A STUDY OF THE ORGANIZATIONAL CLIMATES IN
PERIPHERAL AND INNER-CITY SCHOOLS
IN A METROPOLITAN AREA

By

THOMAS E. ENGLISH

Bachelor of Science
Langston University
Langston, Oklahoma
1941

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1954

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1972
A STUDY OF THE ORGANIZATIONAL CLIMATES IN
PERIPHERAL AND INNER-CITY SCHOOLS
IN A METROPOLITAN AREA

Thesis Approved:

[Signatures]

Dean of the Graduate College
ACKNOWLEDGMENTS

The writer wishes to acknowledge his indebtedness and appreciation to Dr. Richard Jungers, who served as Chairman of his Advisory Committee, for his encouragement and assistance throughout the study: to Dr. Kenneth St. Clair, Dr. Guy Donnell, Dr. Vernon E. Troxel, Dr. James B. Appleberry appreciation is also expressed for their encouragement and guidance.

Appreciation is also expressed to the superintendent, principals, and teachers who gave of their time and effort to help with the study.

To the writer's family, wife, mother, and grandparents, appreciation is expressed for the time given and patience extended during the completion of this study.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND ITS SETTING</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>10</td>
</tr>
<tr>
<td>Summary</td>
<td>11</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK</td>
<td>12</td>
</tr>
<tr>
<td>Introduction</td>
<td>12</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>12</td>
</tr>
<tr>
<td>A Rationale</td>
<td>23</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>29</td>
</tr>
<tr>
<td>Summary</td>
<td>29</td>
</tr>
<tr>
<td>III. PROCEDURES</td>
<td>32</td>
</tr>
<tr>
<td>Identification of Sample</td>
<td>32</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>33</td>
</tr>
<tr>
<td>Data Collection</td>
<td>40</td>
</tr>
<tr>
<td>Treatment of Data</td>
<td>42</td>
</tr>
<tr>
<td>Summary</td>
<td>42</td>
</tr>
<tr>
<td>IV. PRESENTATION AND ANALYSIS OF DATA</td>
<td>43</td>
</tr>
<tr>
<td>Introduction</td>
<td>43</td>
</tr>
<tr>
<td>Designation of the Organizational Climate</td>
<td>43</td>
</tr>
<tr>
<td>Testing the Hypotheses</td>
<td>46</td>
</tr>
<tr>
<td>Summary</td>
<td>54</td>
</tr>
<tr>
<td>V. FINDINGS AND IMPLICATIONS</td>
<td>55</td>
</tr>
<tr>
<td>Introduction</td>
<td>55</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>55</td>
</tr>
<tr>
<td>Implications</td>
<td>56</td>
</tr>
<tr>
<td>Suggestions for Further Study</td>
<td>62</td>
</tr>
<tr>
<td>A SELECTED BIBLIOGRAPHY</td>
<td>64</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Climate Identification of Schools in the Inner-City and Peripheral Area of a Metropolitan City</td>
<td>45</td>
</tr>
<tr>
<td>II.</td>
<td>Summary Data and Analysis of Chi-Square Data for the Relationship Between School Location and Organizational Climate</td>
<td>46</td>
</tr>
<tr>
<td>III.</td>
<td>Summary Data and Analysis of the Wilcoxon Rank Sum Test for Comparison of Teacher Perception of the Eight Subtests of the OCDQ for Different School Locations</td>
<td>49</td>
</tr>
<tr>
<td>IV.</td>
<td>Summary Data and Analysis of T Values for Rank Differences Between Principals and Teachers in Relatively Open and Relatively Closed Climate Schools</td>
<td>52</td>
</tr>
<tr>
<td>V.</td>
<td>Summary Data and Analysis of the Wilcoxon Test for Comparison of Teachers in Relatively Open and Relatively Closed Schools Based on Certain Demographic Factors</td>
<td>53</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND ITS SETTING

The climate felt in organizations has been described in various terms by theorists concerned with phenomena observed in complex organizations. Such terms as morale and esprit are frequently used. Regardless of the terminology, this phenomena is usually explained in terms of the interaction among various role participants in the organization. In other words, the distinctive climate in a particular school is described as the pattern of interactions among role participants in the organization.

Commenting on school organizational climate, Halpin states:

Anyone who visits more than a few schools notes quickly how schools differ from each other in their 'feel.' In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students.... In a second school the brooding discontent of the teacher is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority, and yet he wears this cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. A third school is marked by neither joy nor despair, but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal, and students alike are acting out parts. And so, too as one moves to other schools, one finds that each appears to have a 'personality' of its own. It is this 'personality' that we describe here as the 'Organizational Climate' of the school. Analogously, personality is to the individual what Organizational Climate is to the organization.¹

The impetus for this research came from the recognition that schools vary considerably in their organizational climates. When a teacher remarks upon visiting a school for the first time, "This feels like a nice place to work," or declares conversely, "In this school, I get the feeling the principal and teachers are something less than congenial," he is describing the "personality" or climate of the school.

Halpin and Croft, commenting on the number of factors which could be conceived as improving upon the climate of a school, state:

The following, at the very least, would need to be taken into account: the socio-economic status of the school's patrons; the biographical and personality characteristics of the principal and the teachers; the 'quality' of the students; the school's physical plant; the location of the school; and, of prime importance, the social interactions that occur between the teachers and the principal.²

Havighurst views school climate as a name for a complexity of factors including the expectations on the part of the teachers, the examples of study habits set by the leaders among the pupils, the training of teachers, the equipment of the school, and the attitudes toward education of the people who live in the community served by the school. He continues:

There is an impressive amount of evidence from studies of schools in the big cities to show that: (1) children in slum schools do more poorly in school work than children in the schools of the 'better' neighborhoods; (1) children in slum schools drop out of school earlier than children of the 'better' neighborhoods; (2) the teachers in slum schools are less well prepared for teaching and are, on the average, inferior to teachers in the 'better' neighborhoods; (3) schools in the slum areas are poorer in their physical equipment than schools in 'better' neighborhoods.³


Granting social interaction between principal and teachers to be a prime ingredient in determining the organizational climate of a given school, one might inquire if a portion of the social interaction between the teachers and principal is influenced by such "external" factors as location of the schools and the socio-economic level of the children attending these schools.

Significance of the Study

One of the significant developments in the study of administration in recent years has been the apparent shift of focus from the theory of administration to organization theory. This shift in the strategy of inquiry involves first a study of the whole organization, then an application of this knowledge in a purpose-oriented context. 4

Organizational climate is recognized as an important aspect of organizational theory.

If, on examination, significant difference is found between the climates of inner-city and peripheral schools, school officials of the metropolitan area studied could conceivably use this knowledge as a basis for instituting in-service training for teachers who are to be assigned to inner-city schools. Further, teacher training institutions might, based on results of this study, further investigate the impact made by such external factors as socio-economic setting and racial make-up of school population or school climate.

---

Terms Related to Organizational Climate

Organizational Climate. Organizational climate is construed as the organizational "personality" of a school. Figuratively, "personality" is to the individual what "climate" is to the school. School climate is conceptualized along a continuum ranging from "open" at one extreme through autonomous, controlled, familiar, paternal, to "closed" at the other.

The Open Climate. The prototype of the open climate describes an energetic, lively school which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. Group members are preoccupied disproportionately with neither task achievement nor social needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all the group members.

The Autonomous Climate. The prototype of the autonomous climate is the school in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high esprit results primarily from social-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.

Definitions related to organizational climate are taken from: Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," Administrator's Notebook, Vol. XI, No. 7 (March, 1963).
The Controlled Climate. The prototype of the controlled climate is the school where group's behavior is directed primarily toward task accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

The Familiar Climate. The prototype of the familiar climate describes a school where the members of the organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."

The Paternal Climate. The prototype of the paternal climate describes a school in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, esprit among the members is low.

The Closed Climate. The prototype of the closed climate is the school characterized by a high degree of apathy on the part of all members. The school is not "moving"; esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction
that comes from task achievement. The members' behavior can be construed as "inauthentic"; indeed, the organization seems to be stagnant.

**Relatively Open.** For purposes of this study, the term relatively open is used to classify those schools having profile-similarity scores conjunct with the prototypic profiles characterizing open, autonomous and controlled climates.\(^6\)

**Relatively Closed.** For purposes of this study, the term relatively closed is used to classify those schools having profile-similarity scores conjunct with the prototypic profiles characterizing familiar, paternal, and closed climates.\(^7\)

**Terms Related to Demographic Factors**

**Central City Schools.** In this study, urban-core schools are located in areas of high population density near the center and less "desirable" areas of the city, and associated with a clientele of low socio-economic status. All schools in this area have been designated Title I Project Schools.\(^8\) This designation is made based on the fact that the students attending these schools are from homes where the incidence of poverty (family income $2,000 or less) is equal to or greater than the average incidence of poverty for the metropolitan school system.

---


\(^7\) Ibid., p. 186.

used in the study. Children attending these schools can be said, in most instances, to be members of poor families. Poor families are defined as those falling below "economic level of Social Security Administration Poverty Index" based on an annual income of $2,000 in 1964 for a family of four.

Statement of the Problem

Havighurst and Neugarten advance the idea that the schools, as a social institution, teach the child a middle class set of goals and behaviors. Accordingly, they teach a version of the culture which, while it is the dominant version in America, is nevertheless at variance with that learned in the family by a large number of its students.

Central city schools used in this study have pupil populations which are predominantly Negro. Generally, these children do not readily subscribe to the middle class goals of the school. In many instances they are in school only because the law requires them to be there. Their background has frequently not prepared them to launch upon the learning enterprise with enthusiasm.

Peripheral schools used in this study have pupil populations which

---

9 Established by the Research Department of the Metropolitan School System used in the study, based on the Office of Economic Opportunity Guidelines.


11 Havighurst and Neugarten, p. 117.

12 Established by Department of Research and Statistics of the Metropolitan School System.

13 Havighurst and Neugarten, p. 337.
are predominantly white. Generally, children attending these schools are members of the upper-middle or lower-middle class. It is thought that the values held by these children more nearly coincide with the goals and behaviors fostered by the school. Consequently, these children tend to find their school experience more rewarding than do children attending central city schools and who, in most instances, are members of a lower class.

Halpin found that data from schools located in the urban-core areas show that a preponderant number of these schools are marked by "closed" climate. Ordinarily, such schools are large, located in areas of high population density, and associated with a clientele of low socio-economic status.

