THE DIMENSIONS OF ADAPTABILITY AND COMMITMENT IN THE ORGANIZATIONAL STYLES OF HEAD START PROGRAMS

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INTRODUCTION AND STATEMENT OF THE PROBLEM

Background of the Problem

Head Start is a comprehensive child development program for low income families in the United States. The program consists of several components: education, health, mental health, nutrition, social service, special needs, and parent involvement (Head Start Policy Manual [HSPM], 1983). Head Start has been defined as a comprehensive program because it includes more than just an educational component; it is based on a wholistic approach to child development (HSPM, 1983, subpart A). Head Start involves the family and community as parts of this wholistic team to support a child's development (Champ, 1984).

In 1964, the federal government asked a panel of child development professionals to investigate the development of a program to help disadvantaged children within the communities of the United States (Collins, 1981). In the summer of 1965, the Head Start project was launched by the Office of Economic Opportunity (Kadushin, 1980).

Head Start was designed to help families break the poverty cycle with a comprehensive program to meet children's emotional, social, health, nutritional, and psychological needs (Kadushin, 1980). This program was planned to serve children between the ages of three and five. By meeting these needs early in children's lives, it was believed the

children would have the chance to develop good self-images and become productive individuals throughout their lives.

Head Start is based on the premise that all children share certain needs, and that children of low income families are less likely to have all of these needs met and, therefore, may derive particular benefit from a comprehensive program (HSPM, 1975, subpart A). According to the Head Start philosophy, a child can benefit most, from a comprehensive, interdisciplinary program designed to foster development and provide a broad range of social/medical services. The program should maximize the strengths and unique experiences of each child (Champ, 1984). Central to the Head Start philosophy is the importance of the involvement of each child's family and the community in providing an optimal environment for that child. The family, which is perceived as the principal influence on the child's development, must be a direct participant in the program (HSPM, 1983, subpart E). Local communities are allowed latitude in developing creative program designs as long as they adhere to the basic goals, objectives, and standards of a comprehensive program (HSPM, 1983, subpart A).

The overall goal of the Head Start program is to bring about a greater degree of social competence in children of low income families (HSPM, 1983, subpart A). Head Start defines social competence to take into account the interrelationship of cognitive development, physical and mental health, nutritional needs, and other factors involved in a developmental approach to growth and maturity (HSPM, 1983, subpart B & C). There are specific objectives for parent involvement in Head Start also (HSPM, 1983, subpart E). The program must provide planned

experiences and activities for the parents that support and enhance the parental role.

Over the years, Head Start has developed many innovative methods of working with children, families, and communities (Champ, 1984). These methods have been effective and have produced significant positive results for society in the United States (Hubbell, 1983). Some of the social gains are improvement in performance on school achievement tests, positive influences on socialization, better health care, improved nutritional practices, and positive influences on parental attitudes toward child rearing (Zigler & Valentine, 1979; Hubbell, 1983). Head Start has had an influence on disadvantaged families across the United States, Head Start program goals are being met daily through programs in local communities (Richmond, Stipek, & Zigler, 1979).

Head Start has influenced low income families since conception in 1965; although over the years, there has been extensive growth and many changes have occurred in the program (Hubbell, 1983). The Head Start program is serving low-income children, their families, and their communities (Richmond et al., 1979). The goals of Head Start continue to include serving individual children, the family unit, and local community programs and agencies (Zigler & Valentine, 1979).

A large proportion of research concerning early childhood programming has focused around Head Start programs (Robinson, Robinson, Darling, & Holm, 1979). Research on the results of Head Start programs have predominantly focused on the cognitive development of children. In recent years, some interest has grown in the social, emotional, physical, and parent involvement aspects of the program (Richmond et al., 1979). Kirschner Associates' (1970) conducted a major research project to study

the influence of Head Start on communities. One result they found was increased opportunities for employment in those communities. According to the Administration for Children, Youth, and Families, in the 1980's Head Start has employed over 70,000 individuals in over 2,000 communities, with over fifty percent of those individuals being minorities.

With the vast amount of research concerning Head Start programming and it's influence on the community, no research has been completed which assesses the organizational style of the Head Start program. The organizational style is the way the individuals working within the Head Start program relate to each other. The number of individuals working in the Head Start system is significant; it is time for research to examine the organizational styles of individuals working in Head Start and management styles used in the system. In a comprehensive evaluation of Head Start, it may be that organization and management of the programs within the system influences the final results from a program as well as the traditional components of the program. Collecting such information concerning the organization of the Head Start system is a critical need at this time.

Statement of the Problem

Head Start is one of the largest nationwide early childhood programs in the United States of America, currently serving over 450,000 children (Children's Defense Fund, 1983). Past research has indicated that Head Start programs have had positive effects (Hubbell, 1983). Children enrolled in Head Start programs benefit in the areas of cognitive, social, emotional, and physical development (Richmond et al., 1979). Not only do children benefit from Head Start enrollment, but parents have also

benefited; parents report an increase in happiness, job skills, and opportunities for employment due to the fact their children were able to attend Head Start (Grotberg, 1980). Since the influences of Head Start have been positive, it is now time to investigate characteristics of the system of Head Start programs, identify how it functions, and examine dimensions which contribute to the functionality of this program.

Past research has examined management techniques and approaches of a Head Start program, but not the organizational style (Hubbell,1983). The current study is the first project to use organizational style (based on the Circumplex Model developed by Olson, Russell & Sprenkle, 1979) to describe the functioning of a Head Start program. There are many dimensions involved in the organizational sytle of a system; this particular project is limited to examining the two dimensions of commitment (cohesion) and adaptability as determining the organizational style used within a functioning system. The dimension of commitment (cohesion) is concerned with individual perceptions of involvement in and commitment to their program. The adaptability dimension is related to the degree of flexibility and ability to change which the individual staff member perceives in the local program.

The organizational style and the background experiences of employees vary with different Head Start programs. Is there an association between local staff members' training, years of experience, job satisfaction, productivity, and the organizational style? Is there an association between the program's level of meeting the component performance standards and commitment or adaptability? The commitment and adaptability in a Head Start program will change over time as programs evolve and staff changes occur. Some styles are probably more common when programs are

new or in transition (Olson, 1982). Differences in local communities may effect the Head Start program's organizational style. One of the goals of Head Start is to place the administration of the program at the local level in order to best serve that community's needs (Zigler & Valentine, 1979). People make up a community and they are the employees of a Head Start program (Hubbell,1983). A systematic method is needed to identify a program's organizational style that will then allow a more thorough examination of different programs within the Head Start system.

The majority of previous research has focused on the development of the children (Hubbell, 1983). For instance, research has examined different curriculum types (Bereiter & Engelmann, 1966) and the influences on the children. Perhaps differences in influences made on the children are not only the result of choices of curriculum, but also reflect organizational style.

The local Head Start programs have had an influence on children, families, and communities (Hubbell,1983). Research efforts must be made to determine more specific dimensions of the Head Start system which may indicate the functionality of a program.

Purpose of the Study

The purposes of this research are (a) to introduce the Circumplex Model as a method to assess the organizational style of a Head Start program and (b) to examine the relationship between the organizational style of Head Start staff and certain factors relating to the program components and the staff. The organizational style is based on two dimensions: commitment (cohesion) and adaptability. The program descrip-

tion is determined by a report of how the program is meeting the Performance Standards for the Head Start component areas; the individual's background is described through collecting specific information concerning the experiences and background of the individual staff members.

Research Questions

The major questions raised are the following:

1. Is organizational style related to perceptions of job productivity, job satisfaction, importance of Head Start program components, staff training, and years of experience in Head Start?

2. What is the relationship between commitment to the program and various staff background characteristics?

3. What is the relationship between adaptability within the program and various staff background characteristics?

4. What is the relationship between commitment to the program and job productivity and job satisfaction?

5. What is the relationship between adaptability within the program and job productivity and job satisfaction?

6. What is the relationship between commitment to the program and perceptions of the importance of the Head Start components?

7. What is the relationship between adaptability within the program and perceptions of the importance of the Head Start components?

Conceptual Framework

General Systems Theory provides the framework for concepts in this research. This theory looks at a system as a whole rather than at isolated individual parts of a system. Ludwig von Bertalanffy, a biologist,

is credited with the development of General Systems Theory (Davidson, 1983). This theory attempts to integrate both system sciences and disciplinary sciences to evolve a more humanistic science. A system is defined as "a set of units with relationships among them" (Bertalanffy, 1956, p. 3). The use of the word "set" implies the "units" must interact (Miller, 1978). Davidson (1983) crystalizes the definition of a system by adding, "A system is a manifestation of something intangible, but quite real, called organization" (p. 27).

General Systems Theory as it Applies to Head Start

Systems have both subsystems and suprasystems, wholes in themselves, yet a part of another larger system (Becvar & Becvar, 1982). The local Head Start program is a system; the program is whole, with subsystems, and the local program is a part of another larger system. Some subsystems of the local Head Start program (system) include each center, classrooms in the centers, the classroom staff, the children in the classroom, the parents of the children in the center. Two suprasystems of the local Head Start system include the regional office and the federal level of the Head Start program (see Figure 1). This particular research project collected information from individuals who were operating in the local Head Start center as well as a variety of subsystems and suprasystems.

Circumplex Model

General Systems Theory is the underlying conceptual framework, but more specifically, Olson's Circumplex Model (Olson et al., 1979) is the basis of this research. Olson's Circumplex Model was originally

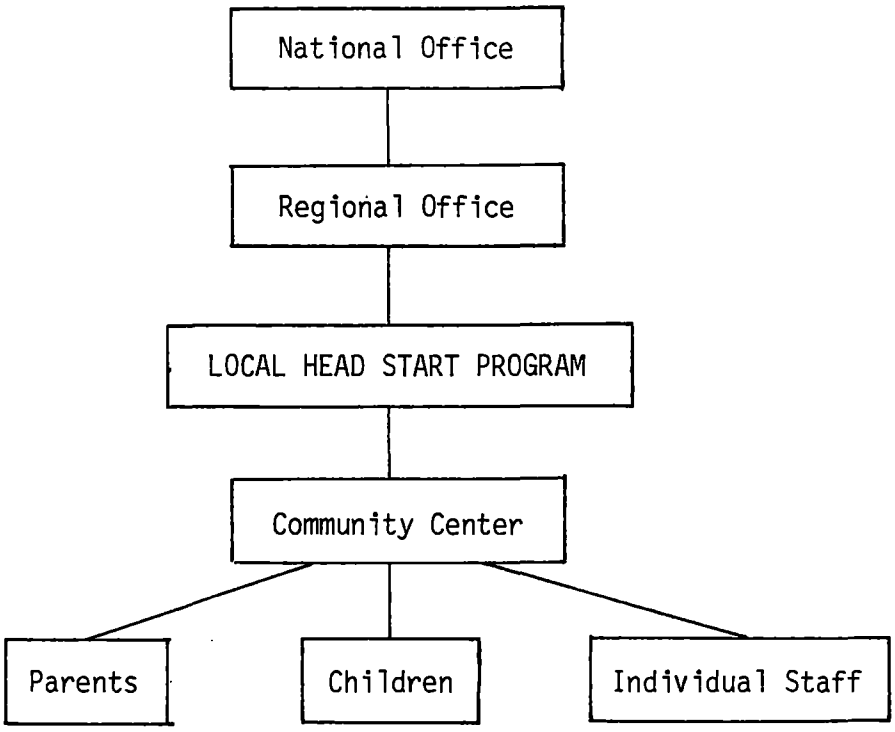

Figure 1. Head Start System.

developed as a model of family functioning incorporating dual emphases on cohesion and adaptability (Sprenkle & Olson, 1979). This Circumplex Model was developed as a guide for setting goals when working with a couple or a family in a counseling situation. The Circumplex Model makes it possible to classify a system into one of sixteen possible system categories within the model. The Circumplex Model describes the system of a family by power, leadership, roles, flexibility, independence, coalitions, and decision making (Olson, Russell & Sprenkle, 1980). Although this theoretical model was originally developed for use with families, it is an appropriate method for assessing organizational relationship styles of businesses or academic departments (Olson, 1982).

The Circumplex Model is based on the assumption that a system is most productive (and the individuals in the system are more satisfied) when they are functioning at a balanced level of cohesion (commitment) and adaptability (Olson et al., 1980). The use of the Circumplex Model as a base for assessing the organizational style of a Head Start program is appropriate for investigating the system of a Head Start program.

Conceptual Hypotheses

The general hypothesis of this study is that the backgrounds of Head Start staff members and characteristics of the programs will vary with Head Start staff and centers of different typologies, as identified by the Circumplex Model. Operational hypotheses are presented in Chapter 3. Conceptual hypotheses are follow:

1. Individuals and programs of varying organizational styles will differ in staff backgrounds.

2. Individuals and programs of varying organizational styles will differ in job satisfaction and job productivity.

3. Individuals and programs of varying organizational styles will differ on perceptions of the importance of the program component areas.

Importance of Study

Olson et al. (1980) have postulated that a balance of cohesion and adaptability is related to adequate functioning in a family system. They have also hypothesized that other systems involving interpersonal relationships, i.e., businesses, health care facilities, academic departments, may function within the same framework which has been described

by Olson as the Circumplex Model. It is proposed that several aspects of Head Start functioning may be related to organizational style as defined by Olson (balance of cohesion and adaptability). In order to proceed with research related to this proposition it is necessary to assess organizational style of Head Start personnel. Then analysis can be made with personnel's responses of perceptions of job satisfaction, job productivity, importance of program components, and staff training and experiences in order to give direction to future research.

Knowledge of organizational style in Head Start programs and its relationship to functioning of the system (program effectiveness) would seem to be a very important part of evaluation of programs. Evaluation is a critical issue for Head Start due, in part, to the pressures of maintaining funding in a time of financial retrenchment (Hubbell, 1983). Another reason that evaluation is a critical issue in Head Start may be found in the history of the program. Originally, Head Start focused on programming and the delivery of services to children and families whose needs were clearly recognizable (HSPM, 1983). Much effort was spent on in-service training for personnel to support staff who had little or no previous preparation in working with three to five-year-old children (Collins, 1981). Initial guidelines provided were quite clear and detailed. Evaluation (for continuation of funding) was carried out by individuals whose professional competence had been judged adequate for such an assignment. These evaluators were usually recognized for having had both professional preparation and experience as well as in-service training for Head Start evaluation (Collins, 1981). Extensive and detailed reports were submitted by the evaluator after one or more field visits. In the years since 1965, many changes have

occurred (Zigler & Valentine, 1979). The number of programs is so large that sending a professional evaluator to each program each year to pass judgment on funding for the next year would be impractical and an unwise use of the funds that are available. It seems apparent that evaluation of Head Start programs in order to support effective programming and to communicate to the public the value of Head Start programs to families in the United States and society is a crucial issue (Hubbell, 1983). Assessing organizational style in Head Start programs and carrying out a preliminary examination of the relationship of perceptions of organizational style to various aspects of Head Start programs should serve Head Start well and should also be of great interest to the entire day care community.

In the current study the organizational style instrument will yield information relating to commitment (cohesion) and adaptability of an individual staff member and of a set of staff members in a center, or any level of the Head Start system. The individual or the set of staff can then be placed into one of sixteen categories of the Circumplex Model and from this placement, possible technical assistance offered to enhance the functioning of the program (system).

Definition of Terms

For this study, the following terms are defined:

Adaptability reflects the extent the system (Head Start staff member or program) is flexible and able to change (Olson, Portner, & Lavee, 1985).

Circumplex Model is a theoretical model of system functioning using the dimensions of cohesion and adaptability. The model provides a range

of 16 possible categories for describing the system. These range from showing extremely high cohesion (enmeshed) to showing extremely low cohesion (disengaged) while also ranging from extremely high on adaptability (rigid) to extremely low on adaptability (chaotic). The middle ranges of both dimensions reflect a balanced or moderate system.

Cohesion assesses the degree to which members in the system (Head Start staff) are separated from or connected to their program (Olson et al., 1985). Cohesion is concerned with how involved and committed the staff member is to the local program.

Compliance refers to the degree of complying with regulations as described in the Head Start Program Performance Standards.

Component areas are individual parts of the whole Head Start program, i.e., education, mental health, nutrition, etc.

Flexibly-connected type (II) represents a system that is open and cooperative in working effort.

Flexibly-separated type (I) represents an open system, yet the individuals within the system are more independent of each other.

Organization style is the description of a business or academic department (Head Start program) in terms of the behavior of individuals within the organization (system) relating with each other.

Structurally-connected type (IV) represents a system that is less flexible with individuals that are cooperative in their work efforts.

Structurally-separated type (III) represents a system that is less flexible with individuals working independently.

System is defined as a complex of elements or components which are directly or indirectly related in a causal network such that each

component is related to at least some others in a more or less stable way at any point in time.

