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The University of Oklahoma

Graduate College

Dogmatism, Pupil Control Ideology and Perceptions of School Organizational Climate on the Part of Secondary School Teachers Attending Selected Evening Graduate Classes at the University of Oklahoma During the Spring of 1976

A Dissertation

Submitted to the Graduate Faculty

in partial fulfillment of the requirements for the

degree of

Doctor Of Philosophy

By

Stephen O. Ozigbo

Norman, Oklahoma

1976

Dogmatism, Pupil Control Ideology and Perceptions of School Organizational Climate on the Part of Secondary School Teachers Attending Selected Evening Graduate Classes at the University of Oklahoma During the Spring of 1976

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Dogmatism, Pupil Control Ideology and Perceptions of School Organizational Climate on the Part of Secondary School Teachers Attending Selected Evening Graduate Classes at the University of Oklahoma During the Spring of 1976

CHAPTER I

The Problem: Definition and Scope

Introduction

The invigorating and challenging period of the sixties has given away to the more reflective and quieter era of the seventies. This reflective period currently provides an opportunity to fully assess the changes, problems and progress of the former era. It also provides the opportunity to implement the most fruitful ideas and learning of the sixties for the improvement of the society for both the seventies and succeeding eras.

One of the products of the sixties, buttressed by the debacles of Watergate and the Vietnamese War has been a climate of distrust of traditional institutions, particularly governmental institutions. Another product has been a growing belief that institutions can be changed by an alert, intelligent and involved citizenry. A final product of the sixties, characterized by relative parity between the social and physical sciences as interpreters of societal needs and generators of knowledge upon which to base social action, has been the accumulation of vast knowledge concerning human behavior. Such knowledge, rationally used, can be the basis for the resolution of problems now faced by the society.

The educational institutions, particularly the public ones have not been immune to the effects of the sixties. They, like other governmental institutions have been the objects of intense questioning and public distrust and find themselves under attack because of their behavior in pursuit of both traditional and non-traditional goals.

The Gallup Polls of Attitudes Toward Education (Phi Delta Kappan, October, 1974) listed the three top problems of education in 1974 as lack of discipline, integration/desegregation and lack of proper financial support in that order. In addition, it was pointed out that discipline had been the top problem for five of the last six years. This study using a nationwide sample of persons of various age, education, salary, and occupation ranges clearly indicates the public's concern about discipline in the school. That this concern about discipline, practically a secondary school phenomenon, applies not only to the general public but also to public secondary school practitioneers, was indicated by a publication by the National School Public Relations Association (1973). This publication, quoting prominent secondary school educators and professional organizational leaders, suggest growing concern and fear on the part of educational practitioneers and suggests that the problem of discipline is driving many from the field.

One indication of the public distrust of our educational institution is alluded to in the Gallup study. While the percentage of those opposing tenure has decreased in the last four years, fully 61% of the public school parents opposed tenure. In addition, 64% of these same parents desired to know more about the schools in the community. Other examples are the aborted school decentralization movement, the back-to-basics movement, the accountability movement and the failure of citizens to pass bond issues for the support of the public schools.

But increasingly public school teachers are expressing distrust in the educational institutions. Such distrust is mirrored in the annual volatile teacher bargaining sessions, the general rejection of the accountability concept, the inability of teachers to effect significant curriculum change and the lack of reciprocity within the professional evaluation process.

Teachers are crucial in any attempt to improve the quality of public school education or in the resolution of other educational problems not only because of their political strength, but also because they must operationalize any plan conceived and adopted. One is constrained to expect that the general distrust of the educational institution will not be decreased until and unless teacher distrust is decreased. Likewise any improvement of the situation relative to discipline is likely to come only after teachers modify their beliefs concerning key areas of school life related to discipline (National School Public Relations Association, 1973).

