THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND PUPIL CONTROL IDEOLOGY OF ELEMENTARY SCHOOLS

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1969

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ACKNOWLEDGMENTS

The writer wishes to acknowledge his indebtedness and appreciation to Dr. Wayne K. Hoy, who served as chairman of his advisory committee, for his encouragement and assistance throughout the study; to Dr. Kenneth St. Clair, Dr. David Glenday, and Dr. Robert Meisner appreciation is also expressed for their encouragement and guidance.

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

To the writer's family, Patricia, Mark and Tim, appreciation is expressed for the time given and patience extended during the completion of this study.

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Schools seem to have a unique atmosphere, climate, or personality. This "feel" of the school is apparent even when a small amount of time is spent in the school. In one school the teachers and the principal exude confidence in what they are doing. In a second school the brooding discontent of teachers and pupils is evident, while in a third school one may find neither joy nor despair, but hollow ritual.[1] However, these same persons may find it extremely difficult to identify the source of the particular climate or to describe the climate in words.

The climate of organizations has been an object of study for several years; it has been described by terms such as morale and esprit. Regardless of the terminology, however, climate is usually explained in terms of interactions among various role participants in the organization.[2]

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

[2]Eldon J. Null, Organizational Climate of Elementary Schools, Research Monograph No. 3 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1967), p. 1.

The Organizational Climate Description Questionnaire (OCDQ)[3] has been developed to identify climates found in public schools; it does so by tapping various aspects of teacher-teacher and principal-teacher interactions. This study has focused on the climate of the school and the orientation of the school toward the control of its students.

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. The number of doctoral dissertations and critical comments in periodicals testify to the usefulness of the concepts developed by Halpin and Croft. However, the instrument developed to measure organizational climate in the public schools focuses on the teachers and the principal; an important ingredient of the climate, the pupil, is not included. Etzioni refers to the pupil in the school as the lower participant and states:

> . . . we treat organizations as collectivities of which the lower participants are an important segment. To exclude them from analysis would be like studying colonial structures without the natives, stratification without the lower classes, or a political regime without the citizens or voters.

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[3]Halpin, pp. 131-249.

[4]John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest, Vol. V (December, 1965), p. 317.

> It seems to us especially misleading to include the lower participants in organizational charts when they have a formal role . . . and to exclude them when they have no such status. . . . This practice leads to such misleading comparisons as seeing priests as the privates of the church and teachers as the lowest-ranking participants of schools, in both cases ignoring the psychological import of having "subordinates."[5]

Research by Willower and Jones has indicated that pupil control may be an integrating theme in the public schools. They found that while many other matters influenced the tone of the school, pupil control was the dominant motif.[6] Pupil control problems played a major part in the interaction between teachers and between the teachers and the principal.[7]

Since the Organizational Climate Description Questionnaire determines school climate by assessing the interaction between teachers and between the teachers and the principal, the establishment of a relationship between the organizational climate and the pupil control ideology of schools would be an important first-step in establishing a link between the organizational climate and the lower participant, the pupil.

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[5]Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press, 1961), p. 21.

[6]Donald J. Willower, and Ronald G. Jones, "When Pupil Control Becomes an Institutional Theme," Phi Delta Kappan, Vol. XIV, Number 2 (November, 1963), p. 107.

[7]Ibid., pp. 107-109.

Definition of Terms

Terms Related to Organizational Climate[8]

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 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 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.

The Subtests. The behavior tapped by each subtest of the OCDQ is

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[8]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, Number 7 (March, 1963).

described below.

Disengagement indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.

Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work.

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.

Intimacy refers to the teachers' enjoyment of friendly social relations with each other.

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.

Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task oriented.

Thrust refers to behavior marked not by close supervision of the teacher, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give of themselves anything more than he willingly gives himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

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

Terms Related to Pupil Control Ideology[10]

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[9]Ibid.

[10]Definitions related to pupil control ideology are adapted from: Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The School and Pupil Control Ideology, The Pennsylvania State University Studies No. 24 (University Park: Pennsylvania State University, 1967).

Pupil Control Ideology. Pupil control ideology refers to the orientation of the professional personnel of the school toward the control of pupils. This orientation is conceptualized along a continuum ranging from "custodial" at one extreme to "humanistic" at the other. The pupil control ideology of a school is a composite of the ideologies expressed by the teachers and the principal in the school.

Custodial. The prototype of the custodial orientation is the school which provides a rigid and highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. Teachers who hold a custodial orientation conceive of the school as an autocratic organization with a rigid pupil-teacher status hierarchy; the flow of power and communication is unilateral downward. Students must accept the decisions of their teachers without question. Teachers do not attempt to understand student behavior, but instead, view misbehavior as a personal affront. Students are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Impersonality, pessimism, and watchful mistrust pervade the atmosphere of the custodial school.

Humanistic. The prototype of the humanistic orientation conceives of the school as an educational community in which students learn through cooperative interaction and experience. Learning and behavior are viewed in psychological and sociological terms, not moralistic terms. Self-discipline is substituted for strict teacher control. Humanistic orientations lead teachers to desire a democratic atmosphere with open channels of two-way communication between pupils and teachers and increased self-determination. In brief, a humanistic orientation

is used in a socio-psychological sense; it indicates an orientation which stresses the importance of the individuality of each student and the creation of an atmosphere to meet the wide range of student needs.

Statement of the Problem

Organizational climate in the public schools has been identified through the use of the Organizational Climate Description Questionnaire. This instrument determines climate by tapping certain dimensions of teacher-teacher and teacher-principal interactions. However, the relationship of teacher-pupil interaction to organizational climate is not assessed.

Research has indicated the salience of pupil-control as an integrating theme of the public school.[11] Other research has indicated a relationship between pupil-problem bombardment of staff members and their perception of the climate of the school.[12] The purpose of this study has been to investigate the relationship between organizational climate of the school and the pupil control ideology of the school. Answers to the following questions have been sought. Is there a relationship between the climate of the school and the pupil control ideology of the school? Is there a relationship between the climate of the school and the principal's pupil control ideology? Is there a relationship between the climate of the school and the teachers' pupil control ideology?

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[11] Willower and Jones, pp. 107-109.

[12] Lynn N. Nicholas, 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 (Detroit: Wayne State University, 1965), p. 7.

Limitations of the Study

This study was concerned with relationships between two variables, organizational climate and pupil control ideology of elementary schools. Although organizational climate was treated as an independent variable and pupil control ideology a dependent variable, a cause-effect relationship cannot be implied.

The study of pupil control orientation of educators in public schools may be studied in terms of behavior or ideology. The present investigation focused on pupil control ideology.

The sample is subject to a minimal amount of self-selection. Four schools out of fifty contacted did not wish to participate in the study.

Finally, generalizations drawn from the findings should be limited to the population sampled, or applied cautiously to school organizations similar to those in the sample.

Summary

Chapter One has provided the general background of the study, the significance of the study, and a statement of the problem investigated. Terms were defined, and limitations of the study were listed.

Chapter Two includes the review of related literature and conceptual framework, the rationale, and a statement of the hypotheses guiding the study.

The procedures used in sample selection and data collection are described in Chapter Three.

Chapter Four consists of the presentation and analysis of data.

The findings and implications of the study as well as suggestions for further research are discussed in Chapter Five.

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] It is within this framework that this study was conducted.

The development of the concept of "climate" is presented on the following pages, with particular emphasis on its application in the public schools. Client control ideology is traced from its early use in the study of the mental hospital to its adaptation for use in the study of public schools. The rationale for relating these two concepts is presented, and the chapter concludes with a statement of the major hypotheses guiding the study.

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[1]Peter M. Blau, and W. Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Company, 1962), p. 2.

Organizational Climate

The term "organizational climate" was used as early as 1955 by Cornell to describe the

> . . . delicate blending of interpretations (or perceptions as social psychologists would call it) 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.[2]

He identified five variables of organizational climate and described them in the following manner:

> 1. A "teacher morale" measure, more specifically a measure of satisfactions of teachers with their relationships to the organization.
>
> 2. Teachers' perception of the degree of deconcentration of administrative power in the school system (the extent to which teachers expect administration to share in policy making).
>
> 3. The extent to which teachers feel they are given responsibility when they participate in policy making.
>
> 4. The extent to which teachers feel that their contribution to policy making is taken into account in final decisions.
>
> 5. The extent to which teachers interact directly with administrative personnel with respect to general school problems.[3]

In 1958, Chris Argyris used the term "organizational climate" in reporting research concerned with ". . . ways of ordering the complex, reciprocal network of variables that comprise organizations."[4] His research was a case study of a bank. Argyris states that anyone who conducts research on human behavior in organizations is always faced

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[2]Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappan, Vol. XXXVI, Number 6 (March, 1955), p. 222.

[3]Ibid., p. 220.

[4]Chris Argyris, "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly, Vol. II, Number 4 (March, 1958), p. 501.

with the problem of ordering and conceptualizing a confusion of simultaneously existing, multilevel, mutually interacting variables. The variables were conceptualized by him as: (1) formal organization variables such as policies, practices, and job descriptions inducing the members of the organization to behave as it desires in order that it may achieve its objectives, adapt to its external environment, and maintain itself internally; (2) personality variables such as needs, abilities, values, self-concept, and defenses inducing participants to behave in such a way that they may express their personalities; and (3) a whole host of informal variables that arise 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."[5]

An operational measure of organizational climate for use in the public schools was developed in 1963 by Halpin and Croft. Through research enhanced by the application of sophisticated statistical techniques, they identified and described eight dimensions of school climate; four of the dimensions involve the behavior of the principal, and four of the dimensions involve the behavior of the teachers. Further analysis led Halpin and Croft to identify six climate

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[5]Ibid., pp. 501-502.

categories which they arrayed along a continuum as follows: Open, Autonomous, Controlled, Familiar, Paternal, and Closed. The instrument was called the Organizational Climate Description Questionnaire (OCDQ).[6]

The heuristic nature of the concepts developed by Halpin and Croft has spawned research investigating the relationships between climate and other school variables, and between one or more of the eight dimensions of climate (as identified by the OCDQ) and other school variables. A review of the pertinent findings is reported below.

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. Plaxton reports from his study that while there was no overall 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.[7] Anderson has listed characteristics of principals based on the school's high or low score on each of the OCDQ subtests.[8] An interpretation of the listings shows that

> . . . open climate schools tended to have confident, self-secure, cheerful, sociable, and resourceful principals, while closed climate schools' principals tended to be evasive,

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[6]Andrew W. Halpin, and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963).

[7]Robert Plaxton, "Principal Personality and School Organizational Climate," The CSA Bulletin, Vol. IV, Number 5 (July, 1965), p. 34.