Assumptions

The assumptions concerning the programs as used in this study are:

1. The sample is representative of Oklahoma Head Start programs.

2. This study is limited to using commitment and adaptability as the indicators of the organizational style of the program as indicated with the Circumplex Model (Olson et al., 1985).

3. Staff members are willing to share information and perceptions of Head Start with the researcher.

4. Research findings can be used by Head Start administrators to plan more effective training and technical assistance.

Limitations

1. Generalizations from the analysis of organizational style as it relates to several different aspects of Head Start programs and personnel must be limited because a random sample was not used. This lack of randomness also violates one of the basic assumptions of analysis of variance.

2. There is the possibility of the Hawthorne effect, since responses of the subjects might be affected because of an awareness of participating in the research project.

3. The data collected concerning training experiences of individual staff members were based on recall, rather than review of transcripts, training certificates, or other documentation.

Overview of the Study

This first chapter provides an introduction to the area of investigation, the statement of the problem, the purpose of the study, and the conceptual framework which serves as a basis for the empirical study. It also includes the assumptions, limitations, and definition of terms for the study.

Chapter 2 presents a review of literature related to the influence of Head Start programs on children, families, and communities, and the influences of the staff's individual background related to the functioning of the program. A description and discussion of the Circumplex Model is also included in the chapter.

Chapter 3 reports the specific research design, procedures, and description of the study sample. Also included in this chapter is a description of the instruments, statistical analysis of the data, and operational hypotheses.

The analysis of the data and the results are presented in Chapter 4. A detailed exploration of the data is presented.

Chapter 5 contains a summary of the study. Recommendations for further study are also described in this chapter.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Head Start is one of the most successful and enduring programs from the surge of social services in the 1960's (Washington & Oyemade, 1985). This nationwide program continues to be unique in it's effort to provide a comprehensive program for children and families, while also involving the community in this service (Richmond et al., 1979). Over the years, Head Start has maintained its comprehensive program that includes the following component areas: administration, education, health, nutrition, mental health, social services, special needs, and parent involvement.

In the past 20 years, much information has been collected concerning the vast impacts of Head Start programs on children, families, and communities (Hubbell, 1983). The influences of Head Start have been so far-reaching, yet little information has been collected concerning the working system of Head Start. The thrust of this research project is to investigate the organizational style of the Head Start system and examine dimensions of the program. Of additional interest in this study is determining what variables associate with the functioning of the Head Start program.

This chapter provides a review of literature relating to areas of interest for this research. The initial literature review focuses on the development and evolution of Head Start, and the influences of Head Start on children, families, and communities. Reviewed next are studies which deal with influences of individual staff member's backgrounds on the functioning of the program. Finally, a description and discussion of relevant research is presented pertaining to the Circumplex Model (Olson et al., 1979) which provides a theoretical base for this study.

Development and Evolution of the Head Start Program

Collins (1981) provides a brief description of the development and evolution of Head Start to the current year. The period of 1965-1968 is described as the start-up period; this was a time of the six- to eight-week summer programs. The programs operated under the sponsorship of diverse agencies such as public schools, Indian tribes, community action programs, etc., and served a variety of communities from local neighborhoods to far-reaching areas requiring busing of children. The programs were staffed by committed staff that had wide variations in training and experience. Then during 1969-1972 (the transition years), summer programs were converted into year-round programs. Also during this time Head Start moved from the Office of Economic Opportunity to the Office of Child Development (at that time in the Department of Health, Education and Welfare). The period of improvement and innovation, 1972-1977, brought the performance standards; experimental programs were introduced; and the Child Development Associate credentialing program for training and certifying staff was developed. During 1978-1982,

the Head Start program was greatly expanded nationwide to include half-day, full-day, year-around programs, and other programs designed to meet local community needs. During the current times of extensive federal cutbacks in funding, Head Start has been included in President Reagan's "safety net" of social programs for low-income families, and is being subjected to a low percentage of funding reduction when compared to other social programs.

Impact of Head Start Programs

Since 1965, several hundred articles, papers, and books have been published about the impacts of Head Start. Most of the research has centered around the question, "Does it work?" (Hubbell, 1983).

Children

The majority of research investigating impacts of Head Start on children has focused around cognitive development (Hubbell, 1983). Often studies have found children enrolled in Head Start to have significant gains or differences between a control group and the Head Start group on cognitive measures (Miller & Dyer, 1975; Nash & Seitz, 1975). The Hartford Board of Education (1974) evaluated the effects of Head Start using the Peabody Picture Vocabulary Test, a general measure of verbal intelligence. The children did gain in mental age over the enrollment period, but the children still remained eight months below national middle-class norms.

On the other hand, Bee (1981) examined children who had attended Head Start comparing them to those who had not attended. She found no significant difference between the two groups. Cawley (1970) also

compared children attending Head Start to non-Head Start children and found no significant differences among the groups at kindergarten or first grade on the Peabody Picture Vocabulary Test, the Detroit Tests of Learning Aptitudes, or the Illinois Test of Psycholinguistic Abilities. Kanawha County (West Virginia) Board of Education (cited in Hubbell, 1983) compared children who attended Head Start with children who had not attended on mathematics and reading achievements tests; there were no significant differences.

A critical issue when looking at the influences in the cognitive developmental area is long term effects. The Westinghouse Learning Corporation (1969) reported results indicating a "washing out" effect after a few years out of the Head Start program. Individuals criticizing Head Start often refer to this research. It is important to recognize that the Head Start programs of the 1980's are quite different from those which operated in the 1960's. The earlier programs were six to eight weeks in length while the current programs are nine to twelve months. The Consortium for Longitudinal Studies (1978) found significant differences after up to ten years between children who had participated in preschool programs (including Head Start) and those who did not. Those who had attended programs were less likely to have been placed in special education classes or failed a class.

In 1981, Monroe and McDonald (cited in Hubbell, 1983) examined the past school records of children attending Head Start in 1965 compared to non-Head Start children. In this sample, 51 percent of the Head Start attendees repeated a grade compared to 63 percent of the other group. Eleven percent of the Head Start children were placed in special education classes compared to 25 percent of non-Head Start children.

The records also indicated 50 percent of the Head Start children completed school, while only 33 percent of the others finished. Another 1981 report (cited in Hubbell, 1983) indicated that Head Start children scored close to or better than other children on standardized tests through fifth grade. It appears the Head Start program of the 1980's is making an impact in the area of cognitive development for the children.

Cognitive development is an important goal of Head Start programs, but so are emotional and social development. Hertz (1977) and Zigler and Valentine (1979) report positive effects of Head Start on various effective and social domains while at the same time discuss the difficulty in measuring the socioemotional development of children. Perhaps it is because of the difficulty in measuring this development that less research has been conducted in this area.

Ross (1972) found no significant difference between former Head Start children and higher-income children on social or emotional development once enrolled in elementary school, although both of these groups did rate significantly higher than low-income, non-Head Start children on social and emotional development.

Bridgeman & Shipman (1975) reported that the self-esteem of a Head Start graduate does not correlate reliably with later school achievement. Adkins and O'Malley (1971) reported that achievement motivation does not appear to be increased with Head Start attendance.

A national survey reported by Abt Associates (1978) found that Head Start graduates compared to low-income, non-Head Start graduates scored higher on proximity and attention-seeking, experienced less conflict in these types of behaviors, and ranked higher on assertive/aggressive behaviors. The authors of this project interpreted these results

to suggest Head Start children have a higher level of confidence or certainty.

Head Start does appear to have influenced the social and emotional development of children attending. The social emotional area of development is difficult to measure and therefore has made it difficult to make conclusions in this area.

Families

The Head Start Performance Standards require that parents have an opportunity to be involved in the total program. In 1980, Stubbs (cited in Hubbell, 1983) reported over 70 percent of parental involvement in policy committees, and classroom work. In this study, 32 percent of the employees were Head Start parents.

Hubbell reports, from the 1983 Program Information Report survey, 62 percent of Head Start families needed some form of social services. Of those identified families needing help 96 percent received help before the end of the year.

Parents appear to benefit from involvement in Head Start in terms of satisfaction with life, job skills, increased employment, and improved living skills (Grotberg, 1980; O'Keefe, 1978). Midco Educational Associates (1972) found parents who were highly involved in Head Start had increased feelings of successfulness, happiness, and satisfaction compared to parents not as involved. Lamb-Parker (1983) found mother's participation in parental involvement to result in improved psychological well-being and increased faith and trust of other people.

Research is limited measuring the effect of Head Start on economic and educational benefits offered to the parents. Although a large number

of parents of Head Start children are eventually employed in the program (Hubbell, 1983).

Community

Head Start exerts an economic influence on the community by providing services, and contributing to the local economy through job opportunities and purchasing of goods for the program (Hubbell, 1983). Head Start helps build a strong community by offering opportunities for cooperation in working toward a common goal and by providing jobs for individuals to serve the families.

The Economic and Youth Opportunities Agency of Greater Los Angeles (1971) found the county programs to offer new employment for more than 400 people. The Service Delivery Assessment Report of 1977 (cited in Hubbell, 1983) reported that many single parents were able to become employed because Head Start provided child care.

Maxima (cited in Hubbell, 1983) reports that Head Start is often the link between families and social service agencies. Social services are provided directly (as part of the program) as well as through referrals linking families with agencies.

Parents involved in Head Start programs have been found to become active in school and community activities (Stubbs, 1980, cited in Hubbell, 1983). Head Start apparently does have a positive impact on the community and individuals' involvement and employment.

Influences of Staff Member's Background

A staff member's effectiveness is influenced by demographic characteristics (Feeney & Chun, 1985). Demographic characteristics that have

been linked to effectiveness include sex, training background, years of experience, job satisfaction and productivity.

Sex of Staff Member

The presence of male staff does has a positive effect on male children (Lee & Wolinsky, 1973). The positive influence of the male staff member on male children did not seem to affect the female children in the group in either direction.

Gold (1977) found that male children taught by male-female staffing teams exhibited superior classroom behaviors when compared to male children taught by female staffing teams. Although, in this same study, sex-role development was not affected by the sex of staff members.

Training and Education

Seefeldt (1973) looked at the influence of formal education and years of previous teaching experience on Head Start staff effectiveness. The results indicated that children's developmental gains were significantly and positively associated with years of teaching experience and years of formal education. Meissner's (1973) research suggests that years of experience and education of staff are positively correlated with achievement gains of the children.

Keyserling (1972), at a seminar on day care standards, stated the importance of educating and training early childhood staff and identified training as an important issue in the field of early childhood education. Almy (1981) and Katz (1984) also stress the need for training staff. In collecting data, Almy (1981) reported the early childhood staff requested more onsite training in the program.

Past research has indicated that trained staff, those with an understanding of child development, is a determinant in providing quality programs (Grotberg, Chapman, & Lazar, 1971; Travers & Goodson, 1980; Robinson et al., 1979; Vandell & Powers, 1983). The National Day Care Study (Travers & Goodson, 1980) found staff with specialized training in early childhood education, child development, and related areas showed a relatively high degree of social interaction with children.

The 1979 National Day Care Study (Travers & Goodson, 1980) reported that the staff's formal education (degrees) showed no consistent relationship to the behaviors the staff exhibited in the classroom. Unlike the National Day Care Study, Vandell & Powers (1983) found that formal education, such as a college degree, did relate to the quality of program provided by the staff.

Robinson et al., (1979) in World of Children describe the staff member as the most important part in the entire early childhood program.

> The best curriculum, the most spacious and attractive building, the cleverest toys and equipment--none of these can compare with a talented and well-trained staff (p. 158).

Provence (1982) delineates roles of a staff member to include comforter, organizer, energy source, and play partner. The staff must be alert to match the needs of the child with the toys and equipment available.

Years of Experience

Meissner (1973) found that a staff's education and years of experience may be positively correlated with achievements made by the children in a program. Rosen (1975) found that teaching effectiveness is related to a staff member's personality. Prescott, Jones, and Kritchevsky (1967)

found the personality, outlook, and conviction of the early childhood staff as the most important factor in shaping a child's experiences in an early childhood program. Another study states that the staff's conviction and intensity of involvement relates to the preschool age child's gain in intelligence (Vandell & Powers, 1983).

Seefeldt's (1973) research on the staff in a Florida Head Start program indicated that children's gains on the Caldwell Preschool Inventory were significantly and positively associated with years of prior teaching experience. In this same study, she also found a significant negative relationship between parenthood and teaching effectiveness; as the number of one's own children increases, effectiveness as a staff member decreases.

Job Satisfaction and Productivity

In the future a greater emphasis may be put on maintaining staff in Head Start programs (Washington & Oyemade, 1985). Two important issues in maintaining staff are feelings of satisfaction and productiveness. Michaelson (1980) suggests rather than assuming job satisfaction and job productivity are totally related to the nature of the job or rewards of the job, it should be considered that there may be points when people are unwilling to commit more to a job simply because of family or other involvements. A person comes to work not just as one individual, but as a member of other systems outside of the work place (Kanter, 1977).

Schein (1978) has described how organizations are dependent on the performance of their staff, yet the staff are dependent upon the organization for income and employment. Organizations must be concerned

about the employees as individuals, since the satisfaction and productivity of the staff influence the survival and successes of a program.

Engelbrecht, Juhnke, and Fournier (1981) in a project addressing perceptions of work/family conflicts related to life situations found more established families reported little or no concern with money, while the less established families reported money as an issue. Most of the employees of Head Start are from "less established families," where money is of concern and does relate to feelings of job satisfaction.

In a study conducted by Bank Street College (1973) it was found that Head Start staff members generally indicated a positive, productive attitude toward working with other staff members. These same individuals expressed feelings of satisfaction about working with other staff members in the classroom.

From the research reviewed it does appear the staff member directly affects the children and the program. Likewise, the staff member's background influences the program.

Circumplex Model

The first paper on the Circumplex Model (Olson et al., 1979) provided an overview of the theoretical importance of the cohesion and adaptability dimensions in the family literature and across several different social science fields. Since the model's inception, a third dimension, communication, has been added (Olson et al., 1983). Communication is considered the "facilitating dimension" because it is critical for couples and families to be able to move on the other two dimensions. The communication dimension is not visually illustrated on the Olson et al. figure of system types (see Figure 2). In order to represent communication,

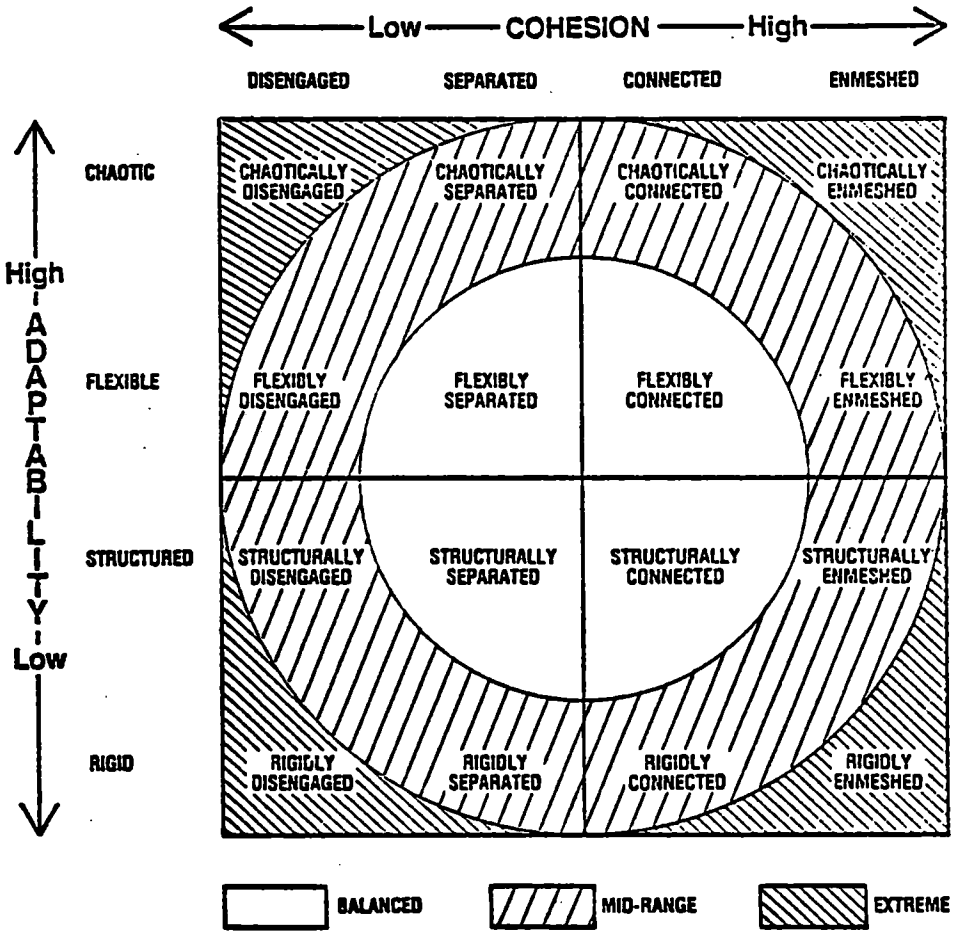

Figure 2. Circumplex Model: Sixteen Types of Marital and Family Systems.

