relatively intangible, as every practitioner knows."

Halpin (1963) says "as any teacher or school executive moves from one school to another he is inexorably struck by the differences he encounters in organizational climates. He voices his reaction with such remarks as, 'you don't have to be in a school very long before you feel the atmosphere of the place'."
Clark (1977) identifies eight general climate factors that determine the quality of school climate. He states,

"the quality of the climate results from the interactions of the school's program, processes, and physical condition. A positive school climate has strong evidence of:
1. Respect – students see themselves as worthy. The staff feels the same way.
2. Trust – people don't let each other down. Others can be counted upon in times of need.
3. High Morale – people feel good about what is happening.
4. Opportunities for Input – people cherish opportunities to contribute ideas.
5. Continuous Academic and Social Growth – students and staff need to develop academic, social, and physical skills, knowledge, and attitudes.
6. Cohesiveness – members need to feel a part of the school, having a chance to exert their influence on it in collaboration with others.
7. School Renewal – the school should be self-renewing with renewal, difference is seen as interesting, to be cherished.
8. Caring – individuals feel other persons are concerned about them as human beings."

An adapted model from the Getzel/Thelen model is found in Henry (1960). The model shows how organizational climate is related to other dimensions of the school.
FIGURE 5

DIMENSIONS OF THE SCHOOL AS A SOCIAL SYSTEM
Likert (1967) states: 'the leadership style and organizational climate of an organization influence management functions which in turn influence participation and involvement (behavior) by staff, which in turn affects the attainment of organizational goals.' Proceeding is Likert's model in which he examines and depicts the relationship of leadership style and organizational climate have on management functions which in turn relates to participation and involvement of the members of the organization.
FIGURE 6

RELATIONSHIP OF LEADERSHIP STYLE AND ORGANIZATIONAL CLIMATE

Management Functions
- Motivating
- Communicating
- Problem-Finding
- Problem-Solving
- Decision-Making
- Planning
- Implementing
- Controlling
- Evaluating
- Diffusing

Leadership Style

Organization Climate

Participation

Involvement

Goal Attainment

Rensis Likert, Director, Institute Social Research
The University of Michigan
Halverson (1975)*
Studies and research have helped to advance the understanding of the complexity of organizations. Information that has been gathered from studies has done much to delineate the many forces within organizations that are related to behavior found in organizations. A need, however, exists in the field of education to more closely examine these many forces, so as to determine more clearly the relationship they have to behavior. Coffey (1975) writes:

"Each organization is unique, it has a personality or character of its own, just as do human beings. Each entity is unique. Individuals and social entities behave so as to cope with their environment in ways that maximize their own need satisfaction and the achievement of their goals. Thus, patterns of behavior for coping with opportunities and problems arising in the environment are developed. These patterns, plus the motivation and reasoning behind them, are different for each person and social entity."

This study represents an attempt to delineate and add greater clarity of understanding of the relationship between school organizational climate and the behavior of one specific group found in schools, elementary counselors. Blau (1962) perhaps best summarizes the relationship of the formal and informal organization.

"Regardless of the time and effort devoted by management to design a rational organization chart and elaborate procedure manuals, this official plan can never completely determine the conduct and social relations of the organization's members. In every formal organization there arise informal organizations. The constituent groups of the organization, like all groups, develop their own practices, values, norms, and social relations as their members live and work together. The roots of these informal systems are embedded in the formal organization itself and nurtured by the very formality of its arrangements. Informal organizations also develop in response to the opportunities created and the problems posed by their environment, and the formal organization constitutes the immediate environment of the groups within it."
CHAPTER III
METHODOLOGY

This chapter presents the methodology and justification of the methods used in this study covering the relationship of school organizational climate to the functions performed by elementary counselors.

3.1 Research Design

The important consideration in the design of the present study was the assumption that a significant relationship exists between school organizational climate and the functions elementary counselors perform. Characteristics of school organizations were examined in combination with selected functions elementary counselors in the Columbus Public School system performed.

The nature of the present study yielded itself best to the use of a descriptive design. Descriptive research enables the investigator to "identify relevant and irrelevant variables, screen out unpromising hypotheses, and detect significant relationships." (VanDalen:1973) The interest of this study was to determine the extent to which the variable of organizational climate was related to the functions performed by elementary counselors.
3.2 Subject Selection

The Elementary Counseling Component of the Columbus Public Schools services over 10,000 students in grades K-6. Thirty-five counselors are employed in the elementary counseling program in 46 high priority schools. Funding for the elementary counseling program stems from two sources, federal funds and general or state funds. Federally funded counselors serve schools designated as K-4, while general fund counselors are assigned to K,5,6 buildings.

The allocation of counseling services to schools is based on two criteria. In schools served by federally funded counselors, schools are selected for service on the basis of highest number of disadvantaged students as measured by the number of students qualifying for the free and reduced lunch program. In schools served by general fund counselors, schools having the highest percentage of students transported to the school are selected for service. Of the 46 schools, 25 receive the full-time service of a counselor, while 21 schools receive service on a half-time basis.

For purposes of this study the population of Columbus elementary schools having counseling programs (full and half-time) were studied. There were 46 such schools in the Columbus System and at each of the 46 schools the building administrator, counselor, and five randomly selected professional staff members were asked to participate in the study. In all 322 instruments were distributed to participants in this study.
3.3 Instrumentation

Three instruments were used to implement the present study. They were the Profile of Organizational Characteristics (Likert:1967); Organizational Context Inventory (Wynn:1980); and the Counselor Activity Log.

a. The Profile of Organizational Characteristics (POC) was designed by Rensis Likert to examine different leadership styles and related organizational characteristics. The form measures the kind of management type used by organizations. Although developed for use and application in business and industrial settings, this instrument has applicability for educational settings as well.

Four typologies of organization are measured by the Profile of Organizational Characteristics: authoritarian, paternalistic, consultative, and participative. The test instrument is comprised of fifty-one items which are grouped into eight variable categories: (1) leadership process used, (2) character of motivational forces, (3) communication process, (4) character of interaction-influence process, (5) character of decision-making process, (6) character of goal setting or ordering, (7) character of control processes, and (8) performance goals and training.

Responses on each of the fifty-one items can be graphically coded under appropriate typology headings to yield an overall picture or clustering of characteristics of the organization. Likert (1967) says "a particular organization generally falls at approximately the same point along the management system continuum on each of the items in the table."
Leadership characteristics seem to display a remarkably consistent set of inter-relationships."

Likert sampled three different groups of managers to attain data for validation of this instrument. A total of 209 managers were sampled. "One group consisted of 78 managers, all of whom are in one part of a large company. The second group included 70 managers, all in one plant of a second company. The third group was comprised of 61 managers from five companies." (Likert:1967) Results from the first group of managers sampled yielded a split-half corrected reliability of +.90. For the other two groups, the corrected coefficients were +.94 and +.98, with corrected split-half reliabilities being +.97 and +.99 respectively.

b. The Organizational Context Inventory (OCI) is a rating instrument developed for use in schools to measure organizational design characteristics.

The OCI is a 103 item inventory which is organized into seven subscales: (1) communication, (2) authority relationships, (3) rules/administration, (4) physical environment, (5) parent/community relationships, (6) problem-solving ability, and (7) curriculum practices. For purposes of this study data obtained on subscales 1, 2, 3, 4, & 6 were used.