[8]Donald P. Anderson, Organizational Climate of Elementary Schools, Research Monograph No. 1 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1964), p. 5.

worrying, submissive, conventional and frustration-prone.[9]

Investigations into the relationship between organizational climate and academic achievement have failed to show a systematic or enduring link.[10] Reading achievement did not appear to be related to climate in Flaggs' study.[11] Hale reported he could find no relationship between climate subtests and achievement in reading or arithmetic, but he did find relationships between achievement in language and four of the subtests: Hindrance, Esprit, Aloofness, and Production Emphasis.[12] Relationships between two of the OCDQ subtests, Production Emphasis and Consideration, and achievement were reported by Feldvebel, but he could not report a relationship between climate categories and achievement.[13] Millar found a relationship between the OCDQ subtest Intimacy and achievement, but he too failed to find a relationship between climate categories and achievement.[14]

Since the development of the OCDQ, several researchers have

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[9]Allen F. Brown, and John H. House, "The Organizational Component in Education," Review of Educational Research, Vol. XXXVII, Number 4 (October, 1967), p. 402.

[10]Ibid.

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

[12]Jack Hale, "A Study of the Relationships Between Selected Factors of Organizational Climate and Pupil Achievement in Reading, Arithmetic, and Language" (unpublished Doctoral Dissertation, The University of Alabama, University, 1965), p. 98.

[13]Alexander M. Feldvebel, "Organizational Climate, Social Class, and Educational Output," Administrator's Notebook, Vol. XII, Number 8 (April, 1964), p. 1.

[14]Donald E. Millar, "Organizational Climate and Achievement," The CSA Bulletin, Vol. IV, Number 5 (July, 1965), p. 37.

investigated the situational factors and the concomitant organizational climate of schools. After reviewing reports of many of these studies, Halpin has concluded, "The data from schools located in urban-core areas show that a preponderant number of these schools are marked by closed climates."[15] High population density, low socioeconomic status of school clientele, problems of racial "mix" or "unmix," and the fact that the schools are usually members of a large school system with an acutely hierarchical and pyramidal administrative structure are some of the possible explanations proposed by Halpin.[16]

Support for Halpin's proposition that socioeconomic factors may be related to school climate is reported by Nicholas, Virjo, and Wattenberg. They state:

> . . . The effects of large concentrations of children in "low" setting schools may need to be evaluated in terms of the climate they create for the school organization and for pupil adjustment.[17]

Relationships between the social class of the community in which the school was located and the OCDQ subtests Hindrance and Consideration also have been reported by Feldvebel.[18]

School size may also be related to the climate of the school. In the research by Nicholas, Virjo, and Wattenberg, the authors indicated

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[15]Andrew W. Halpin, "Change and Organizational Climate," The Journal of Educational Administration, Vol. V, Number 1 (May, 1967), pp. 8-9.

[16]Ibid.

[17]Lynn N. Nicholas, 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 (Detroit: Wayne State University, 1965), p. 10.

[18]Feldvebel, p. 1.

that there seemed to be a positive association between the size of the enrollment and the per capita rate of pupil-behavioral problems. They go on to intimate that these behavioral problems may be a determining factor in the principal's ability to initiate more varied activities, involve parents in school affairs, and encourage livelier interaction with staff and the community.[19] Flagg concluded from his study that as the size of the school increases, the climate tends to become more closed.[20] Creaser also stated that school size was related to climate. She says, "The larger the school, the less open it tended to be."[21] Confirmation of these findings has been reported by Watkins. He found that staff size was related to five of the eight OCDQ subtests.[22]

Evidence that the ethnic composition of the faculty is related to school climate has been reported by Watkins[23] and Flanders.[24] Both report that Negro staffs tend to perceive their schools to be more closed than do staffs of white schools.

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[19]Nicholas, Virjo, and Wattenberg, pp. 10-11.

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

[21]Moira Christie Creaser, "Parent-Teacher Contacts as Related to School Size, Number of Bussed Pupils, and Organizational Climate" (unpublished Doctoral Dissertation, Wayne State University, Detroit, 1966), p. 105.

[22]James Foster Watkins, "The Relationship Between the Principal and His Professional Staff in the Public School" (unpublished Doctoral Dissertation, Auburn University, Auburn, 1966), p. 109.

[23]Ibid., p. 107.

[24]Robert Edward Flanders, "The Relationship of Selected Variables to the Organizational Climate of the Elementary School" (unpublished Doctoral Dissertation, The University of Georgia, Athens, 1966), p. 156.

Several research studies indicate there is a relationship between teacher attitude toward students and the school's OCDQ climate classification. One study reported that teachers with a "good" attitude toward children tended to perceive all eight dimensions of climate in a manner indicative of an open climate, while teachers with a "poor" attitude toward children tended to view all eight dimensions in a manner indicative of a closed climate.[25] In another study the results suggested that open schools seemed to influence favorable attitudes of teachers as measured by the Minnesota Teacher Attitude Inventory when compared to closed schools.[26]

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 raises the question of whether the climate affects the problems, or the problems affected the climate. A cyclical effect of the pupil-problem bombardment on the staff, rather than the administrative behavior of the principal may have accounted for the teachers' perception of the climate as "closed."[27]

In summary, there can be little doubt that organizational climate

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[25]Eldon J. Null, Organizational Climate of Elementary Schools, Research Monograph No. 3 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1967), p. 11.

[26]Harry Edward Randles, "The Effects of Organizational Climate on Beginning Elementary Teachers" (unpublished Doctoral Dissertation, Ohio State University, Columbus, 1964), p. 133.

[27]Lynn N. Nicholas, Helen E. Virjo, and William W. Wattenberg, "Effects of Socioeconomic Setting and Organizational Climate on Problems Brought to Elementary School Offices," Unpublished Manuscript of the Final Report (Detroit, Wayne State University, 1965), p. 7.

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 comes a general state of euphoria, climate is relatively stable over time, and it is sensitive to cultural and socioeconomic impairment. In these respects, climate as measured by the OCDQ seems closely allied to organizational "personality."[28]

Pupil Control

Waller has defined the school as a social organism with a clearly defined political structure arising from the mode of social interaction characteristic of the school.[29] This political structure, he maintains, is a despotic structure which emphasizes the dominance of teachers and the subordination of students.[30] He reasons that the teachers and the pupil confront each other with an original conflict of desires, each with his own definitions of the situation. It is part of the job of the teacher ". . . to impose his definition of the situation upon the class quickly, before any alternatives have had an opportunity to be considered."[31]

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[28]Brown and House, p. 401.

[29]Willard Waller, The Sociology of Teaching (New York: John Wiley and Sons, 1932), p. 6.

[30]Ibid., p. 10.

[31]Ibid., p. 297.

That pupil control should be a major concern of teachers should not be surprising. In Becker's study of Chicago teachers, one of the respondents expressed this concern this way:

> But there's that tension all the time. Between you and the students. Its hard on your nerves. Teaching is fun, if you enjoy your subject, but its the discipline that keeps your nerves on edge, you know what I mean? There's always that tension. Sometimes people say, "Oh, you teach school. That's an easy job, just setting around all day long." They don't know what its really like. Its hard on your nerves.[32]

The problem of pupil control is not new, nor is there a lack of literature on the subject. A review of the literature, however, reveals that most of it reports prescriptions, or opinions.[33] There has been little systematic study of pupil control in the schools, much less study which begins from the perspective of the school as a social system.[34] The literature which does focus on the school as a social system describes situations in terms of antagonistic student subculture, conflict, and control problems.[35]

An indication of the saliency of pupil control for the school has been reported by Willower and Jones. In their study of a junior high school in Pennsylvania, they found that the integrating theme of the school was clearly that of pupil control. While many other matters

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[32]H. S. Becker, "Social Class Variations in the Teacher-Pupil Relationship," Journal of Educational Sociology, Vol. XXV, Number 8 (April, 1952), p. 457.

[33]Wayne K. Hoy, "Organizational Socialization: The Student Teacher and Pupil Control Ideology," Journal of Educational Research, Vol. LXI, Number 4 (December, 1967), p. 153.

[34]Wayne K. Hoy, "Pupil Control Ideology and Organizational Socialization: The Influence of Experience on the Beginning Teacher," School Review (Autumn, 1968), In press.

[35]Ibid.

influenced the tone of the school, pupil control was the dominant motif.[36] Pupil control problems played a major part in the interaction between teachers and between the teachers and the principal.[37]

Selectivity with respect to client-organization relationships was the basis for Carlson's useful taxonomy of service organizations. He noted that some service-type organizations select their clients and some do not, and that in some service organizations, clients must participate in the organization and in others they can refuse to participate. Schools, along with public mental hospitals, reform schools, and prisons, fall into the same category of service organizations where the organization has no control over client selection and clients have no choice concerning their participation.[38] It seems reasonable to expect that client control should be identified as a central concern in this category of organizations.

The institutional theme of control identified by Willower and Jones[39] led to the development of an instrument to measure the pupil control ideology of professional personnel of public schools.[40]

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[36]Donald J. Willower, and Ronald G. Jones, "When Pupil Control Becomes an Institutional Theme," Phi Delta Kappan, Vol. XLV, Number 2 (November, 1963), p. 107.

[37]Ibid., pp. 107-109.

[38]Richard O. Carlson, "Environmental Constraints and Organizational Consequences: The Public School and Its Clients," Behavioral Science and Educational Administration, ed., Daniel E. Griffiths (Chicago: 63rd Yearbook of the NSSE, 1964), pp. 261-276.

[39]Willower and Jones, p. 107.

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

Classification of client control ideology developed by Gilbert and Levinson[41] in their study of staff ideology in mental hospitals was adapted for use in the study of pupil control ideology in public schools. Prototypes of custodial and humanistic orientations toward pupil control were developed. These orientations were conceptualized as the extremes of a continuum; the authors indicated that they were "ideal types" in the sense in which Weber used the term; ". . . they are pure types not necessarily found in such form in experience."[42]

A study by Willower, Eidell, and Hoy tested hypotheses relating variations in pupil control ideology to organizational position and personality. The results indicated that principals were less custodial in their pupil control ideology than teachers, counselors were less custodial in their pupil control ideology than teachers,[43] and counselors were less custodial in their pupil control ideology than principals.[44]

Furthermore, secondary teachers were more custodial in their pupil control ideology than elementary teachers; secondary principals were more custodial in their pupil control ideology than elementary principals; and more experienced teachers were more custodial in their

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[41]Doris C. Gilbert, and Daniel J. Levinson, "'Custodialism' and 'Humanism' in Mental Hospital Structure and Staff Ideology," The Patient and the Mental Hospital, ed., Milton Greenblatt, Daniel J. Levinson, and Richard H. Williams (Glencoe: The Free Press, 1957), pp. 20-35.

[42]Willower, Eidell, and Hoy, p. 5.

[43]Ibid., p. 19.