Note. From Families: What Makes Them Work by D. H. Olson and I. McCubbin, 1983. Beverly Hills, CA: Sage Publications.

the figure would have to be three dimensional. The combination of these dimensions is confirmed by the fact that numerous theories have independently developed concepts closely related to these dimensions. There are several different theories built around the conceptual bases of a Circumplex Model, this project is limited to the conceptual framework of the Circumplex Model developed by Olson and associates (Olson et al., 1979, 1985).

Olson et al., (1985) describe family cohesion as the degree to which family members are separated from or connected to their family. Family cohesion is defined as the emotional bonding that family members have toward one another.

Family adaptability is described as having to do with the extent to which the family system is flexible and able to change (Olson et al., 1985). Family adaptability is defined as the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress.

In the Circumplex Model, the dimensions of cohesion and adaptability each have four levels, two extreme levels and two middle levels. The adaptability levels are identified as chaotic (high change), rigid (little change), structured, and flexible. The cohesion levels range from one extreme enmeshed (extreme bonding and limited individual authority), through the mid-ranges of connected and separated, to the other extreme, disengaged (little bonding). It is should be noted that an effort was made to avoid "traditional diagnostic labels" (Olson et al., 1983). The Circumplex Model combines the four levels of each dimension to form sixteen types or family categories (see Figure 2). Then, from these

sixteen types, three general groups of families can be described: extreme, midrange, and balanced. Extreme families fall into the extremes of both dimensions. Midrange families fall on one extreme level of one dimension and a middle level of the other dimension. Balanced families fall into the middle level of both dimensions.

An extensive amount of empirical research verifies the Circumplex Model as a theoretical base for clinical and research purposes (Olson et al., 1985). In 1979, Sprenkle and Olson compared 25 couples receiving counseling (clinical couples) with 25 nonclinical couples. They found nonclinical couples under stressful situations shared leadership and were more supportive.

In 1979, Russell examined both cohesion and adaptability by comparing 31 Catholic families with female adolescents who participated in the SIMFAM games and then completed a questionnaire. SIMFAM is a technique which involves family members discovering the rules of a game. She found 10 of 15 high-functioning families fell into the Balanced family type. All low-functioning families fell into the Extreme types.

Portner (cited in Olson, 1985) compared 117 nonclinical families to 55 clinical families on the dimensions of cohesion and adaptability. The results indicated that nonclinical families were placed more frequently than the clinical families on the Circumplex Model in the Balanced range.

Olson and McCubbin (1983) used the Circumplex Model and FACES II as the bases for a national survey of 1,140 Lutheran nonclinical families from 31 states. This study investigated family type, stress, resources, coping, and satisfaction in regard to the family life cycle. Results strongly supported the use of the Circumplex Model and the hypothesis

that Balanced families seem to function more adequately throughout the family life cycle.

Olson's Circumplex Model has been used in a variety of research concerning the emotional problems and functioning of families. In 1984, Clarke (cited in Olson et al., 1985) used the Circumplex Model to examine families with mental health problems and found schizophrenic and neurotic families to be placed on the Circumplex Model in the extreme category. Olson and Killorin, in 1985 (cited in Olson et al., 1985) found alcoholic families were significantly more frequently categorized at levels of extreme families.

This review of research using Olson's Circumplex Model does focus around the functioning of the family system. Although this model was originally developed to assess family functioning, it is an appropriate method for assessing organizational styles of business or departments (Olson, 1982). Because Olson's Circumplex Model looks at both the individual and the family as a group functioning in the system of the family, it is possible to make adaptations in the use of the Model. This model can be used with individual staff members working in the Head Start system, as well as with the Head Start center staff as a group in the system of the Head Start program.

As of this time, no published studies have used Olson's Circumplex Model to investigate other types of systems' functioning. This project will use the Model to investigate the Head Start system's functioning.

CHAPTER 3

METHODOLOGY

Introduction

The purposes of this study were (a) to introduce the Circumplex Model as a method to assess the organizational style of a Head Start program, and (b) to examine the relationship between the organizational style of a Head Start staff and selected factors relating to the program components and the staff. Assessment of the organizational style was based an examination of perceptions of leadership and staff behavior in terms of two dimensions, commitment (cohesiveness) and adaptability. Factors examined in relation to organizational style included reports of how the program is meeting the goals of the Head Start component areas and information concerning the experiences and background of the individual staff members.

The variables for this study included individual backgrounds, individual job satisfaction and productivity, program evaluation characteristics, and the commitment and adaptability of individual staff members. It was hypothesized that there was a significant relationship between staff background, job satisfaction and productivity, and the organizational style of the program.

The first section of this chapter describes the research methodology used for this study. The second section identifies the research design.

Additional sections describe the specific sample selected for the validation of the instrument; data collection procedures; instrumentation; statistical analysis; operational hypotheses; and analysis and processing.

Description of Research Methodology

The research methodology used in this study was primarily descriptive and correlational research. The purpose of descriptive research is to describe systematically the characteristics of a given population or area of interest. The purpose of correlational research is to investigate the extent to which variations in one variable correspond with variations in one or more other variables (Isaac & Michael, 1983). The use of the descriptive design was appropriate because one of the major purposes of this study was to collect detailed factual information that described the existing Head Start program. Using this design, the researcher described an assessment of the organizational style of Head Start staff and programs. Correlational research was also appropriate for this project because another purpose was to investigate relationships between organizational style and staff background, job satisfaction, job productivity, and the program's description in each of the component areas. The collected information can be used in future research and recommendations for program plans.

Research Design

Figure 3 describes the key variables for the study and their relationships with each other. The design of this project involved analyzing the relationship of the variables from the viewpoint of individual staff members and for each center in a program.

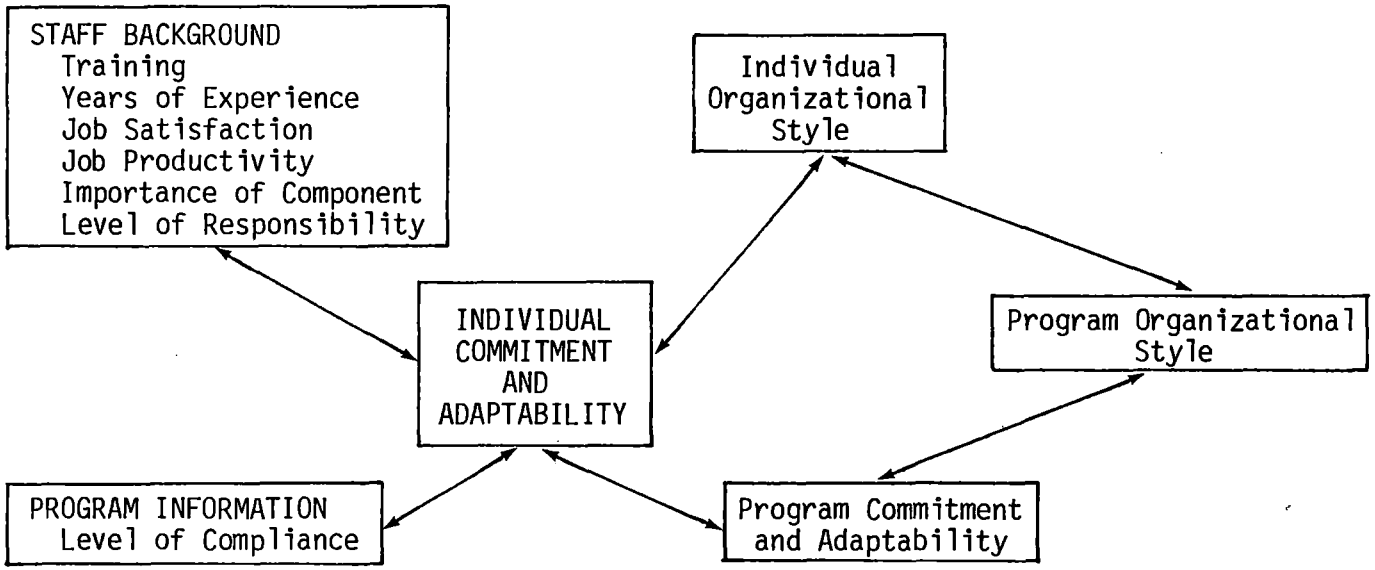

Figure 3. Research Design: Variable Interrelationships

This design involved looking for a correlation between organizational style as expressed by an individual staff members' commitment (cohesiveness) and adaptability scores and his or her background experiences.

In order to describe the relationships among the variables for each program, organizational style was divided into the following four types: (I) flexibly-separated, (II) flexibly-connected, (III) structurally-separated, and (IV) structurally-connected. The terms labeling each program type describe the adaptability and commitment dimension for the program. The level of organizational style was also analyzed in relation to the staff background information.

Selection of Subjects--Sample and Population

The sample for this study consisted of staff members from five Head Start programs chosen from the twenty one programs in the state of Oklahoma. This project used nonprobability, purposive sampling techniques. Purposive sampling is a non-random selection designed to insure particular groups considered important for analysis (Kerlinger, 1973). These Head Start programs were chosen to represent a section of the state (north, south, east, or west) and/or to representative the state's rural, small community, or urban population.

The researcher contacted the Head Start program director by telephone and requested the program's participation in the study. If the director agreed to participate, an introductory letter, set of instructions, the organizational style instrument, other data collecting questionnaires, and researcher-addressed return envelopes for each staff member were sent in one packet to the Head Start program.

Methods of Data Collection

The Head Start directors who were willing to allow their program to participate in this study received the packet of materials described in the preceding paragraph. The Head Start director was given the following instructions concerning the staff information form:

1. Distribute a set of staff forms and an envelope to each staff member (including cooks, aides, teachers, coordinators, and yourself.)

2. Ask the staff members to complete the forms. Explain that information will be used to describe Head Start programs.

3. Tell them this information is confidential. You nor any other person in your program will see their form.

4. Explain that each staff member is responsible to mail his or her own forms in the stamped envelope provided.

The Head Start director was given the following instructions concerning the program information form:

1. Enclosed you will find several copies of a Program Information sheet. You should have one for each center in your program.

2. Complete one form for each center. These forms may be completed by the director or a component coordinator.

Instrumentation

Table 1 provides an operational summary of the variables used in the study including the variable name, instrument source, items numbered, possible score range, and a brief description of the question contents. Instruments included in this research were a background information form, the organizational style instrument, and a program information

Table 1

Variable Summary

Variable	Source	Items	Theoretical Score Range	Brief Description
Job Satisfaction	Background	13-21	9-54	With employment
Job Productivity	Background	22-27	6-36	In program
Commitment	Organizational Style Instrument	1-8	8-32	Cohesion, involvement, and commitment to local center and program
Adaptability	Organizational Style Instrument	1-8	8-32	Of local center and program
Program Information	Program Sheet	1-8	8-40	The center in each component area

form. The instruments are evaluated for reliability and this is reported in Chapter 4. Samples of these instruments are included in Appendices A, B, and C.

Background Information Form

The background information form (see Appendix A) collected the information listed below:

Sex of respondent

Date of birth

Staff position

Types of training

Date starting to work for Head Start

Name of Head Start program

Name of Head Start center

Date of beginning to work in current position

Years working with young children

Preference of working with or without other adults

Necessity of income

Job satisfaction

Job productivity

Importance of component area in serving children and families

Component area responsibilities

Job Satisfaction and Productivity

Items 1 through 12 of the background form collected demographic information. Included on the background information form, items 13-21, were nine forced choice questions concerning job satisfaction, with

possible response choices of: (1) extremely satisfied, (2) very satisfied, (3) more satisfied than dissatisfied, (4) more dissatisfied than satisfied, (5) dissatisfied, and (6) extremely dissatisfied. The possible scores for job satisfaction ranged from 9 to 54, and for job productivity the possible scores ranged from 6 to 36. Reliability was established for the items concerning job satisfaction and productivity and is reported in Chapter 4.

Importance of Components

The next section (items 28-35) of the background information form concerns the individual staff member's opinion regarding the importance of each component area in serving children and families. Each of the eight major Head Start component areas were listed with a six point response: (1) extremely important, (2) important, (3) important more often than unimportant, (4) unimportant more often than important, (5) unimportant, and (6) extremely unimportant. The item scores for items 13 through 35 were reversed, i.e., "extremely satisfied" equals a score of 6, so that scale scores for job satisfaction, job productivity, and Head Start components would be consistent with score on the organizational style instrument in that a higher scale score would represent a more desirable response pattern. The scores for the items in each section were added to create a total score for the section. The total possible scores range from 9 to 54 for job satisfaction, from 6 to 36 for job productivity, and from 8 to 48 for Head Start components. Reliability was established for these sections of the instrument and are reported in Chapter 4.

Personal Responsibility

The final section (items 36-43) of the background information sheet ask the individual to describe his or her perception of personal responsibility in each of the eight component areas. All component areas were listed with a choice of three possible answers: (1) much responsibility, (2) some responsibility, and (3) no responsibility. Again, for purposes of analysis the values of the item scores were reversed and then added to create a total score. The total possible scale score ranged from 8 to 32. Reliability for this section of the instrument is reported in Chapter 4.

Organizational Style Instrument

The instrument for assessing organizational styles (see Appendix B) of Head Start programs was adapted by the researcher from items proposed by Olson (1982) for assessing commitment (cohesion) and adaptability in a system other than a family system. These two dimensions are combined into the Olson Circumplex Model to identify the organizational style of the system. See Figure 2 for a presentation of levels of adaptability and cohesion in the Circumplex Model as applied to the family system. The cohesion scale was titled "Commitment" in the Head Start adaptation. The scale scores for commitment (cohesion) and adaptability are derived from items in each scale with each item offering a response on a 4-point continuum.

The dimensions of commitment (cohesion) and adaptability were hypothesized to be positively correlated with job satisfaction and productivity. The extreme levels of commitment (enmeshed or disengaged) are theorized to reflect less satisfaction and less productivity, while

the balanced level is theorized to be more reflective of satisfaction and productivity. The same was hypothesized for adaptability, with the extremes of rigid and chaotic reflecting less satisfaction and productivity than the moderate levels called flexible and structured.

Each item in the Head Start adaptation offers two extreme level responses and two mid-range responses. A low score in commitment (cohesion) was interpreted as showing little commitment (cohesion) to the Head Start program, while a high score was interpreted as indicating an extreme commitment (cohesion). A low score in adaptability was indicative of rigidness, while a high adaptability score was interpreted as reflective of a program with little organization or even chaotic. Those individuals scoring in the middle ranges of commitment (cohesion) and adaptability are seen as having a balanced level of commitment (cohesion) and ability to change. Commitment (cohesion) possible scores ranged from 8-32 and adaptability possible scores ranged from 8-32. Reliability scores for other assessments with the Circumplex Model range from .75 to .90 (Olson et al., 1983). Reliability for this version used in this study is reported in Chapter 4.

Circumplex Model

The Circumplex Model (Olson et al., 1979) makes it possible to classify a system into one of sixteen typological categories within the model. Those sixteen possible categories can then be divided into one of many classification types. Although this theoretical model was originally developed for use with families, it has been applied to other organizations (systems) which involve interpersonal interaction, and

it is an appropriate method for assessing Head Start organizational relationship styles.

Figure 4 identifies the sixteen categories in the Circumplex Model as adapted for use with Head Start programs. The four categories in the innermost circle reflect balanced levels of commitment and adaptability; the eight categories in the middle circle reflect a midrange level; and the four categories in the outermost area reflect extreme levels of commitment and adaptability. Olson et al. (1985) in their most recent publication offer another alternative for classification of a system by the Circumplex Model. Figure 5 illustrates this most recent description that involves dividing the model into four quadrants. Dividing the Circumplex Model into quadrants enhances the use of this approach to describe the organizational style. The four quadrants have been superimposed onto the previous design of the Circumplex Model in Figure 6 to illustrate the new classification of system types. The quadrants are intended to describe the underlying relationship dynamics of the staff in the Head Start system. The flexibly-separated type (I) is seen to represent a more open system (with cooperative working relationships), yet the individuals within the system are more independent of each other. The flexibly-connected type (II) represents a system that is open and more cooperative in working efforts. Quadrant III, the structurally-separated type, is described as less flexible with individuals working more independently. The fourth type, structurally-connected, involves a system that is less flexible, with individuals that are cooperative in their work efforts. These four quadrants are for descriptive purposes; there has been no attempt made to rank or judge the various quadrant types.