The basic concern of this research was to examine the organizational climate in central city and peripheral schools in a metropolitan setting. In urban centers today most members of minority races live in the central city; this results in neighborhood schools composed primarily of children from minority races.

Elementary schools in metropolitan centers have prescribed attendance areas determined by administrative policy. Because of housing patterns, decreed by agencies other than the local school authorities, some of the schools tend to have predominantly white or predominantly Negro school populations. Havighurst and Neugarten, commenting on

---

14 Established by the Department of Research and Statistics Metropolitan School System.


housing patterns and their effect on schools, state:

In northern cities Negro 'ghettos' come into being and the schools reflect this fact. For instance, the 1958 report of New York City's Superintendent of Schools showed a net loss of 15,000 white pupils per year for the preceding five years, people who had moved out to the New York suburbs. In 1958, of 704 public schools, 455 had 90 percent or more of their pupils of one group, either Negro or white or Puerto Rican. Only one in five schools could be said to be 'integrated' in the sense that it had more than 10 percent of pupils who did not belong to the majority group of that particular school. 17

Middle class standards of refinement and ambition mean more to teachers than many would care to admit, and viewing students through a middle class perspective, teachers see the world through their own value system. Rich, in a discussion of social class values and teacher-pupil relations, points out that middle class values held by most teachers place a premium on thrift, and cleanliness along with sharply-defined standards of respectability, morality, and sexual behavior. However, many elementary school pupils, coming from a markedly different socio-economic background, adhere to a different set of standards. 18

The climate of the school as measured by the OCDQ considers only the interaction between teachers and between teachers and the principal. Andrews states that organizational climate as measured by the OCDQ does not deal with the social component of climate generally, but with only a portion of the total social interaction, that between the teachers and the principal. This leaves out a significant component of interaction


that of teachers and pupils.  

Research by Nicholas, Virjo, and Wattenberg indicates that there might be a direct relationship between pupil problems, as they are school related, and the teacher's and principal's perception of the organizational climate of the school. Further, there appeared to be close similarity between the effects of "high" socio-economic setting and an open organizational climate.  

The problem which this study explores is this: Do elementary schools, located in the inner-city of a metropolitan setting, differ significantly in organizational climate from elementary schools located in the peripheral area of the same city?  

Limitations of the Study  

This study was done in one large metropolitan setting in the south-western part of the United States; generalizations beyond the specific schools studied cannot be made in clearly precise terms.  

The instrument used to gather data was administered by the researcher to teachers and administrators present at morning and afternoon staff meetings. No attempt was made to get the reaction of staff members who were absent at the time the instrument was administered.  

---


Summary

Chapter I has provided an explanation of the phenomena of the climate felt in organizations. The distinctive climate in a particular school is described as the pattern of interactions among role participants in the organization. The sum total of these patterns of interaction among role participants produces an apparent organizational "personality." It is this "personality" that is described in Chapter I as the "Organizational Climate" of the school.

Organizational Climate is construed as the organizational "personality" of a school. Figuratively, "personality" is to the individual what "climate" is to the school. School climate is conceptualized along a continuum from "open" at one extreme through autonomous, controlled, familiar, paternal to "closed" at the other. The prototype of each of these climates has been presented in Chapter I.

The basic concern of this research - to examine the organizational climate in inner-city and peripheral schools in a metropolitan setting - was presented. The point is presented in Chapter I that, if significant difference is found between the climates of inner-city and peripheral schools, school officials of the metropolitan area studied could conceivably use this knowledge as a basis for instituting in-service training for teachers who are to be assigned to inner-city schools. The chapter concludes with a statement of the problem and an explanation of limitations of the study.
CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

Introduction

One way to study an organization is to view the organization as a small society. As such, the society develops observable regularities in the behavior of the people that are due to the social conditions in which they find themselves. Two main social conditions that influence the conduct of people in an organization are (1) the structure of the social relations and (2) the shared beliefs and orientations that unite the members into a collectivity and, thus, guide their behavior.¹

The development of the concept of "climate" is presented on the following pages, with particular emphasis on its application in the public schools. The chapter concludes with a statement of the major hypotheses guiding the study.

Organizational Climate

March and Simons, in a provocative book about the theory of formal organizations, used assumptions about human beings as a basis for grouping propositions about organizational behavior in three broad classes. The model of the organization member as a passive instrument was

prominent in the writings of the scientific management period. In more recent years, a second model which assumes that individuals bring attitudes and values to their organization and which emphasizes the need for motivation gained prominence. A third model has now gained prominence. It assumes that organization members are decision makers and problem solvers, and stresses the rational aspect of organizational behavior.\(^2\)

Carlson maintains that organizations can best be viewed as social systems. The crucial elements of the social system of an organization are discovered by examining the controls on behavior in the organizational meeting. In the presence of these controls, internal interest groups develop and become significant forces in organizations.\(^3\)

Many people observe that a unique climate, atmosphere, or personality is felt whenever they spend even a small amount of time with the personnel in a particular building. A similar feeling is experienced when visiting in school buildings, business establishments, factories, office buildings, hospitals, and in other types of structures. However, they find it extremely difficult to identify the source of this feeling or to describe it in words. This feeling which results from the interaction of role participations of the organization housed in a particular building is often referred to now as the organizational climate.\(^4\)

Brown, commenting on the use of the concept of climate in the study


\(^4\)Eldon J. Null, "Organizational Climate of Elementary Schools," of the Twin Cities Metropolitan Area, Inc. (Minneapolis, 1967).
of organization, states:

Considerable use can be made of the concept of climate if one think of the nature of relationships obtaining between persons and sub-groups in a school. If the relationship between principal and teacher is formal and impersonal, this condition is described as aloofness and is a part of the 'climate.' Climate is a convenient label for the over-all configuration of these kinds of relationships, or forces, that may range from intensely positive through neutral to intensely negative.\(^5\)

The term "organizational climate" was used as early as 1959 by Cornell to describe the delicate blending of interpretations (or perceptions as social psychologist would call it) by persons in the organization of their jobs or roles in relationships to others and their interpretations of the roles of others in the organization.\(^6\)

In 1958, Argyris used the term "organizational climate" in a discussion of research concerned with the behavior of role participants in a bank. He explained that a person who conducts research on human behavior in organizations is faced with the problem of ordering and conceptualizing a confusion of simultaneously existing, multi-level, mutually interacting variables. These variables were conceptualized by Argyris as: (1) formal organization variables such as policies, practices, and job descriptions inducing members of the organization to behave as it desires in order that it might achieve its objectives, adapt to its external environment, and maintain itself internally; (2) personality variables such as needs, abilities, values, self-concept, and defense, inducing participants to behave in such way that they may

---


express their personalities; and (3) a whole host of informal variables that have arisen out of the participants' continuing struggle to adapt to the formal organization so that the latter achieves its objectives while simultaneously the individuals obtain at least a minimal amount of self-expression. He continues by explaining that, in reality, these variables are mixed beyond classification into compartments, forming a pattern in which each plays a functional role feeding back and upon the others to maintain itself and the pattern. This living complexity he defines as "the climate of the organization."  

Cornell and Argyris explain organizational climate in terms of the interaction among persons in the organization, and they isolate and discuss the variables which they believe have an effect on this interaction. Other theorists in the years following 1958 pointed out the relationship between the interaction among individuals in the organization and the climate of the organization and identified variables which have an influence on this interaction among role participants. However, a major breakthrough resulting from investigations in the area of organizational climate in public schools was not achieved until 1963.

Halpin and Croft, through research enhanced by the application of sophisticated statistical techniques, identified and described eight dimensions of school climate by using the Organizational Climate Description Questionnaire (OCDQ) which can measure these dimensions.  

---


8 Andrew W. Halpin and Don B. Croft, The Organizational Climate of Elementary Schools (Chicago, 1963).
A description of the six organizational climates is presented in Chapter I.

Four of the dimensions of climate are associated with the collective behavior of the teaching staff in any particular elementary school, while the other four dimensions are related to the behavior of the principal of the school.

Halpin and Croft define the eight variables of the organizational climate of elementary schools in the following manner.

**Teachers' Behavior**

1. **DISENGAGEMENT** refers to the teachers' tendency to be 'not with it.' This dimension describes a group which is 'going through the motion,' a group that is 'not in gear' with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. **HINDRANCE** refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busywork. The teachers perceive that the principal is hindering rather than facilitating their work.

3. **ESPRIT** refers to 'morale.' The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. **INTIMACY** refers to the teachers' enjoyment of friendly social relationship with each other. This dimension describes a social-need satisfaction which is not necessarily associated with the task-accomplishment.

**Principal's Behavior**

5. **ALOOFNESS** refers to behavior by the principal which is characterized as formal and impersonal. He 'goes by the book' and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself at least, 'emotionally'--at a distance from his staff.
6. PRODUCTION EMPHASIS refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive, and plays the role of a 'straw boss.' His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

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

8. CONSIDERATION refers to behavior by the principal which is characterized by an inclination to treat the teachers 'humanly,' to try to do a little something extra for them in human terms.9

In early decades, management in industry and administration of schools were looked upon in mechanistic terms as the manipulation of operations and things (the technological aspect of an organization) for the achievement of some goal. Administration is now coming to be viewed as one of the specialized functions of human organizations.

Following is a sketch of some of the ideas which this implies and which have implications for organizational climate:

1. Administration is not an external coordinating function separated from the teaching and learning operation of the school system. It is a part of the school system.

2. Since the function of administration is coordination of parts (activities, operations, products) so that they add up to what they should, a feature of administrative behavior should be continuous assessment of the entire school program in view of the purposes and goals of the school system.

---

3. What makes the school system an organization is not what is taught and how it is taught (or what is learned and how it is learned), but the interactions of administrators, teachers, and other employees in it in relationship to one another in their cooperative efforts toward a common goal.

4. Of primary importance in the functioning of the school system are the thoughts and feelings as well as the actions of members of it and the uncharted, informal, relationships which are created by them.10

Demographic Factors

The school expresses the philosophy of the society it serves. The philosophy may be that of a dominant group, which has imposed it on the rest of the population, or it may be explicit, as in the case of the United States, where, by common consent, it is agreed that the schools' function is to pass on the values and traditions of democracy. The school, according to this view, cannot operate as from a lofty pinnacle from which the scene below is surveyed. The school is of society, not merely in it; and most certainly it is not apart from society.11

Organizational climate, as used in this study, is concerned with teacher-teacher and teacher-principal interactions. But, inasmuch as the school cannot operate "as from a lofty pinnacle," there could possibly be other factors in the social pattern which might affect school climate.