[44]Donald J. Willower, Wayne K. Hoy, and Terry L. Eidell, "The Counselor and the School as a Social Organization," Personnel and Guidance Journal, Vol. 46, Number 3 (November, 1967), p. 231.

pupil control ideology than less experienced teachers.[45] The researchers also tested hypotheses concerning the dogmatism (as measured by Rokeach's Dogmatism Scale, Form E) and pupil control ideology of school personnel. The general hypothesis that closed minded educators would be more custodial in their pupil control ideology than open minded educators generated specific predictions which were all tested and confirmed.[46]

Willower, Eidell, and Hoy continued their analysis of data by reporting findings relating certain personal characteristics with pupil control ideology scores. They reported that male teachers had a more custodial pupil control ideology than female teachers. However, this finding must be interpreted cautiously since most male teachers were at the secondary level and most female teachers held elementary school level positions.[47]

Other findings indicated a positive relationship between age and degree of custodialism of teachers at both the elementary and secondary level; secondary principals with five years' or less experience in administration were more custodial than their more experienced counterparts; and as elementary teachers' level of education increased, custodialism in pupil control ideology decreased.[48]

The effect of organizational socialization on the pupil control

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[45]Willower, Eidell, and Hoy, The School and Pupil Control Ideology, The Pennsylvania State University Studies No. 24 (University Park: Pennsylvania State University, 1967), pp. 20-21.

[46]Ibid., pp. 21-23.

[47]Ibid., p. 30.

[48]Ibid., pp. 30-35.

ideology of student teachers was the focus of a study by Hoy. He found that student teachers at both the elementary and secondary levels were more custodial in their pupil control ideology after the student teaching experience than before. An underlying assumption of his study was that the teacher subculture of public schools would emphasize a more custodial pupil control orientation than that acquired by the student teacher during his formal college preparation program. Hoy continues:

> The findings of this study tend to suggest that the student teaching experience was a period when some elementary socialization occurred in the area of pupil control; student teachers emphasized a significantly more custodial pupil control ideology after student teaching than before.[49]

In a follow-up of the student teachers, Hoy found that the pupil control ideology of beginning teachers who taught the year subsequent to graduation continued to become significantly more custodial in their pupil control ideology while there was no significant custodial change in the pupil control ideology for those who did not teach during the first year after graduation.[50]

In brief, it may be said that pupil control has been recognized for some time as a relevant concern of school personnel. However, only recently have systematic studies of pupil control been reported. The conceptualization of pupil control along a humanistic-custodial continuum and the development of an instrument to measure the pupil control ideology of teachers has permitted some of the first steps toward a

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[49]Wayne K. Hoy, "Organizational Socialization: The Student Teacher and Pupil Control Ideology," Journal of Educational Research, Vol. LXI, Number 4 (December, 1967), p. 154.

[50]Wayne K. Hoy, "Pupil Control Ideology and Organizational Socialization: The Influence of Experience on the Beginning Teacher," School Review, (Autumn, 1968), In press.

systematic analysis of pupil control in the public schools.

A Rationale

Halpin and Croft have indicated that the chief consequence of their study of organizational climate was the identification of the pivotal importance of authenticity in organizational behavior.[51] Authenticity is referred to as reality-centered behavior wherein the behavior of characters is "for real," genuine, and without pretense. Halpin and Croft say:

> As we looked at the schools in our sample, and as we reflected about other schools in which we had worked, we were struck by the vivid impression that what was going on in some schools was for real, while in other schools, the characters on stage seemed to have learned their parts by rote, without really understanding the meaning of their roles . . . . Something in the first situation made it possible for the characters to behave authentically. . . . The professional roles of individuals remained secondary to what the individuals, themselves, were as human beings. . . . (In the second situation) the role itself and the individual's status as a teacher or a principal appeared to constitute his essential sense of identity. Furthermore, in these instances the individual used his role ritualistically, so that it became a device which kept others at a distance and thus precluded the establishment of authentic relationships.[52]

Recall that client control was found to be a significant concern in that category of service organizations where the organization has no control over client selection, and where the client has no choice but to participate in the organization.[53] In fact, Willower and Jones reported that pupil control was the salient feature of the

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[51]Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 207.

[52]Ibid., pp. 204-205.

[53]Carlson, pp. 270-271.

organizational life of a public school. They described pupil control as the "integrating theme" of the school; it played a major part in the interactions among teachers and between the teachers and the principal.[54]

The concept of authenticity in organizational behavior seems compatible with a humanistic pupil control orientation of professional public school personnel. The humanistic orientation is characterized by cooperative interaction and experiences between the teacher and the pupil, two-way communication between teachers and pupils, increased self-determination, as well as the importance of individuality.

In the open climate, if interactions among teachers and between teachers and the principal are authentic, then it seems reasonable to assume that authenticity would also pervade teacher-pupil interactions. Further, a humanistic pupil control orientation would appear to facilitate authentic interactions between teachers and pupils.

Hypotheses

From the foregoing rationale, the following related hypotheses were deduced.

> H.1. Schools with relatively open climates will be significantly more humanistic in pupil control ideology than schools with relatively closed climates.
>
> H.1.a. Principals serving in relatively open schools will be significantly more humanistic in pupil control ideology than principals serving in relatively closed schools.
>
> H.1.b. Teachers serving in relatively open schools will be significantly more humanistic in their pupil control ideology than teachers in relatively closed schools.

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[54]Willower and Jones, pp. 107-109.

Summary

Chapter Two has presented the review of related literature and conceptual framework. The rationale for relating the concepts was followed by a statement of the hypotheses guiding the study. The procedures used in the collection of data as well as the criteria used in sample selection are specified in Chapter Three.

CHAPTER III

PROCEDURES

Introduction

"A research design is, in a manner of speaking, a set of instructions to the investigator to gather and analyze his data in certain ways."[1] This chapter specifies the "instructions" followed in this research. It includes information about the instruments used as well as an outline of the procedures followed in sample selection, data collection, and data analysis.

Instrumentation

Organizational Climate Description Questionnaire[2]

The Organizational Climate Description Questionnaire, hereafter referred to as the OCDQ, was employed to assess the organizational climate of the schools. The OCDQ, 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 characteristics of the principal as a leader, the other

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[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 280.

[2]Andrew W. Halpin, and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963). See Appendix A.

four pertain to the characteristics of the teachers as a group.

Responses to the OCDQ are obtained from the principal and the teachers. After calculating the score of each respondent on each of the subtests, it is possible to calculate a school standard score for each of the subtests. The pattern formed by the eight school standard scores becomes the climate profile for that school.

During the development of the instrument, Halpin and Croft were able to identify six patterns of organizational climate, and they developed a prototypic profile for each. These patterns, or "climates," were ranked along a rough continuum as follows: Open, Autonomous, Controlled, Familiar, Paternal, and Closed. The ranking of the climates roughly parallels the scores which the schools in the original study received on the Esprit subtest.[3] Classification of a school's pattern of subtest scores into a climate category may be accomplished by computing the absolute difference between each subtest score in the first prototypic profile, then repeating this operation for each of the prototypic profiles. After summing the absolute difference for each profile, the lowest similarity score indicates the climate classification.[4]

An alternate method of ranking schools on the climate continuum has been recommended by Croft. This method involves summing the school's scores on the Esprit and Thrust subtests, then subtracting

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[3]Ibid., p. 60.

[4]Ibid., pp. 69-71.

the school's score on the Disengagement subtest.[5] While not identifying discrete climates, this method does allow a ranking of the school along a climate continuum from open to closed.

Validity Studies. Since the development of the Organizational Climate Description Questionnaire, the instrument has been used in numerous studies, research projects, and doctoral dissertations. Many of these studies have been designed to check the validity of the instrument. One of the more significant validity studies was conducted by Andrews.[6] Construct validity was the approach used in his study.[7] The results indicated that the subtests of the OCDQ provided reasonably valid measures of important aspects of the principal's leadership, in the perspective of interaction with his staff.[8] However, the vagueness of 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.[9]

Brown conducted a study in Minnesota with the primary purpose of

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[5]Telephone conversation with Don B. Croft, May 14, 1968. See also: Eldon J. Null, Organizational Climate of Elementary Schools, Research Monograph No. 3 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1967); Harry Edward Randles, "The Effects of Organizational Climate on Beginning Elementary Teachers" (unpublished Doctoral Dissertation, Ohio State University, Columbus, 1964).

[6]John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest, Vol. V (December, 1965), p. 318.

[7]Ibid.

[8]Ibid., p. 333.

[9]Ibid.

replicating the work of Halpin and Croft. Although he identified eight climate profiles rather than six, Brown indicated that the OCDQ was a well constructed instrument; the assignment of the items to the subtests was generally substantiated; the pattern of subtest intercorrelations was comparable with that found in the Halpin and Croft study; and the instrument was reliable.[10]

The subtests Esprit and Thrust were the objects of a validation study by Roseveare. He found that the subtest Thrust was valid when compared with the Esprit-Thrust Interview Schedule, and the subtest Esprit seemed to have validity, but the data were not conclusive.[11]

A question concerning the validity of the OCDQ was also raised by McFadden in his study. Three non-participant observers rated each of thirty schools on the eight subtest dimensions and on the six climate dimensions. Although he found the observers agreed significantly in twenty of the thirty schools, their rating did not agree with the results obtained by administering the OCDQ.[12]

Pritchard had non-faculty school personnel respond to the OCDQ Short Form (16 items) which was used as an outside criterion to validate the OCDQ. These ratings were compared to principal and teacher ratings. The comparison of the ratings indicated significant

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[10]Robert John Brown, Organizational Climate of Elementary Schools, Research Monograph No. 2 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1965), pp. 5-11.

[11]Carl George Roseveare, "The Validity of Selected Subtests of the Organizational Climate Description Questionnaire" (unpublished Doctoral Dissertation, University of Arizona, Tucson, 1965), pp. 55-56.

[12]Edward Clayton McFadden, "The Non-Participant Observer and Organizational Climate" (unpublished Doctoral Dissertation, Stanford University, Palo Alto, 1966), pp. 81 and 84-85.

correlations for three of the eight subtests, and two others approached significance.[13]

The classification of schools into climate types has been questioned by many. Watkins has stated that there is an apparent weakness in the middle classifications, and he proposed that these climates may reflect a ". . . chaos of perception /of staff members/ rather than from any clearly perceived organizational climate."[14] Both McFadden[15] and Pritchard[16] have criticized equating the climate of a school with the climate profile from which it deviates least in terms of summed absolute differences between subtest scores; McFadden stated that the schools in his study did not frequently match the prototypic profiles; and Pritchard indicated that the method of assignment accounted for the inconsistency in climate assignment in his study. Other studies and reports attacking the method of assigning climate types to schools are numerous. The conclusion appears to be that while the subtests of the OCDQ are valid[17] and reliable,[18] the method of climate assignment may be questionable. Brown concluded after his replication of the Halpin and Croft study:

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[13]James Leon Pritchard, "Validation of the Organizational Climate Description Questionnaire Against Perceptions of Non-Faculty School Personnel" (unpublished Doctoral Dissertation, Stanford University, Palo Alto, 1966), p. 100.