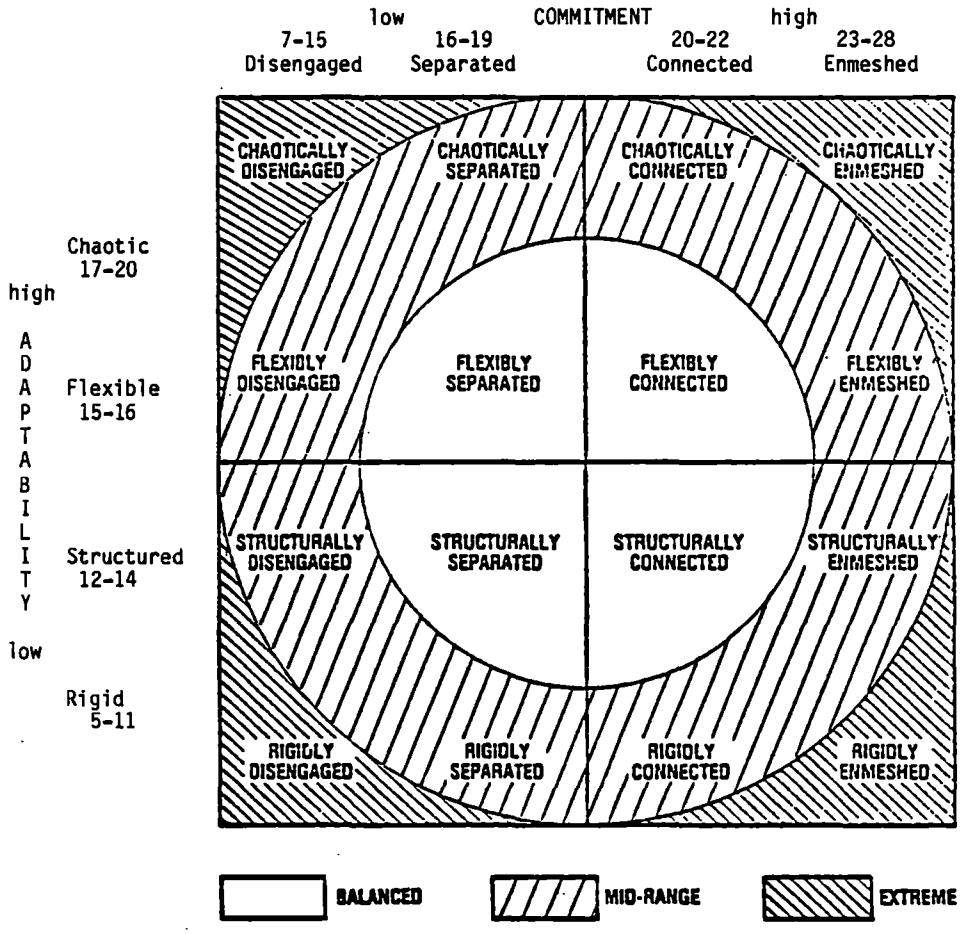

Figure 4. Sixteen Possible Categories of Program Styles Derived from the Circumplex Model. Adapted from Families: What Makes Them Work by D. H. Olson and I. McCubbin, 1983. Beverly Hills, CA: Sage Publications.

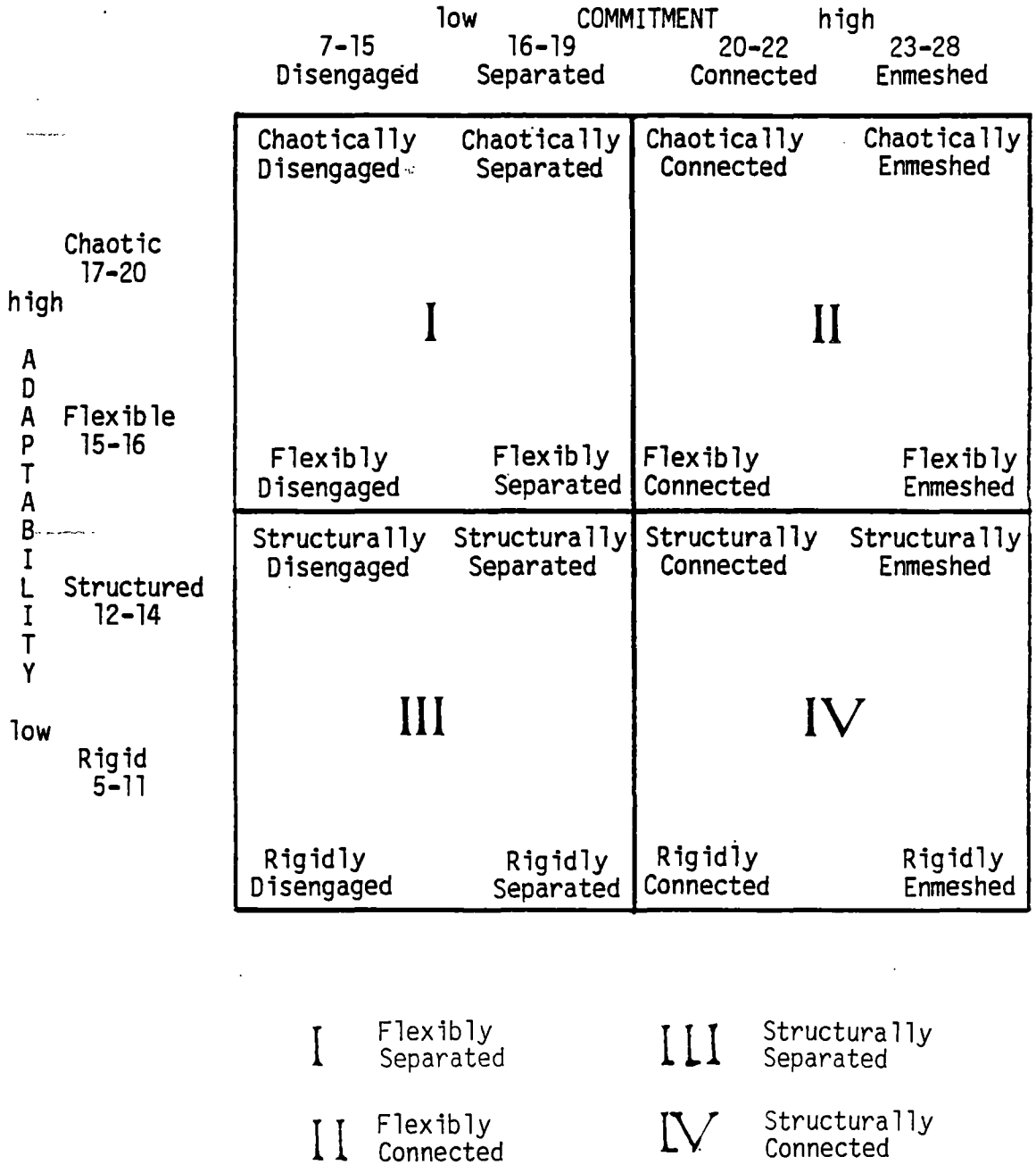

Figure 5. Four Quadrants of Circumplex Model.

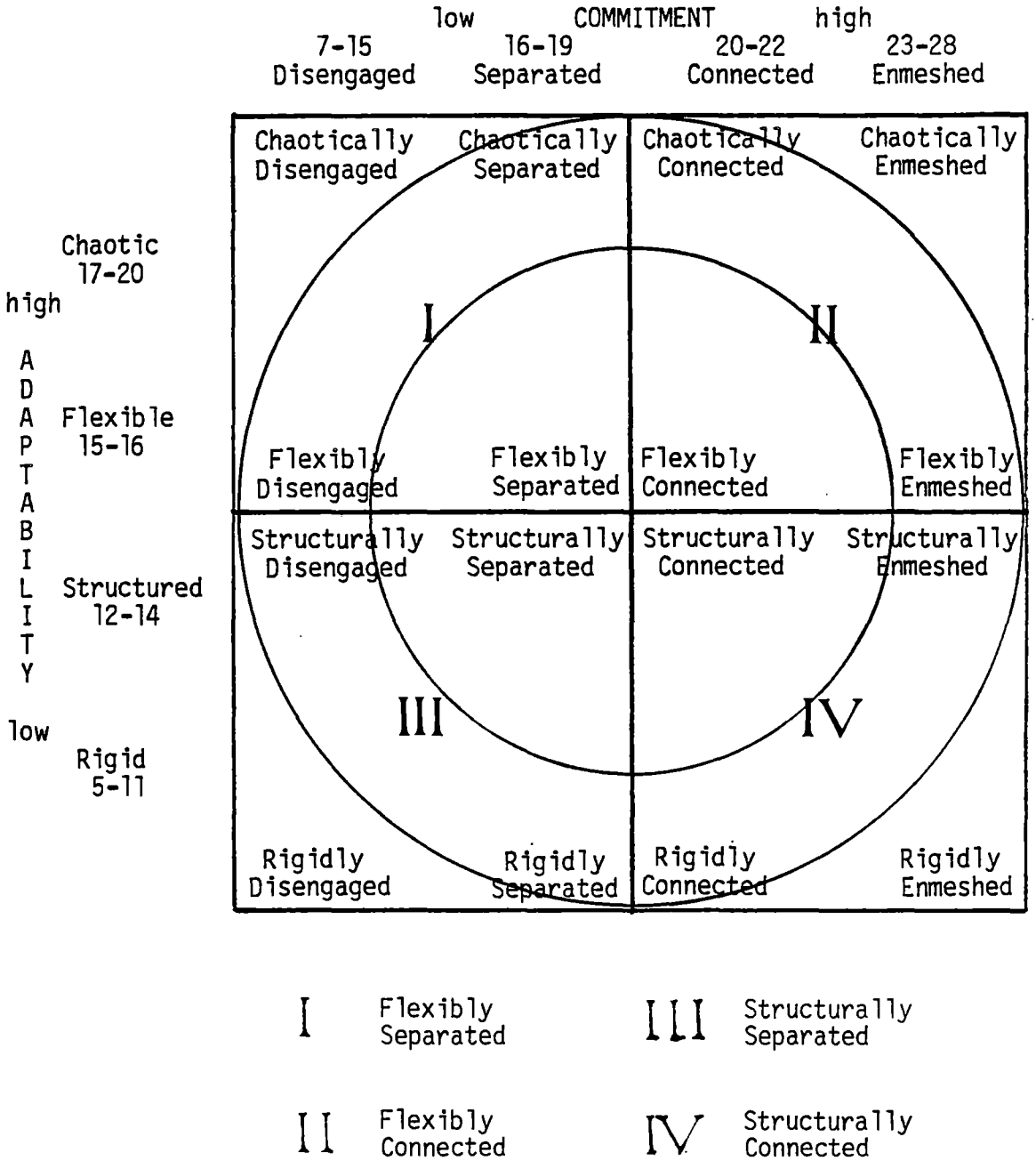

Figure 6. Superimposed Quadrants on Original Circumplex Model.

Program Information Sheet

A program information sheet (see Appendix C) was completed by the Head Start director or the component coordinator for each center in the program. The responses on this sheet described the administrator's perceptions of the degree to which the center was meeting the goals of the Head Start component areas with possible response choices to include: (1) poor, (2) marginal, (3) fair, (4) very good, (5) excellent. The face value for each question was added to create a total score. The range of possible scores was 8-40.

Operational Hypotheses

The research questions presented in Chapter 1 are the basis for the development of these specific hypotheses. A discussion of the results for these hypotheses will be presented in Chapter 4. The operational hypotheses for this study are:

Hypothesis 1. Individual scores on commitment (cohesion) will be significantly associated with scores on job satisfaction, job productivity, background experiences, opinions regarding the importance of each Head Start component area, degree to which the program is meeting the goals of Head Start, and perceptions of personal responsibility in each of the component areas.

Hypothesis 2. Individual scores on adaptability will be significantly associated with scores on job satisfaction, job productivity, background experiences, opinion regarding the importance of each Head Start component area, and degree to which the program was meeting the goals of Head Start, and perceptions of personal responsibility in each of the component areas.

Hypothesis 3. Program types as they reflect different organizational styles will be significantly associated with scores on job satisfaction, job productivity, training courses, and opinions regarding the importance of each Head Start component area.

Statistical Analysis

The SPSSX statistical program at the Oklahoma State University Computer Center was used to analyze the reliability of the organizational style instrument and to analyze specific hypotheses. Reliability refers to the dependability, accuracy, consistency, and predictability of the instrument (Kerlinger, 1973). If an instrument is consistent and dependable, the results from the instrument's measurement are reliable and usable for interpretation of data.

Reliability

Cronbach's coefficient alpha was used to establish a measure of reliability for the organizational styles instrument. Coefficient alpha is a widely-used measurement of internal consistency. Coefficient alpha establishes a coefficient with a value between 0.0 and 1.0 which gives a numerical expression of whether the items are uniform and consistent or homogeneous. For this study, the minimum guidelines suggested by Nunnally (1978) of .55 reliability coefficient will be considered acceptable for research purposes.

Descriptive Statistics

Descriptive statistics were produced by the FREQUENCIES procedure in the SPSSX package. Descriptive statistics for each background variable

were used to describe the individual staff. These statistics provided information concerning the mean, median, mode, standard error, standard deviation, variance, kurtosis, skewness, range, minimum, and maximum.

Multiple Correlation Coefficients

The multiple correlation coefficient assesses the degree to which one variable is related to a composite set of other variables (Tabachnick & Fidell, 1983). A set of variables is combined to create a new construct of one variable (Kerlinger, 1973). Multiple correlation, represented by the letter R, can range in value only from 0 to a +1.0; it does not have negative values (Kerlinger, 1973). R is the highest possible correlation between the new construct and the one other variable. The multiple correlation coefficient indicates the variance of the one variable due to the new construct.

The correlation coefficient can be and often is inflated, therefore it is important to be conservative with interpretations (Kerlinger, 1973). The semipartial correlation was used to examine the strength of a variable's contribution to the correlation. The semipartial correlation indicated variable pairs that were significantly correlated in the study at the $p \leq .05$ level.

Multiple correlation coefficients were used in this project to measure the correlation between commitment and background variables, as well as adaptability and background variables. Head Start system types and background variable characteristics were also analyzed with the multiple correlation technique.

Analysis of Variance

Analysis of variance is a statistical method for testing the significance of differences between variances of two or more groups (Kerlinger, 1973). This procedure statistically demonstrates whether the variability among groups is large enough in comparison with the variability within groups to justify saying that the means of the population from which the different groups were sampled are not all the same. The specific test of significance for analysis of variance which determines significant relationships is the F-ratio.

The Tukey Honestly Significant Difference statistic is a test for significant differences between all possible pairs of group means. The Tukey will indicate group pairs that are significantly different from each other at the $p = .05$ level. Analysis of variance techniques were used to test the difference among system types in this study. This technique was used to identify more clearly the associations between the variables that were correlated at the .05 level.

CHAPTER 4

RESULTS AND DISCUSSION

The purposes of this study were (a) to introduce the Circumplex Model as a method to assess the organizational style of a Head Start program, and (b) to examine the relationship between the organizational style of a Head Start staff and certain factors relating to the program components and the staff. This chapter describes the demographic characteristics of the sample, the reliability of the instruments, the analysis testing each hypothesis, discussion, and conclusions.

Sample Characteristics

The research population consisted of 254 Head Start staff members from five programs across the state of Oklahoma, with 166 individuals in the study's sample. These five programs (out of twenty one programs) were chosen because each represented geographical sections of the state (north, south, east, or west) and/or were representative of the state's rural, small community, or urban populations. The five Head Start programs selected for the study were: a mid-state area program representing rural and small communities (71 of 90 staff members responded), a southwestern area program representing southern, western, and small communities (15 of 20 staff members responded), a rural area program representing a totally rural program (27 of 27 staff members responded), an urban area program representing an eastern, urban community (29 of 57 staff

members responded), and a northern area program representing a northern, eastern, rural, and small communities (24 of 60 staff members responded). The sample consisted of 98.2 percent females (n = 163) and 1.8 percent males (n = 3). The majority of the staff positions represented in this sample were teachers (39.4%) and teacher's aides (42.4%); 7.3 percent were coordinators; 6 percent were kitchen staff; 1.2 percent were office staff and directors; and 3.6 percent were other staff positions (bus drivers, trainees, etc.). Training experiences represented in this sample included the following: 16.3 percent had completed a degree from a four year college; 12 percent had completed a degree from a two year college; 52.6 percent had taken some college credit hours in child development, but did not have a degree granted; 19.3 percent had received the Child Development Associate Credential; 10.8 percent had degrees or training from Vo-Tech Programs; 48.2 percent had completed at least one Child Care Careers course (an Oklahoma based training program); 65.1 percent had attended workshops; 23.5 percent had attended early childhood or related conventions; and 18.7 percent had taken child development courses in high school.

Staff members ranged in age from 20 to 66 years old, with a mean age of 38.86 years. The average years of employment by Head Start for this sample was 6.43 years, with a range of employment years from less than 1 year to 21 years. Perhaps more interesting is the modal years of employment by Head Start, that being less than 1 year. The range of years for the individual to be employed in his or her current positions was less than 1 year to 21 years, with a mean of 4 years and a mode of less than 1 year. Background characteristics of the staff members are shown in Table 2 and Table 3.