A basic tenant of human relations training in group dynamics is that what one believes equals truth for that individual. It is not necessary that congruency exists between reality and the particular belief. The only requirement is that the individual believes and acts (or not act) based on that belief. Noar suggests that feelings (beliefs) are facts (Heaton, Date Unknown). Rationality as an approach to the resolution of problems demands, then, that one deals with beliefs. Rokeach seems to suggest that, conceptually; beliefs develop before attitudes, which precede perceptions (Rokeach, 1960). Operationally, what one perceives (sees) in a given situation is a function of the interaction of several related belief systems (attitude). One then "sees" what he really believes or he "sees" what his attitudes predispose him to see.

Thus, it is clear that many "problems" faced in education may be a function of perceptions and therefore may be solved by alerting the attitudes and, consequently, the perceptions of individuals involved. This approach obviously assumes that one knows what the attitudes at issue are.

Background of Study

In an attempt to deal with the lack of an adequate, systematic body of concepts and generalizations concerning classroom control, (Willower, Hoy, and Eidell, 1969) using the work of Gilbert and Levinson, conceived pupil control ideology as existing on a attitudinal continuum ranging from custodial to humanistic. Humanistically oriented teachers were conceived as more democratic, more trustful of students, more open, less pessimistic and more personal in their dealings with students. The popular held view that many discipline problems are caused by the teacher suggests that teacher behavior in discipline situations may be a function of pupil control ideology rather than situational as is often presumed.

Relatedly, Rokeach, (1960) who has worked extensively in the development of belief theory and measurement, suggested that attitudes are composed of multi-belief systems or vice versa. His works have been directed to the development of generalizations concerning beliefs. He has developed a scale, The Dogmatism Scale which measures "individual differences in open and closed belief systems". Operationally, the open minded person tends to accept and evaluate information based on logical consistency while the closed-minded person accepts and evaluates data based on irrelevant and/or illogic. Thus the open-minded person tends to make decisions based on information while the closed minded person does not. The latter can be expected to change his mind reluctantly while the former will do so more willingly.

Andrew Halpin (1966) has described organizational climate as the 'personality' of the school. His work led to the development of the Organizational Climate Description Climate (OCDQ), which identifies a continuum of climates, ranging from open, on one end to closed on the other. The open climate "depicts a situation in which high esprit exists, where the members enjoy friendly relations, and relatively high job satisfaction." Particularly teachers do not perceive hinderance from the principals or other superiors. The closed climate represents the opposite extreme.

Need for the Study

Several studies have been conducted using the variables pupil control, dogmatism and organizational climate. These studies will be discussed in the review of literature. Generally, these studies attempted to relate one of these three variables to sex, teaching strategies, discipline approaches, level taught, experience, or other additional variables. Few had attempted to relate two of the three variables of this study and none were found that dealt with the three simultaneously.

If significant relationships can be found among these variables, predictions can be made based on information concerning one of them. The problem of distrust of the school on the part of people, particularly teachers might be managed by recruiting teachers based on scores on the Dogmatism or pupil control results. Or given certain schools with specific programs and related needs, a school may recruit teachers with certain pupil control orientations or with certain mental sets related to change based on these scores. Or certain scores on the OCDQ may suggest or explain certain other behaviors and attitudes that are dysfunctional to the achievement of desirable educational goals and reveal needs for faculty inservice or reassignments.

Finally there is a continuing need for replication of certain studies and for the subsequent verification or disputation of major findings.

The study attempted to shed additional light on the problem of discipline and secondary school teacher perception or misperception of the educational institution of which they are a part and to either support or dispute findings of other related studies involving the variables, Pupil Control Ideology, Dogmatism, and Organizational Climate.

Statement of the Problem

This study sought to (1) determine what relationships, if any, existed among the attitudinally-related variables, pupil control ideology, dogmatism, and perceptions of school organizational climate on the part of secondary school teachers, (2) determine if sex and years of teaching experience affected the attitudes and perceptions that were major variables of this study.

The study also sought to substantiate or refute previous findings of related studies.

Hypotheses

The following null hypotheses were tested at the .05 level of significance:

Ho_1: There is no significant relationship between attitudes of open-mindness and closed mindness, as measured by the Rokeach Dogmatic Scale (Form E), and teacher attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate courses at the University of Oklahoma during the Spring of 1976.