[14]James Foster Watkins, "The OCDQ--An Application and Some Implications," Educational Administration Quarterly, Vol. IV, Number 2, (Spring, 1968), p. 52.

[15]McFadden, p. 89.

[16]Pritchard, p. 105.

[17]Andrews, p. 333.

[18]Brown, pp. 5-9.

> While the results of this investigation /with respect to the identification of climates/ 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 climates (although useful for developing research hypotheses) may be refining the results further than the data warrants.[19]

Pupil Control Ideology Form[20]

The Pupil Control Ideology Form, hereafter referred to as the PCI Form, was employed to assess the pupil control ideology of the school. The PCI Form contains twenty items. Responses to each item are made on a five-point Likert-type scale and scored from five (strongly agree) to one (strongly disagree); the lower the score on the instrument, the more humanistic the ideology of the respondent. The mean PCI Form score of educators in each school became the school pupil control ideology score.

Reliability. The authors of the PCI Form calculated a split-half reliability coefficient by correlating even-item subscores with odd-item subscores (N=170). The resulting Pearson product-moment coefficient was .91; application of the Spearman-Brown formula yielded a corrected coefficient of .95.[21]

Further reliability calculations were made using data collected from a different sample (N=55). Applying the same techniques, the

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[19]Ibid., p. 10.

[20]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The School and Pupil Control Ideology, The Pennsylvania State University Studies No. 24 (University Park: Pennsylvania State University, 1967). See Appendix A.

[21]Ibid., p. 12.

Pearson product-moment correlation produced a coefficient of .83; and application of the Spearman-Brown yielded a corrected coefficient of .91.[22]

Validity. The procedure used in validating the PCI Form was based upon principals' judgements concerning the pupil control ideology of certain of their teachers. Principals read descriptions of the custodial and humanistic orientations and were asked to identify teachers whose ideology was most like each of the descriptions. A comparison was made of the mean scores of the teachers identified in each group. A t-test of the difference of the means of two independent samples was applied to test the prediction that teachers judged to hold a custodial pupil control ideology would differ in mean PCI Form scores from teachers judged to have a humanistic pupil control ideology. Using a one-tailed t-test, the results indicated a difference in the expected direction, significant at the .01 level.[23]

A further check on the validity of the PCI Form was conducted by comparing the mean scores of personnel in schools known by reputation to be humanistic with the mean scores of personnel at the same grade level in the other schools.[24]

Cross-validation was carried out using a new sample of seven schools. The same techniques described earlier (based on principals' judgments of teacher ideology) were used. Using a one-tailed test, the results were in the predicted direction, and were significant at

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[22]Ibid.

[23]Ibid., p. 13.

[24]Ibid.

the .001 level.[25]

Sample Selection

Several considerations resulted in the selection of elementary schools as the focus of this study. First, the writer's teaching and administrative training included experiences at the elementary school level. Second, both the Organizational Climate Description Questionnaire and the Pupil Control Ideology Form have been validated at the elementary school level. Third, much of the previous research involving school organizational climate has been completed using elementary schools.

Since the OCDQ taps certain dimensions of the interaction between the principal and the instructional staff, three additional criteria seemed appropriate in the selection of the particular sample of elementary schools to be studied. In order to allow sufficient opportunity for development of interaction patterns, only schools with principals who were at least near the completion of their second year as full-time principals and who served in only one building were included in the sample.

An attempt was made to include elementary schools in the sample from various types of communities. Four community categories were defined as follows: rural (under 5,000 population), town or small city (5,000 to 49,999 population), suburban (not related to size, but classified by its adjacency to an urban center), and urban (50,000 and above population). Oklahoma uses the school district as the

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[25]Ibid., pp. 13-14.

organizational basis for establishing school systems; therefore, classification of schools into community categories was done at the district rather than at the building level and was based on the mailing address of the school district.

Problems of time and cost involved in field work were another consideration in the selection of the sample. Since the communities in which the school districts were located provided diversity in terms of size and type, it was decided that if the other criteria were met, the district communities to be included in the sample would be located in counties which lay wholly or in part within an eighty-five mile radius from Stillwater, Oklahoma. This arbitrary boundary appeared justifiable because the area of the state encompassed within this circle contained approximately seventy per cent of the state population,[26] the two largest metropolitan areas, and considerable variation in terms of socio-economic characteristics.

One of the two urban school districts did not wish to participate in the study; therefore, schools in the urban category were randomly selected from the other urban school district. In the selection of suburban schools, an attempt was made to include schools representing all geographic directions from each of the two urban centers. Selection of school districts in the town and small city category was made on the basis of population of the community, and an attempt was made to include schools throughout the population range. School districts in the rural category were selected from those counties not represented

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[26]United States Bureau of the Census, U. S. Census of Population: 1960, Vol. I, Part 38 (Washington: Government Printing Office, 1963), pp. 11-22.

in any of the other three categories. In all categories where the district had more than one elementary school which met the established criteria, selection of elementary schools in that district to be included in the sample was made at random.

Upon selection of the schools to be included in the sample, the researcher personally telephoned each district superintendent and explained in general terms the focus of the research. The superintendent was then asked if he would permit schools in his district to participate in the study. If necessary, copies of the instrument were mailed to the superintendent for his examination, with a request that he not allow personnel who might be involved in the study to see the instruments.

After securing permission from the superintendent, specific schools within his district were considered, and criteria for inclusion in the sample were checked. If the schools previously selected met the criteria, the superintendent was asked to talk with the principal involved to secure his and the staff's approval. The writer then telephoned the principal and made final arrangements for administration of the instruments.

In the event a particular school in the district did not meet the sample criteria, an attempt was made to secure another school in the same district that met the stated criteria. If this proved unsuccessful, the district was eliminated from the sample and another district was chosen.

Fifty schools in thirty school districts met the criteria for inclusion in the sample and were asked to participate in the study. One of the urban schools, two of the suburban schools, and one of the

rural schools refused to participate. After data collection, it was discovered that one of the schools in the suburban category did not meet the criteria for inclusion in the study, so that school was not included in the study. The final sample for the study included forty-five schools: twelve in the urban category, nine in the suburban category, twelve in the town and small city category, and twelve in the rural category.

All of the urban schools were taken from one school district. The nine schools in the suburban category represented seven school districts. Twelve districts were represented by the twelve schools in the town and small city category, and ten districts were represented by the twelve schools in the rural category.

Data Collection

In all schools included in the sample, the instruments were administered by the researcher or a trained associate in a scheduled faculty meeting. After the instructions were given, the principal was excused to return to the office area where he completed his copy of the instruments.

The instructions given in each faculty meeting included the reading of the instructions printed on the instruments as well as the following statements:

> (1) No individual, school, principal, or district will be identified in the report of this study; (2) No one will see the response booklets except the person who punches the information on the IBM cards at the Oklahoma State University Computer Center; (3) I cannot interpret any item on the instrument for you; each person is to respond to each item just as he reads it, and in light of his own situation; (4) Please do not talk to any other person while you are responding to the instrument; and (5) When you have completed your booklet, give it to me and you are free to leave.

Responses were obtained from virtually all faculty members of each school..

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. An additional step was added to the program in its adaptation; this was the placing of schools on a climate continuum by summing each school's Esprit and Thrust subtest scores, and subtracting the Disengagement subtest score.

The Pupil Control Ideology Form was scored on an IBM 7040 computer using a program developed by the Oklahoma State University Computer Center. Personal and professional data collected for each individual were also printed and tabulated as a part of the PCI Form program.

Summary

Chapter Three has described the procedures used in sample selection and data collection. The instruments used in the study were described, and reliability and validity data were reported. Data from the study will be presented and analyzed in Chapter Four.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The instruments used to gather the data to test the hypotheses of the study were administered to a sample of forty-five elementary schools in thirty school districts. Presentation and analysis of the data are included in this chapter. The first section contains the rationale for using the climate continuum scores to determine schools with relatively open and relatively closed climates. The hypotheses and the analysis of the findings are presented in the second section. The data gathered also enabled the writer to test several related hypotheses, and the analyses of these findings are included in this chapter. Demographic data of the sample are also presented and the chapter concludes with a summary.

Designation of the Organizational Climates

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 analysis 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.[1]

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]

Recall that the validity studies tended to indicate that the subtests on the OCDQ were valid and reliable, however, the method of climate classification was questioned.[3] An alternate method of ranking schools along a climate continuum in terms of "openness" has been recommended by Croft and has been used in research on school climates.[4] The degree of "openness" can be determined by summing the school's

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[1]Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), pp. 166-167.

[2]Ibid., pp. 181-186.

[3]John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest, Vol. V (December, 1965), p. 333; Robert John Brown, Organizational Climate of Elementary Schools, Research Monograph No. 2 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1965), p. 10; See also the discussion of validity studies in Chapter III.

[4]Telephone conversation with Don B. Croft, May 14, 1968; Eldon J. Null, Organizational Climate of Elementary Schools, Research Monograph No. 3 (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1967); Harry Edward Randles, "The Effects of Organizational Climate on Beginning Elementary Teachers" (unpublished Doctoral Dissertation, Ohio State University, Columbus, 1964).

scores on Esprit and Thrust, and then subtracting the Disengagement score; the higher the final score, the more open the school.

In view of these considerations and the fact that in the present sample only a few schools could be classified as open using the profile similarity scoring method, it was decided to use the alternate method to determine schools which were "relatively open" and "relatively closed" in their climate. Schools with scores in the upper one-third of the distribution were designated as the "relatively open" schools (N=15, range=48-79). Schools with "relatively closed" climates were those with scores in the lower one-third of the distribution (N=15, range=24-38).