Table 2

Description of Subjects

Characteristic	n	%	Mean	Standard Deviation
Age (in years)[a]	147	88.5	38.86	11.12
Employed in Head Start (in years)[a]	155	93.4	6.43	6.10
Employed in current position (in years)[a]	156	94.0	4.38	4.74
Worked with children (in years)[a]	152	91.6	14.34	9.05
Sex				
Female	163	98.2		
Male	3	1.8		
Training[b]				
Degree at 4 year college	27	16.3		
Degree at 2 year college	20	12.0		
Child Development courses 4 year college	27	16.3		
Child Development courses 2 year college	61	36.3		
Child Development Associate Credential	32	19.3		
Degree at Vocational-Technical School	7	4.2		
Child Development Courses at Vocational-Technical School	11	6.6		
Child Care Careers Courses	80	48.2		
Workshops	108	65.1		
Conventions	39	23.5		
High School Child Development Courses	31	18.7		

Note. [a]n of less than 166 indicates missing data. [b]Instrument requested checking all items that apply; therefore, n equals more than 166.

Table 3

Selected Program Characteristics

Characteristic	Population (n)	Population %	Respondents (n)	Respondents %
Individuals in Programs				
Midstate	90	35.4	71	42.8
Southwestern	20	7.8	15	9.0
Rural	27	10.6	27	16.3
Urban	57	22.4	29	17.5
Northern	60	23.6	24	14.5
Total	254		166	
Centers				
Midstate	20	40.8	17	40.5
Southwestern	2	4.1	2	4.7
Rural	9	18.4	9	21.4
Urban	11	22.4	11	26.2
Northern	7	14.3	3	7.1
Positions in Programs				
Director	5	1.9	1	0.6
Coordinator	16	6.3	12	7.2
Teacher	96	37.8	65	39.1
Teacher Aide	96	37.8	70	42.4
Office Staff	6	2.4	1	0.6
Kitchen Staff	27	10.6	10	6.0
Other	8	3.1	7	4.2
Total	254		166	

Typically in early childhood programs there is a higher percentage of female employees. Currently, in the United States, women are still more involved than men in the care and education of young children. The results of 98.2 percent females employed in Head Start early childhood programs in this sample are consistent with this pattern.

The large percentage of teachers and teachers aides in this sample is also consistent with staff patterns in any Head Start system. Generally, there is one director for an entire Head Start program, one or more coordinators responsible for the various centers in that program, and a large number of teachers and teacher's aide (one teacher and one aide per class) directly serving in each classroom. There may be one or many classrooms in each center.

Traditionally, since the inception of Head Start, training the staff has been a major emphasis in planning (Hubbell, 1983). The training has been presented to the staff members through an array of options. In the state of Oklahoma, one option available over the years has been the opportunity for staff to attend two year and/or four year colleges offering child development training. The training is designed to increase an individual's knowledge of children and competency in working with young children. Tuition for the college credits has been paid through Head Start funding. The individual staff member has had the opportunity to improve his or her skills with young children and gain knowledge in the area, but may or may not have been working to complete a college degree. Because this opportunity has been made available in Oklahoma, the percentage of individuals with college credit is much higher than the percentage of individuals completing a two year or four college degree.

Other training options have also been funded by Head Start. Staff members have been given work release time to attend workshops and conventions offered during the working week and ending on a week-end. Because of this option, the likelihood of individuals attending training sessions is higher. Another option, Child Care Careers training (an Oklahoma based program addressing the care and education of young children), is sometimes offered as part of the local inservice training. The individual staff member receives a certificate for completing each module (approximately six weeks) of this training. Offering Child Care Careers training during regular working hours increases the percentage of individuals involved in this training option.

There is generally a high percentage of turnover in day care and early childhood programs (Travers and Goodson, 1980). The traditional high staff turnover is indicated in this study also by the mode of less than one year for a staff member's employment in Head Start and by the modal amount of time in his or her current position which is also less that one year. The responses in the sample appear to be representative of Head Start programs.

Reliability of Instruments

Cronbach's coefficient alpha was obtained to determine whether the job satisfaction and job productivity subscales on the information form met minimum research standards for reliability (.55). Reliability coefficients and identification of instrument scales and subscales are shown in Table 4. The alpha coefficient for the job satisfaction subscale was .81, the alpha coefficient for the job productivity subscale was .84.

Table 4

Reliability and Identification of Instrument Scales and Subscales

Name of Scale/Subscale	Number of Items	Identification of Items	Alpha Reliability	Score Range	Mean Score
Background					
Job Satisfaction (n=153)	9	13-21	.81	9-54	23.0
Job Productivity (n=153)	6	22-27	.84	6-36	13.0
Commitment (n=140)	7[a]	1,2,4 5,6,7,8	.61	7-28	19.0
Adaptability (n=140)	5[b]	3,5 6,7,8	.56	5-20	14.0
Program Information (n=42)	8	1-8	.80	8-40	32.8

Note. [a]One item was eliminated to obtain reliability coefficient; for specific information refer to Appendix D. [b]Three items were eliminated to obtain reliability coefficients; for specific information refer to Appendix D.

The job satisfaction subscale contained nine items with the following possible response choices: (1) extremely satisfied, (2) very satisfied, (3) more satisfied than dissatisfied, (4) more dissatisfied than satisfied, (5) dissatisfied, and (6) extremely dissatisfied.

The job productivity subscale requested an individual's perception of his or her own productivity using a six-point scale similar to the job satisfaction subscale.

The alpha reliability for the adapted organizational style instrument was .61 for the commitment subscale and .56 for the adaptability subscale. In developing or adapting an instrument, items can be deleted by eliminating scale items which do not contribute to scale reliability. On the basis of initial reliability estimates, some items were removed from the subscales in the organizational style instrument to insure that each subscale met minimum research standards. Subsequent hypothesis testing used scale scores based on the revised scale items. See Appendix D for those items retained in the revised scales.

The researcher contacted 10 percent of the sample to inquire about the respondents' understanding of the items included on the commitment and adaptability scale. Item number 3 was eliminated from the commitment scale due to the reliability analysis. In discussing this item with individual respondents, they reported that the wording of this item was not clear and the wording did not allow for enough extremeness in the descriptions at each end of the continuum of commitment. Three items (1, 2, 4) were eliminated from the adaptability subscale. The wording within these three items appeared to be confusing and unclear to the participants.

The mean score on the commitment subscale was 19 (range 7 to 28), which indicates a commitment level of separated from the other staff and falls within the midrange to balanced level of the Circumplex Model. The mean adaptability score was 14 (possible range 5 to 20); this score is indicative of a structured program and falls within the midrange to balanced level of the Circumplex Model. Head Start guidelines, as identified in the Head Start Policy Manual (1983), are quite detailed, including specific descriptions of activities to be implemented within the program. Because of the detailed descriptions it is not surprising to find that the Head Start environmental system tends to be structured.

A reliability test on the third instrument, the program information sheet, resulted in alpha = .80. The responses on this instrument described the degree to which the respondents perceived that the program was meeting the goals of Head Start in the eight component areas. The possible response choices included: (1) poor, (2) marginal, (3) fair, (4) very good, (5) excellent. The range of possible scores was 8 to 40; the mean was 32.8. This mean indicates that respondents from the five programs in the sample perceived that their programs were very good overall in meeting the goals of Head Start (score ranges of 30.0 to 35.4). Due to the fact there was no perceived difference in the degree to which the various programs are meeting the goals of Head Start, no further analysis involved the issue of program information.

The organizational style instrument scores of commitment and adaptability for the individuals in this sample were analyzed by frequencies to determine the percentage of individuals in each of the sixteen categories. Refer to Appendix E, F, G, H, and I for a scatterplot of each

individual's score within a program on commitment and adaptability. The individuals were then placed into the four system types (flexibly-separated, flexibly-connected, structurally-separated, or structurally-connected.) Table 5 presents the level of each Head Start program's functioning by commitment or adaptability and presents the system type of each program. This table also presents the percentages of individuals in each category or system type of the entire sample. Appendix J illustrates the placement of each program on the Circumplex Model.

The midstate area program was the largest program in the sample. This program is one of the largest programs in Oklahoma in terms of the number of children served, counties served, and staff employed. The number of staff and the wide-spread of geographical locations across the state may have influenced the range of scores (refer to Table 5) in commitment and adaptability of this program. When the individual scores in each category were transferred into the system type, the program was described as structurally-separated.

The southwestern area program had the highest percentage of individuals who scored as separated and disengaged on the commitment subscale. This score may be affected by the fact that this program is located in a military base community and individuals are often transferred into and away from the community. The military orientation may also affect the adaptability subscale, contributing to these individuals' scoring higher on the level of structure. Individuals who are oriented to military service tend to be more structured than many other individuals. When the scores of commitment and adaptability from the staff in this program were transferred into a system type, this program also was categorized as structurally-separated.

Table 5

Individual Perceptions of Head Start Program Functioning by System Dimension and Type

System Dimension and Type	Head Start Program											
	Mid-State		Southwestern		Rural		Urban		Northern		Total	
	(n=71)	(%)	(n=15)	(%)	(n=27)	(%)	(n=29)	(%)	(n=24)	(%)	(n=166)	(%)
Dimension												
Commitment												
Disengaged	10	14	3	20	1	4	3	10	3	13	20	12
Separated	25	5	9	60	7	26	16	55	12	50	70	42
Connected	26	37	1	7	12	44	9	31	7	29	55	33
Enmeshed	10	14	2	13	7	26	1	4	2	8	21	13
Adaptability												
Rigid	12	17	2	13	2	7	5	17	3	12	23	14
Structured	34	48	9	60	9	33	10	34	10	42	73	44
Flexible	16	23	2	3	7	26	9	32	10	42	43	26
Chaotic	9	13	2	13	9	33	5	17	1	4	27	16
Type												
System												
I (flex-sep)	8	11	2	13	0	0	7	24	4	17	22	13
II (flex-con)	16	22	2	13	15	56	6	21	6	25	44	27
III (struct-sep)	26	37	9	60	8	30	10	34	9	37	62	37
IV (struct-con)	21	30	2	13	4	15	6	21	5	21	39	23

The rural area program in this study operates exclusively in a rural area. Typically, in rural areas individuals are less mobile. Few individuals in this program scored as disengaged on the dimension of commitment; the rural attitudes may have affected the participants' responses. This rural lifestyle may have influenced the low level of rigidness on the adaptability dimension indicated by the responses of the staff members in the program. Compilation of individual scores described the program as in the flexibly-connected system type.

The urban area Head Start program serves an urban community in eastern Oklahoma. On the dimension of commitment only 4% scored as enmeshed while 55% scored as separated. On adaptability 17% scored as rigid and 17% as chaotic, while 34% and 32% scored as structured and flexible, respectively. These scores may be representative of the wider span of individuals found in an urban area. When the individual scores were totaled and transferred to a system type, this program was described as structurally-separated.

The northern program is illustrative of northern, eastern, rural, and small communities. The scores on commitment and adaptability are distributed across the levels of each dimension, however this program did have the smallest percentage scoring as chaotic on the dimension of adaptability. When the individuals' scores in each dimension were transferred into the system type, the program was described as structurally-separated

The purpose of this study was to assess the organizational style of a Head Start program and place each program on the Circumplex Model occuring to the category of system type. No tests of significance of differences were used among the programs because this study was not

designed to make comparisons of programs or evaluative judgments between programs.

Findings Related to Hypotheses

The dimensions of commitment and adaptability were hypothesized to be associated with job satisfaction and productivity. The extreme level of commitment (enmeshed or disengaged) was theorized to reflect less satisfaction and less productivity. The same was hypothesized for adaptability, with the extremes of rigid and chaotic reflecting less satisfaction and productivity.

Each item in the Head Start adaptation of the organizational style instrument offered two extreme level responses and two mid-range responses. A low score in commitment (cohesion) was interpreted as showing little commitment to the Head Start program, while a high score indicated an extreme commitment. A low score in adaptability was indicative of rigidness, while a high adaptability score was assumed to indicate a program with little organization or perhaps chaotic. In follow-up discussions with individuals participating in this study, it was reported that some of the questions concerning adaptability and chaotic-like behaviors did not communicate clearly. The projected chaotic end of the subscale on several questions seemed to be interpreted as being open and flexible, rather than to reflect a lack of organization.

The job satisfaction subscale and job productivity subscale requested perceptions of the respondent's own satisfaction with employment in Head Start and the respondent's perception of productivity in the program. A low score (original scale values) in job satisfaction was interpreted as showing extreme satisfaction with employment in Head Start, while

a high score represented extreme dissatisfaction. The job productivity subscale was written in the same manner. In order to score these two subscales in a manner consistent with the organizational style instrument, the scores were recoded for computer analysis. The scores were reversed so that the low score, indicating extreme job satisfaction and productivity, when recoded for computer analysis resulted in a positive correlation.

Specific hypothesis findings were:

Hypothesis 1. Individual scores on commitment (cohesion) will be significantly associated with scores on job satisfaction, job productivity, number of training courses, years working in Head Start, opinions regarding the importance of each Head Start component area, and perceptions of personal responsibility in each of the component areas. The numerical values for each response were recorded and scanned by the computer. For use in the multiple correlation, scores were calculated representing individual staff member scores on commitment and background information. The commitment score as well as the job productivity subscale scores were calculated as described in Chapter 3. The scores of each item for job satisfaction and job productivity were totaled to create a score for each subscale. The score for training was obtained by adding the total number of training courses indicated by the staff. The values for the years of experience working in Head Start were calculated by subtracting the first year employed with Head Start from the year 1986. The item scores for an individual's opinion regarding the importance of each Head Start component area were also reversed for analysis and then summed. The mean of the subscale score represented the opinion score.

Table 6 presents a summary of the multiple correlation analyses. The means, standard deviations, and correlations for the variables are presented in Table 7 and Table 8.

Examination of Table 6 indicates that the multiple correlation between the variables was significant ($F = 6.27$; $df = 6,111$; $p \leq .05$). The composite set of six variables accounted for 21% (adjusted R^2 value) of the relationship with commitment scores. Two variables were significant contributors to the correlation; job productivity (semipartial correlation squared = .04) and job satisfaction (semipartial correlation squared = .05). An individual's perception of job productivity was positively related to commitment; likewise, the individual's perception of job satisfaction was positively related to commitment. Since the multiple correlation validated these variables as a construct, analysis of variance was used to isolate more clearly the associated between these factors and commitment.

When the hypothesis was assessed using analysis of variance some significant findings were revealed. Job satisfaction, job productivity, and perceived importance of component areas were found to be significantly associated with commitment (refer to Table 9). A discussion is presented here based on the placement of individuals within the Circumplex Model commitment categories (disengaged, separated, connected, and enmeshed).

Individuals categorized as disengaged were significantly more dissatisfied than satisfied with their jobs than individuals categorized as connected or enmeshed. Individuals grouped as separated were significantly less satisfied with their jobs than individuals categorized enmeshed. These findings may indicate that individuals who are less committed to employment by Head Start are less satisfied with their job.

Table 6

Multiple Correlation - Commitment

		Analysis of Variance	DF	Sum of Squares	Mean Square	F
Multiple R	.54384			315.27843	52.54640	7.97938*
R Square	.29576					
Adjusted R Square	.25869	Regression	6	750.72157	6.58528	
Standard Error	2.56618	Residual	114			

Variables in the Equation

Variable	Correl	Part Cor	Partial	F
Levels of Responsibility	.103087	.007540	.008984	.009
Number of Courses	.116017	.077479	.091935	.972
Job Productivity	.344552	.249772	.285267	10.099*
Job Satisfaction	.446250	.300900	.337519	14.656*
Years Employed in Head Start	.123793	.088221	.104550	1.260
Importance of Component Area	.305164	.059001	.070134	.564

Note. *Significance $\leq$ .05.