Validation of the OCI was obtained from a sample of 449 certificated staff in thirty schools grades K-12. An overall reliability coefficient of +.96 was obtained for the total instrument. Reliability coefficients for the seven subscales are as follows:
1. Communications Scale
   reliability coefficient = +.83
2. Authority Relationships
   reliability coefficient = +.80
3. Rules/Administration
   reliability coefficient = +.75
4. Physical Environment
   reliability coefficient = +.83
5. Parent/Community Relationships
   reliability coefficient = +.71
6. Problem-Solving Ability
   reliability coefficient = +.82
7. Curriculum Practices
   reliability coefficient = +.83

Analysis of variance showed the instrument to be significant at the .001 level on all seven subscales as well as the total instrument. (Wynn:1980)

c. The Counseling Activity Log was created for use in the present study. Criteria used for the development and organization of the log was derived from synthesis of current literature on the role and function of elementary counselors as well as state guidelines outlining functions often performed by elementary counselors. Ten major functions were identified as components of the counselor's role; those ten functions comprise the ten variables of the log.

Counselors were asked to record the proportion of time delegated to each of the ten functions during what they perceived to be a "normal work week". The ten counselor variables are as follows:
(1) individual counseling (preventive, developmental, crisis),
(2) group counseling (preventive, developmental, academic), (3) group guidance (classroom guidance, career education, orientation of new students), (4) consultative services (parents/staff, psychologist, community agencies), (5) in-service (staff, parent groups), (6) student appraisal (testing, observation, diagnosis), (7) student referral: within building (nurse, speech, tutor), (8) student referral: outside building (mental health, hospital, social services), (9) placement (EMR, LBD, Gifted, etc.), and (10) planning/research (followup studies, survey of school needs, information Department of Evaluation and Planning).

3.4 Conditions of Testing

Several conditions were necessary to insure the accurate measurement, collection, and interpretation of data from instruments used in this study.

a. Administrators, counselors, and sampled teachers at each of the 46 elementary schools comprising this study's population were asked to respond to both the POC and OCI. To insure confidentiality of participant responses, instruments were mailed directly to individuals. A cover sheet accompanied each instrument package explaining the nature and purpose of the study, as well as the procedures to follow for the completion and return of enclosed test instruments.
Directions for both the POC and OCI were clearly printed on each test and are as found in Appendix C.

b. Counselors at schools examined, were asked to also complete a Counseling Activity Log. Logs were mailed to elementary counselors who then recorded the time spent on ten counselor functions during a "normal work week". Directions for the Counselor Activity Log are found in Appendix C.

c. An important condition of any test is the response to all items of the instrument. Often people fail to respond to every item. In an attempt to increase participant response to all items, directions for each instrument included a statement to stress the need to respond to each item.

3.5 Limitations of Study

Several limitations were present in the scope of this study. First, it was limited to the perceptions and beliefs held by teachers, administrators, and counselors of selected schools in the Columbus Public Schools at a given point in time.

Second, the study was limited to paper and pencil responses from participants. Due to the fact that responses are merely opinions and attitudes of a specific group, conclusions drawn from the data must be treated accordingly. Generalizations drawn from the analysis and interpretation of data can only be applied to the specific population studied.
3.6 Data Analysis

Since the entire population was studied, there was no need for use of inferential statistics in the present study. "The objective of statistics is to make inferences about a population based upon information contained in a sample." (Mendenhall:1969) Thus the analysis of data collected in this study was accomplished by computing and examining the population parameters.

For purposes of clarification, a discussion of the methodology for the analysis of data will be divided into three sections: (1) analysis of school typology; (2) analysis of mean percents of time for school types I-IV on the ten dependent variables, (3) analysis of the mean scores for Type I- Type IV schools on five of the seven Organizational Context Inventory subscales.

a. Analysis of School Typology

The Profile of Organizational Characteristics, as developed by Likert, does not yield a numerical score on which to base the classification of organizations into the four types measured. Instead, responses on the test are graphically coded under the appropriate typology category (I-IV) to yield an overall picture of the characteristics of an organization on the eight variables measured.
In an effort to increase the accuracy of the measurement of participant responses, an assignment of numerical values was made to the continuum of responses found on the POC for purposes of the analysis of data obtained in this study. For each of the 51 test items, the continuum of responses was rated as follows:

\[ 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \quad \]

where a response of 0-4 = Type I (authoritarian), 5-9 = Type II (paternalistic), 10-14 = Type III (consultative), and 15-20 = Type IV (participative). Responses marked between numerical ratings were assigned to the lower adjacent rating.

In determining the range of scores for each typology category, it was necessary simply to multiply the top numerical rating within each of the typology groupings by 51, i.e., Type I range = 0-4, so 4 was multiplied by 51 to determine the top possible score that could be reported for Type I schools. The range of total instrument scores into the four typologies of organization are as follows:

Type I: Authoritarian - 0-254
Type II: Paternalistic - 255-509
Type III: Consultative - 510-764
Type IV: Participative - 765-1021

Twenty-three of the test items have been reversed so that the continuum range is Type IV-I, instead of Type I-IV. On those 23 items, numerical assignments to the continuum were also reversed.
Determination of the typology of individual schools was based upon the computation of mean scores derived from the total instrument scores of returned participant responses. For each of the 46 schools studied, teacher total scores were averaged, then a total school mean was tabulated based on administrator POC score, counselor POC score, and mean teacher POC score.

b. Analysis of the Time Spent in Ten Counseling Functions

Data collected from the Counselor Activity Logs was recorded in total hours and/or minutes spent by counselors on each of ten counselor functions in a "normal work week". Conversion of total times on each of the ten functions to percents was made. Percents were based upon the total time spent by counselors on weekly basis, 15 hours for half-time counselors and 30 hours for full-time counselors.

Counselor Logs were classed into one of four typology categories based on their affiliation with schools that were rated using data obtained from the Profile of Organizational Characteristics. Mean percent times were calculated from the group of counselor logs in each of the four typology categories on each of the ten counselor functions measured.

c. Analysis of Mean Scale Scores on the Organizational Context Inventory.

The Organizational Context Inventories returned by participants were divided into four groups based upon affiliation with school typology categories (I-IV). Total scale scores were calculated for
each instrument returned on each of the five subscales examined in this study (subscales 1, 2, 3, 4, & 6).

Within each school typology category, a mean scale score was calculated for each of the five subscales for the total group of instruments falling into the separate categories. A total mean scale was obtained after calculating an average for all the teacher subscale scores, all the administrator subscale scores, and all the counselor subscale scores. The three sets of averaged scores within each typology category (administrator mean, counselor mean, teacher mean) were averaged to obtain a total mean for each of the five subscales of the OCI for each of the four typology categories.
CHAPTER IV
FINDINGS AND ANALYSIS

The present chapter is organized into three subsections. The first section consists of a discussion of the problems associated with the collection of data. The second section is devoted to a description of the computation of data obtained in this study. The third section focuses upon explaining the results of data on the basis of the research questions formulated in this study.

4.1 Problems of Data Collection

Several problems were associated with the gathering of data for the present study. Of the 46 schools comprising the population of this study, responses were obtained from 41 schools for the Profile of Organizational Characteristics and the Organizational Context Inventory. Out of 322 persons selected to participate in this study, a response of 151 was obtained. However, while a response of 151 out of 322 was obtained for the POC and OCI, a low response to the Counselor Activity Log was received. Initially a return of only 19 Counselor Activity Logs was obtained from the population studied. After continued phone contact and, in some cases visitation with participants, a final response of 29 was obtained for the Counselor Activity Log.
As a consequence of receiving data for only 29 of the 46 Counselor Activity Logs sent to school counselors, only 29 of the elementary schools included in this study's total population of 46 could be considered and used in the analysis of data relevant to the question of the relationship between organizational climate and the functions performed by elementary counselors. Data collected from 41 elementary schools could, however, be used to analyze the relationship between the POC and OCI.