The prototypic profile for the open climate schools in the original OCDQ study was characterized by high scores on the Esprit, Thrust, and Consideration subtests, and low scores on the Disengagement, Hindrance, Aloofness, and Production Emphasis subtests. The closed climate was characterized by the opposite: low scores on the Esprit, Thrust, and Consideration subtests and high scores on the Disengagement, Hindrance, Aloofness, and Production Emphasis subtests.[5] In the present study profiles were developed for the relatively open and relatively closed schools by averaging the standardized subtest scores on each of the eight subtests.[6] These profiles are graphically presented in Figure 1. A comparison of these profiles with the prototypes of

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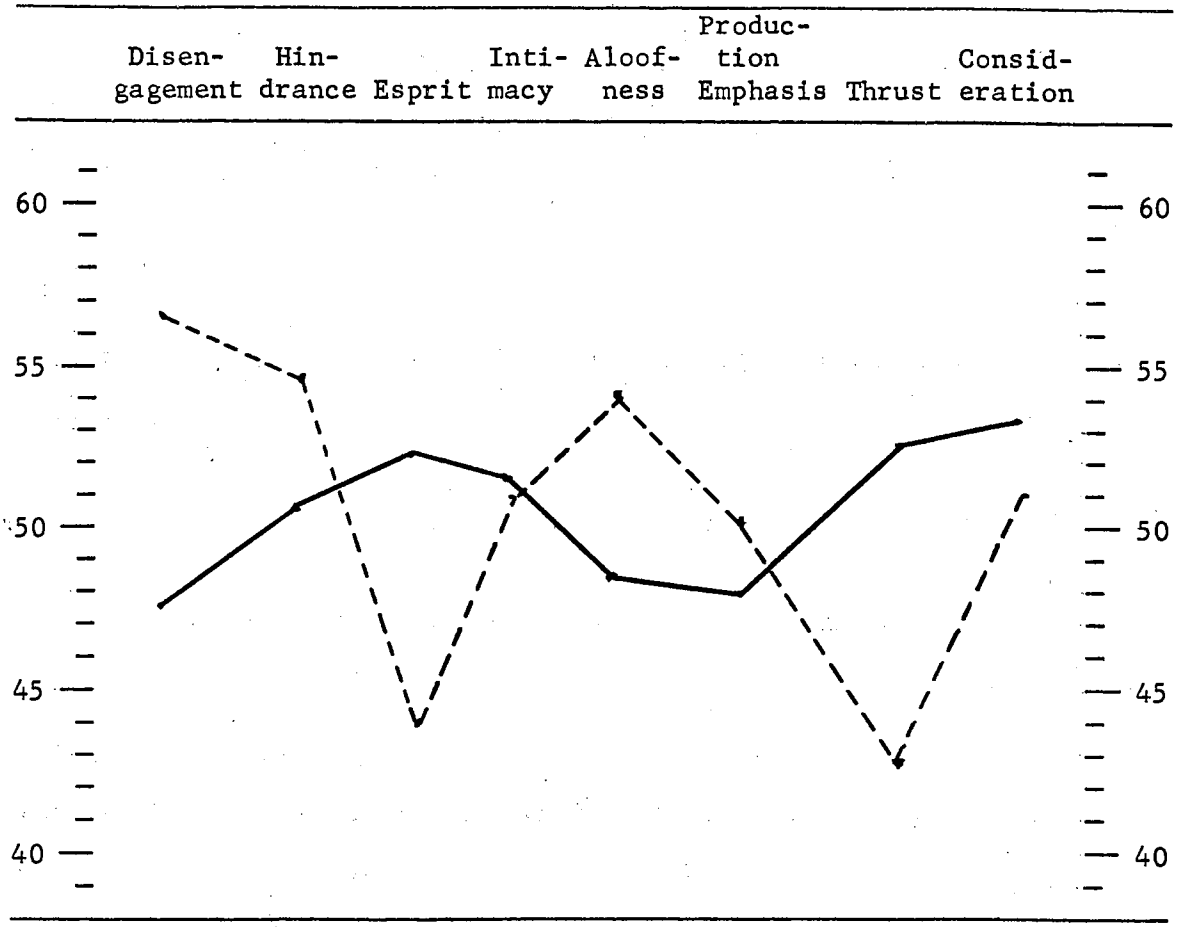
[5]Halpin, pp. 174-175 and 180-181.

[6]This method of developing profiles from average standardized scores is the same as that used by Halpin and Croft to develop the prototypic profiles for the open and closed climates. (The standardized scores have a mean of 50 and a standard deviation of 10.) See Halpin, p. 170.



Relatively Open Schools	MEAN SUBTEST SCORES							
	DIS.	HIN.	ESP.	INT.	ALO.	PRD.EMP.	THR.	CON.
	47.67	50.67	52.13	51.67	48.33	48.00	52.40	53.20

Relatively Closed Schools	MEAN SUBTEST SCORES							
	DIS.	HIN.	ESP.	INT.	ALO.	PRD.EMP.	THR.	CON.
	56.53	54.53	43.73	51.33	53.93	50.07	42.93	51.00

Figure 1. Profile of Mean Subtest Scores for Relatively Open and Relatively Closed Schools

the open and closed climates described in the Halpin and Croft study indicated a similarity in patterns.[7]

Testing the Hypotheses

The three related hypotheses of the study were tested using an analysis of variance program developed by personnel at the Oklahoma State University Computer Center. Adhering to common practice, the writer accepted hypotheses which were supported at the .05 level of significance.

> H.1. Schools with relatively open climates will be significantly more humanistic in pupil control ideology than schools with relatively closed climates.

For this hypothesis the computation of the analysis of variance yielded an F-value of 8.67. With 1 and 28 degrees of freedom, the F-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 I.

This basic hypothesis led to a more general prediction that the more "open" the climates of the schools, the more humanistic the pupil control ideology of the schools. To test this relationship, a coefficient of correlation was computed using data from all forty-five schools in the sample. The openness scores of the schools correlated significantly with school PCI scores with an $r=-.61$, $(p<.01)$.[8]

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[7] Halpin, p. 136.

[8] Recall that the lower the PCI score, the more humanistic the pupil control ideology.

TABLE I

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND PUPIL CONTROL IDEOLOGY OF THE SCHOOL

	Relatively Open Schools	Relatively Closed Schools
Number	15	15
Mean PCI Scores	52.34	55.87
Variance	7.56	13.92

Source	df	SS	MS	F
Between Groups	1	93.19	93.19	8.67**
Within Groups	28	300.80	10.74	
Total	29	393.99		

**P < .01

H.1.a. Principals serving in relatively open schools will be significantly more humanistic in pupil control ideology than principals serving in relatively closed schools.

The calculated F-value for testing the second hypothesis was 2.01. With 1 and 28 degrees of freedom this F-value was not significant at the .05 level. Therefore, this hypothesis must be rejected. However, a comparison of the means between the two groups revealed a difference in the expected direction (see Table II).

TABLE II

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE OF SCHOOLS AND PUPIL CONTROL IDEOLOGY OF PRINCIPALS

	Relatively Open Schools	Relatively Closed Schools
Number	15	15
Mean	47.60	50.60
Variance	20.11	47.11

Source	df	SS	MS	F
Between Groups	1	67.50	67.50	2.01(N.S.)
Within Groups	28	941.20	33.61	
Total	29	1008.70		

Calculation of a coefficient of correlation using data from all forty-five schools also led to the rejection of the prediction that the more "open" the climate of the schools, the more humanistic the pupil control ideology of the principals ($r=-.26$, $p>.05$).

H.1.b. Teachers serving in relatively open schools will be significantly more humanistic in their pupil control ideology than teachers serving in relatively closed schools.

The F-value computed for testing this hypothesis was 7.82. With 1 and 28 degrees of freedom the calculated F-value was significant beyond the .01 level. Therefore, according to the previously defined level of

significance, this hypothesis must be accepted. The relevant data are presented in Table III.

TABLE III

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE OF SCHOOLS AND PUPIL CONTROL IDEOLOGY OF TEACHERS

	Relatively Open Schools	Relatively Closed Schools
Number	15	15
Mean	52.64	56.24
Variance	8.34	16.40

Source	df	SS	MS	F
Between Groups	1	96.76	96.76	7.82**
Within Groups	28	346.34	12.37	
Total	29	443.10		

**$p < .01$

It was also predicted that the more "open" the climates of the schools, the more humanistic the pupil control ideology of teachers. This relationship between the degree of openness of the climates of all schools and the pupil control ideology of teachers in these schools was significant with an $r=-.59$ ($p<.01$).

Testing Related Hypotheses

The review of literature for both organizational climate and pupil control ideology indicated several possible hypotheses that could be tested or retested using the data gathered in this study. These hypotheses are stated below with an analysis of the results.

Research concerning the pupil control ideology of persons in various positions within the school has indicated that principals were significantly more humanistic in their pupil control ideology than teachers.[9] This hypothesis was retested using data from this study. Analysis of variance procedures were used to compare the mean PCI scores of principals with the mean PCI scores of teachers. The calculated F-value was 17.00. With 1 and 88 degrees of freedom, this value was significant beyond the .01 level. Therefore, the hypothesis was reconfirmed for this sample. (See Table IV.)

Two related predictions were derived from this hypothesis: (1) principals serving in relatively open schools will be significantly more humanistic in their control ideology than will teachers serving in relatively open schools; (2) principals serving in relatively closed schools will be significantly more humanistic in their pupil control ideology than will teachers serving in relatively closed schools. Both of these predictions were confirmed. The prediction for the relatively open schools was significant beyond the .01 level with an F-value of 13.41 (df=1, 28). Similar results were obtained in the test of the prediction for relatively closed schools ($F=7.50$, df=1, 28, $p < .05$).

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[9]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The School and Pupil Control Ideology, The Pennsylvania State University Studies No. 24 (University Park: Pennsylvania State University, 1967), p. 19.

Data relevant to the testing of these predictions are summarized in Tables V and VI.

TABLE IV

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN THE PUPIL CONTROL IDEOLOGY OF PRINCIPALS AND TEACHERS

	Principals	Teachers
Number	45	45[a]
Mean	49.49	54.14
Variance	44.94	12.32

Source	df	SS	MS	F
Between Groups	1	486.83	486.82	17.00**
Within Groups	88	2519.33	28.63	
Total	89	3006.16		

**$P < .01$

[a]Mean pupil control ideology scores for the teachers in each school were used in this analysis.

TABLE V

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN THE PUPIL CONTROL IDEOLOGY OF PRINCIPALS AND TEACHERS IN RELATIVELY OPEN SCHOOLS

	Principals	Teachers
Number	15	15[a]
Mean	47.60	52.64
Variance	20.11	8.34

Source	df	SS	MS	F
Between Groups	1	190.75	190.75	13.41**
Within Groups	28	398.31	14.23	
Total	29	589.07		

**P<.01

[a]Mean pupil control ideology scores for the teachers in each school were used in this analysis.

TABLE VI

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN THE PUPIL CONTROL IDEOLOGY OF PRINCIPALS AND TEACHERS IN RELATIVELY CLOSED SCHOOLS

	Principals	Teachers
Number	15	15[a]
Mean	50.60	56.24
Variance	47.11	16.40

Source	df	SS	MS	F
Between Groups	1	238.16	238.16	7.50**
Within Groups	28	889.23	31.76	
Total	29	1127.38		

**P<.01

[a]Mean pupil control ideology scores for the teachers in each school were used in this analysis.