Ho_2: There is no significant relationship between attitudes of open-mindness and close-mindness, as measured by the Rokeach Dogmatic Scale (Form E), and perceptions of the openness or closedness of their schools, as

measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Ho_3: There is no significant relationship between attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

In addition the following null sub-hypotheses were tested:

Sub Ho_1: There is no significant relationships between sex and attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_2: There is no significant relationship between sex and dogmatic attitudes, as measured by the Rokeach Dogmatic Scale (Form E), on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_3: There is no significant relationship between sex and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_4: There is no significant relationship between years of teaching experience and attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending

selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_5: There is no significant relationship between years of teaching experience and dogmatic attitudes, as measured by the Rokeach Dogmatic Scale (Form E), on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_6: There is no significant relationship between years of teaching experience and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Definition of Terms

School Climate: School climate is conceptualized as the resultant of a self-other phenomenon (symbolic interaction) in which the participants are affecting and being affected by the other constituency within the school environment. It is a perceptual description of the "personality" of the school at any given time (Holpin, 1966).

Open Climate: The open climate is conceptualized as a school environment characterized by high esprit, respect, high motivation and effective communication on the part of the participants (Holpin, 1966).

Closed Climate: The closed climate is conceptualized as a school environment characterized by low espirit, lack of respect, low motivation and decreasing communication on the part of the participants (Holpin, 1966).

Closed-mindness: is conceptualized as a characteristic of one who sees the world as a threatening place. He is inclined to rely on absolute authority and is generally unwilling to make decisions for himself based on logical uses of information (Rokeach, 1960).

Open-mindness: is conceptualized as a characteristic of one who sees the world as a happy place. He is inclined to reach decisions based on information available and to reverse these decisions on the logical use of new information (Rokeach, 1960).

Pupil Control Ideology: Pupil control ideology is conceptualized as a general attitudinal pattern relating to restraints, or lack of some, upon student behavior. The teacher's ideology ranges from "custodial" on one end of the continuum to "humanistic" on the other (Willower, Hoy, Eidell, 1969).

Humanistic Pupil Control Ideology: Humanistic pupil control ideology is conceptualized as a characteristic of a teacher who is trustful and accepting of students and who has confidence in students' ability to be self-disciplining and responsible (Willower, Hoy, Eidell, 1967).

Custodial Pupil Control Ideology: Custodial pupil control ideology is conceptualized as a characteristic of a teacher who stresses the maintenance of order, punitive sanctioning of behavior; interprets students and their behavior in moralistic terms, and is dubious of students' ability to be responsible and self disciplining (Willower, Hoy, Eidell, 1967).

Dogmatism: Dogmatism is conceptualized as a form of resistance to change, which may be viewed in its most derogatory sense, as a positiveness in assertion in matters of opinion when unwarranted or arrogantly. Dogmatism is viewed as existing on a continuum of strength ranging from low to high (Rokeach, 1960).

Population

The population of this study was 200 secondary school teachers attending evening graduate classes at the University of Oklahoma during the spring term of the 1975-76 school year.

Limitations

(1) The study was limited by the reliability and validity of the instruments used.

(2) This study was limited to the variables pupil control ideology, organizational climate, dogmatism, sex and years of experience in teaching.

Data Collection

To test the hypotheses of this study data were collected by administering the Pupil Control Ideology Form, the Dogmatism Scale (Form E) and the Organizational Climate Description Questionnaire. The latter form contained a personal data sheet from which information regarding sex and years of teaching experience was taken.

These data were analyzed statistically using multivariate analysis and Chi-square techniques. These were tested for significance at the .05 level of significance.

A more complete explanation of data collection and statistical analyses techniques is provided in Chapter IV.

Overview of Study

This study is divided into six chapters. Chapter I contains the introduction, background of and need for the study, statement of the problem, hypotheses to be tested, definition of terms, population, and data collection. A review of the literature encompasses Chapter II. Chapter III discusses the research design including instrumentation, test administration and scoring and statistical treatments. Chapter IV presents and analyzes the data and the findings. In Chapter V, the findings are discussed; conclusions are reached and recommendations are made.