Because responses were obtained from only 29 schools, it was necessary to collect descriptive data on all 46 schools within the study's population and make comparison among schools to determine if the 29 schools for which data were received were indeed representative of the 17 schools for which data were incomplete. Using Health, Education, and Welfare reports and school records prepared by the Columbus Public Schools for the 1979-80 school year, datum was gathered on school enrollment, percent of black and non-black children per school, numbers of children qualifying for free and reduced price lunch, and mean numbers of teaching staff (classroom positions) at each of the 46 elementary schools within this study. In addition, information obtained from the analysis of data gathered in this study was also used to compare schools. Using POC typology categories tabulated on all 41 schools for which POC data was available, numbers of schools in the POC categories authoritarian and participative (the two extremes of the continuum) were examined for the group of schools for which complete data was obtained versus the
group of schools for which partial or incomplete data was received.

Following, in Table 3, are the results of means calculated on enrollment, percent of black and non-black children, number of free and reduced lunch, and number of teaching staff, as well as the number of schools in POC categories authoritarian and participative for the 29 schools for which data was complete verses the 17 schools for which partial or no data was obtained.

TABLE 3

RELATIONSHIP OF SCHOOLS FOR WHICH DATA WERE COMPLETE

VERSES SCHOOLS FOR WHICH DATA WERE INCOMPLETE

<table>
<thead>
<tr>
<th></th>
<th>29 Schools with Complete Date</th>
<th>17 Schools with Incomplete Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Enrollment</td>
<td>383 pupils</td>
<td>408 pupils</td>
</tr>
<tr>
<td>Mean % Black Students</td>
<td>40.5%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Mean % Non-Black Students</td>
<td>59.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Number Free/Reduc. Lunch (mean)</td>
<td>303 pupils</td>
<td>334 pupils</td>
</tr>
<tr>
<td>Mean Number Teaching Staff (Classroom Positions)</td>
<td>16 teachers</td>
<td>19 teachers</td>
</tr>
<tr>
<td>Number Schools POC Categories:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authoritarian</td>
<td>1 out of 29 schools</td>
<td>1 out of 12 schools</td>
</tr>
<tr>
<td>Participative</td>
<td>3 out of 29 schools</td>
<td>3 out of 12 schools</td>
</tr>
</tbody>
</table>

*Based on 12 schools for which POC data was available, 5 schools within the group of 17 had no POC data available.

In comparing schools for which data were collected versus those for which incomplete data were obtained, it is clear that on the
seven variables examined, the schools are similar and that the 29 schools are representative of the 17 schools for which only partial data were collected. Necessarily the 17 schools for which only partial data were obtained were omitted from the analysis of data for this study, and the study group of the present study was redefined as the 29 elementary schools within the Columbus Public Schools for which data was received on the POC, OCI, and Counselor Activity Log.

A further problem resulted from the low response to the Counselor Activity Log. In calculating data and determining school typologies, only one school of the 29 was found to be a Type I (authoritarian). Therefore, for the analysis of data in regard to the relationship of school organizational climate and the functions performed by elementary counselors, Type I and Type II schools were combined resulting in three as opposed to four typology groupings.

4.2 Computation of Data

Discussion of the computation of data will be organized into three parts based on the three instruments used in the collection of data for this study.

a. Profile of Organizational Characteristics

Instruments which were returned were individually scored. Based on participant responses a numerical rating of 0-20 was assigned to each of the 51 items comprising of POC. A total score was then calculated for each instrument by summing the numerical ratings for
the 51 test items. After determining a scale score for each instrument, tests were grouped together by school. For each school a mean score was obtained by first averaging teacher response scores and then calculating a total school mean based on school administrator score, school counselor score, and the teacher mean score. Classification of schools into typology categories was based upon mean scores falling into the following categories:

Type I: Authoritarian - 0-254
Type II: Paternalistic - 255-509
Type III: Consultative - 510-764
Type IV: Participative - 765-1021

Following is a summary table of the distribution of POC scores for the 41 elementary schools involved in this study for which POC data was obtained.
### Table 4

**POC Typology Scores of Schools**

<table>
<thead>
<tr>
<th>Type I Authoritarian</th>
<th>Type II Paternalistic</th>
<th>Type III Consultative</th>
<th>Type IV Participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>School #34-202</td>
<td>School #18-414</td>
<td>School #36-522</td>
<td>School #31-773</td>
</tr>
<tr>
<td>School #16-216</td>
<td>School #38-418</td>
<td>School #28-535</td>
<td>School #20-777</td>
</tr>
<tr>
<td>School #15-459</td>
<td>School #10-553</td>
<td>School #27-556</td>
<td>School #17-789</td>
</tr>
<tr>
<td>School #24-461</td>
<td>School #39-557</td>
<td>School #9-580</td>
<td>School #6-795</td>
</tr>
<tr>
<td>School #5-473</td>
<td>School #1-613</td>
<td>School #36-522</td>
<td>School #44-797</td>
</tr>
<tr>
<td>School #42-473</td>
<td>School #21-616</td>
<td>School #26-631</td>
<td>School #11-806</td>
</tr>
<tr>
<td>School #7-476</td>
<td>School #3-483</td>
<td>School #12-641</td>
<td></td>
</tr>
<tr>
<td>School #37-516</td>
<td>School #41-496</td>
<td>School #2-641</td>
<td></td>
</tr>
<tr>
<td>(n=2)</td>
<td>(n=10)</td>
<td>(n=23)</td>
<td>(n=6)</td>
</tr>
</tbody>
</table>

*Schools ordered by mean POC score*

**b. Organizational Context Inventory**

Response to the 102 items comprising the OCI was based on a numerical rating of 1-6. In scoring the OCI, it was necessary to record and tabulate numerical ratings for each of the 102 items.
The OCI consists of seven subscales, but only five of the seven subscales were used in this study. It was necessary to record total subscale scores for each OCI instrument received. The breakdown of individual test items into subscales was as follows:

**Authority:** item numbers-2,5,8,14,24,42,49,60,61,63,79, 81,85,88,89,102. (16)

**Problems:** item numbers-4,15,32,33,35,41,57,66,74,83,94. (12)

**Environment:** item numbers-6,9,11,19,22,29,37,45,48,53, 55,59,62,72,73,86,92,93. (19)

**Rules:** item numbers-10,28,39,44,65,68,70,71,76,80, 87,90. (12)

**Communication:** item numbers-3,7,13,16,23,26,27,31,38,50, 58,77,91,100. (16)

After calculating subscale scores for each instrument, instruments were grouped into typology categories by school affiliation. Within each of the four typology groupings, a mean scale score was calculated for each of the five subscales.

c. Counselor Activity Log

The Counselor Activity Log required that counselors record in hours and/or minutes the time they allocated to ten counselor functions on a weekly basis. As an initial step in the tabulation of data received from counselors, the times recorded by counselors were converted to percents based on the percentage of total time spent by each counselor weekly. (Full-time counselor = 30 hours per week, half-time counselor = 15 hours per week.) After determining the percents of time for each of the ten counselor function categories
for all 29 counselor logs, logs were combined into typology categories by school affiliation. Then, within, each typology, a mean percent of time was calculated for each of the ten counselor functions.

4.3 Results

Analysis and discussion of results obtained from the tabulation of data will be discussed in response to the research questions formulated in this study. Summary tables of data discussed in the present section are included in Appendixes A and B.

a. The primary concern of this study involved the investigation of the nature of the relationship between school organizational climate and the time allocated by counselors to various functions. Data obtained from the Profile of Organizational Characteristics and Counselor Activity Logs were used to determine the relationship between the organizational climate of schools and functions performed by elementary counselors for the population studied. The discussion of findings for the research questions formulated to delineate this primary area of concern are as follows:

Research Question 1 - Will the mean percent of time spent by elementary counselors in counseling with individual students by greatest in schools having an emphasis on authoritarian organization as measured by the POC?
Analysis of data relevant to the time reported by elementary counselors in counseling individual students, displayed in Table 5, showed that counselors in Type I/II schools had the greatest mean percent (32%) to time spent in counseling with individual students. Surprisingly, counselors in Type IV schools also reported that they spent a considerable portion (28%) of time counseling individual students. This finding varied from what was anticipated. It was thought that the mean reported time spent by counselors would be least in Type IV schools. In the population studied, however, counselors in Type III schools reported spending the least percent of counselor time (17%) on individual counseling.