Halpin and Croft, commenting on the restricted nature of their study of organizational climate, state:

10 Cornell, pp. 219-220.

We surmise that the organizational climate that we find in elementary schools may be related to such demographic factors as, for example, whether the school is located in a wealthy suburb or a deteriorated slum, the 'quality' for the students, and the socio-economic status of the school's patrons.\(^\text{12}\)

Havighurst, commenting on schools in the central city, states:

Central city schools suffer from a syndrome of problems. Covert and overt hostility to teachers, lack of self-control on the part of pupils; lack of experience and background needed for success in schools; an outer society which hardens, alienates, and produces a negative type of maturation; and intellectual apathy in the student all combine to produce in many instances an unrewarding and impossible teaching climate.\(^\text{13}\)

Nicholas, Virgo, and Wattenberg, in a study of the effect of socio-economic setting and organizational climate on problems brought to elementary school offices, concluded:

The most striking difference between schools in the 'high' and 'low' socio-economic setting was the 'quality' of the impact upon principals made by the pupil-behavior problems brought to the office. Urgency, crisis, and harrassment characterized the challenges confronting principals in 'low' setting schools, whereas, businesslike routine operations were the nature of the challenges presented to principals in 'high' area schools. The most serious results were that much of the principal's freedom to initiate action was usurped from them by these challenges in the 'low' socio-economic settings. Whereas, principals in the 'high' area schools retained more controls over choice of activities to be initiated.\(^\text{14}\)

The values which are held by a social class as a whole generally effect attitudes of teachers and students who belong to this class. Research indicates that the teaching profession draws heavily from the

\(^{12}\)Halpin and Croft, p. 120.

\(^{13}\)Robert J. Havighurst, *Education in Metropolitan Areas* (Boston, 1965), p. 108.

middle class; hence, as might be expected, many teachers hold middle
class values. Teachers failing to recognize the characteristics and
social patterns of the lower class child may find that the lower class
child is a disciplinary problem, lacking in motivation and is generally
unfit to cope with the school environment. 15

Commenting on the job of teaching in the central city, McGeoch
states:

Teaching in the core school is hard work. Children who
have learned to distrust adults, to expect failure in school,
and to settle most problems with their fists are not easy to
handle. Many of these schools are old and crowded; classes
are often large; supplies and materials are inadequate or
inappropriate. 16

Pounds and Bryner suggest that the demand made by the school, with
its middle class orientation, on children of a lower class is a pressing
one.

The middle class influences demand some measure of
conformity in matters of education, success-striving, moral
behavior, social adjustment, economic self-sufficiency, and
belief and participation in the democratic way of living. 17

Two cultures, though they may actually have a fundamental sharing
of a basic democratic faith, cannot exist side by side without one
assuming a position of leadership, or prominence, over the other. To a
degree, the minor culture will have to be assimilated into the larger
culture if a healthy society is to be maintained. When a subculture
becomes insulated against the standards and norms that perpetuate the

15 Daniel Selakovich, The School and American Society (Waltham,

16 Dorothy M. McGeoch, Learning to Teach in Urban Schools (New York,

17 Ralph L. Pounds and James R. Bryner, The School in American
healthy survival of its offspring, and when it becomes enslaved in a downward spiraling cycle of poverty, then the whole society is jeopardized. Those of the lower socio-economic level are those in American society who lack the resources - economically, educationally, and socially - to maintain norms acceptable in the middle class culture.  

Becker, discussing social class variations in the pupil-teacher relationship, states:

... School teachers experience problems in working with their students to the degree that those students fail to exhibit in reality the qualities of the image of the ideal pupil which teachers hold.

It is the child coming from the lower socio-economic home who generally offends the teacher's moral sensibilities. These children, by word, action, or appearance, manage to give teachers the feeling that they are immoral and not respectable. The terms of physical appearance and condition they depress the middle class teacher.

Waller, suggest that there is an original conflict of desires between teacher and pupils in the core schools. He states:

Teachers and students confront each other in the school with an original conflict of desires, and however much that conflict may be reduced in amount, or however much of it may be hidden, it still remains. We must recognize that conflict, either actual or potential, is ever present in the teacher-pupil relationship, the teacher attempting to maintain her control against the children's efforts to break it.

---

18 Ibid., p. 365.


20 Ibid., p. 465.

Harap, discussing factors which affect teacher morale, concludes that the leader's perception of staff morale differ decidedly from the staff's perception of morale.\textsuperscript{22}

This conclusion by Harap is confirmed by Anderson who found from his study that principals as a group perceive the organizational climate of their schools more favorably than do their staff members.\textsuperscript{23}

The research by Nicholas, Virjo, and Wattenberg indicated that there might be a direct relationship between pupil control problems and the teachers' perception of the organizational climate of the school. They report:

... any speculation about a possible cause and effect association in the relationship shown between a 'closed' climate and the pupil behavior problems raised the question of whether the climate affects the problems, or the problems affected the climate. A cyclical effect of the pupil-problems bombardment on the staff, rather than the administrative behavior of the principal may have accounted for the teachers' perception of the climate as 'closed.'\textsuperscript{24}

In summary, there can be little doubt that organizational climate is established as a relevant concept in the study of organizations. Many authors have claimed that the climate is to the organization what personality is to the individual. This analogy is weakened, however, by restricting the OCDQ to social interaction between the principal and teachers. With this limitation, correlates of the OCDQ indicate that it does have some similarity to a personality test. With an open climate


\textsuperscript{24} Nicholas, Virjo, and Wattenberg, p. 10.
comes a general state of well-being, climate is relatively stable over time, and it is sensitive to cultural and socio-economic impairment. In these respects, climate as measured by the OCDQ seems closely allied to organizational "personality."25

A Rationale

A shift in population has occurred in the United States since the latter part of the nineteenth century; from 1880 to 1960, the proportion of Americans living in towns and cities of 2,500 or more population increased from 30 per cent to over 70 per cent. 26

By 1950, a "standard metropolitan area" had been defined in the United States census and had become a significant unit of population. A metropolitan area includes a central city or cluster of cities and the surrounding area that is functionally related to the central city. In the census, a city of 50,000 or more is counted as a central city of a standard metropolitan area. 27

With the shift in population from a predominantly rural to an urban setting has come a more pronounced stratification of population. The area near the center of the city becomes industrialized, dwellings deteriorate, and former owners move away from the center of the city. Thus, slum areas develop in the inner-city while choice residential


27Ibid., p. 324.
areas appear farther out.\textsuperscript{28}

Schools tend to take on the quality of the areas in which they are located. Some elementary schools become entirely lower class in character; others, middle class.\textsuperscript{29}

Shaw, commenting on social class differentiation in urban areas, states:

\begin{quote}
According to their cultural and economic status, our citizenry can be classified roughly as privileged, average (often referred to as middle class), and disadvantaged. Cultural deprivation can be found in all parts of our country but tends to be concentrated in urban areas where one finds a wide range of social class differentiation.
\end{quote}

In 1960, about 62 percent of all Americans were concentrated in 212 'standard metropolitan areas.' Such a region is defined by the Bureau of Census as 'one or more contiguous counties containing at least one central city of over 50,000 population as the core of an economically and socially integrated cluster of people.' The combined population of these metropolitan areas now exceed 108 million inhabitants, and almost one-third of the nation now lives in urban areas.\textsuperscript{30}

The difference in rate of population growth in the peripheral and central area of the United States' cities points out that suburb and central city have not grown at the same pace. Between 1950 and 1960, the outskirts of the great cities grew by more than seventeen million, an increase of 47.2 percent. At the same time, the central core gained scarcely four million, only 8.2 percent. Millions have deserted the central areas for the suburbs.\textsuperscript{31}

\begin{flushright}
\textsuperscript{28}Havighurst and Neugarten, p. 324.
\textsuperscript{29}Ibid., p. 325.
\textsuperscript{31}Ibid.
\end{flushright}
Who replaced suburban-bound citizens in the core area of the city? Between 1950 and 1960, New York lost about 1,300,000 middle class whites. They were replaced by 800,000 Negroes and Puerto Ricans — an underprivileged group larger in size than Washington, D. C. 32

Some authorities believe that the "very nature of the community determines what goes on in the school." On this point, Olsen makes an observation.

The child brings the reality of his own life into the classroom, and to be effective the school must admit that reality. The central challenge that the slum child presents to the school is not only the disadvantaged that he brings with him. His challenge is much more than that. His ambitions, his desires, his attitudes toward authority, education, success, and school, his fears, his habits, his hates, — in short, his basic orientation toward life — are in many instances, a major aspect of his lower income culture. 33

The school is a middle class institution, not only in its attitude and value orientations, but also in its controls and rewards, its teaching materials, its personnel, and in its administrative practices. The classroom then becomes the battleground of the culture conflict between the child and the teacher. 34

The lower class child differs considerably from his peers in the middle class. First, his basic psychological responses of anger and sex are expressed very directly. Fighting, for example, is part of his life. He fights with his brothers and sisters. He fights with his enemies. He fights with "outsiders" from the next block. Since

32 Ibid., p. 92.
physical aggression is part of his everyday life, he is not physically intimidated very easily.35

Further, the lower-class child grows up very quickly. This is partly because he is on his own early in life and partly because he comes in direct contact with the fruits of unemployment, desertion, and crime. While he may have a negative image of himself as a learner in school, on the streets he develops a sense of rugged independence that he needs for survival.36

Frank Riessman, commenting on the difference to be found between the lower-class child, and his counterpart, the middle-class child, states:

The lower-class child has a different idea of social advancement - and this point is crucial for him in school. Since lower-class social organization is characterized by the extended family and reciprocity, there is a very strong emphasis on cooperation and mutual aid. If there is competition, it is physical in nature. But there is little competition in the sense the middle-class child knows it.37

Vontress suggests that the position of the student in the typical inner-city school is not a comfortable one. He states that:

The typical central city school, although located in a low socio-economic area, is still middle class oriented. Its goals are therefore antithetical to the focal concerns of the youth it serves. Having to meet the expectations of this educational institution for over one-half of their waking hours is frequently intolerable. Their own poverty, their lack of privacy at home, and the remoteness of school-set goals prevent them from concentrating on study.38

35Ibid.

36August Hollinghead, Elm Town Youth (New York, 1949), p. 43.