Studies have indicated that the type of community might be related to organizational climate.[10] Since the sample of the present study was stratified according to community category (rural, town and small city, suburban, or urban), an analysis of variance was used to test for significant differences in the openness of school climates among the community categories. Since $F=4.36$, the four means were significantly different ($p<.01$). The summary data and the analysis of variance of the openness scores of the four groups are presented in Table VII.

A similar question was raised concerning the relationship between PCI scores and community categories. The analysis of variance of the PCI scores for the four categories and the summary data are given in Table VIII. The F ratio of 9.20, significant beyond the .01 level, indicated the four PCI means were significantly different.

Demographic Data

The final portion of this chapter is utilized to summarize the demographic data of the sample. Data are reported for principals and teachers in relatively open and relatively closed schools and in all schools grouped by community category. These data were analyzed for serendipitous relationships. Since no prior hypotheses were formulated, no statistical tests were made on these data. The data are summarized in Tables IX to XVIII.

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[10]Andrew W. Halpin, "Change and Organizational Climate," The Journal of Educational Administration, Vol. V, Number 1 (May, 1967), pp. 8-9; Lynn N. Nicholas, 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 (Detroit: Wayne State University, 1965).

TABLE VII

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN COMMUNITY CATEGORIES AND OPENNESS SCORES

	Rural	Town and Small City	Suburban	Urban
Number	12	12	9	12
Mean	36.75	38.67	42.78	55.17
Variance	110.75	103.15	80.19	168.52

Source	df	SS	MS	F
Between Groups	3	2464.44	821.48	4.36**
Within Groups	41	4848.14	118.25	
Total	44	7312.58		

**P < .01

TABLE VIII

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE RELATIONSHIP BETWEEN COMMUNITY CATEGORIES AND PUPIL CONTROL IDEOLOGY SCORES

	Rural	Town and Small City	Suburban	Urban
Number	12	12	9	12
Mean	56.41	54.18	54.15	50.70
Variance	9.09	5.99	4.23	8.85

Source	df	SS	MS	F
Between Groups	3	199.95	66.65	9.20**
Within Groups	41	297.02	7.24	
Total	44	496.97		

**P < .01

It is of interest to note that while one-third of the principals serving in the relatively open climate schools were females, no female principals were serving in schools identified as relatively closed. However, the sex differential did not appear to make a difference in the PCI scores of principals serving in relatively open schools; the mean PCI scores of male and female principals were virtually the same. Recall that the difference between the mean PCI scores of principals serving in relatively open schools compared with those serving in relatively closed schools was not significant; however, the difference in the means was in the expected direction. The principals serving in relatively open schools had a mean PCI score of 47.60 while the principals serving in relatively closed schools reported a mean PCI score of 50.60 (see Table IX).

TABLE IX

SEX AND MEAN PUPIL CONTROL IDEOLOGY FOR PRINCIPALS SERVING IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

	Number		Average PCI Score		
Climate	Male	Female	Male	Female	All
Relatively Open	10	5	47.50	47.80	47.60
Relatively Closed	15	None	50.60	None	50.60

The levels of educational attainment of principals serving in relatively open and relatively closed schools were similar. Thirteen of the principals in the relatively open climate schools reported they had a master's degree plus fifteen semester hours of credit and two reported they had master's degrees only. Principals in the relatively closed climate schools reported twelve had a master's degree plus fifteen semester hours of credit and three had a master's degree only. The data are summarized in Table X.

TABLE X

EDUCATIONAL LEVEL OF PRINCIPALS IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Number	
	Master's Degree	Master's Degree + 15 Sem. Hours
Relatively Open	2	13
Relatively Closed	3	12

Although the mean age of principals serving in relatively open schools compared with the mean age of those serving in relatively closed schools was similar, analysis of the categorical breakdown indicates three times as many principals in the 50-59 age category in the relatively open schools, and just the reverse for the 60-69 age category for the relatively closed schools. Table XI contains the

relevant data.

TABLE XI

AGE OF PRINCIPALS IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Number					
	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60-69 Years	Average Age
Relatively Open	0	2	5	6	2	49.53
Relatively Closed	1	2	3	2	7	50.80

Analysis of the experience of principals in relatively open and relatively closed schools did not appear to reveal substantial differences. The mean years of experience in the local district for the principals in the relatively open schools was 14.73 while those in the relatively closed schools reported 13.00 years. Average total years of experience for those in the relatively open and relatively closed schools were 21.07 and 24.87 respectively. The average years of service in the present position reported by the principals were 5.07 and 8.00 for those serving in the relatively open and relatively closed school respectively. The data are summarized in Table XII.

TABLE XII

EXPERIENCE OF PRINCIPALS SERVING IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Years of Experience	Number		
		In Present Position	In District	Total Experience
Relatively Open	1-5	10	2	0
	6-10	4	3	1
	11-15	1	3	2
	16-20	0	4	3
	21-25	0	1	1
	26-30	0	1	7
	31-35	0	1	1
	36+	0	0	0
	Average Years	5.07	14.73	21.07
Relatively Closed	1-5	7	2	0
	6-10	4	5	2
	11-15	3	2	2
	16-20	0	3	2
	21-25	0	2	2
	26-30	1	1	2
	31-35	0	0	1
	36+	0	0	4
	Average Years	8.00	13.00	24.87

As would be expected, female teachers far outnumbered male teachers in both the relatively open and relatively closed schools. Only 17 teachers out of 263 were males in the relatively open schools, and only 21 teachers out of 289 were males in the relatively closed schools. In both cases, the mean PCI scores of the males were slightly lower than that of the females. However, the small number of males included in

the sample limits any speculation about the relationships between sex and pupil control ideology.

The mean teacher PCI score for the relatively open schools was 52.64. For the relatively closed schools the mean teacher PCI score was 56.24. Analysis reported previously indicated this difference to be significant beyond the .01 level. The data also indicated that the difference apparently holds between the two school climates when the sex variable is held constant. Male teachers reported mean PCI scores of 51.73 and 54.97 respectively for relatively open and relatively closed climate schools and female teachers reported mean PCI scores of 52.79 and 56.37 respectively for the two school climates. The data are reported in Table XIII.

TABLE XIII

SEX AND MEAN PUPIL CONTROL IDEOLOGY SCORES FOR TEACHERS IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

	Number[a]		Average PCI Score		
Climate	Male	Female	Male	Female	All
Relatively Open	17	246	51.73	52.79	52.64
Relatively Closed	21	268	54.97	56.37	56.24

[a]Three teachers in the closed climate group did not indicate their sex; therefore, they are included only in the total PCI score for the closed group.

The educational attainment of teachers in relatively open and in relatively closed schools appeared to be similar. Only five teachers in the two groups reported they did not have a baccalaureate degree. Comparisons between the two groups revealed similar patterns of educational attainment. The data are presented in Table XIV.

TABLE XIV

EDUCATIONAL LEVEL OF TEACHERS IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Number[a]							
	Less than B.S.	B.S.	Between B.S. & M.S.	M.S.	M.S. + 15	6th Year or Equivalent	Between 6th Year & Doctor's	Doctor's
Relatively Open	4	80	95	49	31	0	2	1
Relatively Closed[a]	1	110	105	46	29	0	0	0

[a]One person in each climate type did not respond to this question.

The mean age reported by teachers in the relatively open schools was 42.60. For the relatively closed schools the teachers reported a slightly higher mean age of 44.40. Analysis of age categories revealed similar patterns between the two types of schools. The additional number of teachers in the 50-59 age range in the relatively closed schools appeared to account for the slight difference in the means.

The data are delineated in Table XV.

TABLE XV

AGE OF TEACHERS IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Number Reporting[a]					
	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60-69 Years	Average Age
Relatively Open	70	43	45	59	37	42.60
Relatively Closed	78	41	43	88	40	44.40

[a]Nine persons in the relatively open category and two persons in the relatively closed category did not respond to this question.

The experience level of teachers in the relatively open and relatively closed climates did not appear to reveal substantial differences. Teachers in the relatively open schools reported they had served in the present school district a mean of 8.73 years while teachers in the relatively closed schools reported they had served in the present school district a mean of 9.57 years. The mean total experience reported by teachers in the two climates differed by less than two years, and the mean years served with the present principal differed by less than one year. Analysis of the three kinds of experience broken down by categories did not reveal substantially different patterns

between the "open" and "closed" climates. These data are reported in Table XVI.

TABLE XVI

EXPERIENCE OF TEACHERS SERVING IN RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Years of Experience	Number With Present Principal[a]	Number In District[b]	Number Total Experience[c]
Relatively Open	1-5	210	135	86
	6-10	43	50	36
	11-15	7	32	32
	16-20	0	17	26
	21-25	0	12	20
	26-30	0	7	19
	31-35	1	3	23
	36+	0	5	18
	Average Years	3.76	8.73	14.90
Relatively Closed	1-5	224	159	99
	6-10	31	36	35
	11-15	28	37	19
	16-20	4	26	26
	21-25	2	15	31
	26-30	1	7	33
	31-35	0	5	21
	36+	0	5	23
	Average Years	4.40	9.57	16.71

[a]Two persons in the relatively open category and two persons in the relatively closed category did not respond to this question.

[b]Two persons in the relatively closed category did not respond to this question.

[c]Three persons in the relatively open category and five persons in the relatively closed category did not respond to this question.

In foregoing analyses, principals and teachers in relatively open climates have been compared with principals and teachers in relatively closed climates. Now the analysis of demographic data turns to mean school scores.

As would be expected, the mean openness scores for schools in the relatively open and relatively closed climates appeared to be significantly different. Since the openness score was the basis upon which the climates of schools were determined, this fact was not surprising. The mean openness score for the relatively open schools was 57.00, and for the relatively closed schools it was 30.13. Recall that the higher the score, the more "open" the school (Openness Score = Esprit Score plus Thrust Score minus Disengagement Score).

The mean PCI score for the relatively open schools was 52.34. For the relatively closed schools it was 55.87. Analysis already reported indicated this difference was significant beyond the .01 level. Recall that the lower the PCI score, the more humanistic the orientation.

Relatively closed schools reported a mean staff size of 19.47 teachers while the mean staff size of relatively open schools was 17.53. The difference between the means does not seem substantial.

School personnel in the two climates did not appear to differ greatly in the mean age of the staff, the mean number of years' experience in the local district, or the mean number of years' experience served with the present principal. The mean total years of experience of relatively closed climate personnel was three years greater than the relatively open climate personnel. These data are summarized in Table XVII.