The bibliography and appendices follow Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The problem of this study dealt with the attitudinal variables: dogmatism, pupil control ideology and organizational climate in schools. The review of literature is presented in three sections, representing each of these major variables.

Dogmatism

Much of the credit for the development of the concept of dogmatism must be credited primarily to Milton Rokeach (1960) whose work has spanned a twenty-five year period. Dogmatism was advanced by Rokeach as a way to conceptualize general authoritarianism as opposed to the rightist authoritarianism measured by the California F Scale in several studies. This attempt to conceptualize led to the development of the Dogmatism Scale (Form E) which measures general authoritarianism.

This concept, dogmatism has stimulated considerable diversified research which has led to a fuller understanding of open and closed systems. According to Rokeach, belief involves any expectancy, set, proportion the individual accepts is true of the object or event. If this definition is accepted,

> a belief becomes an attitude when it is accompanied by an affective component which reflects the evaluation of the preferability of the characteristics or existence of the object. The attitude would be the sum of such beliefs about the object (Rokeach, 1960).

Ehrlich and Lee (1962) reviewed the research dealing with the effects of dogmatism on belief acquisition and learning. In supporting Rokeach's position that Highly Dogmatics (HD'S) are less able than Lowly Dogmatics (LD'S) to learn new beliefs, they pointed out that five intervening variables must be considered in predicting the interaction between dogmatism and learning. These five variables were: the authority source of new beliefs, the syndrome relevance of their mode of communication, the belief congruence and novelty of new beliefs and their certainty to the individual. In another study Ehrlich (1961) also supported Rokeach's hypothesis that: the dogmatic person has a relatively closed cognitive organization of beliefs and disbeliefs and therefore resists forming a new belief system.

Uacchaina, Strouss and Schiffman (1968) found that dogmatism was positively related to the need for succarance and negatively to the need for change and interception. A positive relationship was also found between dogmatism and conformity, restraint and conservatism.

Dogmatism was determined to be a status defense mechanism for clinical psychologists when placed in a competitive situation. Others have viewed dogmatism as a defense mechanism which interferes with the processing of predecisional information (Ziller, Shear and De Cencio, 1964). With respect to the educational scene, Kopper (1973) concluded in her study relating pupil evaluations of teacher effectiveness to personality factors and dogmatism, that dogmatism was a significant predictor of pupil evaluation of student teachers, but not of regular teachers.

Hoy's (1965) massive study which included 805 teachers and 168 principals in 11 school systems in Pennsylvania indicated that principal and teacher dogmatism was significantly related to teacher and principal pupil control ideologies. Teachers and principals who were high in dogmatism were more custodial in their orientation to pupil control.

Kidd (1967) supported Hoy's study in terms of principal dogmatism by finding, in his own study that principals with open belief systems (low dogmatic) were less rule-oriented than principals with closed belief systems (high dogmatic). In addition he concluded that there was no difference between secondary and elementary principals in their dogmatic attitudes. Importantly, Kidd also found that there was no significant relationship between levels of dogmatism on the part of the principal's and teachers' perceptions of the extent of bureaucracy.

Phelan (1973) found that there was no significant differences between teachers from contemporary and traditional schools in either the level of dogmatism or attitudes towards reading.

Renuart (1973) found that teachers high in dogmatism were low in receptivity to change and tended to given higher scholarship grades than teachers low in dogmatism. He concluded that the level of dogmatism was related to the biographical characteristics of teachers and that administrators tend to observe few differences between highly dogmatic and lowly dogmatic teachers.

In summary, research in dogmatism reveals inconsistent findings of individuals and the impact of these individuals on others. The need for additional research is clearly indicated.

Pupil Control Ideology

Pupil control, discipline and classroom management are frequently used interchangably. They refer to strategies for appropriately restraining or facilitating student behaviors to enhance the achievement of school educational goals. That pupil control is a major concern of educators presently and has been for many years is beyond debate. The debate related to pupil control centers around an identification of causes and approaches to resolu-

tion. Considerable research has been devoted to these two dimensions.