Halpin, stressing the point that the student could conceivably be an added factor in school climate, states:

We have stressed the point that the group members must be able to enjoy social-needs satisfaction and satisfaction from task accomplishment. We must assume that the principle source of social-needs satisfaction lies in the teacher's interactions with fellow teachers and the principal. But this is an over simplification. A school is not an assembly line; the teachers are working with children. Consequently, a teacher, especially in the elementary school, can achieve a major source of social-needs satisfaction through her close personal relationship with the children themselves. 39

The neighborhood school is characteristic of the organization of elementary schools in many urban areas. The basic concept of the neighborhood school is that, for younger children, schools should be easily accessible and along safe walking routes that avoid traffic hazards. As a result, the neighborhood school tends to reflect the social, economic, and cultural characteristics of the area it serves.

School boards in the metropolitan areas of the United States, in an attempt to implement the 1954 ruling of the Supreme Court and its subsequent orders, have deemed it necessary to transfer principals, teachers, and pupils in order to bring about better racial balance. This transfer policy, which necessitates a two-way movement of principals and teachers between peripheral and inner-city schools, is quite pronounced.

Havighurst and Neugarten, writing on the growth of Megalopis and its schools, state:

The United States is rapidly becoming a metropolitan country, and by far the greatest proportion of its school children and school teachers are located within metropolitan schools. As these areas grow, geographical stratification occurs giving rise to differentiation among elementary schools

along socio-economic lines. 'Slum' schools appear, where educational motivation and educational achievement are inferior as compared with schools in the peripheral area of the city. People who can afford it and who are concerned about the education of their children try to avoid living in the district of the 'poorer' schools.\(^{40}\)

For example, it is assumed that a stimulating work environment is essential in a complex social organization such as a school in order that individual and group talent may be released and that creativity, growth, and change may be encouraged. A matter of concern to school boards and school superintendents might be that of existing organizational school climates and the contrast in climates between central city and peripheral schools.

Educators have long since recognized that schools which serve middle-class youngsters are likely to differ in important ways from schools which serve lower-class youth.

Herriott and St. John, commenting on how schools in the inner-city and peripheral area affect educators, state:

> Teachers in low socio-economic schools are younger and less experienced than their counterparts in more economically advantaged areas. Teachers and principals in low socio-economic schools are less satisfied with their situation and less willing to remain in their present assignments than are teachers in high status schools. Thus, their career patterns are away from low socio-economic schools and toward higher ones.\(^{41}\)

As local school boards and superintendents grapple with the problems of how best to utilize staff in order to build and maintain a stimulating work environment, it might be well that they understand

\(^{40}\) Harighurst and Neugarten, pp. 324-325.

those "external" factors which could conceivably affect the climate of their schools. On these groups ultimately rest the decision of proper staff utilization in the school districts.

From the foregoing rationale, the following hypotheses were deducted.

Hypotheses

H. 1. Schools located in the inner-city will be relatively more closed in climate than schools located in the peripheral area of the city.

H. 2. Teachers serving in relatively open schools will perceive, in a significantly different manner, the eight subtests of the OCDQ, compared with teachers serving in relatively closed schools.

H. 3. Principals, serving in both relatively open and relatively closed schools, will perceive the eight subtests of the OCDQ in a significantly different manner than do members of their staff.

H. 4. Teachers serving in relatively open schools will differ significantly from teachers serving in relatively closed schools when compared on the basis of educational attainment, age, size of classes taught, years taught, and years taught under present principal.

Summary

The development of the concept of "climate", with particular
emphasis on its application in the public schools was presented in Chapter II. A review of the literature used in Chapter II on the subject of Organizational Climate conveyed the following ideas:

1. Assumptions about human beings as a basis for grouping propositions about organizational behavior can be viewed in three broad classes.
   a. The model of the organization member as a passive instrument, prominent in the writings of the scientific management period.
   b. The model which assumes that individuals bring attitudes and values to their organization and, therefore, need to be motivated.
   c. The model which assumes that organization members are decision makers and problem solvers.

2. Organizations can best be viewed as social systems. The crucial elements of the social system of an organization are discovered by examining the controls on behavior in the organizational meeting.

3. The term "Organizational Climate" has been used to describe the delicate blending of interpretations by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization.

Eight dimensions of organizational climate are presented in Chapter II. Four of these dimensions of climate - Disengagement, Hindrance, Esprit, and Intimacy - are associated with the collective behavior of the teaching staff in any particular elementary school, with the
remaining dimensions - Aloofness, Production Emphasis, Thrust, and Consideration - being related to the behavior of the principal of the school.

Organizational climate as used in this study is concerned with teacher-teacher and teacher-principal interactions. But, inasmuch as the school cannot operate "as from a lofty pinnacle," Chapter II presented demographic factors in the social pattern which could conceivably affect school climate. These "external" factors are examined as a part of the rationale for hypothesis deduction. Four hypotheses were deduced as a guide for the study.
CHAPTER III

PROCEDURES

Identification of Sample

Thirty elementary schools in a metropolitan setting in central Oklahoma were used in the study. Fifteen of these schools were designated central city schools because they were designated as Title I Project Schools. The other fifteen schools used in the sample were randomly selected from the remaining schools in the city system, and were designated as peripheral schools.

The inner-city schools are located in the older area of the city and have school populations which are predominately Negro. More than ninety per cent of the teachers staffing these schools are Negro. Many of the children attending these schools are from impoverished homes. The Elementary and Secondary Act of 1965, Public Law, 89-10, enables local educational agencies to receive Federal grants to meet the needs of children in impoverished areas. Under provisions of this act, schools in the central area, because of the high incidence of poverty among students, are designed Title I Schools. Schools composing this part of the sample were selected on the basis of their location in the core area of the city and the common designation of Title I School.

Peripheral schools, for purposes of this study, are those remaining schools in the metropolitan school system that were not designated as Title I Schools. These schools have student populations which are predominately white. More than ninety per cent of the teachers staffing these schools are white. Schools making up this part of the sample were randomly selected from seventy-six elementary schools which, because of their location, are outside the central or core area of the selected city.

The administrative and teaching personnel of the schools used in the study ranged in size from six in the smallest school to thirty-five in the largest school. The total number of teachers and principals in the sample was 565. The thirty schools used in the study were numbered as a means of identification in keeping with an announced promise that no individual or school would be identified in the study.

Instrumentation

The instrument used in the present study to identify the organizational climate in thirty elementary schools was the Organizational Climate Description Questionnaire. The instrument, composed of sixty-four Likert-type items, is subdivided into eight subtests. Each subtest measures one of the eight dimensions of organizational climate. Four of the dimensions pertain to the principal as a leader, the other four pertain to the characteristics of the teachers as a group. The behavior measured by each of the subtest is described below:

---

2 Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago, 1963).
Teachers' Behavior

1. DISENGAGEMENT refers to the teachers' tendency to be 'not with it.' This dimension describes a group which is 'going through the motions,' a group that is 'not in gear' with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. HINDRANCE refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teacher construe as unnecessary busy work. The teachers perceive that the principal is hindering rather than facilitating their work.

3. EXPRIT refers to 'morale.' The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. INTIMACY refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-need satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. ALOOFNESS refers to behavior by the principal which is characterized as formal and impersonal. He 'goes by the book' and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself—at least, 'emotionally'—at a distance from his staff.

6. PRODUCTION EMPHASIS refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive, and plays the role of a 'straw boss.' His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. THRUST refers to behavior by the principal which is the organization. 'Thrust' behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. CONSIDERATION refers to behavior by the principal which is characterized by an inclination to treat the teachers 'humanly,' to try to do a little something extra for them in human terms.³

Validity Studies

Garrett has suggested that validity is the fidelity with which an instrument measures whatever it purports to measure. The Organizational Climate Description Questionnaire is used as an instrument for assessing the climate of a school. The fidelity with which the OCDQ measures what it purports to measure has been the basis for a number of investigations.⁴

Roseveare, in a study of the validity of the subtests Esprit and Thrust of the Organizational Climate Description Questionnaire found both variables to have high degree of reliability when compared with six other variables making up the subtests of the OCDQ. From his findings, he concluded:

1. The Subtests Esprit and Thrust (OCDQ) were found to have the highest reliability coefficient of the eight subtests, .77 and .81, respectively.

2. Item analysis showed each item to be adequately correlated to the subtest scores for the subtests Esprit and Thrust (OCDQ).

3. Item factor analysis showed that the items from the subtests Esprit and Thrust (OCDQ) obtained their highest positive loadings on factors III (Social Control) and I (Social Needs), respectively.

4. The subtests Intimacy, Aloofness, and Production

³Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, (Washington, 1962).

Emphasis obtained low Kuder-Richardson reliability coefficients of .42, -.07, and .28, respectively.\textsuperscript{5}

Brown, investigating the validity of the OCDQ, found the instrument to be well constructed and recommends its continued use in research in administrative theory and in the theory of social organization.

Specifically, he states:

The OCDQ is a well constructed instrument which can and should continue to be used in research in administrative theory of social organizations. The evidence produced in this investigation verified the pattern of factor weights in an analysis of OCDQ items. The appropriateness of the grouping of specific items into particular subtests was substantiated by the rotational solution of the item factor matrix. The pattern of subtest intercorrelations indicated that, as might be expected in a battery of related tests, there was some intercorrelation but not so much as to violate the integrity of individual subtests.

Questions have been raised about the length of the OCDQ - the feeling was that the instrument might be improved by adding items to the subtests. On the basis of this investigation, it is concluded that an increase in the length of the OCDQ is a practical, useful instrument as it is now constructed. Any attempts to manipulate scales by adding, deleting, or switching items would necessitate large quantities of further research just to bring a longer or modified instrument up to the level of acceptability already achieved by the 64 item questionnaire. It is easy for critics to point out that the instrument is short; it is much more difficult to lengthen the instrument without destroying its value.\textsuperscript{6}

Brown has a word of caution for the researcher concerning the practicality and utility of discrete climates. In an investigation conducted on a randomly selected sample of 81 elementary schools in school districts which are members of the Educational Research and Development


Council of the Twin Cities Metropolitan Area, Inc., Brown identified eight types of organizational climates instead of the six identified by Halpin and Croft. Since identical procedures were used in the two cases, it is impossible to say that one set of climates is correct and the other is not. In reference to the above statement, Brown makes the following comments:

Types of organizational climates can be identified through the use of the OCDQ, but it is not possible to generalize about the exact nature of the specific climates. Halpin and Croft, on the basis of some factor analytic results, determined that there were six types of organizational climates. On the basis of the Minnesota sample, eight climates were identified. Which is correct? Since identical procedures were used in the two cases, it is impossible to say that one set of climates is correct and the other is not. However, it is possible to rank or order the climates along a continuum for general comparisons. While the results of this investigation (with respect to the identification of climate) were as similar to Halpin and Croft's results as one might reasonably hope for in a factor analytic replication, a conservative conclusion at this time would be that it is possible to identify a climate continuum, but that the dividing of that continuum into discrete climate (although useful for developing research hypotheses) may be refining the results further than the data warrants.