Table 7

Means and Standard Deviations of Variable Subscale Scores

Variable	Mean	Std Dev
1. Commitment	19.455	2.980
2. Adaptability	13.967	2.398
3. Job Satisfaction	39.835	5.915
4. Job Productivity	28.884	3.622
5. Number of Courses	17.223	21.937
6. Years Employed in Head Start	6.014	5.738
7. Importance of Component Area	43.289	4.802
8. Levels of Responsibility	19.934	3.245

Table 8

Correlation Matrix of Variable Subscale Scores

Variable	Correlation Matrix							
	1	2	3	4	5	6	7	8
1. Commitment								
2. Adaptability	.555							
3. Job Satisfaction	.446	.182						
4. Job Productivity	.345	.332	.133					
5. Number of Courses	.116	.163	.188	.032				
6. Years Employed in Head Start	.124	.159	.010	.263	.450			
7. Importance of Component Area	.305	.133	.522	.132	.199	.071		
8. Levels of Responsibility	.103	.103	.173	.038	.015	.024	.273	

Table 9

Level of Commitment in Relation to Selected Individual Background Characteristics (N=165)

Characteristics	Disengaged (n=19) x̄	S.D.	Separated (n=70) x̄	S.D.	Connected (n=55) x̄	S.D.	Enmeshed (n=21) x̄	S.D.	F-ratio	F-Prob	Tukeys Comparison HSD 1 & 2	1 & 3	1 & 4	2 & 3	2 & 4	3 & 4
Job Satisfaction	36.68	5.72	38.13	5.64	40.84	6.52	44.29	6.23	7.8600	0.0001	-	-	*	-	*	-
Job Productivity	26.05	4.49	28.16	3.44	29.58	4.38	30.90	3.69	9.8300	0.0000	-	*	*	-	*	-
Number of Training Courses	15.64	14.04	20.76	27.05	13.71	15.01	13.82	19.25	1.0500	0.3729	-	-	-	-	-	-
Years Employed by Head Start	4.43	4.51	6.76	6.24	6.51	5.78	7.11	7.28	0.8068	0.4919	-	-	-	-	-	-
Component Importance	41.26	9.47	42.60	5.41	44.82	3.41	45.52	3.47	3.9600	0.0093	-	-	-	-	-	-
Level of Perceived Responsibility	18.26	4.54	19.84	3.51	20.49	2.56	20.57	4.72	2.1000	0.1025	-	-	-	-	-	-

Note. * denotes pairs of groups significantly different at the 0.05 level. - denotes no significant difference.

The group of individuals who scored as disengaged were significantly less productive on the job than individuals scored as separated, connected, or enmeshed. This result is indicative of an individual having very little commitment to the Head Start program being less productive than other individuals.

Hypothesis 2. Individual scores on adaptability will be significantly associated with scores on job satisfaction, job productivity, number of training experiences, years working in Head Start, opinions regarding the importance of each Head Start component area, and perceptions of personal responsibility in each of the component areas.

For use in the multiple correlation, scores were calculated representing individual staff member scores on adaptability and background information. The adaptability score was calculated by adding the scores on each question item. For each item related to the individual's background, the scoring is explained within the description in Hypothesis one.

Multiple correlation coefficients were used to analyze the data; Table 10 presents a summary of the results. The means, standard deviations, and correlations for the variables are presented in Table 7 and Table 3.

Examination of Table 10 indicates that the correlation between the variables was significant ($F = 5.04$; $df = 6, 111$; $p \leq .05$). The composite set of six variables accounted for 17% (adjusted R^2 value) of the correlation with adaptability scores. Three significant contributing variables were job productivity (semipartial correlation squared = .04), number of training courses (semi-partial correlation squared = .04), and level of perceived personal responsibility for implementing the component areas (semi-partial correlation squared = .03) . A positive

Table 10

Multiple Correlation - Adaptability

		Analysis of Variance	DF	Sum of Squares	Mean Square	F
Multiple R	.42947			127.24276	23.19978	4.29702*
R Square	.18445					
Adjusted R Square	.14152	Regression	6	562.62501	4.83043	
Standard Error	2.22156	Residual	114			

Variables in the Equation

Variable	Correl	Part Cor	Partial	F
Levels of Responsibility	.102543	.066190	.073097	.612
Number of Courses	.162886	.209619	.226105	6.142*
Job Productivity	.331556	.259841	.276509	9.438*
Job Satisfaction	.182346	.078268	.086344	.856
Years Employed In Head Start	.158858	.166283	.181085	3.865
Importance of Component Area	.133294	.003587	.003972	.002

Note. *Significance $\leq$ .05.

correlation was found between: the number of training courses, perceived job productivity, and level of responsibility to implement component areas and adaptability. The multiple correlation technique validated the use of these variables as a construct variable for background characteristics. An analysis of variance was used to isolate more specifically the association between these variables and adaptability.

Hypothesis two was partially supported in the findings based on analysis of variance and presented in Table 11. Job satisfaction, job productivity, importance of the component area, and perceived level of responsibility for implementation of the component area were found significantly associated with adaptability. The following discussion is based on the individual's placement in the adaptability categories (rigid, structured, flexible, and chaotic) on the Circumplex Model.

Individuals categorized as rigid were significantly less satisfied with their employment by Head Start than staff categorized as structured, flexible, or chaotic. This finding is appropriate since individuals who work in Head Start and early childhood programs should be flexible and willing to make adjustments to serve children and families.

Staff classified as rigid were significantly less productive than individuals grouped as chaotic. This result infers that an individual who is rigid or less flexible will be less productive working in Head Start early childhood programs.

Individuals categorized as chaotic perceived the component areas to be more important than staff categorized as rigid or structured. The rigid or structured individuals may be perceived less importance in the overall component areas because the individual may be adhering

Table 11

Level of Adaptability in Relation to Selected Individual Background Characteristics (N=160)

Characteristics	Rigid (n=22) x	Rigid (n=22) S.D.	Structured (n=72) x	Structured (n=72) S.D.	Flexible (n=42) x	Flexible (n=42) S.D.	Chaotic (n=24) x	Chaotic (n=24) S.D.	F-ratio	F-Prob	Tukeys Comparison HSD 1 & 2	1 & 3	1 & 4	2 & 3	2 & 4	3 & 4
Job Satisfaction	35.91	5.31	39.94	5.56	39.19	6.19	43.42	7.93	5.9400	0.0007	*	-	*	-	-	*
Job Productivity	26.68	3.58	28.74	3.33	28.71	5.10	31.25	3.43	5.2900	0.0017	-	-	*	-	*	-
Number of Training Courses	19.76	32.36	19.02	23.01	11.94	13.46	16.29	15.58	0.8720	0.4576	-	-	-	-	-	-
Years Employed by Head Start	4.02	5.36	6.61	5.77	6.70	6.52	8.74	6.71	2.1200	0.1001	-	-	-	-	-	-
Component Importance	42.45	3.57	43.31	4.83	43.48	5.16	46.29	2.53	3.4300	0.0187	-	-	*	-	*	-
Level of Perceived Responsibility	18.29	3.45	19.94	3.10	20.52	2.85	21.04	4.36	3.0300	0.0310	-	-	*	-	-	-

Note. * denotes pairs of groups significantly different at the 0.05 level. - denotes no significant difference.

to an identification with one component area that related to their specific job role.

The personnel classified as rigid perceived less responsibility for implementing the overall component areas into the program than staff identified chaotic. Individuals classified as structured perceived less responsibility for implementing all eight components than individuals categorized as chaotic. Again, this difference in an individual's perception of level of responsibility for implementing the wholistic program may be as a result of the person adhering to one component area rather than the total program.

Hypothesis 3. Program types as they reflect different organizational styles (flexibly-separated, flexibly-connected, structurally-separated, and structurally-connected) will be significantly associated with scores on job satisfaction, job productivity, training courses, and opinions regarding the importance of each Head Start component area.

For use in analysis of variance scores were calculated representing individual staff member scores on organizational style and background information. The organizational style was identified by an individual's placement of commitment and adaptability within one of the four quadrants of the Circumplex Model. For each item related to the individual's background, the scoring is explained within the description in Hypothesis one.

Analysis of variance was used to analyze the data; Table 12 presents a summary of the results. The means, standard deviations, and system type comparisons for the data are reported.

Examination of Table 12 indicates that a significant association was found with job satisfaction, job productivity, importance of component

Table 12

Circumplex Model Quadrant Type in Relation to Selected Individual Background Characteristics (N=159)

Characteristics	I (n=21) x	I (n=21) S.D.	II (n=45) x	II (n=45) S.D.	III (n=64) x	III (n=64) S.D.	IV (n=29) x	IV (n=29) S.D.	F-ratio	F-Prob	Tukeys Comparison HSD 1 & 2	1 & 3	1 & 4	2 & 3	2 & 4	3 & 4
Job Satisfaction	38.48	6.92	41.78	7.03	37.67	5.29	42.28	5.26	6.2000	0.0005	-	-	-	*	-	*
Job Productivity	29.10	3.95	29.89	5.03	27.53	3.55	29.93	2.74	4.1400	0.0074	-	-	-	*	-	*
Number of Training Courses	13.00	13.66	13.60	14.63	22.16	27.88	14.04	18.50	1.5900	0.1963	-	-	-	-	-	-
Years Employed by Head Start	8.42	6.54	6.98	6.66	5.72	5.71	6.20	5.62	1.0500	0.3712	-	-	-	-	-	-
Component Importance	43.33	6.28	45.04	3.47	42.39	4.74	44.97	3.42	4.0600	0.0083	-	-	-	*	-	-
Level of Perceived Responsibility	20.71	3.05	20.71	3.65	19.25	3.44	20.34	2.68	2.1400	0.0969	-	-	-	-	-	-

Note. * denotes pairs of groups significantly different at the 0.05 level. - denotes no significant difference.

area, and perceived level of responsibility to implement component areas in the total program.

The discussion of the results is based on four quadrant system types according to the Circumplex Model. The four quadrant types are as follows: flexibly-separated, flexibly-connected, structurally-separated, structurally-connected.

Individuals typed as flexibly-connected were significantly more satisfied and productive with employment by Head Start than were structurally-separated types. Individuals typed as structurally-separated were significantly less satisfied and less productive than structurally-connected types. These results imply that an individual who is open and more cooperative in working efforts tends to be more satisfied and productive with their Head Start job than an individual who is less flexible and prefers to work more independently or alone. Staff who are less flexible and prefer working alone are less satisfied and productive with Head Start employment than are individuals who are less flexible but cooperative in work efforts. From the above results, flexibility is a common descriptor for increased satisfaction and production when employed by Head Start.

Flexibly-connected type staff identify more importance in all eight component areas and perceive a higher level of responsibility for implementing all the component areas in the program than structurally-separated type of individuals. These findings suggest that an individual who is more open and cooperative in working efforts tends to appreciate more than the importance of all the component areas, as well as to perceive more responsibility for implementing the component areas in the total program.

Summary

Descriptive statistics, multiple correlation coefficients, and Pearson correlation coefficients were used to analyze the data collected from the background information form, organizational style instrument, and program information sheet. Statistical techniques were utilized to test the three hypotheses at the .05 level of significance.

The findings and results were based on information collected from 166 Head Start staff members in the state of Oklahoma. Over 90% of the sample was composed of female teachers or teacher's aides. Due to the small number of individuals included in this sample, the results of this study should not be generalized or considered representative of all Head Start programs.

Commitment and adaptability were the variables for this study. Variables included individual backgrounds, individual job satisfaction and productivity, and program evaluation characteristics.

The instrument for assessing organizational styles of Head Start programs was adapted by the researcher from items proposed by Olson for assessing commitment (cohesion) and adaptability in a system other than a family system. These two dimensions were combined into a Circumplex Model to identify an organizational style (type) of the system. The four possible system types were flexibly-separated, flexibly-connected, structurally-separated, and structurally-connected. The data collected from each Head Start program were analyzed and used to describe the program in terms of commitment, adaptability, and system type.

The findings and results were discussed in the order in which the hypotheses were presented in Chapter 3. Multiple correlation coefficients were used to examine hypotheses one and two and analysis of variance was used to investigate all hypotheses.

To summarize, Hypothesis one, was partially supported. It postulated that individual scores on commitment would be significantly correlated with scores on job satisfaction, job productivity, number of training course, years working in Head Start, opinions regarding the importance of each component area, and personal responsibility in implementing the areas. There was an association between level of commitment and job satisfaction and job productivity.

Hypothesis two was partially supported with variables suggesting that individual scores on adaptability are significantly associated with scores on job satisfaction, job productivity, number of training courses, opinions regarding the importance of each component area, and perceived level of responsibility in implementing the component areas.

Hypothesis three was partially supported with associations made with individual scores with individual scores of job satisfaction, job productivity, opinions regarding the importance of component areas, and perceived level of responsibility for implementing the component areas.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

Head Start is one of the largest programs in the United States serving children under the age of five (Children's Defense Fund, 1983). Past research has indicated that Head Start programs have made positive influences (Hubbell, 1983). Research supports that children have benefited from Head Start enrollment, parents have also benefited; parents have reported an increase in happiness, job skills, and opportunities for employment due to the fact their children were able to attend Head Start (Grotberg, 1980). Since the influences of Head Start have been positive, it is now time to investigate characteristics of the system of Head Start programs, identify how it functions, and examine dimensions which contribute to the functionality of this program.

Olson et al. (1979) have postulated that a balance of cohesion and adaptability is related to adequate functioning in a family system. They have also hypothesized that other systems involving interpersonal relationships (businesses, health care facilities, academic departments, etc.) may function within the same framework which has been described by Olson as the Circumplex Model. It was proposed by the researcher that several aspects of Head Start functioning may be related to organizational style (commitment and adaptability).

The purposes of this study were a) to introduce the Circumplex Model as a method to assess the organizational style of a Head Start

program, and b) to examine the relationship between the organizational style of a Head Start staff and certain factors relating to the program components and the staff.

The major research questions explored were:

1. Is organizational style related to perceptions of job productivity, job satisfaction, importance of Head Start program components, staff training, and years of experience in Head Start?

2. What is the relationship between commitment to the program and adaptability and various staff background characteristics?

3. What is the relationship between adaptability within the program and various staff background characteristics?

4. What is the relationship between commitment to the program and and job productivity and job satisfaction?

5. What is the relationship between adaptability within the program and job productivity and job satisfaction?

6. What is the relationship between commitment to the program and perceptions of the importance of the Head Start components?

7. What is the relationship between adaptability within the program and perceptions of the importance of the Head Start components?

The following hypotheses were tested:

Hypothesis 1. Individual scores on commitment (cohesion) will be significantly associated with scores on job satisfaction, job productivity, background experiences, opinions regarding the importance of each Head Start component area, degree to which the program is meeting the goals of Head Start, and perceptions of personal responsibility in each of the component areas.

Hypothesis 2. Individual scores on adaptability will be significantly associated with scores on job satisfaction, job productivity, background experiences, opinions regarding the importance of each Head Start component area, degree to which the program is meeting the goals of Head Start, and perceptions of personal responsibility in each of the component areas.

Hypothesis 3. Program types as they reflect different organizational styles (flexibly-separated, flexibly-connected, structurally-separated, and structurally-connected) will be significantly associated with scores on job satisfaction, job productivity, training courses, and opinions regarding the importance of each Head Start component area.

Summary of Methods

The research methodology used in this study was descriptive and correlational research. The sample for the study included 166 staff members from five Head Start programs in Oklahoma.

The researcher contacted the Head Start director by telephone and requested the program's participation in the study. An introductory letter, set of instructions, the staff background information sheet, and organizational style instrument, a program information sheet, researcher-addressed return envelopes for each staff members were sent in one packet to each program.

Summary and Discussion of Findings

Demographic Characteristics

Teachers and teacher's aides made up the majority of the sample. The training background experiences were varied, with over one-half

of the sample having completed at least one college child development related course. The individuals in the sample generally were found to be more satisfied than dissatisfied with employment by Head Start and perceived productivity levels to be very high.

Findings Related to the Hypotheses

For Hypothesis 1, using multiple correlation coefficient, significant correlations were found between commitment to the program job productivity and job satisfaction. Testing using analysis of variance found significant associations among job satisfaction and job productivity. Interpretations of data indicated the less commitment an individual had toward the program, the less the individual reported productivity or satisfied with employment by Head Start.

Using a multiple correlation coefficient to examine Hypothesis 2, a significant correlation between adaptability and background characteristics was found. Specifically, job productivity and the number of training courses presented the strongest association with the variable of adaptability.

Additionally, an analysis of variance indicated a significant association with adaptability and the individual background variables of job satisfaction, importance of Head Start component area, and perceived level of responsibility for implementing the component. A more rigid adaptability score was associated with an individual perceiving less job satisfaction and perceiving less importance and responsibility within the component areas.

For Hypothesis 3, using analysis of variance, significant associations were found between program type, as they reflect different organi-

zational styles and job productivity, opinions regarding the importance of component areas, and perceived level of responsibility for implementing the component areas.

Limitations

The following limitations were noted for this study.

1. The total number of individuals was small and may have limited the possibility of identifying different system types.

2. The instruments used in this study were not pilot tested specifically for this study.

3. Although, through eliminating items, reliability for the adaptability subscale was judged acceptable for research purposes, it was limited to five items.

4. The type of research in this study was descriptive leading to a less vigorous type of research.

Recommendations for Further Study

In light of the findings of this study, the following recommendations for further research are made:

1. Further investigations should be taken to refine the conceptual basis relating commitment and adaptability and Head Start system functioning.

2. Further development should be made of valid and reliable instruments which measure the organizational styles of Head Start and early childhood programs.

3. Measures of organizational style should be used with a larger sample for clearly categorizing and defining the typology of Head Start systems.