In an article dealing with expectations of behavior, Jones (1967) indicated that from the review of philosophical discussions survey and experiments on the subject of classroom control, the lack of a systematic body of concepts and generalizations seems evident.

Hoy (1968) deplores the dearth of systematic studies of pupil control in schools and others (Kunier, Gump, Ryan, 1961) suggest the need for more studies to better inform us as to what constitutes the unique setting of the classroom as separate and distinct from other settings for children's groups.

It seems clear that the schools and teachers must share some of the blame for the pupil control problems in the school. Forced to many quick, arbitrary decisions regarding complex problems, frequently generated outside the school, their behaviors have a tendency to resolve the problems at the classroom level or facilitate an escalation of the problem, increasing both its complexity and its implications. The nature of the attitudinal components of these decisions have rarely been systematic.

Waller (1932) saw pupil-teacher relationships as a confrontation of attitudes between pupil and teacher from which is developed underlying hostility that can never be fully removed.

A major contribution was made in the attempts to link attitudes concerning pupil control with general authoritarian beliefs in the study by Hoy (1965) previously reported. He found that (1) closed minded (high dogmatic) teachers and principals were more custodial in their beliefs about pupil control than were open minded (lowly dogmatic) teachers and principals; (2) principals were less custodial in orientation than teachers and (3) elementary teachers were less custodial than secondary teachers.

In later research (Hoy, 1968) found that the pupil control ideology of teachers who taught during the year immediately following graduation were more custodial, while the control ideology of those who did not teach immediately afterwards was unchanged. Later he concluded that the second year of teaching had little impact on teacher control ideology (Hoy, 1969).

Related work (Willower, Eidell and Hoy, 1967) substantiated the above findings and added new information. These researchers found that teachers were more custodial than either principals or counselors and that male teachers were more custodial than female teachers.

Roberts (1969) attributes his finding that teachers become more custodial during their student teaching to three factors: the student's control ideology at the time of entry into student teaching, the cooperating teacher's ideology and the socialization process that takes place during student teaching.

Other comparative studies have substantiated the findings which reflect positive relationships between teacher variables and pupil control ideology. In addition to finding that teacher sex and teaching experience were significantly positively related to pupil control ideology Hedberg (1973) also found that larger schools were more custodial in teacher pupil control orientation than small schools and schools with traditional junior high school structures were more custodial than schools with middle school (grades 6-8) structures. He did not find a significant relationship between pupil control ideology and departmentalization, area of first teaching assignment, educational attainment of teachers and alienation of students.

Not surprisingly, teacher pupil control ideology apparently affects the teaching process quite aside from the highly related dimension of pupil control. Jones (1969) found that teachers with humanistic pupil control orientations utilized a higher percentage of classroom activities consistent with the Biology Science Curriculum Study (BSCS) program. He thus substantiated a study which indicated that biology teachers who reacted favorably to new science curriculum materials ranked higher on measures of capacity for independence of thought and action than those who reacted less favorably (Hoy and Blankenship, 1969).

In his study of the relationship between pupil control ideology and teacher-student verbal interaction as measured by the Flanders Interaction Analysis Scale, Goldenberg (1971) found that (1) humanistically oriented teachers accepted and developed ideas of students significantly more than custodial teachers, (2) pupils in the classes of humanistic teachers initiated significantly more verbal interactions than students in the classes of custodial teachers and (3) custodially oriented teachers lectured, gave facts or opinions concerning content or approval significantly more than custodial teachers.

The previous two studies suggest more studies designed to establish and clarify linkage between teacher classroom behavior and discipline, a major problem area of our era.

Both Waldman (1971) and Appleberry (1969) determined that teachers who were more custodial in pupil orientation tended to see their school climates as more closed as measured by the Organizational Climate Description Questionnaire (OCDQ). Appleberry found that some relationship existing on the part of principals, but Waldman did not. In addition Waldman had other interesting findings. He found that school

climates tended to be more closed as the population density increased and that the custodial control orientation of school tended to increase as both the population density and the number of minority group students increased.