While data showed that counselors in Type I/II schools did indeed report spending the greatest percent of time in individual counseling, further investigation is needed to explain the high percent of reported time spent by counselors in Type IV schools in...
individual counseling.

One explanation of the high percent of time reported by elementary counselors in Type IV schools on individual counseling can be found in that some of the elementary counselors, due to funding constraints, were required to work with children on reading achievement. This time spent by counselors on assisting children in reading may have been logged under individual counseling. Data, however, gathered from the present study were insufficient to explain if the high percent found in Type IV schools is a result of counselor bias toward individual counseling, special organizational needs of the schools involved, or a result of instrumentation used. One possible method the investigator might use to obtain additional information and measurement of this phenomenon is through use of observation techniques, gathering information first hand.

Research Question 2 - Will the mean percent of time spent by elementary counselors in counseling groups of students be greatest in schools having an emphasis on participative organization as measured by the POC?
TABLE 6

RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG

POC SCHOOL TYPOLOGY

<table>
<thead>
<tr>
<th></th>
<th>I/II Authoritarian/Paternalistic</th>
<th>III Consultative</th>
<th>IV Participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Function</td>
<td>6%</td>
<td>20%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Information obtained from the tabulation of data reported by elementary counselors with respect to counseling groups of students, displayed in Table 6, showed that counselors in Type IV schools did report spending the greatest percent (23%) of time counseling groups of students. Counselors in Type I/II schools reported the least percent (6%) of counselor time in counseling groups of students. Data analysis showed that counselors in Type III schools, similar to counselors in Type IV schools, reported spending a considerable amount of time (20%) counseling groups of students.

The data clearly shows the relationship between school typology and mean percent of counselor time spent on counseling groups of students to be greatest in Type IV schools.

Research Question 3 - Will the mean percent of time spent by elementary counselors in group guidance be greatest in schools having an emphasis on authoritarian organization as measured by the POC?
As displayed in Table 7, findings showed that elementary counselors in the Columbus Public Schools in Type I/II schools did report spending the greatest percent of time (15%) in group guidance activities. Interestingly, counselors in Type III and Type IV schools reported spending very similar amounts of time on group guidance activities, but spent less than half the time reported by Type I/II counselors. Counselors in Type III schools reported spending 7% of their total time involved in group guidance as compared to counselors in Type IV schools who reported spending 6%.

Research Question 4 – Will the mean percent of time spent by elementary counselors in consultative services be greatest in schools having an emphasis on participative organization as measured by the POC?
TABLE 8

RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG

POC SCHOOL TYPOLOGY

<table>
<thead>
<tr>
<th>I/II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian/Paternalistic</td>
<td>Consultative</td>
<td>Participative</td>
</tr>
<tr>
<td>Counselor Function</td>
<td>10%</td>
<td>22%</td>
</tr>
<tr>
<td>4. Consultative Services</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Outcomes obtained from the analysis of data with respect to the reported time spent by elementary counselors in providing and enacting consultative services revealed some unexpected findings, as shown in Table 8. Data showed that counselors in Type III schools as opposed to counselors in Type IV schools reported spending the greatest percent of time on consultative services, though only three percentage points separated these school types. While counselors in Type IV schools spent a considerable proportion of time (19%) on consultative services, it was not, however, greater than in Type III schools. As was anticipated though, counselors in Type I/II schools spent the least percentage of counselor time on consultative services (10%).

Because the findings show that elementary counselors in Type III schools as opposed to Type IV schools reported spending the greatest percent of time on consultative services, the answer to research question 4 must be -no. Further study needs to be conducted to
determine the nature of the relationship between school typology and counselor time spent on consultative services. Evidence obtained in the present study is insufficient to explain if the relationship found in the population studied is due to situational needs of the school organizations represented in this study, counselor philosophy, or a result of instrumentation used. Again, observation of the schools involved in this study might aid in the explanation of this finding.

Research Question 5 - Will the mean percent of time spent by elementary counselors in in-service be greatest in schools having an emphasis on participative organization as measured by the POC?

**TABLE 9**

**RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG**

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/II</td>
</tr>
<tr>
<td>Authoritarian/Paternalistic Counselor Function</td>
</tr>
<tr>
<td>III</td>
</tr>
<tr>
<td>Consultative</td>
</tr>
<tr>
<td>IV</td>
</tr>
<tr>
<td>Participative</td>
</tr>
<tr>
<td>Function</td>
</tr>
<tr>
<td>5.In-Service</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Counselors in Type I/II, Type III, and Type IV school typology categories all reported, quite interestingly, (Table 9) spending less than 4% of total counselor time devoted to in-service activities. Counselors in Type IV schools, as predicted, reported the greatest
percent of time spent on the function of in-service, but reported spending only 3\% of their time in this activity.

Data gathered show that technically a relationship exists between school typology and percent of counselor time spent on the function of in-service for the population studied. However, the differences among counselors in different typology categories was very small, and the practical implications are therefore negligible.

Research Question 6 - Will the mean percent of time spent by elementary counselors in student appraisal be greatest in schools having an emphasis on authoritarian organization as measured by the POC?

TABLE 10

RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
<th>I/II Authoritarian/Paternalistic</th>
<th>III Consultative</th>
<th>IV Participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Function</td>
<td>22%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>6. Student Appraisal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As displayed in Table 10, analysis of data revealed that counselors in Type I/II schools in the Columbus School System reported spending over four times as much time in the appraisal of students as
did counselors in Type IV schools. Elementary counselors in Type III schools reported spending 12% of counselor time in student appraisal, which fell midway between times reported in Type I/II and Type IV schools. Data clearly shows that counselors in authoritarian schools reported spending the greatest percent of time in student appraisal.

Research Question 7 - Will the mean percent of time spent by elementary counselors in student referral (within building) be greatest in schools having an emphasis on authoritarian organization as measured by the POC?

TABLE 11

RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
<th>I/II Authoritarian/Paternalistic</th>
<th>III Consultative</th>
<th>IV Participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Function</td>
<td>6%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>7. Student Referral</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>(within building)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information gathered from the present study showed that elementary counselors in Type I/II schools in the Columbus Schools reported spending 6% of counselor time on the referral of students (within building), as shown in Table 11. This reported percentage by counselors in Type I/II schools was three times as great as the time reported by elementary counselors in Type IV schools (2%). Interestingly,
the analysis of data showed that there was exactly 2% variance among
the times reported by counselors in Type I/II, Type III, and Type IV
schools in the referral of students (within building). Similar to
findings with respect to reported counselor time spent in group
guidance (#3) and student appraisal (#6), the reported counselor
time spent on student referral (within building) shows a linear
relationship from high to low mean times in Type I/II through Type IV
schools.

Research Question 8 - Will the mean percent of time spent by
elementary counselors in student referral (outside building) be
greatest in schools having an emphasis on participative organization
as measured by the POC?