One of the more significant validity studies was conducted by Andrews. Construct validity was the approach used in this study. The results indicated that the subtests of the OCDQ provided reasonable valid measures of important aspects of the principals' leadership in the perspective of interaction with his staff. However, the vagueness of

---

7 Ibid., pp. 9-10.


9 Ibid.

10 Ibid., p. 333.
the six climate types was regarded by Andrews as a detraction from the validity of the instrument. The only valid meaning to be attached to the climate types, according to Andrews, is that they are commonly occurring patterns of scores on the subtests. ¹¹

Andrews, reporting on a study conducted in 165 Alberta Schools, states evidence indicating that the subtest scores are good measures of the concepts they purport to measure. He found that the same did not appear to be the case for the climate categories. The study found no meaning which could be attached to the name "climate categories" that added anything to the meaning already present in the subtest scores.

If organizational climate is defined as the overall character of social interaction within the organization then clearly the breadth of the concept exceeds the limits of what is measured by the OCDQ. The instrument is restricted to concern with interaction between the principal and the teachers. No attempt is made to get at interaction between teachers and pupils or between the school staff and parents or any of the many other kinds of social interaction that characterize the school organization. In short, it is concluded that the OCDQ does not deal with organizational climate broadly but with the more restricted sphere of teacher–principal interaction. ¹²

Watkins, discussing the degree of participation necessary for valid results in the administration of the OCDQ states:

The voluntary basis for participation in the study by staff members in individual schools raises some questions for consideration. It is necessary that the responses to the OCDQ be obtained from all or nearly all of the teachers in a given school situation. Due to the nature of the effort to establish a profile of a school's organizational climate with the OCDQ, a very high degree of participation, preferably 100 percent, seems essential for valid results.

¹¹ Ibid.

The climate profiles are developed through an arithmetic mean process and the absence of response from any staff members would mathematically affect the averaging process. Every staff member in some way contributes to the organizational climate of his school situation and his response should be considered in an effort to 'map this climate.'

Prichard conducted a study to estimate the concurrent validity of the OCDQ using perceptions of non-faculty school personnel. He concluded that:

The Halpin and Croft method of classifying schools based on the similarity of school profile to one of six prototypic profiles has questionable validity if the climate descriptions represent valid descriptions of characteristic teacher-principal interactions. Any school identified within a climate designation may deviate from subtests dimensions. The inability of the OCDQ to consistently assign schools to six discrete prototypic profiles does not, however, destroy the validity of the organizational climate concept or the eight subtests of the OCDQ.

McFadden, in a study designed to contribute information regarding the validity of the Organizational Climate Description Questionnaire, compared the results of three non-participants (raters) with the evaluations given by respondents to the OCDQ. The three observers who participated in the study were advanced graduate students in education specializing in general administration. All observers were thoroughly familiar with the concept of organizational climate and the rationale of

---


Halpin and Croft's work in constructing the OCDQ.

To provide uniformity, the eight subtests categories were rated in the same way that responses to the eight subtests making up the OCDQ were rated. Thus, Rarely Occurs = 1, Sometimes Occurs = 2, Often Occurs = 3, and Very Frequently Occurs = 4 provided the observer-rater a means of quantifying his perceptions.

Findings indicate that none of the raters achieved significant agreement with the OCDQ subtest results in more than one area in any school group. The median correlation coefficient for subtest ratings were as follows: for Disengagement, \( r = .17 \); for Hindrance, \( r = .27 \); for Espirit, \( r = .09 \); Intimacy, \( r = .03 \); Aloofness, \( r = .27 \); Production Emphasis, \( r = .19 \); Thrust, \( r = .03 \); and Consideration, \( r = .38 \).

The data would seem to reject the idea of significant correlation between the global climate evaluation of the non-participant observers and mean scores on global climate obtained from the faculty of the school, as measured by the OCDQ. From the studies cited above, it would appear that the OCDQ is a valid instrument for measuring the climate of schools.

Data Collection

As stated in Chapter I, the problem which this study explores is this: Do elementary schools located in the central area of a large metropolitan area differ significantly in organizational climate from peripheral elementary schools?

Halpin and Croft refer to a method for determining organizational climate. They state:

We have constructed an Organizational Climate Description Questionnaire (OCDQ) that permits us to portray the
'Organizational Climate' of an elementary school. The OCDQ can be given in a group situation: it requires no more than thirty minutes for administration.16

The Organizational Climate Description Questionnaire (OCDQ), an instrument developed by Halpin and Croft and which measures eight dimensions of organizational climate, was used to gather data for this study.

Permission was secured from the research department of the metropolitan school system used in this study to permit the researcher to administer the OCDQ to staffs of selected elementary schools.

Building principals in the thirty elementary schools used in the study were contacted personally to determine the most appropriate time for administration of the OCDQ. From the time schedule developed at each school, the researcher developed a master schedule which was followed throughout the data gathering period.

Principals of the schools visited during the data collecting process had their staffs assemble in a room appropriate for administering the instrument. Following introductory remarks by the principal, the researcher called attention to the instrument and to the necessity for candid response to all statements.

The following instructions were read prior to the response by members of the staff:

Following are some statements about the school setting. Please indicate the extent to which each statement characterizes your school by circling the appropriate response at the right of each statement. Your response will remain confidential, and no individual or school will be named in the report of this study.

The appropriate response to the sixty-four Likert-type items could be responded to in the following manner:

16 Halpin and Croft, 1962, p. 23.
1. Rarely Occurs = RO; 2. Sometimes Occurs = SO; 3. Often Occurs = OO; and 4. Very Frequently Occurs = VFO.

Respondents were asked to complete a personal data sheet attached to the questionnaire from which certain demographic information could be obtained.

**Treatment of Data**

**Scoring the Instruments**

Responses to the Organizational Climate Description Questionnaire were punched on IBM cards and were scored on an IBM 7040 computer, using a program adapted from one written by Don B. Croft while he was at the University of Utah.

**Summary**

A description of the procedure used in the identification of the thirty elementary schools utilized in the study was presented in Chapter III. The basis on which these thirty elementary schools were designated inner-city and peripheral was also presented here. The Organizational Climate Description Questionnaire, the instrument used in the study to identify the organizational climate, was described and the behavior measured by each subtest presented. A goodly number of validity studies were cited to show that the OCDQ does, in fact, measure what it purports to measure; that it is a valid instrument. The chapter concludes with a description of the procedure used by the writer in collecting the data and a statement of how the data were treated.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The instrument used to gather the data to test the hypotheses of the study was administered to a sample of thirty elementary schools in thirty elementary attendance areas in a metropolitan school district. Presentation and analysis of the data are presented in this chapter. The first section contains the rationale for using the climate similarity scores to determine schools with open and closed climates. The hypotheses and the analyses of the findings are presented in the second section. Demographic data of the sample are also presented and the chapter concludes with a summary.

Designation of the Organizational Climate

During the development of the OCDQ, Halpin and Croft computed a three factor rotational solution for the school scores on the eight OCDQ subtests. The factor analyses resulted in the identification of six sets of school profiles. For each of the six sets of schools, prototypic profiles were computed, named, and ranked from open to closed.  

1Andrew W. Halpin, Theory and Research in Administration (New York, 1966), pp. 166-167.
The climate of a school was defined by the pattern of scores on the eight OCDQ subtests for that school. Classification of a school's climate with respect to the six prototypic profiles was determined by computing a similarity score between the school's profile and each of the six prototypic profiles. The similarity score was obtained by computing the absolute difference between each subtest score in the school's profile and the corresponding score in the prototypic profile. After summing the results for each prototypic profile, the lowest similarity score indicated the climate classification.²

The ranking of the climates on openness roughly parallels the scores which the schools receive on Esprit, the best single indicator of morale. As the loading on Esprit is traced through the six climates, it can be noted that these loadings become increasingly smaller moving from the more open to the more closed climates. Esprit is regarded as the key subtest for describing a school's Organizational Climate. High Esprit reflects an "effective" balance between task-accomplishment and social-needs satisfaction.³

Each of the thirty schools used in the study was assigned to the set defined by that prototypic profile for which its profile similarity score was lowest. Those schools having the lowest similarity score in the open, autonomous, or controlled climate classification categories were classified as Relatively Open, while those having the lowest similarity score in the Paternal, Familiar, or Closed Climate classification categories were classified as Relatively Closed.

²Ibid., pp. 181-186.
³Ibid., p. 170.
A graphic presentation of the climate classification of schools used in this study is presented in Table I.

**TABLE I**

<table>
<thead>
<tr>
<th>Location</th>
<th>Classification</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner-City</td>
<td>Relatively Closed</td>
<td>13</td>
</tr>
<tr>
<td>Inner-City</td>
<td>Relatively Open</td>
<td>2</td>
</tr>
<tr>
<td>Peripheral</td>
<td>Relatively Closed</td>
<td>3</td>
</tr>
<tr>
<td>Peripheral</td>
<td>Relatively Open</td>
<td>12</td>
</tr>
</tbody>
</table>

It will be recalled that each of the thirty schools used in the study was assigned to the set defined by that prototypic profile for which its profile similarity score was lowest. Using this method of classification, thirteen of the inner-city schools were classified as Relatively Closed schools, with two being classified as Relatively Open schools. Twelve of the peripheral schools were classified as Relatively Open schools, with three being classified as Relatively Closed schools.
Testing the Hypotheses

Various statistical procedures were used to test the hypotheses in this study. Adhering to common practice, the writer accepted hypotheses which were supported at the .05 level of significance.

H.1. Schools located in the inner-city will be relatively more closed in climate than schools located in the peripheral area of the city.

For this hypothesis the computation of Chi-Square yielded a $\chi^2$ value of 13.39 with 1 and 28 degree of freedom, the $\chi^2$ value was significant beyond the .01 level. Therefore, according to the level of significance previously established, the hypothesis must be accepted.