TABLE XVII

SUMMARY OF MEANS FOR RELATIVELY OPEN AND RELATIVELY CLOSED SCHOOLS

Climate	Number of Schools	Mean Openness Score	Mean PCI Score	Mean Staff Size	Mean Age	Mean Years Under Present Principal	Mean Years Experience in District	Mean Total Years Experience
Relatively Open	15	57.00	52.34	17.53	43.00	3.84	9.12	15.36
Relatively Closed	15	30.13	55.87	19.47	44.63	4.59	9.67	17.04

When the schools were divided according to community category, several interesting relationships became apparent. The mean openness scores increased and the mean PCI scores decreased as the community categories for the schools ranged from rural to urban. Urban schools were the most "open" ($\bar{X}$ = 55.12), and least custodial in pupil control ideology ($\bar{X}$=50.70), while rural schools were least "open" ($\bar{X}$=36.73) and most custodial in their pupil control ideology ($\bar{X}$=56.41).

The mean staff size was highest in the suburban category ($\bar{X}$=22.89) and lowest in the town and small city category ($\bar{X}$=16.50), while the urban and rural schools reported nearly identifical staff size means ($\bar{X}$=18.00 and 18.50 respectively).

Personnel in the town and small city category reported the highest mean staff age, followed in order by personnel in the rural, suburban, and urban categories. Parallel order was reported with respect to the mean number of years served in the local district and the mean number of years served under the present principal. The average total years' experience was also highest for schools reported in the town and small city category; however, urban schools reported their personnel had higher mean total experience than the suburban schools. These data are summarized in Table XVIII.

Summary

The three major related hypotheses of the present study were tested and the results were summarized in this chapter. Two of the hypotheses were accepted and the other was not. Several other hypotheses were tested, and analyses of the findings were presented.

In the final portion of the chapter, demographic variables of the

TABLE XVIII

SUMMARY OF MEANS FOR SCHOOLS BY COMMUNITY CATEGORY

Community Category	Number of Schools	Mean Openness Score	Mean PCI Score	Mean Staff Size	Mean Age	Mean Years Under Present Principal	Mean Years Experience in District	Mean Total Years Experience
Rural	12	36.73	56.41	18.50	44.32	4.18	9.50	16.82
Town and Small City	12	38.85	54.18	16.50	47.32	5.10	11.09	18.38
Suburban	9	41.98	54.15	22.89	40.95	3.87	6.07	13.19
Urban	12	55.12	50.70	18.00	39.13	3.50	8.08	12.08

sample of the present study were summarized and analyzed. Chapter V presents the findings, implications, and recommendations for further research.

CHAPTER V

FINDINGS AND IMPLICATIONS

Introduction

The presentation and analysis of data in the preceding chapter have been reported with the conservatism characteristic of a research report. The conclusions and implications listed in the ensuing paragraphs may not seem so conservative, but hopefully will remain within the bounds of reason and logic.

Summary of Findings

The findings of the present study are listed below.

1. Schools with relatively open climates were significantly more humanistic in their pupil control ideology than schools with relatively closed climates.

2. The "openness" scores of the forty-five schools in the sample were significantly related to the pupil control ideology scores; the more open the school, the more humanistic the pupil control ideology.

3. Although principals serving in relatively open schools were not significantly more humanistic in pupil control ideology than principals serving in relatively closed schools, the mean difference was clearly in the predicted direction. Further investigation of this relationship is indicated.

4. Teachers serving in relatively open schools were significantly more humanistic in their pupil control ideology than teachers serving in relatively closed schools.

5. The "openness" of the forty-five schools in the sample was significantly related to the pupil control ideology of the teachers; the more open the school, the more humanistic the pupil control ideology of the teachers.

6. The hypothesis that principals would be more humanistic in their pupil control ideology than teachers[1] was reconfirmed in this investigation.

   a. The pupil control ideology of the forty-five principals was significantly more humanistic than that of teachers in the forty-five schools.

   b. Principals serving in relatively open schools were significantly more humanistic in their pupil control ideology than teachers serving in relatively open schools.

   c. Principals serving in relatively closed schools were significantly more humanistic in their pupil control ideology than teachers serving in relatively closed schools.

7. The "openness" of the schools was significantly related to the community category; urban schools were most open followed in order by suburban schools, town and small city schools, and rural schools.

8. The pupil control ideology of the schools was also significantly related to the community category; urban schools were the most

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[1]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The School and Pupil Control Ideology, The Pennsylvania State University Studies No. 24 (University Park: Pennsylvania State University, 1967), p. 6.

humanistic followed in order by suburban schools, town and small city schools, and rural schools.

Implications

The rationale from which the three hypotheses guiding the study were deduced stressed the authenticity of the interactions between the principal and his professional staff in schools with open climates. Conversely, schools with closed climates were expected to be characterized by inauthentic interactions between the principal and the teachers. It was assumed that if the interactions among teachers and between teachers and principals were authentic in the open climate, then authenticity would also pervade the teacher-pupil interactions.

The confirmation of the hypothesis that schools with relatively open climates would be significantly more humanistic in their pupil control ideology than schools with relatively closed climates, and of the hypothesis that teachers serving in schools with relatively open climates would be significantly more humanistic than teachers serving in schools with relatively closed climates provided some support for this assumption. Furthermore, the degree of "openness" of all schools and all teachers correlated significantly with the degree of humanism in pupil control ideology. The evidence seemed to suggest that a humanistic pupil control orientation was a facilitating factor in authentic interactions between students and teachers.

Failure to confirm the hypothesis that principals serving in relatively open schools would be significantly more humanistic in their pupil control ideology than principals serving in relatively closed schools, and the subsequent failure to find a significant correlation

between the openness scores of the schools and the PCI scores of the principals raises some interesting questions. The importance of role factors as they are related to pupil control ideology seems important at this point. Recall that the school has been defined as a service organization similar to prisons and public mental hospitals in that participation is mandatory and clients are unselected. As Willower, Eidell, and Hoy have remarked:

> The status problems of teachers are grounded in the nature of the school as an organization and in the requirements for the teacher role. They arise, in part at least, because the public school is an organization with unselected clients and because teachers are directly responsible for the control of these unselected clients.[2]

Furthermore, they theorize that those directly responsible for the control of unselected clients would be less humanistic in their control ideology than those less directly responsible for client control. This proposition led to the prediction that teachers would be less humanistic in their pupil control ideology than principals. The prediction was confirmed in the present study. In addition, the relationship held regardless of organizational climate; principals were significantly more humanistic than teachers in both relatively open and relatively closed schools. In brief, the role of teacher seems more vulnerable to threat from unselected clients than the role of the principal; therefore, it seems reasonable that the difference in the pupil control orientations of principals in open and closed schools was less pronounced than that of teachers in open and closed schools.

The community in which the school was located appeared to be related to both the openness of the climate and the pupil control

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[2]Ibid.

ideology of the school. In the present study, urban schools were the most open in climate and most humanistic in pupil control ideology, while rural schools were the most closed in climate and most custodial in pupil control ideology. Halpin has noted that the preponderance of evidence indicates significant numbers of urban-core schools are marked by closed climates.[3] This proposition can not be adequately tested in the present study.

However, the findings hint at an interesting paradox. Urban school systems may simultaneously contain the most open, humanistic elementary schools and the most closed, custodial elementary schools. The urban peripheral schools may account for the former condition and the urban-core schools the latter. Self-selection factors of teachers and principals may explain, in part, this tendency. Teachers and principals with a humanistic orientation may desert the urban-core elementary school as soon as possible since, in the vernacular, these schools "have nothing going for them."[4]

The strength of the correlation found to exist between the openness of the school and the pupil control orientation of the school may have substantial theoretical import. The OCDQ measures the climate of the school by tapping the teacher-teacher and principal-teacher interactions. It may be that the PCI Form assesses another important dimension of the organizational climate of schools, the pupil control orientation of professional personnel.

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[3]Andrew W. Halpin, "Change and Organizational Climate," The Journal of Educational Administration, Vol. V, Number 1 (May, 1967), p. 8.

[4]Ibid., p. 9.

Prescriptions and opinions have been reported concerning methods to change the climate of the school.[5] Based on the present findings, an additional strategy to "open" the climates of elementary schools may involve the selection and assignment of humanistic personnel to these schools. Such a strategy, however, seems to have certain limitations. It is one thing to infuse personnel with humanistic pupil control orientations into schools which are not closed in order to increase the degree of openness; however, it may be quite a different matter to assign teachers with a humanistic pupil control ideology to elementary schools with extremely closed climates. In the first instance the strategy may be appropriate; in the second instance the strategy may be disastrous to the teacher or principal with a humanistic pupil control ideology who is unable to cope with strong custodial pupil control norms, the Disengagement, the Hindrance, the Aloofness, the lack of Consideration, the low Esprit, and the low Thrust which imbue the closed climate. The shock of this configuration may be too much too soon.

In conclusion, the importance of pupil control for the school has been emphasized throughout the study. The identification of pupil control as an important feature of school life seems to be supported by the findings of this study.

Suggestions for Further Study

One criterion of the value of theoretical research is the set of

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[5]Ibid., pp. 5-25. See also: Alan Brown, "Two Strategies for Changing Climate," The CSA Bulletin, Vol. IV, Number 5 (July, 1965), pp. 64-80.

ideas which are generated from the investigation. The final section of this inquiry will delineate some of the possible avenues for further empirical investigation.

The Pupil Control Ideology Form and the OCDQ have been useful research tools in the study of public schools. Future studies involving both the concepts of pupil control orientation and organizational climate should provide further understanding of behavior in public schools. For example, the following questions may be raised regarding pupil control ideology and school output.

1. Is there a relationship between the pupil control ideology of teachers and other variables such as student academic achievement, student creativity, student absenteeism, student dropout rate, levels and types of student conformity, extent and type of student extra-curricular participation, and social-emotional development of students?

If pupil control is a salient feature of the life of public schools, it seems likely that pupil control orientation may have important consequences for teachers.

2. Is there a relationship between the pupil control ideology of the school and teacher turnover and job satisfaction?

3. How do humanistic teachers adapt to strong custodial norms in the school?

4. How do custodial teachers adapt to strong humanistic norms in the school?

Findings reported in the present study have raised questions regarding the pupil control ideology of the school and external school variables.

5. Is there a relationship between the pupil control ideology of the school and the socio-economic level of the families in the attendance area?

6. What relationships may be found between the extent and nature of parent contacts and the pupil control ideology of the school?

7. Is there a relationship between racial mix of the school and the school pupil control ideology?

8. Does the hierarchical structure of the school system influence the pupil control ideology of the school?

If, as has been suggested, the Pupil Control Ideology Form measures an important aspect of school climate, then the following questions arise.

9. What factors contribute to a change in the pupil control ideology of the school?

10. To what extent do changes in the pupil control orientation of schools influence other aspects of organizational climate?

The conceptualization of pupil control along a humanistic-custodial continuum may have implications for the study of "climates" of public schools.

11. To what extent is the concept of pupil control orientation useful in conceptualizing the "climates" of public schools; i.e., humanistic and custodial public schools?