<table>
<thead>
<tr>
<th>TABLE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian/Paternalistic</td>
</tr>
<tr>
<td>Counselor Function</td>
</tr>
<tr>
<td>8. Student Referral (outside building)</td>
</tr>
</tbody>
</table>

The analysis of data with reference to the percent of time re-
ported by elementary counselors in the referral of students (outside
building), displayed in Table 12, showed that elementary counselors
in Type IV schools reported devoting the greatest percent of their
time to this function (10%). Elementary counselors in Type III
schools likewise reported spending a similar percent of time (7%).
In Type I/II schools findings showed that elementary counselors only
reported spending 3% of their total counselor time on the referral
of students (outside building). As was found in research questions
2 and 5, the linear relationship among percents of time reported by
counselors in various school typologies, also increased from low to
high mean times in Type I/II through Type IV schools for research
question 8.

Research Question 9 – Will the mean percent of time spent by
elementary counselors in placement be greatest in schools having an
emphasis on authoritarian organization as measured by the POC.

TABLE 13

RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
<th>I/II Authoritarian/Paternalistic</th>
<th>III Consultative</th>
<th>IV Participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Function</td>
<td>4%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>9. Placement</td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The findings of data relevant to the time spent by elementary
counselors in placement activities, shown in Table 13, surprisingly
showed that elementary counselors in Type III schools reported
spending the greatest percent of counselor time (7%) on this activity. This was contrary to predicted outcomes which would have shown that counselors in Type I/II schools would have spent the greatest percent of time in placement activities. Quite interestingly, and also unexpected, data analysis revealed that elementary counselors in Type I/II and Type IV schools both reported spending 4% of total counselor time on placement activities.

Insufficient information gathered from the present study exists to explain the results obtained with respect to the reported time spent by elementary counselors in placement activities. Research question 9 must be answered no, the mean percent of time spent by elementary counselors was not greatest in schools having an emphasis on authoritarian organization as measured by the POC?

TABLE 14

RELATIONSHIP POC TYPOLOGIES AND COUNSELOR ACTIVITY LOG

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
<th>I/II Authoritarian/Paternalistic</th>
<th>III Consultative</th>
<th>IV Participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Function</td>
<td>1%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>10. Planning/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Outcomes from the analysis of data with reference to the reported times spent by elementary counselors in planning/research activities, displayed in Table 14, had some unexpected findings. Findings showed that elementary counselors in Type III schools reported spending the greatest percent of counselor time (2%) on planning/research activities, while elementary counselors in Type I/II schools reported 1% and counselors in Type IV schools reported 0%.

It was assumed that there was a fairly uniform pattern among counselors in terms of the time spent on planning/research activities. The data gathered from this study indicates only a slight relationship between school typology as measured by the POC and the reported time spend by elementary counselors in planning/research activities. While there is a slight difference evidenced among school typologies, because of the very small differences between the school types, this relationship may be of no practical significance.

b. A second area of interest to the present study was with respect to the relationship between the Profile of Organizational Characteristics and the Organizational Context Inventory. Research Question 11 was as follows: Will the mean scale score for subscales authority, problems, environment, rules, and communication of the OCI be greatest in schools having an emphasis on participative organization and least in schools having an emphasis on authoritarian organization?
Mean subscale scores were tabulated from individual school subscale scores in each of the four typology categories measured by the POC. Following is a summary table (Table 15) showing mean subscale scores for each of the five OCI subscales in each of the four POC typology categories.

**TABLE 15**

**OCI MEAN SUBSCALE SCORES**

<table>
<thead>
<tr>
<th>POC SCHOOL TYPOLOGY</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OCI Subscales:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authority</td>
<td>31</td>
<td>38</td>
<td>59</td>
<td>81</td>
</tr>
<tr>
<td>Problems</td>
<td>25</td>
<td>31</td>
<td>46</td>
<td>62</td>
</tr>
<tr>
<td>Environment</td>
<td>36</td>
<td>48</td>
<td>68</td>
<td>95</td>
</tr>
<tr>
<td>Rules</td>
<td>25</td>
<td>27</td>
<td>43</td>
<td>60</td>
</tr>
<tr>
<td>Communication</td>
<td>34</td>
<td>41</td>
<td>69</td>
<td>80</td>
</tr>
</tbody>
</table>

Analysis of data with reference to the relationship of the POC and the OCI subscales examined in this study, showed that on each of the OCI subscales, the mean scale score was greatest in schools having an emphasis on participative organization and least in schools having an emphasis on authoritarian organization. The results obtained from the analysis of data showed overwhelmingly that the mean subscale scores measured by the OCI were greatest in schools having an emphasis on participative organization and least in schools.
having an emphasis on authoritarian organization for the population studied.

On each of the five subscales measured by the OCI, it is interesting to note that there exists a monotonically increasingly relationship between the OCI subscale score and the school typology category measured by the POC. Findings indicate, that for the population studied, as one moves along the continuum of the POC typology categories from authoritarian to participative, the subscale scores on the OCI increase positively.

c. An interesting outcome was obtained from analysis of data gathered in the present study. Although the relationship between the OCI and the Counselor Activity Log was not a part of the research questions formulated in this study, data analysis relevant to this relationship has some supportive findings.

Using tabulated subscale scores obtained for OCI's returned, a total score was tabulated for each OCI for all the 29 elementary schools in the Columbus System who also responded to the Counselor Activity Log. At each of the 29 elementary schools, a mean OCI score was tabulated based on administrator total OCI subscale score, counselor total OCI subscale score, and mean teacher total OCI subscale score. Only the five subscales of the OCI which were of concern to the present study were used in the calculation of total OCI scores.

After determining mean OCI scores for each of the 29 elementary schools, schools were rank ordered from low to high based on OCI scores. Using the scale division technique of equal numbers, the
group of 29 schools was divided into three groups: low, middle, high with each group consisting of approximately 10 units (schools).

The 46 elementary schools involved in this study were assigned a number 1-46 for record keeping purposes. In the table following, schools are identified by their assigned study number. Proceeding is a summary table of mean OCI scores tabulated by school:
TABLE 16

OCI MEAN SCHOOL SCORE

<table>
<thead>
<tr>
<th>School</th>
<th>Mean OCI Score</th>
<th>POC Typology</th>
</tr>
</thead>
<tbody>
<tr>
<td>School #16</td>
<td>131</td>
<td>Type I</td>
</tr>
<tr>
<td>School #38</td>
<td>159</td>
<td>Type II</td>
</tr>
<tr>
<td>School #37</td>
<td>193</td>
<td>Type II</td>
</tr>
<tr>
<td>School #18</td>
<td>198</td>
<td>Type II</td>
</tr>
<tr>
<td>School #24</td>
<td>201</td>
<td>Type II</td>
</tr>
<tr>
<td>School #7</td>
<td>206</td>
<td>Type II</td>
</tr>
<tr>
<td>School #3</td>
<td>212</td>
<td>Type II</td>
</tr>
<tr>
<td>School #15</td>
<td>221</td>
<td>Type II</td>
</tr>
<tr>
<td>School #39</td>
<td>246</td>
<td>Type III</td>
</tr>
<tr>
<td>School #36</td>
<td>252</td>
<td>Type III</td>
</tr>
<tr>
<td>School #33</td>
<td>264</td>
<td>Type III</td>
</tr>
<tr>
<td>School #13</td>
<td>272</td>
<td>Type III</td>
</tr>
<tr>
<td>School #26</td>
<td>272</td>
<td>Type III</td>
</tr>
<tr>
<td>School #22</td>
<td>274</td>
<td>Type III</td>
</tr>
<tr>
<td>School #21</td>
<td>276</td>
<td>Type III</td>
</tr>
<tr>
<td>School #40</td>
<td>276</td>
<td>Type III</td>
</tr>
<tr>
<td>School #14</td>
<td>279</td>
<td>Type III</td>
</tr>
<tr>
<td>School #19</td>
<td>286</td>
<td>Type III</td>
</tr>
<tr>
<td>School #12</td>
<td>287</td>
<td>Type III</td>
</tr>
<tr>
<td>School #9</td>
<td>296</td>
<td>Type III</td>
</tr>
<tr>
<td>School #32</td>
<td>297</td>
<td>Type III</td>
</tr>
<tr>
<td>School #29</td>
<td>300</td>
<td>Type III</td>
</tr>
<tr>
<td>School #1</td>
<td>311</td>
<td>Type III</td>
</tr>
<tr>
<td>School #27</td>
<td>311</td>
<td>Type III</td>
</tr>
<tr>
<td>School #4</td>
<td>332</td>
<td>Type III</td>
</tr>
<tr>
<td>School #20</td>
<td>373</td>
<td>Type IV</td>
</tr>
<tr>
<td>School #2</td>
<td>400</td>
<td>Type IV</td>
</tr>
<tr>
<td>School #11</td>
<td>409</td>
<td>Type IV</td>
</tr>
<tr>
<td>School #6</td>
<td>424</td>
<td>Type IV</td>
</tr>
</tbody>
</table>