A summary of the relevant data in the testing of the hypothesis is presented in Table II.

<table>
<thead>
<tr>
<th></th>
<th>Inner-City</th>
<th>Peripheral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relatively Open</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Relatively Closed</td>
<td>13</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

$\chi^2$ 1 df = 13.39 P .001
In a study conducted by Randle, the results suggested that Relatively Open schools seem to influence favorable attitudes of teachers as measured by the Minnesota Teacher Attitude Inventory when compared to Relatively Closed schools.  

H.2. Teachers serving in Relatively Open schools will perceive, in a significantly different manner, the subtests of the OCDQ, compared with teachers serving in Relatively Closed schools.

To test the hypothesis it was necessary to sub-divide the major hypotheses into eight related hypotheses.

H.2.a. Teachers serving in Relatively Open schools will perceive fewer occurrences of behavior indicative of Disengagement, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

H.2.b. Teachers serving in Relatively Open schools will perceive fewer occurrences of behavior indicative of Hindrances, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

H.2.c. Teachers serving in Relatively Open schools will perceive more occurrences of behavior indicative of Esprit, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

---

H.2.d. Teachers serving in Relatively Open schools will perceive more occurrences of behavior indicative of Intimacy, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

H.2.e. Teachers serving Relatively Open schools will perceive fewer occurrences of behavior indicative of Aloofness, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

H.2.f. Teachers serving in Relatively Open schools will perceive fewer occurrences of behavior indicative of Production Emphasis, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

H.2.g. Teachers serving in Relatively Open schools will perceive more occurrences of behavior indicative of Thrust, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

H.2.h. Teachers serving in Relatively Open schools will perceive more occurrences of behavior indicative of Consideration, as measured by the OCDQ, than will teachers serving in Relatively Closed schools.

The Wilcoxon Rank Sum Test was used to test these hypotheses. Summary data and analysis of results are shown in Table III. In addition to ascertaining if a significant difference existed, an attempt was made to determine the direction of the difference where such difference was shown.
TABLE III
SUMMARY DATA AND ANALYSIS OF THE WILCOXON RANK SUM TEST FOR COMPARISON OF TEACHER PERCEPTION OF THE EIGHT SUBTESTS OF THE OCDQ FOR DIFFERENT SCHOOL LOCATIONS

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Total Rank of Open</th>
<th>No. of Schools</th>
<th>Total Rank of Closed</th>
<th>No. of Schools</th>
<th>Sig.</th>
<th>Dir. of Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td>123.0</td>
<td>14</td>
<td>342.0</td>
<td>16</td>
<td>Yes</td>
<td>*</td>
</tr>
<tr>
<td>Hindrance</td>
<td>176.5</td>
<td>14</td>
<td>188.5</td>
<td>16</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Esprit</td>
<td>352.5</td>
<td>14</td>
<td>112.5</td>
<td>16</td>
<td>Yes</td>
<td>**</td>
</tr>
<tr>
<td>Intimacy</td>
<td>280.5</td>
<td>14</td>
<td>184.5</td>
<td>16</td>
<td>Yes</td>
<td>**</td>
</tr>
<tr>
<td>Aloofness</td>
<td>143.5</td>
<td>14</td>
<td>321.5</td>
<td>16</td>
<td>Yes</td>
<td>*</td>
</tr>
<tr>
<td>Prod. Emphasis</td>
<td>135.0</td>
<td>14</td>
<td>330.0</td>
<td>16</td>
<td>Yes</td>
<td>**</td>
</tr>
<tr>
<td>Thrust</td>
<td>287.5</td>
<td>14</td>
<td>117.5</td>
<td>16</td>
<td>Yes</td>
<td>**</td>
</tr>
<tr>
<td>Consideration</td>
<td>282.0</td>
<td>14</td>
<td>183.0</td>
<td>16</td>
<td>Yes</td>
<td>**</td>
</tr>
</tbody>
</table>

* Significantly fewer occurrences in the Relatively Open schools as compared with the Relatively Closed schools.

** Significantly more occurrences in the Relatively Open schools as compared with the Relatively Closed schools.

An examination of Table III shows teachers serving in Relatively Open schools differing significantly in their perception of seven of the eight subtests of the OCDQ compared with teachers serving in Relatively Closed schools. The basic hypothesis (H.2.) predicted that teachers serving in Relatively Open schools would perceive, in a significantly different manner, the eight subtests of the OCDQ, compared with teachers serving in Relatively Closed schools. Therefore, based
on the prediction that there would be significant difference in all eight subtests, this basic hypothesis is rejected.

It will be recalled from a review of literature that leaders' perception of staff morale differs decidedly from the staff's perception of morale. 5

H.3. Principals, in each group, will perceive the eight subtests of the OCDQ in a significantly different manner than do members of their staffs.

To test the hypothesis, it was necessary to sub-divide the major hypothesis into eight related hypotheses.

H.3.a. Principals, in each group, will perceive the subtests Disengagement in a significantly different manner than do members of their staffs.

H.3.b. Principals, in each group, will perceive the subtests Hindrance in a significantly different manner than do members of their staffs.

H.3.c. Principals, in each group, will perceive the subtests Esprit in a significantly different manner than do members of their staffs.

H.3.d. Principals, in each group, will perceive the subtests Intimacy in a significantly different manner than do members of their staffs.

H.3.e. Principals, in each group, will perceive the subtests Aloofness in a significantly different manner than do members of their staffs.

H.3.f. Principals, in each group, will perceive the subtests Production Emphasis in a significantly different manner than do members of their staffs.

H.3.g. Principals, in each group, will perceive the subtests Thrust in a significantly different manner than do members of their staffs.

H.3.h. Principals, in each group, will perceive the subtests Consideration in a significantly different manner than do members of their staffs.

The related hypotheses were tested using the Wilcoxon Matched Pairs Signed - Ranks Test. A summary of relevant data in testing H.3. is presented in Table IV.

An examination of Table IV shows no significant difference in obtained T-Values where teachers and principals were matched on the basis of the manner in which they perceived the eight subtests in Relatively Open schools. Where teachers and principals were matched similarly in Relatively Closed schools (Table IV), significant differences were shown in the manner in which the two groups perceived the subtests Hindrance, Esprit, Aloofness, and Consideration. No significant differences were shown where the same matched pairs were compared on the basis of the perception of the subtests Disengagement, Intimacy, Production Emphasis, and Thrust.

It was hypothesized (H.3.) that principals in each group, would perceive the eight subtests of the OCDQ in a significantly different manner than do members of their staffs. Based on the prediction that significant differences would exist when principals in each group were
TABLE IV

SUMMARY DATA AND ANALYSIS OF T VALUES FOR RANK OF DIFFERENCES BETWEEN PRINCIPALS AND TEACHERS IN RELATIVELY OPEN AND RELATIVELY CLOSED CLIMATE SCHOOLS

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Relatively Open</th>
<th></th>
<th>Relatively Closed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum of Rank</td>
<td>T-Value</td>
<td>Sum of Rank</td>
<td>T-Value</td>
</tr>
<tr>
<td>Disengagement</td>
<td>18.0</td>
<td>56.0</td>
<td>18.0</td>
<td>42.3</td>
</tr>
<tr>
<td>Hindrance</td>
<td>38.0</td>
<td>67.0</td>
<td>38.0</td>
<td>24.5</td>
</tr>
<tr>
<td>Esprit</td>
<td>34.5</td>
<td>65.0</td>
<td>34.5</td>
<td>21.5</td>
</tr>
<tr>
<td>Intimacy</td>
<td>34.0</td>
<td>55.5</td>
<td>34.0</td>
<td>67.5</td>
</tr>
<tr>
<td>Aloofness</td>
<td>25.0</td>
<td>66.0</td>
<td>25.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Prod. Emphasis</td>
<td>35.5</td>
<td>67.0</td>
<td>35.5</td>
<td>44.5</td>
</tr>
<tr>
<td>Thrust</td>
<td>51.0</td>
<td>51.0</td>
<td>51.0</td>
<td>66.5</td>
</tr>
<tr>
<td>Consideration</td>
<td>58.5</td>
<td>58.5</td>
<td>46.5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*T = The smaller sum of like-signed ranks

*P ≤ .05

**P ≤ .01

H.4. Teachers serving in Relatively Open schools will differ significantly from teachers serving in Relatively Closed schools compared on the basis of educational attainment, age, class size, years taught, and years taught under present principal.

The Wilcoxon Rank Sum Test was used to test this hypothesis.
compared with their staffs based on their perception of the eight subtests, H.3. is rejected.

It was predicted, (H.4.) that teachers serving in Relatively Open schools would differ significantly from teachers serving in Relatively Closed schools compared on the basis of educational attainment, age, class size, years taught, and years taught under the present principal. An examination of Table V shows teachers in Relatively Open Schools differing significantly from teachers serving in Relatively Closed schools when compared on the basis of given demographic factors. Therefore, according to the level of significance previously established, the hypothesis must be accepted.

TABLE V

SUMMARY DATA AND ANALYSIS OF THE WILCOXON TEST FOR COMPARISON OF TEACHERS IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS BASED ON CERTAIN DEMOGRAPHIC FACTORS

<table>
<thead>
<tr>
<th>Categories</th>
<th>Rank Sum for Open</th>
<th>No. of Schools</th>
<th>Rank Sum for Closed</th>
<th>No. of Schools</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>223</td>
<td>1/4</td>
<td>241</td>
<td>16</td>
<td>*</td>
</tr>
<tr>
<td>Age</td>
<td>173</td>
<td>1/4</td>
<td>292</td>
<td>16</td>
<td>*</td>
</tr>
<tr>
<td>Class Size</td>
<td>149</td>
<td>1/4</td>
<td>316</td>
<td>16</td>
<td>*</td>
</tr>
<tr>
<td>Years Taught</td>
<td>211</td>
<td>1/4</td>
<td>254</td>
<td>16</td>
<td>*</td>
</tr>
<tr>
<td>Years Under Present Principal</td>
<td>197</td>
<td>1/4</td>
<td>268</td>
<td>16</td>
<td>*</td>
</tr>
</tbody>
</table>

*P .05
Summary

The instrument used to gather data to test the hypotheses of the study and the procedure used to obtain the sample of thirty elementary schools in thirty elementary attendance areas has been presented in Chapter IV. The rationale for using the climate similarity scores to determine schools with relatively open and relatively closed climates was also presented in this chapter. The hypotheses and the analysis of the findings followed by a presentation of demographic data of the sample was presented in the concluding section of the chapter.
CHAPTER V

FINDINGS AND IMPLICATIONS

Introduction

The presentation and analysis of data in the proceeding chapter was reported in a conservative manner befitting a research report. The conclusions and implications listed in the ensuing paragraphs may not seem so conservative, but hopefully it will remain within the bounds of reason and logic.