The Pupil Control Ideology Form measures the ideology of professional personnel toward the control of pupils. This raises an important question.

12. To what extent is humanism in pupil control ideology congruent with humanism in behavior?

Demographic data revealed that one-third of the relatively open schools had female principals, but none of the principals serving in relatively closed schools were female.

13. Is there a relationship between the sex of the principal and the authenticity of interactions between the principal and teacher?

One final suggestion for further study seems indicated. The present study has been limited to an investigation of the relationships between pupil control ideology and organizational climate in

elementary schools.

14. Is there a relationship between the organizational climate of schools and the pupil control ideology of schools at the secondary level?

The preceding fourteen suggestions are only a few of the questions that might be raised. They indicate the fruitfulness of the concepts of pupil control ideology and organizational climate in the investigation of the school as a social system.

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APPENDIX A

INSTRUMENTS

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 PCI

Instructions:

Following are some statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

SA--Strongly Agree, A--Agree, U--Undecided, D--Disagree, SD--Strongly Disagree

1. It is desirable to require pupils to sit in assigned seats during assemblies . . . . . SA A U D SD

2. Pupils are usually not capable of solving their problems through logical reasoning . . . . SA A U D SD

3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique . . . . . SA A U D SD

4. Beginning teachers are not likely to maintain strict enough control over their pupils . . . . . SA A U D SD

5. Teachers should consider revision of their teaching methods if these are criticized by their pupils . . . . . SA A U D SD

6. The best principals give unquestioning support to teachers in disciplining pupils . . . . . SA A U D SD

7. Pupils should not be permitted to contradict the statements of a teacher in a class . . . . . SA A U D SD

8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application . . . . . SA A U D SD

9. Too much pupil time is spent on guidance and activities and too little on academic preparation . . . . . SA A U D SD

10. Being friendly with pupils often leads them to become too familiar . . . . . SA A U D SD

11. It is more important for pupils to learn to obey rules than that they make their own decisions . . . . . SA A U D SD

12. Student governments are a good "safety valve" but should not have much influence on school policy . . . . . SA A U D SD

13. Pupils can be trusted to work together without supervision . . . . . SA A U D SD

14. If a pupil uses obscene or profane language in school, it must be considered a moral offense . . . . . SA A U D SD

15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused . . . . . SA A U D SD

16. A few pupils are just young hoodlums and should be treated accordingly . . . . . SA A U D SD

17. It is often necessary to remind pupils that their status in school differs from that of teachers . . . . . SA A U D SD

18. A pupil who destroys school material or property should be severely punished . . . . . SA A U D SD

19. Pupils cannot perceive the difference between democracy and anarchy in the classroom . . . . . SA A U D SD

20. Pupils often misbehave in order to make the teacher look bad . . . . . SA A U D SD

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 . . . . . RO SO OO VFO
2. The mannerisms of teachers at this school are annoying . . . . . RO SO OO VFO
3. Teachers spend time after school with students who have individual problems . . . . . RO SO OO VFO
4. Instructions for the operation of teaching aids are available . . . . . RO SO OO VFO
5. Teachers invite other faculty members to visit them at home . . . . . RO SO OO VFO
6. There is a minority group of teachers who always oppose the majority . . . . . RO SO OO VFO
7. Extra books are available for classroom use . . . RO SO OO VFO
8. Sufficient time is given to prepare administrative reports . . . . . RO SO OO VFO
9. Teachers know the family background of other faculty members . . . . . RO SO OO VFO
10. Teachers exert group pressure on nonconforming faculty members . . . . . RO SO OO VFO
11. In faculty meetings, there is the feeling of "let's get things done" . . . . . RO SO OO VFO
12. Administrative paper work is burdensome at this school . . . . . RO SO OO VFO
13. Teachers talk about their personal life to other faculty members . . . . . RO SO OO VFO

14. Teachers seek special favors from the principal . . . . . RO SO OO VFO

15. School supplies are readily available for use in classwork . . . . . RO SO OO VFO

16. Student progress reports require too much work . . . . . RO SO OO VFO

17. Teachers have fun socializing together during school time . . . . . RO SO OO VFO

18. Teachers interrupt other faculty members who are talking in staff meetings . . . . . RO SO OO VFO

19. Most of the teachers here accept the faults of their colleagues . . . . . RO SO OO VFO

20. Teachers have too many committee requirements . . . . . RO SO OO VFO

21. There is considerable laughter when teachers gather informally . . . . . RO SO OO VFO

22. Teachers ask nonsensical questions in faculty meetings . . . . . RO SO OO VFO

23. Custodial service is available when needed . . . RO SO OO VFO

24. Routine duties interfere with the job of teaching . . . . . RO SO OO VFO

25. Teachers prepare administrative reports by themselves . . . . . RO SO OO VFO

26. Teachers ramble when they talk in faculty meetings . . . . . RO SO OO VFO

27. Teachers at this school show much school spirit . . . . . RO SO OO VFO

28. The principal goes out of his way to help teachers . . . . . RO SO OO VFO

29. The principal helps teachers solve personal problems . . . . . RO SO OO VFO

30. Teachers at this school stay by themselves . . . RO SO OO VFO

31. The teachers accomplish their work with great vim, vigor, and pleasure . . . . . RO SO OO VFO

32. The principal sets an example by working hard himself . . . . . RO SO OO VFO

33. The principal does personal favors for teachers . . . . . RO SO OO VFO

34. Teachers eat lunch by themselves in their own classrooms . . . . . RO SO OO VFO

35. The morale of the teachers is high . . . . . RO SO OO VFO

36. The principal uses constructive criticism . . . . RO SO OO VFO

37. The principal stays after school to help teachers finish their work . . . . . RO SO OO VFO

38. Teachers socialize together in small select groups . . . . . RO SO OO VFO

39. The principal makes all class-scheduling decisions . . . . . RO SO OO VFO

40. Teachers are contacted by the principal each day . . . . . RO SO OO VFO

41. The principal is well prepared when he speaks at school functions . . . . . RO SO OO VFO

42. The principal helps staff members settle minor differences . . . . . RO SO OO VFO

43. The principal schedules the work for the teachers . . . . . RO SO OO VFO

44. Teachers leave the ground during the school day . . . . . RO SO OO VFO

45. Teachers help select which courses will be taught . . . . . RO SO OO VFO

46. The principal corrects teachers' mistakes . . . . RO SO OO VFO

47. The principal talks a great deal . . . . . RO SO OO VFO

48. The principal explains his reasons for criticism to teachers . . . . . RO SO OO VFO

49. The principal tries to get better salaries for teachers . . . . . RO SO OO VFO

50. Extra duty for teachers is posted conspicuously . . . . . RO SO OO VFO

51. The rules set by the principal are never questioned . . . . . RO SO OO VFO

52. The principal looks out for the personal welfare of teachers . . . . . RO SO OO VFO

53. School secretarial service is available for teachers' use . . . . . RO SO OO VFO

54. The principal runs the faculty meeting like a business conference . . . . . RO SO OO VFO

55. The principal is in the building before the teachers arrive . . . . . RO SO OO VFO

56. Teachers work together preparing administrative reports . . . . . RO SO OO VFO

57. Faculty meetings are organized according to a tight agenda . . . . . RO SO OO VFO

58. Faculty meetings are mainly principal-report meetings . . . . . RO SO OO VFO

59. The principal tells teachers of new ideas he has run across . . . . . RO SO OO VFO

60. Teachers talk about leaving the school system . . . . . RO SO OO VFO

61. The principal checks the subject-matter ability of teachers . . . . . RO SO OO VFO

62. The principal is easy to understand . . . . . RO SO OO VFO

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

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65. I usually feel more satisfied with teachers' meetings in which there is a discussion about a local issue rather than a state or national issue. YES NO

66. I am more interested in local educational problems and issues rather than state and national ones. YES NO

67. If I had to choose <u>only</u> <u>one</u> professional organization to join, I would join the local teachers association rather than the national teachers association. YES NO

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 _____
   ( ) 5
   ( ) 6
   ( ) 7
   ( ) 8
   ( ) Principal
   ( ) Other _____
   (If special area or level, please specify.)

3. Marital status

   ( ) Single
   ( ) Married
   ( ) Widowed
   ( ) 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): _____.

*Andrew W. Halpin, Theory and Research in Administration (The Macmillan Company, 1966). Used by permission.

Library of Congress catalog card number: 66-11578.

APPENDIX B

OCDQ PROFILE SCORES FOR FORTY-FIVE SCHOOLS

School Number	Dis.	Hin.	Esp.	Int.	Alo.	Prd.	Thr.	Con.
1	49	45	49	53	57	51	49	52
2	53	55	48	54	51	48	43	52
3	61	52	43	48	57	51	41	52
4	48	49	48	59	50	42	51	58
5	50	52	47	52	48	55	46	54
6	55	53	45	49	56	53	40	53
7	54	55	41	52	60	53	37	52
8	50	47	51	52	54	44	51	55
9	59	54	41	53	57	48	42	51
10	55	58	44	50	52	43	51	51
11	53	48	37	51	58	59	47	51
12	58	53	51	50	55	45	43	48
13	52	49	54	49	54	54	49	44
14	54	52	46	51	55	44	47	54
15	55	54	52	49	52	51	42	49
16	56	57	44	47	53	51	54	50
17	59	60	45	53	55	48	37	47
18	60	58	44	48	52	53	40	49
19	54	50	52	55	48	48	44	52
20	53	58	40	53	52	46	47	56
21	53	54	47	54	50	51	44	52
22	48	55	42	52	56	50	49	53
23	56	49	50	51	57	42	46	53
24	43	43	54	56	57	53	48	50
25	48	53	46	48	59	47	50	51
26	53	52	50	54	50	46	47	53
27	49	53	49	50	54	45	47	56
28	56	50	42	54	55	53	44	50
29	55	49	49	48	55	47	46	56
30	48	51	45	55	55	47	48	56

School Number	Dis.	Hin.	Esp.	Int.	Alo.	Prd.	Thr.	Con.
31	49	56	48	44	51	45	55	56
32	46	57	44	46	50	49	51	60
33	58	58	40	51	55	42	46	53
34	54	54	46	52	47	47	54	41
35	47	53	45	51	46	53	57	51
36	50	60	54	51	45	40	47	47
37	44	47	58	55	42	45	58	54
38	56	58	55	52	41	41	53	49
39	39	49	66	54	35	48	52	60
40	60	53	48	53	43	50	48	49
41	52	55	50	45	44	52	50	56
42	44	48	56	57	42	47	57	54
43	50	46	54	48	42	51	58	57
44	52	54	49	50	46	45	50	57
45	50	56	43	53	45	56	51	50

VITA

James Bruce Appleberry

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND PUPIL CONTROL IDEOLOGY OF ELEMENTARY SCHOOLS

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