*schools ordered by mean OCI score
In determining the relationship between mean OCI scores and data obtained from the Counselor Activity Logs, logs were divided into three groups based on where schools fell in the division of mean OCI scores low, middle, and high. Within each of the three mean OCI score groups, mean percents on each of the ten counselor functions measured by the Counselor Activity Log were calculated. Following is a summary table (Table 17) showing the relationship between mean OCI scores and the mean percents of time reported by counselors on the ten counselor functions measured.
TABLE 17
RELATIONSHIP MEAN OCI SCORE AND COUNSELOR ACTIVITY LOG

OCI MEAN SCORE GROUPS

<table>
<thead>
<tr>
<th>Counselor Functions</th>
<th>I (low)</th>
<th>II (middle)</th>
<th>III (high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td>1. 28%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>2. 9%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Group Guidance</td>
<td>3. 12%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Consultative</td>
<td>4. 15%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>In-Service</td>
<td>5. 1%</td>
<td>4%</td>
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<td>Student Appraisal</td>
<td>6. 20%</td>
<td>10%</td>
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<td>Student Referral (within building)</td>
<td>7. 5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Student Referral (outside building)</td>
<td>8. 3%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Placement</td>
<td>9. 5%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Planning/Research</td>
<td>10. 2%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Findings with regard to the relationship of OCI mean scores and reported time spent by elementary counselors on ten counselor functions had much the same findings as were found between the relationship of POC typology categories and reported time spent by counselors on ten counselor functions. For counselor functions 1, 2, 3, 6, 7, and 8 data analysis for POC scores and OCI mean scores both showed very similar patterns of findings. That is to say, in schools where it was predicted that mean percents obtained from the Counselor Activity Log would be greatest in authoritarian schools (Type I) as measured by the POC, they were likewise greatest in "low" schools as measured by OCI mean scores. The same held true for predictions made regarding participative schools as measured by the POC and "high" schools as measured by OCI mean scores.

In analyzing counselor function Placement (#9) in relationship to POC typology categories, and OCI mean score categories, both relationships showed results other than what was predicted. In both instances counselors in Type I/II schools did not report spending the greatest percent of counselor time on Placement as compared to counselors in Type III an Type IV schools. Also with respect to counselor functions 5 (In-Service) and 10 (Planning/Research) as in the case of the POC, the relationship to OCI mean scores also showed no practical relationship between counselor time reported and computed categories.

One interesting finding of the OCI mean score/Counselor Activity Log relationship was with respect to counselor function 4,
consultative services. In the analysis of data of the relationship between the POC and the Counselor Activity Log, the results of data were not as predicted and the research question was answered no. Findings of OCI mean score/Counselor Activity Log relationship, however, show the percent of time spent by counselors in consultative services to be as predicted, greatest in high OCI mean score schools and least in low OCI mean score schools. The contradiction in the findings between OCI mean scores and POC scores and their relationship to counselor function consultation point to the need to gather more data with respect to this variable in order that its relationship to school climate can be more clearly delineated and understood.

The findings from the analysis of data of the relationship between OCI mean scores and the Counselor Activity Log were most supportive of findings between the POC and the Counselor Activity Log. In fact in only, one case, counselor function #4 - consultative services, did any variation occur in findings between the two.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the background of the study, the central problem, the methodology used, and of the findings obtained. Also, it includes the major conclusions with their implications as well as recommendations for further study.

Background of Study

Counseling represents a relationship between a counselor and a client, or a group of clients, with a goal of assisting each individual in the development and understanding of self. The counseling situation is related to many factors to the extent that counselors and the processes involved in counseling vary situationally. Counselor philosophy and orientation, client needs and goals, as well as constraints and rules imposed by organizations and institutions all have a relationship to the role and function of the counselor.

The elementary guidance counselor, like all counselors, is subject to a number of forces. Elementary guidance and counseling has a fifty year history, and while slow to develop and grow in early years, has more recently experienced phenomenal growth and expansion. Providing counseling services at the elementary level requires and necessitates the elementary counselor to perform and provide a wide range of functions and services.
The presence of federal and state regulations; school system guidelines and policies; the individual school environment with its unique goals, rules, and problems; the needs and problems of the clients within the school; and the personal beliefs and philosophy of the elementary school counselor all have bearing not only upon the functions which elementary counselors perform, but also the manner in which those functions are carried out.

Much has been written concerning the lack of a theoretical framework or set of guidelines which serve to define and set parameters for the role of the elementary counselor. Yet, many practitioners and authorities advocate that counselors and guidance programs must reflect and be responsive to the needs of the situation.

The relationship of the organization to the behavior of its members has been the subject of considerable study. The study of the informal organization, which was sparked as a result of the Hawthorne studies in the late 1920's, has produced many significant findings. Conclusive evidence has been built to support the notion that organizations have a significant relationship to the behavior of their members.

Research and study support the idea that the organization, and its climate, have great influence and effect upon what people do within the organization. Study has shown not only the manner in which persons perform duties and responsibilities, but also the way in which interaction occurs and relationships are carried out among members.
of the organization.

Findings of research with respect to organizational climate support the notion that organizations tend to be unique in and of themselves and while characteristically organizations may be organized along similar lines, each organization has a unique "personality."
As a result the worker, with his needs and goals, must develop patterns for attainment of goals of the organization as well as for self. These patterns of behavior shaped by the organizational climate and the role within the organization vary situationally and individually.

While considerable study has been conducted with respect to the role of the elementary counselor and organizational climate there is a paucity of research available which explores the relationship between the two.

**Problem**

The problem of the present study lies in the observed lack of uniformity of functions performed by elementary school counselors. The purpose of this study was to explore the nature of the relationship between school organizational climate and the functions performed by elementary counselors. This study was centered on the study of organizational climate ignoring other forces which have a relationship to the counselor role such as leadership style, counselor philosophy/bias, and state, federal, and school district guidelines. Hopefully this study will contribute to the body of knowledge regarding the functions performed by elementary counselors and the relationship
the school organizational climate has to those functions.

A descriptive research design was employed in the present study. Eleven research questions were formulated, ten of which sought to delineate the relationship of school organizational climates, as measured by the POC, and the counselor functions examined in this study. The eleventh research question sought to examine the relationship between the two instruments used to measure organizational climate, the POC and OCI. In all, three instruments were used to gather data and information, and explain the research questions posed in this study. The three instruments were the Profile of Organizational Characteristics, Organizational Context Inventory, and the Counselor Activity Log.

**Methodology**

Data obtained from the Profile of Organizational Characteristics and Counselor Activity Logs were used to examine the central focus of this study, the relationship of school organizational climate and the functions performed by elementary counselors. The first ten research questions formulated underly this central concern of the study.