Summary of Findings

The findings of the present study are listed below:

1. Schools located in the inner-city differed significantly in climate from schools located in the peripheral area of the city.

2. Teachers serving in relatively open schools perceived, in a significantly different manner, seven of the eight sub-tests of the OCDQ, compared with teachers serving in relatively closed schools. Teachers serving in both relatively open and relatively closed schools perceived the subtest Hindrance similarly.

3. The hypothesis that principals in each group would perceive the eight subtests of the OCDQ in a significantly
different manner compared with members of their staffs was rejected in this study.

a. No significant difference was found in the manner in which principals and teachers serving in relatively open schools perceived the eight subtests of the OCDQ.

b. Principals and members of their staffs serving in relatively closed schools differed significantly in their perception of the subtests Hindrance, Esprit, Aloofness, and Consideration.

c. No significant difference was found in the manner in which principals and teachers serving in relatively closed schools perceived the subtests Disengagement, Intimacy, Production Emphasis, and Thrust.

4. Teachers serving in relatively open schools differed significantly from teachers serving in relatively closed schools when compared on the basis of educational attainment, age, class size, years taught, and years taught under present principal.

Implications

The confirmation of the hypothesis that schools located in the inner-city would differ significantly in climate from schools in the peripheral area of the city lends credence to Halpin's observation when he notes that the preponderance of evidence indicates significant
numbers of urban-core schools are marked by closed climate.¹ Fifteen
inner-city schools were used in this study. Of this fifteen, thirteen
were found to have relatively closed climates. Conversely, of the
fifteen schools located in the peripheral area of the city, twelve were
found to have relatively open climates.

It has been suggested that open schools seemed to influence favora-
ble attitudes of teachers as measured by the Minnesota Teacher Attitude
Inventory when compared to closed schools.² Failure to confirm the
hypothesis that teachers serving in relatively open schools would differ
significantly in the manner in which they perceived the eight subtests
of the OCDQ compared with teachers serving in relatively closed schools,
was based on lack of significant difference in the manner in which the
two groups perceived the subtest Hindrance. Significant difference was
found in the manner in which the two groups perceived each of the re-
main ing seven subtests of the OCDQ. If this difference in perception of
seven of the eight subtests can be correlated with favorable and unfa-
vorable attitudes, what things then, other than teacher-teacher and
teacher-principal interaction, might impinge upon the scene as added
variables?

Nicholas, Virgo, and Wattenberg advance the proposition that socio-
economic factors may be related to school climate. They state:

... The effects of large concentrations of children in
'low' setting schools may need to be evaluated in terms

¹Andrew W. Halpin, "Change and Organizational Climate," The Journal

²Harry Edward Randles, "The Effects of Organizational Climate on
State University, Columbus, 1964), p. 133.
of the climate they create for the school organization and for pupil adjustment.³

Added weight is given to the proposition that socio-economic factors might, in some way, affect school climate. Relationship between the social class of the community in which the school was located and the subtests Hindrance and Consideration was reported by Feldvebel.⁴

An old maxim says, "As the principal, so goes the school." Research concerning the personality of the principal and the climate of the school has indicated that there might be some truth to the saying. Flaxton reports from his study that while there was no over-all relationship between climate categories and personality types, relationships were found between personality variables and four of the eight subtests: Production Emphasis, Aloofness, Thrust, and Hindrance.⁵

Anderson has listed characteristics of principals based on the school's high or low score on each of the OCDQ subtests.⁶ An interpretation of the listings shows that:

... open climate schools tend to have confident, self-secure, cheerful, sociable, and resourceful principals, while closed climate schools principals tend to be evasive, worrying, submissive, conventional and frustration prone.

---


In the present study, principals and teachers serving in relatively open schools showed no significant difference in their perception of the eight subtest of the OCDQ. If, as the literature suggests, principals serving in open schools tend to be confident, resourceful, self-secure, and cheerful, then conceivably, the principals serving in the relatively open schools might well have influenced the climate of their schools. Reasoning further, based on the literature, if principals in relatively closed climate schools tend to be evasive, give to worrying, submissive, conventional, and frustration prone, these traits, exhibited by principals in relatively closed schools, might well have influenced the climate of their schools.

Emphasis has been placed here on the impact of the behavior of the principal upon the climate which obtains in his school. The writer accepts the premise that such influence does operate and that it must be taken into account when seeking to understand the climate of a school. But this is not a one-way street. The principal influences the behavior of the teachers, but the teachers also influence the behavior of the principal. In the present study, it will be recalled that principals and teachers serving in relatively open schools perceived the eight subtests of the OCDQ similarly. Could a reciprocal sort of influence be operable? No attempt is made here to make any inference about the direction of such influence.

The research by Nicholas, Virjo, and Wattenberg indicated that there might be a direct relationship between pupil control problems and the teacher's perception of the organizational climate of the school.7

---

7 Nicholas, Virjo, and Wallenberg, p. 12.
Herriott and St. John, commenting on how schools in the inner-city affect educators, state:

Teachers in low socioeconomic schools are younger and less experienced than their counterparts in more economically advantaged areas. Teachers in low socioeconomic schools are less satisfied with their situations and less willing to remain in their present assignments than are teachers in high status schools. Thus, their career patterns are away from low socioeconomic schools and toward higher ones.

The confirmation of the hypothesis that teachers serving in relatively open schools would differ significantly from teachers serving in relatively closed schools when compared on the basis of educational attainment, age, class size, years taught, and years under same principal, provides some support for the proposition that socio-economic factors might well be considered as in some way affecting school climate. Significant difference was found between teachers serving in relatively open and relatively closed climate schools when compared on the basis of each of the five categories.

In each of the five categories, the greater difference was shown in the rank sum scores for teachers serving in relatively closed schools. As mentioned elsewhere in this study, teachers and pupils making up the school population of the inner-city schools, most of which were closed, were Negro. Teachers serving in the inner-city have apparently felt that teaching gives more status than their counterparts who served in the relatively open schools, most of whom were white. In the years prior to the Supreme Court decision of 1954, teaching as a profession was viewed as the ultimate occupation by a large segment of

---

the Negro community. Further, compared with the remunerative returns of other Negroes in the community, salaries paid teachers were perceived to be munificent. Teaching in the white community, in the opinion of the writer, is not so perceived. From the standpoint of income, there are many residents in the white community - merchants, doctors, attorneys, etc. - whose remunerative rewards far exceed the income from teaching. This, in the opinion of the writer, could conceivably account for the apparent emphasis on additional educational attainment reached by teachers serving in relatively closed climate schools. Similarly, the fact that teachers serving in relatively closed schools were found to be significantly older than their counterparts who served in relatively open schools, can, again in the opinion of the writer, be attributed to the apparent reason that by and large teachers serving in relatively closed climate schools tend to view teaching as an end rather than a means to an end as many of the teachers serving in open schools apparently do. Thus, teachers in closed climate schools used in this study apparently were significantly older and had taught longer than teachers serving in open schools. Classes taught by inner-city teachers were found to be larger than those taught by teachers serving in the peripheral area of the city. This can be attributed, at least in part, to the apparent tendency of inner-city parents to produce large families and, in the metropolitan area in which this study was made, the apparent policy of public officials to construct public housing in the inner-city. Teachers serving in closed schools had apparently served significantly longer under the present principal than teachers serving in open schools. The reason, in the opinion of the writer, is quite apparent. At the time data for this study were collected, movement of teachers
between schools was not as fluid as it is presently. Teachers and principals in the inner-city schools were "boxed in", thus contributing to the significant difference in years taught under present principal.

The writer, with frequent reference to the literature, has attempted to point up the possibility that certain socio-economic factors might well impinge on the intangible process of "climate setting." Then too, an attempt has been made to show that principal orientation might well influence the climate of the school. What influence, if any, does each of these variables, socio-economic factors and principal orientation, have on each other? The answer to this question is beyond the scope of this study.

Suggestions for Further Study

The Organizational Climate Description Questionnaire has been a useful tool in the study of public schools. Through the use of the OCDQ the writer was able to determine that schools located in the inner-city were significantly different in climate from schools in the peripheral area of the city.

If climate is thought of strictly in terms of the interaction between teachers and between principals and teachers, it seems that a number of questions might be posed for further study.

1. To what extent is the climate in an elementary school determined by the social matrix of the school system of which it is a part?

2. What is the relationship between authenticity, or lack of it, found in elementary schools, and the essential
nature of the teacher training process in American education?

3. Considering the behavior of the principal and teacher as having influence on each other, what is the direction of this influence?

4. What is the relationship between the organizational climate which characterized a school and personality measures of both teachers and principals?

5. What is the relationship between teacher attitude toward the school setting and the socio-economic level of pupil attending the school?

The preceding questions represent some of the inquiries which might be made. They indicate the fruitfulness of the concept of organizational climate in the investigation of the school as a social system.
A SELECTED BIBLIOGRAPHY

A. Books


———, and Don B. Croft. *The Organizational Climate of Schools*. Chicago: Midwest Administration Center, University of Chicago, 1963.


B. Publications of the Government, Learned Societies, and Other Organizations


C. Periodicals


D. Unpublished Materials

Anderson, Donald P. "Relationship Between Organizational Climate of Elementary Schools and Personnel." (Unpublished Ph.D. dissertation, University of Minnesota, 1964.)

Nicholas, Lynn N., Helen E. Virgo, and William W. Wattenberg. "Effects of Socioeconomic Setting and Organizational Climate on Problems Brought to Elementary School Offices." (Unpublished manuscript of the Final Report, Wayne State University, Detroit, 1965.)

Prichard, James Leon. "Validation of the Organizational Climate Description Questionnaire Against Perceptions of Non-Faculty School Personnel." (Unpublished Doctoral dissertation, Stanford University, Palo Alto, 1966.)


APPENDIX A

INSTRUMENT

INFORMATION.

On the following pages a number of statements about the school setting are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

FORM IV*

Instructions:

Following are some statements about the school setting. Please indicate the extent to which each statement characterizes your school by circling the appropriate response at the right of each statement.