4. Further development and refinement should be made of an instrument measuring job satisfaction and job productivity.

5. Efforts should be made to refine an instrument that measures staff's perception of the importance of the Head Start component areas and individual personal responsibility for implementing the component area within the program.

6. Develop an observational instrument to evaluate the degree to which Head Start performance standards for each of the component areas are being met in the classroom, a center, or a program.

7. Efforts should be made to develop a valid and reliable instrument to measure the impacts Head Start makes on parents. Parental outcome should be considered in relation to the organizational style.

8. Further research pertaining to commitment and adaptability should include data collected from the volunteers working in the program.

9. Research based on the recommendations presented in this study should also be conducted in other kinds of child care programs.

This study represents an attempt to describe the relationship between staff background characteristics and commitment and adaptability (organizational style) of the staff in a Head Start program. The findings in this study suggest that employee background characteristics (such as job satisfaction, job productivity, number of training courses, etc.) are associated with the organizational style of a Head Start program.

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APPENDIX A

Background Information Form

Staff Information

Background

1. What is your sex?
   _____1. Female _____2. Male

2. What is your date of birth
   _____ Month _____Day _____Year

3. What is your staff position?
   _____1. Director _____2. Coordinator(Area_____)
   _____3. Teacher _____4. Teacher Aide
   _____5. Office Staff _____6. Kitchen Staff
   _____7. Other (Describe_____)

4. Please check all types of training you have completed.
   _____ a. degree at four year college
   _____ b. degree at two year college
   _____ c. child development course at four year college
   _____ indicate how many courses
   _____ d. child development course at two year college
   _____ indicate how many courses
   _____ e. Child Development Associate Credential
   _____ f. degree at Vo-Tech program
   _____ g. child development course at Vo-Tech program
   _____ indicate how many courses
   _____ h. Child Care Careers Training
   _____ indicate how many courses
   _____ i. Workshops, other than inservice training
   _____ indicate how many workshops
   _____ j. Conventions
   _____ indicate how many conventions
   _____ k. High School child development courses
   _____ indicate how many courses

5. When did you start working in Head Start?
   _____ Month _____ Year

6. Name your Head Start Program_____.

7. Name your Head Start Center_____.

8. When did you start working in your current staff position?

   _____ Month _____ Year

9. How long have you worked with children in any type of child care setting? (example: babysitting with groups of children, Sunday school, etc.) _____ year(s)

10. If given a choice, would you rather?
    _____1. Work alone _____2. Work with adults

11. How necessary is the income from your job in maintaining your personal or family financial status?
    _____1. essential
    _____2. helpful
    _____3. not necessary

12. If you could find work for the same salary in another job, would you stay in your current job?
    _____1. definitely would stay
    _____2. probably would stay
    _____3. probably would leave
    _____4. definitely would leave

Job

Circle the number that best describes your opinion.

How satisfied are you with:

13. the number of hours of your job?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

14. opportunity for advancement?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

15. opportunity to obtain training?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

16. requirements of your job?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

17. the rewards of your job?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

18. the safety of the environment of your job?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

19. your salary?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

20. your program's benefit plan?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

21. your program's payment schedule (whether you are paid bi-weekly or monthly)?

1	2	3	4	5	6
extremely satisfied	very satisfied	more satisfied	dissatisfied	more dissatisfied than dissatisfied	extremely dissatisfied than satisfied

How would rate your productivity according to Head Start guidelines. Circle the number that best describes your opinion.

How productive are you at:

22. recruiting children and families?

1	2	3	4	5	6
extremely productive	very productive	more productive	nonproductive	more nonproductive than nonproductive	extremely nonproductive than productive

23. working with families?

1	2	3	4	5	6
extremely productive	very productive	more productive	nonproductive	more nonproductive than nonproductive	extremely nonproductive than productive

24. working with children?

1	2	3	4	5	6
extremely productive	very productive	more productive	nonproductive	more nonproductive than nonproductive	extremely nonproductive than productive

25. completing reports?

1	2	3	4	5	6
extremely productive	very productive	more productive	nonproductive	more nonproductive than nonproductive	extremely nonproductive than productive

26. meeting the requirements of your job?

1	2	3	4	5	6
extremely productive	very productive	more productive	nonproductive	more nonproductive than nonproductive	extremely nonproductive than productive

27. meeting the Performance Standards, relating to your job?

1	2	3	4	5	6
extremely productive	very productive	more productive	nonproductive	more nonproductive than nonproductive	extremely nonproductive than productive

Head Start Components

Head Start programs are evaluated based on the Performance Standards. In your own,honest opinion, how important do you think each of the component areas are in serving children and families. Circle the number that best describes your opinion.

28. Adminstration

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

29. Education

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

30. Health

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

31. Nutrition

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

32. Mental Health

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

33. Social Services

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

34. Handicapped

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

35. Parent Involvement

1	2	3	4	5	6
extremely important	important	important more often than unimportant	unimportant more often than important	unimportant	extremely unimportant

In your specific Head Start position (Teacher, Coordinator, etc.), for each of the following component areas, check the level of responsibility you feel best describes your perception of your responsibility.

36. Administration

____1. much responsibility
____2. some responsibility
____3. no responsibility

37. Education

____1. much responsibility
____2. some responsibility
____3. no responsibility

38. Health

____1. much responsibility
____2. some responsibility
____3. no responsibility

39. Nutrition

____1. much responsibility
____2. some responsibility
____3. no responsibility

40. Mental Health

____1. much responsibility
____2. some responsibility
____3. no responsibility

41. Social Service

____1. much responsibility
____2. some responsibility
____3. no responsibility

42. Handicapped

____1. much responsibility
____2. some responsibility
____3. no responsibility

43. Parent Involvement

____1. much responsibility
____2. some responsibility
____3. no responsibility

APPENDIX B

Organizational Style Instrument

QUESTIONNAIRE

COMMITMENT

Circle the number that you feel best describes your Head Start Center or Program.

1. How committed do you feel to the center or program?

1	2	3	4
not very committed	moderately committed	very committed	extremely committed

2. How often does your center "let their hair down" to play and have fun together?

1	2	3	4
seldom	sometimes	often	very often

3. How often do individuals in your center make their own decisions?

1	2	3	4
each person usually makes his/her own decisions	each person often makes his/her own decisions	each person seldom makes his/her own decisions	each person rarely makes his/her own decisions

4. How cooperative or competitive are center staff members?

1	2	3	4
very competitive than cooperative	more competitive than competitive	more cooperative	very cooperative

5. Some people at my center seem to ignore or stay away from others.

1	2	3	4
seldom	sometimes	often	very often

6. People at my center like to get together socially after work.

1	2	3	4
seldom	sometimes	often	very often

7. How often do people at your center share personal matters with each other?

1	2	3	4
very willing to discuss personal matters with co-workers	usually open and willing to talk with each other	occasionally willing to discuss some topics	never talk about personal problems or topics

8. Answer either part a or b:

A. How close do you feel to your supervisor?

1	2	3	4
not close	moderately close	very close	extremely close

B. As a supervisor, how close do you feel to those you supervise?

1	2	3	4
not close	moderately close	very close	extremely close

ADAPTABILITY

Circle the number that you feel best describes your Head Start Center or Program.

1. What kind of leadership is there in your center?

1	2	3	4
one person usually leads	leadership often is shared	leadership sometimes is shared	no clear leader

2. How often do center staff members do the same things (roles) in their job?

1	2	3	4
always do the same thing	often do the same things	sometimes do the same things	seldom do the same things

3. What are the rules (written or unwritten) like in your center?

1	2	3	4
rules very clear and stable	rules clear and stable	rules clear and flexible	rules seldom clear and change often

4. How is reprimanding or discipling of employees handled in your program?

1	2	3	4
very strict or harsh	democratic and predictable	democratic but unpredictable	very lenient

5. How flexible is your center in making changes?

1	2	3	4
seldom flexible	sometimes flexible	usually flexible	very flexible

6. How are decisions made at your center?

1	2	3	4
decisions are made without discussion	decisions are made after some discussion	decisions are made based on input from others	decisions are negetiotiated by all staff

7. How hard is it to make changes at your center?

1	2	3	4
things rarely change at our center	change comes very slowly at our center	change is fairly common at our center	things change very rapidly at our center

8. How open is your center to new methods of doing things?

1	2	3	4
very open to any new method	open to some new methods	somewhat open to a few methods	usually resistant to any new method

APPENDIX C

Program Information Form

Program Information

Instructions:

1. Please complete one for each Head Start Center.
2. To the best of knowledge, please answer the following questions concerning each of the Component Areas.

3. Name of Center_____

Circle the number that best describes the Center's meeting the component area.

1. Adminstration

1	2	3	4	5
poor	marginal	fair	very good	excellent

2. Education

1	2	3	4	5
poor	marginal	fair	very good	excellent

3. Health

1	2	3	4	5
poor	marginal	fair	very good	excellent

4. Nutrition

1	2	3	4	5
poor	marginal	fair	very good	excellent

5. Mental Health

1	2	3	4	5
poor	marginal	fair	very good	excellent

6. Social Services

1	2	3	4	5
poor	marginal	fair	very good	excellent

7. Handicapped

1	2	3	4	5
poor	marginal	fair	very good	excellent

8. Parent Involvement

1	2	3	4	5
poor	marginal	fair	very good	excellent

APPENDIX D

Reliability Analysis

Alpha Reliability Analysis

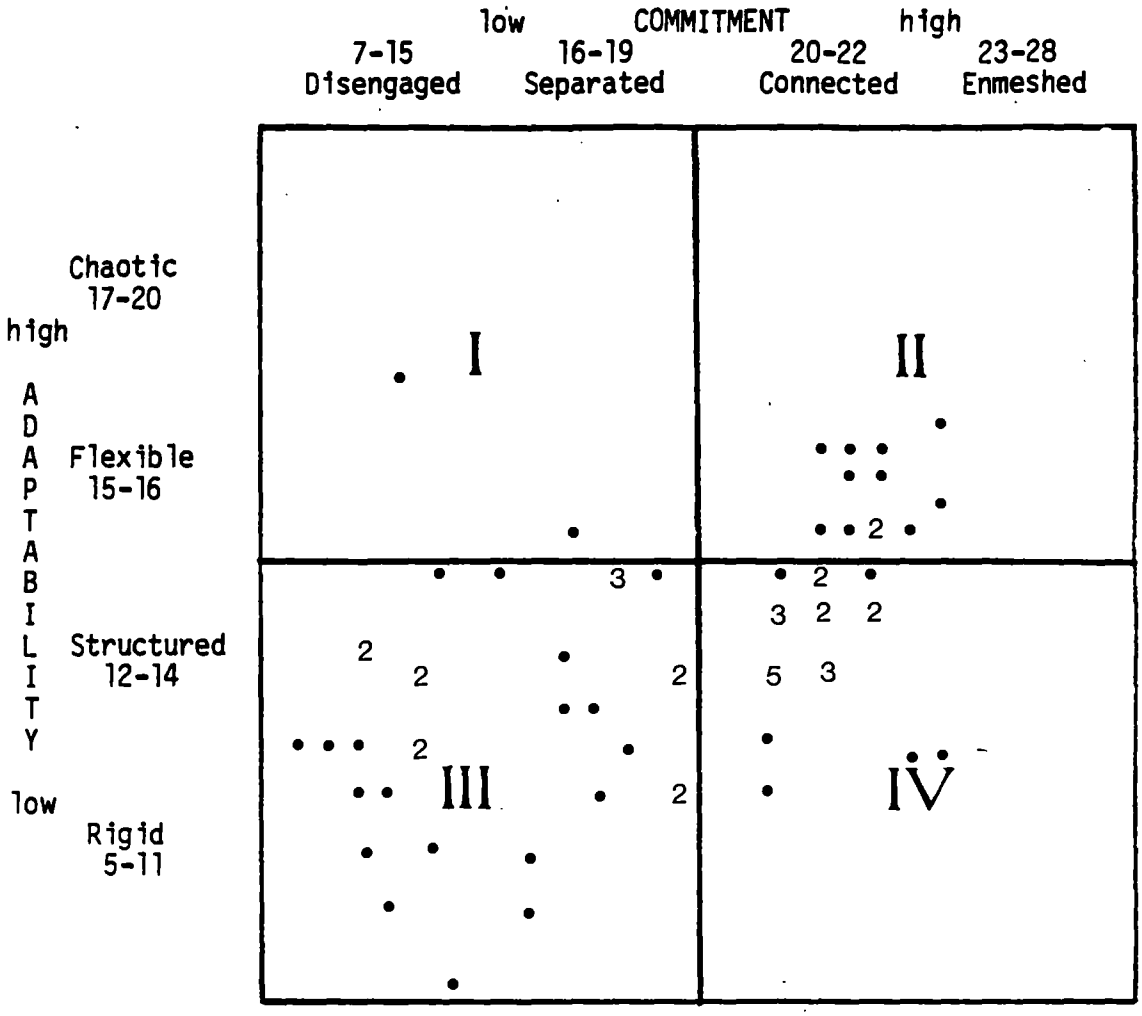
Commitment Item	First Analysis if Item Deleted	Final Analysis[a] if Item Deleted
1	.5195	.6158
2	.4344	.5233
3	.6102	-[b]
4	.4666	.5808
5	.4451	.5564
6	.4329	.5627
7	.4464	.5635
8	.4804	.5983
Alpha	.5181	.6102

Adaptability Item	First Analysis if Item Deleted	Final Analysis[a] if Item Deleted
1	.2882	-
2	.2753	-
3	.1148	.5171
4	.3390	-
5	.0255	.4606
6	.0080	.4533
7	.1627	.6092
8	.0228	.4521
Alpha	.1867	.5604

[a]Reliability analysis meeting minimum guidelines for research purposes.
[b]Item deleted from final scale.

APPENDIX E

Mid-State Program: Scatterplot of Each Individual's Score for Commitment and Adaptability



I Flexibly Separated

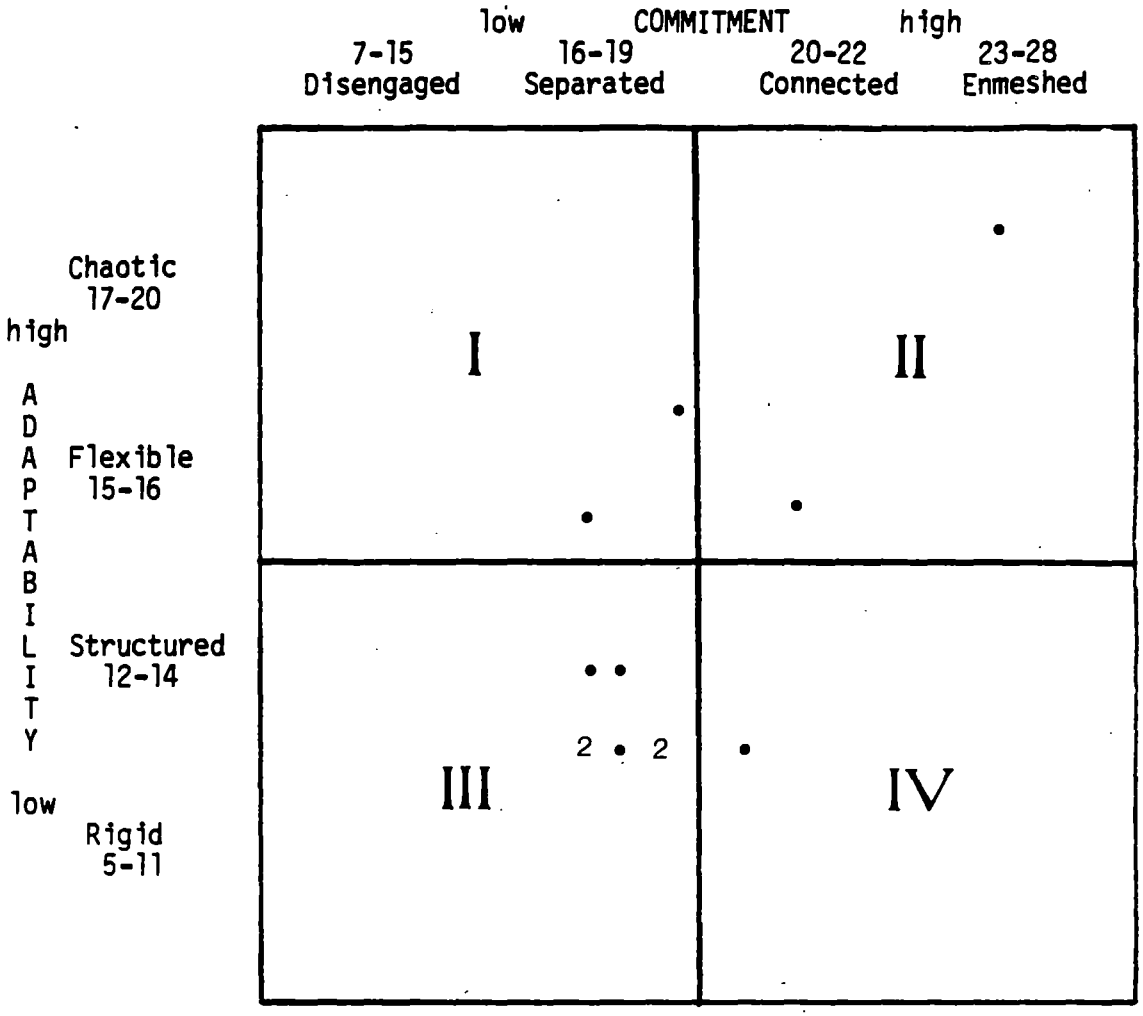
II Flexibly Connected

III Structurally Separated

IV Structurally Connected

APPENDIX F

Southwestern Program: Scatterplot of Each Individual's Score for Commitment and Adaptability