Using data from POC's returned by participants, a score was calculated for each POC instrument. A mean POC score was then calculated for each school using calculated POC scores from instruments returned. Based upon the mean score obtained at the elementary schools
for which POC data was available, schools were classified into one of four POC typology categories: Type I - Authoritarian, Type II - Paternalistic, Type III - Consultative, Type IV - Participative.

The Counselor Activity Logs provided raw data with respect to reported time spent by counselors on ten counselor functions. Data resulting from counselor logs was tabulated into percents of time based on total counselor hours per week. Using information from the analysis of the POC instruments returned, Counselor Activity Logs were grouped concomitantly into typology categories. Mean percents of time were then calculated for all counselor logs within each of the four POC typology categories for each of the ten counselor functions studied.

An added dimension of this study was the relationship of the Profile of Organizational Characteristics and the Organizational Context Inventory. Mean scale scores were tabulated for five of the seven subscales measured by the OCI for schools within the four typology categories as measured by the POC. Specifically, interest and concern was in the examination of the relationship between mean scores from OCI subscales and school typology category as measured by the POC.

**Summary of Findings**

Because only 29 counselor logs were returned from participants, only 29 of the schools involved in the present study could be
considered in the analysis of the relationship of school organizational climate and the functions performed by elementary school counselors. Additional descriptive data were gathered on the 46 elementary schools in the Columbus Public System that were involved in the present study. Using data obtained with respect to school enrollment, percent of black and non-black students per building, numbers of children qualifying for the free and reduced lunch program, and number of teaching staff per building (classroom positions), mean percents and numbers were calculated for the 29 schools for which complete data was obtained verses the 17 schools for which partial or no data was obtained. Also the numbers of schools in the POC typology categories of authoritarian and participative were compared between the two groups of schools. In examining data, findings showed that the 29 schools were representative of the 17. Therefore, the 29 schools having complete data comprised the study group for purposes of the presentation of the results of data.

It was also found that within the 29 schools used as a study group, a predominance of schools fell into Type II, Type III and Type IV POC typology categories. Therefore, it was decided for purposes of the analysis of data relevant to the relationship of school organizational climate and the functions performed by elementary counselors, Type I and Type II schools would be grouped together, creating three instead of four POC typology categories.
Tabulation and analysis of data with respect to the first ten research questions of this study showed positive responses to seven of the ten research questions formulated. Specifically, findings indicated that elementary counselors in Type I/II (authoritarian/paternalistic) schools reported spending the greatest percent of counselor time in individual counseling, group guidance, student appraisal, and student referral (within building) as compared to the percentages of time reported by elementary counselors in Type III (consultative) and Type IV (participative) schools. Findings, on the other hand, also showed that elementary counselors in Type IV schools reported spending the greatest percent of time on counselor functions of group counseling, in-service, and student referral (outside building) as compared to the times reported by counselors in Type I/II and Type III schools for these same counselor functions.

Data analysis further showed that counselors in Type III (consultative) schools reported spending the greatest percent of counselor time on consultative services, placement activities, and planning/research activities as compared to counselors in Type I/II and Type IV schools. Findings with respect to these counselor functions: consultative services, placement activities, and planning/research activities, were not as anticipated and warrant further investigation and study.

In the analysis of data between the POC and OCI, the eleventh research question of this study, findings allowed a positive
response to be made to the research question posed. A consistent monotonically increasing relationship was found to exist between OCI mean subscale scores and POC school typologies for the population studied.

An added dimension of the present study, which was not a part of the research questions formulated, but which resulted in some interesting findings was the analysis of the relationship between OCI mean scores and counselor functions measured by the Counselor Activity Log. Briefly, findings of the analysis of this relationship showed that on nine of the ten counselor functions measured a similar relationship was found to exist between OCI mean score and counselor functions as was found to exist between POC scores and counselor functions.

In summary, with respect to the eleven research questions formulated in the present study, findings of data analysis allowed a positive response to be made at eight of the eleven research questions posed.

Conclusions

Guidance programs represent an integral and important part of elementary schools. The functions performed by elementary counselors are a valuable contribution to students and their development and growth, staff, parents, and often the school community. Because of the value of elementary counseling programs, it is useful to enhance
the body of information pertaining to the functions performed by counselors in the interest of not only furthering the understanding of the worth and value of counselors but also in determining how counseling programs might be improved.

Of particular interest and concern is information with respect to the relationship between school organization and the functions performed by elementary counselors. Armed with such information, organizations can begin to understand how schools which are organized differently are related to what counselors do. Such information may also enable organizations to predict the type of counselor program which may tend to evolve and exist in individual schools.

It is in the mutual interest of the counselor and the organization to not only identify but to have similar goals and objectives. This however, can not be attained without an understanding of the relationship which the organization has to the functions the counselor performs.

From the analysis and study of data gathered in the present study several conclusions can be drawn for the population studied with reference to the relationship of school organizational climate and the functions performed by elementary counselors. Following are several conclusions which have been drawn for the population studied.

1. School organizational climate is related to the functions performed by elementary counselors as evidenced by a positive response to seven of ten research questions posed.
2. Elementary counselors in Type I/II (authoritarian/paternalistic) schools tend to spend their time providing direct services to individual students as evidenced by the percents of time reported by counselors in Type I/II schools on counselor functions individual counseling, student appraisal, and student referral (within building). While considerable time is also spent by counselors in Type I/II schools in group guidance activities, the counseling program which tends to emerge from this type of organization is focused on providing direct services to individuals.

3. Elementary counselors in Type IV (participative) schools tend to be more broadly based and indirect. Emphasis appears, for the population studied, to be more focused on working through groups and others to provide counseling services. Evidence of this is seen in the percents of time reported by counselors in Type IV schools in the counselor functions of group counseling, in-service, and student referral (outside building).

4. There exists a positive monotonically increasing relationship between POC typology categories of schools studied and mean scores on the OCI subscales authority, problems, environment, rules, and communication.

The real value of the present study lies in the fact that, for the population studied, it allows counselors and administrators to have greater awareness in terms of the diversity and similarity among the functions performed by elementary counselors in schools.
organized differently. Hopefully, it will also stimulate further study and investigation of this and closely related topics.

With an improved understanding of the relationship between the organization and the counselor, it becomes less difficult to arrive at mutual goals and objectives. And, of course, the end result is the maximization of the growth and development of the child which must ultimately flow from a well planned instructional program.

Recommendations For Further Study

This study was directed toward determining the nature of the relationship between school organizational climate and the functions performed by elementary counselors for the population of 46 elementary schools in the Columbus Public System having an elementary counseling program. While there exists a number of forces which are related to what counselors do, this study sought only to study one force in depth, organizational climate, and to explain its relationship to the counselors' role.

The present study has helped to further the understanding of the nature of the relationship between school organizational climate and the functions performed by elementary counselors. From results obtained in the present study it has been determined that, for the population studied, a relationship exists between school organizational climate and the functions performed by elementary counselors. The present study, however, constitutes only an initial step in the
development of a broad understanding of the forces that are related to what elementary counselors do. Therefore, the following recommendations for further research seem reasonable:

1. A replication of this study (relationship between school organizational climate and the functions performed by elementary counselors) with other population groups or samples.

2. A study of the relationship between school organizational climate and the functions performed by elementary counselors using investigator observational analysis techniques.

3. A study of the cause and effect between school organizational climate and the functions performed by elementary counselors.

4. A study of the relationship between administrative/leadership style and the functions performed by elementary counselors.