RO--Rarely Occurs, SO--Sometimes Occurs, OO--Often Occurs, VFO--Very Frequently Occurs

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

2. The mannerisms of teachers at this school are annoying

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

4. Instructions for the operation of teaching aids are available

5. Teachers invite other faculty members to visit them at home
6. There is a minority group of teachers who always oppose the majority
7. Extra books are available for classroom use
8. Sufficient time is given to prepare administrative reports
9. Teachers know the family background of other faculty members
10. Teachers exert group pressure on nonconforming faculty members
11. In faculty meetings, there is the feeling of "let's get things done"
12. Administrative paper work is burdensome at this school
13. Teachers talk about their personal life to other faculty members
14. Teachers seek special favors from the principal
15. School supplies are readily available for use in classwork
16. Student progress reports require too much work
17. Teachers have fun socializing together during school time
18. Teachers interrupt other faculty members who are talking in staff meetings
19. Most of the teachers here accept the faults of their colleagues
20. Teachers have too many committee requirements
21. There is considerable laughter when teachers gather informally
22. Teachers ask nonsensical questions in faculty meetings
23. Custodian service is available when needed
24. Routine duties interfere with the job of teaching
25. Teachers prepare administrative reports by themselves ................................... RO SO 00 VFO
26. Teachers ramble when they talk in faculty meetings ........................................ RO SO 00 VFO
27. Teachers at this school show much school spirit .............................................. RO SO 00 VFO
28. The principal goes out of his way to help teachers ........................................... RO SO 00 VFO
29. The principal helps teachers solve personal problems ...................................... RO SO 00 VFO
30. Teachers at this school stay by themselves ....................................................... RO SO 00 VFO
31. The teachers accomplish their work with great vim, vigor, and pleasure ............... RO SO 00 VFO
32. The principal sets an example by working hard himself ..................................... RO SO 00 VFO
33. The principal does personal favors for teachers ............................................... RO SO 00 VFO
34. Teachers eat lunch by themselves in their own classrooms .................................. RO SO 00 VFO
35. The morale of the teachers is high ................................................................. RO SO 00 VFO
36. The principal uses constructive criticism ......................................................... RO SO 00 VFO
37. The principal stays after school to help teachers finish their work ..................... RO SO 00 VFO
38. Teachers socialize together in small select groups ........................................... RO SO 00 VFO
39. The principal makes all class-scheduling decisions ......................................... RO SO 00 VFO
40. Teachers are contacted by the principal each day .............................................. RO SO 00 VFO
41. The principal is well prepared when he speaks at school functions ..................... RO SO 00 VFO
42. The principal helps staff members settle minor differences ............................. RO SO 00 VFO
43. The principal schedules the work for the teachers .......................................... RO SO 00 VFO
44. Teachers leave the ground during the school day ..........................................
45. Teachers help select which courses will be taught .........................................
46. The principal corrects teachers' mistakes ......................................................
47. The principal talks a great deal .................................................................
48. The principal explains his reasons for criticism to teachers .............................
49. The principal tries to get better salaries for teachers ....................................
50. Extra duty for teachers is posted conspicuously ............................................
51. The rules set by the principal are never questioned .......................................}
52. The principal looks out for the personal welfare of teachers ...........................
53. School secretarial service is available for teachers' use ..................................
54. The principal runs the faculty meeting like a business conference ..................
55. The principal is in the building before the teachers arrive ..............................
56. Teachers work together preparing administrative reports ..............................
57. Faculty meetings are organized according to a tight agenda ..........................<
58. Faculty meetings are mainly principal-report meetings .................................
59. The principal tells teachers of new ideas he has run across ............................
60. Teachers talk about leaving the school system .............................................
61. The principal checks the subject-matter ability of teachers ............................
62. The principal is easy to understand ...........................................................
63. Teachers are informed of the results of a supervisor's visit .................................. RO SO OO VFO

64. The principal insures that teachers work to their full capacity .............................. RO SO OO VFO
Information Sheet

Instructions:

Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex  
   ( ) Male  ( ) Female

2. Present grade level assignment

   ( ) K  ( ) 1  ( ) 2  ( ) 3  ( ) 4  ( ) Secondary  ( ) Principal  
   ( ) Secondary  ( ) Other  
   (If special area or level, please specify.)

3. Marital status

   ( ) Single  ( ) Widowed  
   ( ) Married  ( ) Divorced

4. Education

   ( ) Less than Baccalaureate  
   ( ) Baccalaureate Degree  
   ( ) Graduate work (no advanced degree)  
   ( ) Master's Degree (or equivalent)  
   ( ) Graduate work beyond Master's (no advanced degree)  
   ( ) Sixth Year Degree  
   ( ) Graduate work beyond Sixth Year Degree (no advanced degree)  
   ( ) Doctorate

5. What is your average class size

   ( ) less than 15; ( ) 16-20; ( ) 21-25; ( ) 26-30; ( ) 30 - 

6. Age (Nearest birthday): ________.

7. Number years teaching experience in this district (including this year): ________.

8. Total number years teaching experience (including this year): ________.

9. Number of children (your own): ________.

10. How many years have you taught under the present principal (including this year): ________.
APPENDIX B

OCDQ SIMILARITY SCORES FOR THIRTY SCHOOLS

<table>
<thead>
<tr>
<th>School Number</th>
<th>Open</th>
<th>Autonomous</th>
<th>Controlled</th>
<th>Familiar</th>
<th>Paternal</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>34</td>
<td>72</td>
<td>79</td>
<td>63</td>
<td>75</td>
<td>107</td>
</tr>
<tr>
<td>56</td>
<td>43</td>
<td>75</td>
<td>85</td>
<td>70</td>
<td>74</td>
<td>108</td>
</tr>
<tr>
<td>57</td>
<td>33</td>
<td>57</td>
<td>73</td>
<td>51</td>
<td>63</td>
<td>80</td>
</tr>
<tr>
<td>58</td>
<td>45</td>
<td>61</td>
<td>92</td>
<td>46</td>
<td>61</td>
<td>93</td>
</tr>
<tr>
<td>59</td>
<td>43</td>
<td>57</td>
<td>83</td>
<td>52</td>
<td>92</td>
<td>107</td>
</tr>
<tr>
<td>60</td>
<td>46</td>
<td>59</td>
<td>81</td>
<td>58</td>
<td>43</td>
<td>105</td>
</tr>
<tr>
<td>61</td>
<td>60</td>
<td>70</td>
<td>72</td>
<td>52</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td>62</td>
<td>56</td>
<td>75</td>
<td>66</td>
<td>66</td>
<td>49</td>
<td>57</td>
</tr>
<tr>
<td>63</td>
<td>41</td>
<td>65</td>
<td>72</td>
<td>46</td>
<td>61</td>
<td>78</td>
</tr>
<tr>
<td>64</td>
<td>55</td>
<td>79</td>
<td>80</td>
<td>40</td>
<td>32</td>
<td>59</td>
</tr>
<tr>
<td>65</td>
<td>66</td>
<td>86</td>
<td>58</td>
<td>70</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>66</td>
<td>32</td>
<td>67</td>
<td>89</td>
<td>68</td>
<td>78</td>
<td>99</td>
</tr>
<tr>
<td>67</td>
<td>38</td>
<td>62</td>
<td>77</td>
<td>66</td>
<td>87</td>
<td>105</td>
</tr>
<tr>
<td>68</td>
<td>41</td>
<td>54</td>
<td>77</td>
<td>51</td>
<td>64</td>
<td>90</td>
</tr>
<tr>
<td>69</td>
<td>28</td>
<td>52</td>
<td>77</td>
<td>51</td>
<td>64</td>
<td>90</td>
</tr>
<tr>
<td>70</td>
<td>56</td>
<td>90</td>
<td>66</td>
<td>72</td>
<td>48</td>
<td>88</td>
</tr>
<tr>
<td>71</td>
<td>33</td>
<td>72</td>
<td>76</td>
<td>53</td>
<td>43</td>
<td>88</td>
</tr>
<tr>
<td>72</td>
<td>53</td>
<td>73</td>
<td>71</td>
<td>43</td>
<td>51</td>
<td>67</td>
</tr>
<tr>
<td>73</td>
<td>74</td>
<td>83</td>
<td>60</td>
<td>66</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>74</td>
<td>90</td>
<td>101</td>
<td>65</td>
<td>77</td>
<td>49</td>
<td>44</td>
</tr>
<tr>
<td>75</td>
<td>41</td>
<td>80</td>
<td>75</td>
<td>58</td>
<td>49</td>
<td>75</td>
</tr>
<tr>
<td>76</td>
<td>74</td>
<td>75</td>
<td>68</td>
<td>59</td>
<td>59</td>
<td>48</td>
</tr>
<tr>
<td>77</td>
<td>50</td>
<td>78</td>
<td>61</td>
<td>60</td>
<td>39</td>
<td>72</td>
</tr>
<tr>
<td>78</td>
<td>87</td>
<td>99</td>
<td>64</td>
<td>76</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>79</td>
<td>57</td>
<td>77</td>
<td>71</td>
<td>52</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td>80</td>
<td>47</td>
<td>78</td>
<td>76</td>
<td>47</td>
<td>39</td>
<td>68</td>
</tr>
<tr>
<td>81</td>
<td>76</td>
<td>76</td>
<td>74</td>
<td>61</td>
<td>66</td>
<td>53</td>
</tr>
<tr>
<td>82</td>
<td>82</td>
<td>96</td>
<td>73</td>
<td>60</td>
<td>34</td>
<td>43</td>
</tr>
<tr>
<td>83</td>
<td>59</td>
<td>74</td>
<td>65</td>
<td>48</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td>84</td>
<td>65</td>
<td>82</td>
<td>76</td>
<td>51</td>
<td>32</td>
<td>49</td>
</tr>
</tbody>
</table>
VITA

Thomas E. English
Candidate for the Degree of
Doctor of Education

Thesis: A STUDY OF THE ORGANIZATIONAL CLIMATES IN PERIPHERAL AND INNER-CITY SCHOOLS IN A METROPOLITAN AREA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Stonewall, Oklahoma, January 1, 1919, the son of Mr. and Mrs. William G. English.

Education: Attended grade school in Cushing, Oklahoma; graduated from Washington High School, Cushing, Oklahoma, in 1937; received the Bachelor of Science degree from Langston University in May, 1941; received the Master of Science degree from Oklahoma State University in May, 1953; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1972.