I Flexibly Separated

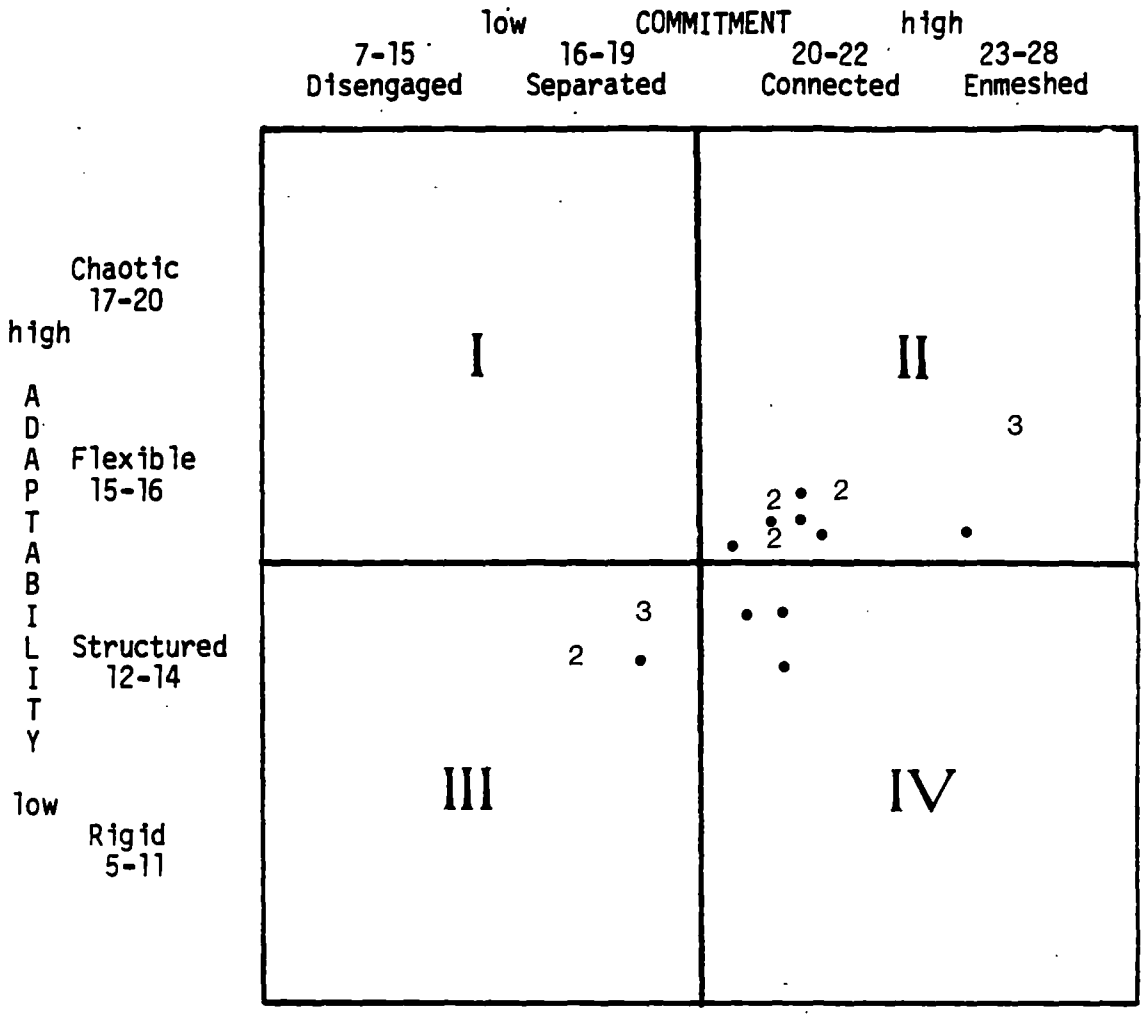
II Flexibly Connected

III Structurally Connected

IV Structurally Separated

APPENDIX G

Rural Program: Scatterplot of Each Individual's Score for Commitment and Adaptability



I Flexibly Separated

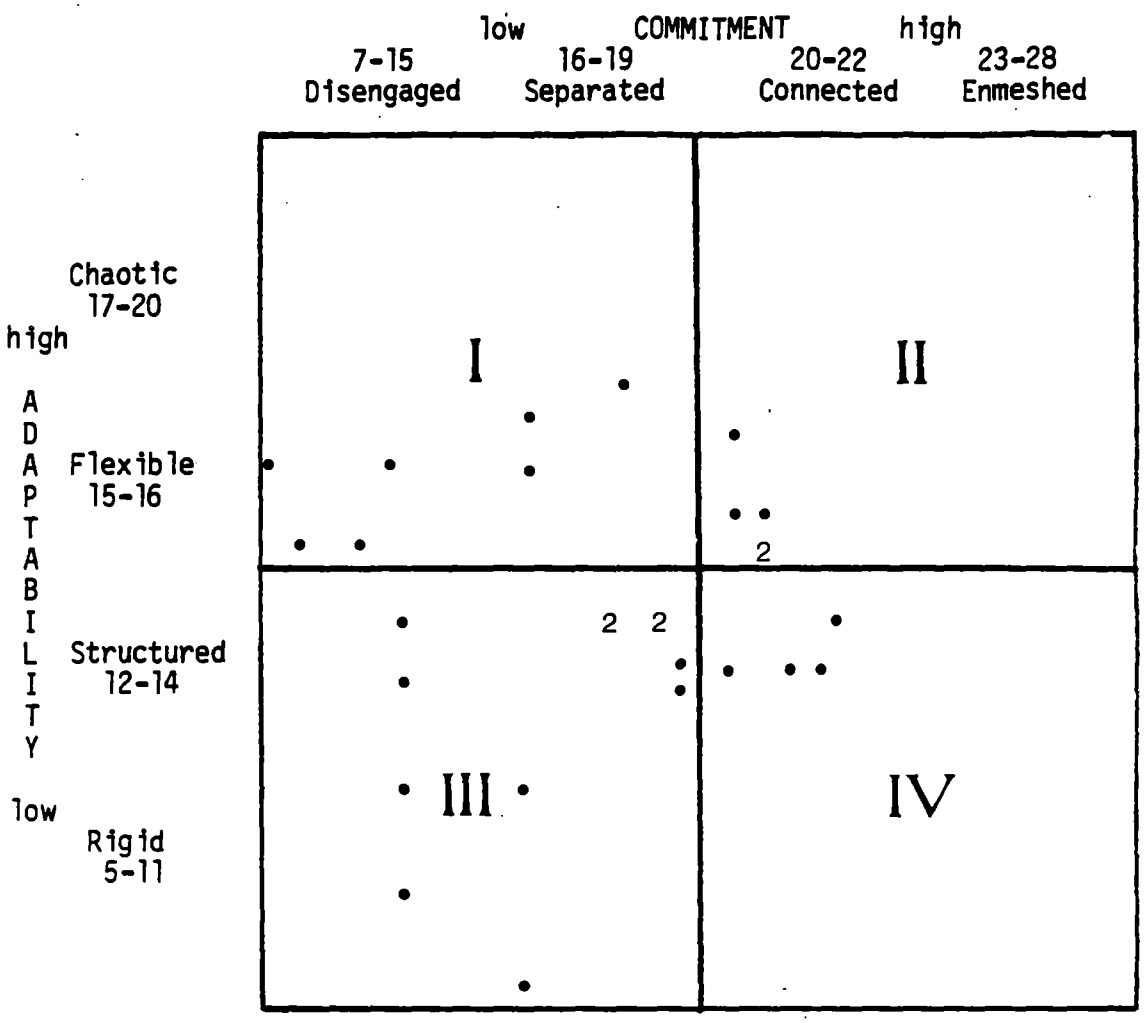
II Flexibly Connected

III Structurally Separated

IV Structurally Connected

APPENDIX H

Urban Program: Scatterplot of Each Individual's Score for Commitment and Adaptability



I Flexibly Separated

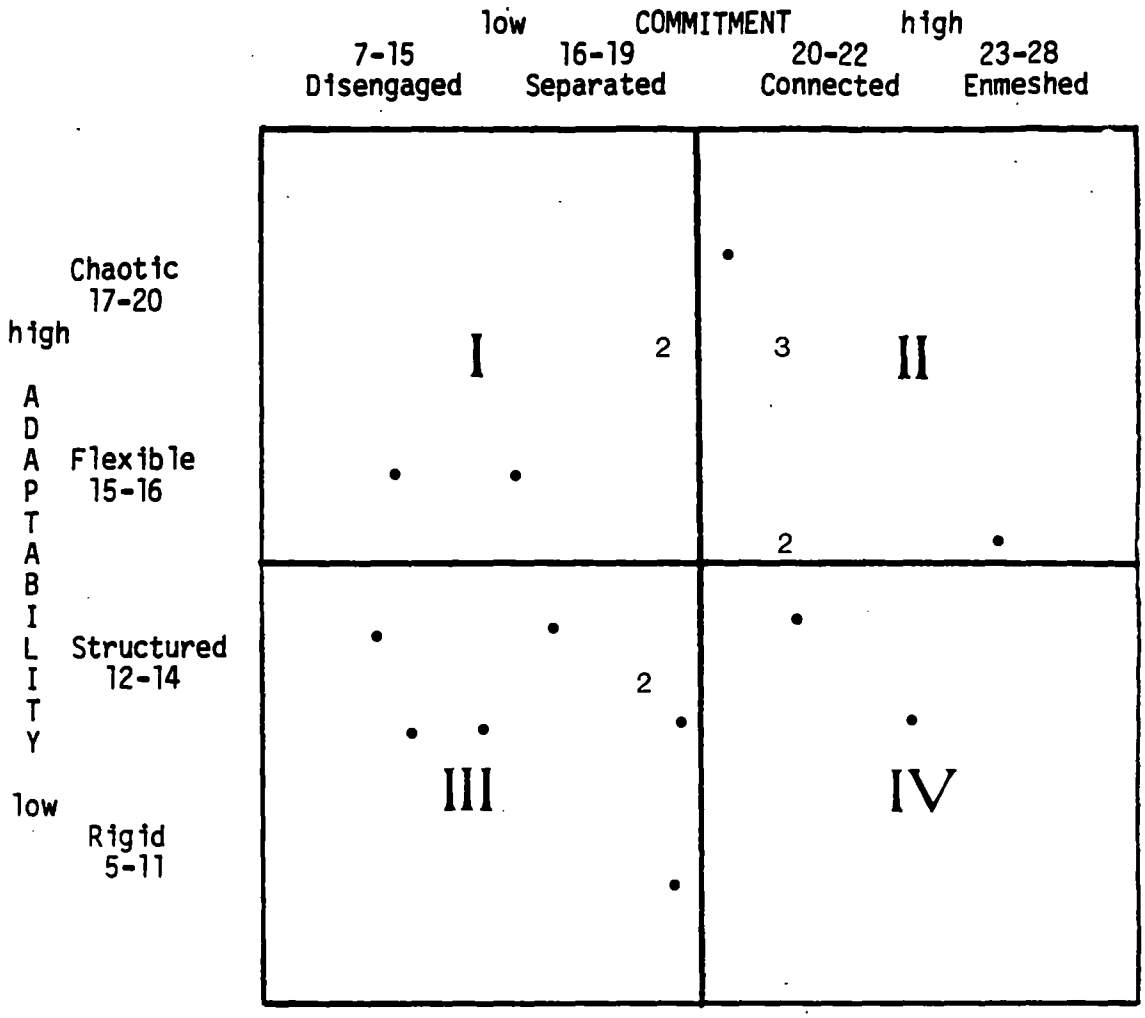
II Flexibly Connected

III Structurally Separated

IV Structurally Connected

APPENDIX I

Northern Program: Scatterplot of Each Individual's Score for Commitment and Adaptability



I Flexibly Separated

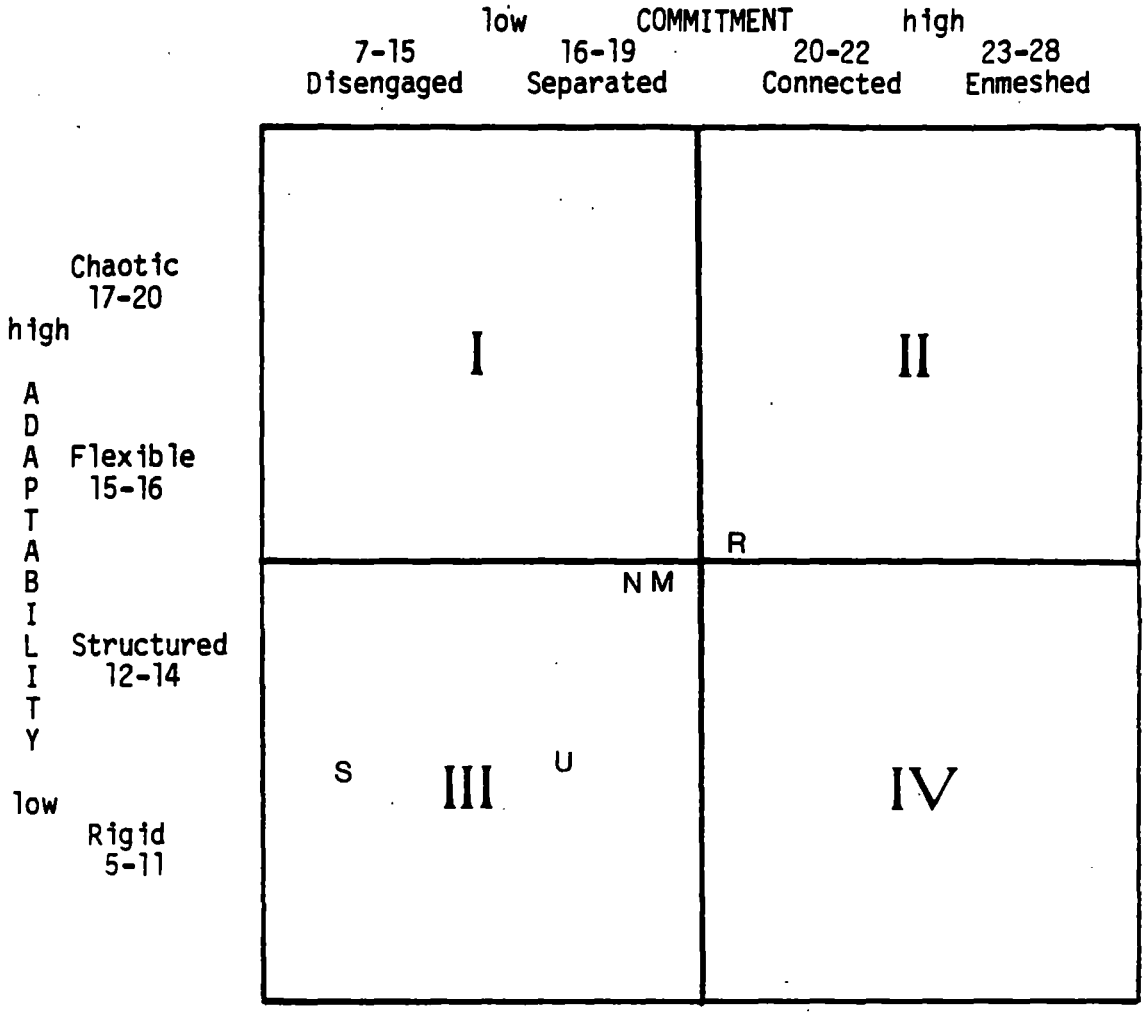
II Flexibly Connected

III Structurally Separated

IV Structurally Connected

APPENDIX J

Head Start Program System Types



I Flexibly Separated

II Flexibly Connected

III Structurally Separated

IV Structurally Connected

M = Mid-State
S = Southwestern
R = Rural
U = Urban
N = Northern

VITA

Laurna Jane Champ

Candidate for the Degree of

Doctor of Philosophy

Thesis: THE DIMENSIONS OF ADAPTABILITY AND COMMITMENT IN THE ORGANIZATIONAL STYLES OF HEAD START PROGRAMS

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