5. A study of the relationship between counselor philosophy and the functions performed by elementary counselors.

6. A study of the relationship between school program guidelines and the functions performed by elementary counselors.

Elementary counselors, administrators, and staff, as well as counselor educators must continue to study and further the understanding of the influence upon what elementary counselors do. The role of the elementary counselor, like the role of so many support personnel in schools today, is often misunderstood and misrepresented within the educational setting and to the public.
Only through study of counselors and the various forces which are related to their role can clearer understanding of the role of the elementary counselor be attained. Instead of searching to find a universal theory to guide the direction and framework under which counselors would operate, attention must be focused on developing an understanding of the manner in which various forces shape the counselor's role. Using such information counselors, administrators, and others will be able to not only answer the question what do counselors do, but also answer why. And in answering these questions school personnel will be better able to plan and organize counseling program goals and objectives which not only meet the needs of the organization, but most importantly the need of children.
### RELATIONSHIP OF POC AND COUNSELOR ACTIVITY LOG SUMMARY TABLE

#### POC SCHOOL TYPOLOGY

<table>
<thead>
<tr>
<th>Counselor Function</th>
<th>I/II (Authoritarian/ Paternalistic)</th>
<th>III (Consultative)</th>
<th>IV (Participative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Counseling</td>
<td>32%</td>
<td>17%</td>
<td>28%</td>
</tr>
<tr>
<td>2. Group Counseling</td>
<td>6%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>3. Group Guidance</td>
<td>15%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>4. Consultative Services</td>
<td>10%</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td>5. In-Service</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>6. Student Appraisal</td>
<td>22%</td>
<td>12%</td>
<td>5%</td>
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<tr>
<td>7. Student Referral (within building)</td>
<td>6%</td>
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<tr>
<td>8. Student Referral (outside building)</td>
<td>3%</td>
<td>7%</td>
<td>10%</td>
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<tr>
<td>9. Placement</td>
<td>4%</td>
<td>7%</td>
<td>4%</td>
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<tr>
<td>10. Planning/ Research</td>
<td>1%</td>
<td>2%</td>
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</table>
APPENDIX B

RELATIONSHIP OF POC AND COUNSELOR ACTIVITY LOG

SUMMARY GRAPH
RELATIONSHIP OF POC AND COUNSELOR ACTIVITY LOG SUMMARY GRAPH

POC SCHOOL TYPOLOGY

<table>
<thead>
<tr>
<th>I/II Counselor (Authoritarian/Function Paternalistic)</th>
<th>III (Consultative)</th>
<th>IV (Participative)</th>
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</thead>
<tbody>
<tr>
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</table>

% values are distributed among the typologies.
# POC School Typology

<table>
<thead>
<tr>
<th>Counselor Function</th>
<th>I/II</th>
<th>III</th>
<th>IV</th>
</tr>
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<tbody>
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<td>7%</td>
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<tr>
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<td>1%</td>
<td>2%</td>
<td>0%</td>
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</tbody>
</table>
APPENDIX C

TEST INSTRUMENT PACKAGE
COVER LETTER TO ADMINISTRATORS

Dear (Administrator Name),

I am a graduate student working on my doctoral dissertation and also employed as a teacher in the Columbus Public Schools. For my dissertation, I am studying the relationship of the school and the functions elementary counselors perform. Specifically, I am looking at the way schools are organized and the various functions counselors perform at schools organized differently. This study has been submitted through Dr. Merriman's office.

In order to obtain data, I am sampling building principals, counselors, and five randomly selected teachers at each Columbus school having an elementary counseling program. I am asking teachers and building administrators to respond to two instruments: Profile of Organizational Characteristics and Organizational Context Inventory. Counselors will respond to the two above mentioned instruments and in addition complete a Counseling Activities Log.

Please respond to each instrument according to the building to which you are assigned. Principals will be responding to their perceptions of how staff perceives relationships. Specific directions for completing each instrument are printed on the cover of each form. All information obtained from individual responses will be kept confidential. Results will be summarized in terms of mean scores, not individual participant response. It should take no longer than 10-15 minutes to complete the two enclosed forms.

I greatly appreciate the amount of paperwork already expected of you as a building administrator. Therefore, I would be most appreciative if you would be willing to complete the enclosed forms to aid in my study. Participation is voluntary. Please return to me through the school mail the enclosed instruments by May 30 by using the addressed envelope in which you received materials.

Should you have any questions, feel free to contact me.

Sincerely,

Cynthia L. Yoder
Forest Park Elementary
535 Sandalwood Blvd.
Dear (Counselor Name),

I am a graduate student working on my doctoral dissertation and am also employed as a teacher in the Columbus Public Schools. For my dissertation, I am studying the relationship of the school and the functions elementary counselors perform. Specifically, I am looking at the way schools are organized and the various functions counselors perform at schools organized differently. This study has been submitted through the offices of both Dr. Merriman and Roger Street.

In order to obtain data, I am sampling building administrators, counselors and five randomly selected teachers at each Columbus school having an elementary counseling program. I am asking you to respond to the following instruments: Profile of Organizational Characteristics, Organizational Context Inventory, and Counselor Activities Log. Please respond to each instrument according to the building to which you are assigned. Specific directions for completing each instrument are printed on the cover of each form.

All information obtained from individual responses will be kept confidential and will not be shared with building administrators or school personnel. Results will be summarized in terms of mean scores, not individual participant response. It should take no longer than 20-30 minutes to complete all three instruments.

I greatly appreciate the amount of paperwork you are faced with and realize this is an added burden. Therefore, I would be most appreciative if you would be willing to complete the enclosed forms. Participation is voluntary. Please return to me, via the school mail, all three forms (Profile of Organizational Characteristics, Organizational Context Inventory, Counseling Activities Log) in the pre-addressed envelope in which you received your materials. Return all forms as soon as possible, but no later than May 30.

Should you have any questions, feel free to contact me.

Sincerely,

Cynthia L. Yoder
Forest Park Elementary
5535 Sandalwood Blvd.

*If you are a counselor at more than one school, complete two sets of forms (one set for each building).*
COVER LETTER TO TEACHERS

Dear (Teacher Name),

I am a graduate student working on my doctoral dissertation and am also employed as a teacher in the Columbus Public Schools. For my dissertation, I am studying the relationship of the school and the functions elementary counselors perform. Specifically, I am looking at the way schools are organized and the various functions counselors perform at schools organized differently. This study has been submitted through Dr. Merriman's office.

In order to obtain data, I am sampling building administrators, counselors, and five randomly selected teachers at each Columbus school with an elementary counseling program. I am asking you as a selected teacher to respond to two instruments which measure organizational climate: Profile of Organizational Characteristics and Organizational Context Inventory. Please respond to each instrument according to the building to which you are assigned. Specific directions for completing each instrument are printed on the cover of each form.

All information obtained from individual responses will be kept confidential and will not be shared with building administrators or school personnel. Results will be summarized in terms of mean scores, not individual participant response. It should take no longer than 10-15 minutes to complete the forms.

I would be most appreciative if you would be willing to complete these forms and return them to me as soon as possible, not later than May 30. Participation is voluntary. Please return materials to me, via the school mail, in the pre-addressed envelope in which you received your materials.

Should you have any questions, feel free to contact me.

Sincerely,

Cynthia L. Yoder
Forest Park Elementary
5535 Sandalwood Blvd.

*If you decide to not participate, either return the unused forms to me or you may give them to another teacher in your building who would be willing to complete these forms.
INSTRUCTIONS FOR PROFILE OF ORGANIZATIONAL CHARACTERISTICS

Procedures for Completing the Profile of Organizational Characteristics

On the lines below each organizational variable (item), please place an n at the point which, in your experience, describes your organization at the present time (n=now). Treat each item as a continuous variable from the extreme at one end to that at the other. Please respond to all items.
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