Finally, Zeler (1971) found that teachers with custodial pupil control ideologies also experienced a low sense of power, suggesting that teacher school behavior, especially related to discipline, may be related to feelings of powerlessness. A verification of such a relationship would appear to have strong implications for organizational action in the given situation.

Organizational Climate

Because public education takes place in an organized structured manner, it is appropriate to consider the educational organization as a critical dimension in any consideration of problem of education. The public school teacher pursues his profession in an educational organization. Individuals compose the organization and in turn are affected by the manner in which it functions.

Etzioni (1964) distinguished between two types or organizations, formal and informal. The former was distinguished by the more conscious and planned nature of its structure. He indicated that the latter is always a part of the former. He used the term "bureaucracy" synonomously with the educational organization.

Over the past fifty years a plethora of studies have been done relating to organizational theory, with emphasis on its bureaucratic nature. Argyris' (1965) contention that conflicts and tensions are inevitable in bureaucratic organizations aptly summarizes general conclusions drown

from research during this period. He suggested that the assumptions concerning the essential rationality of the bureaucracy is not valid. He concluded that the requirements of the formal bureaucracy were incongruent with the needs of healthy and mature individuals.

Argyis' allusion to the fallacy of organizational rationality suggests the existence of organizational irrationality. One might conclude that attitudes, feelings and perceptions are legitimate and present factors in any organization. They are facts (Heaton, date unknown). George (1971), using Getzel's (1957) model, indicated that organizational climate is a function of personality characteristics of the organizational members. Because organizations must maintain themselves if they are to achieve goals, they must concern themselves with maintaining people (Bennis, 1966). The sine quo non for such maintenance is awareness and sensitivity to the feelings, needs and perceptions of people within the organization.

Halpin (1966) aptly conceptualized the complex multidimensional nature of the interplay of attitudes, feelings and perceptions in the educational organization by suggesting that organizations, like individuals have personalities. This organizational "personality," he described as organizational climate. Research by Holpin led to the identification of eight dimensions of the organizational climate and six organizational climates that ranged on a continuum from "open" to "closed." In the "open" climate members enjoy high espirit, work together without undue bickering and griping, are happy in their work, have some flexibility relative to some decision making, and feel that the leader has a personal relationship, aside from the rules and regulations, with them. The "closed" climate is the antithesis, though

both climates are to be viewed as pure types not readily found in any organization. He felt that the concept of openness and closedness in the organization was directly related to openness and closedness of the individual personality.

He concluded this original study with a discussion of the importance of authenticity in the organization. Authenticity refers to the faith placed in the organizational members, particularly the leaders. Authenticity appears to be a matter of perceptions-individuals will obviously perceive varying levels of faith on the parts of individuals within the organization.

There are also indications that problems of student unrest may derive from their disloyalty to an organizational structure which they regard as being irrelevant to their perceptions of what schools are for (Otten, 1968; Hollister, 1969).

Viewing the public secondary school as a bureaucracy, and assuming varying levels of bureaucratization, the conceptualizations of school climate would appear to suggest the schools with closed climates are highly bureaucratic and schools with open climates are less so. Closed school climates like highly bureaucratic organizations stress impersonality of interpersonal relations and rather rigid adherence to rules and regulations regarding individual behavior (Bennis, 1966).

Bidwell (1964) suggested that organizational structures vary according to the types of teachers recruited. Professionally strong teachers are likely to prefer an open, no rule oriented climate, while less professionally oriented teachers are likely to prefer closed, rule oriented climate.

Stimson and Labelle (1974) noted that school climates are a reflection of the values of the clientele community or society. Rurally oriented clienteles produce school climates that are different from urban-oriented clienteles.

Kidd (1967) found that (1) secondary teachers saw their schools as less bureaucratic (closed) than elementary teachers; (2) Teachers with less experience saw their schools as more bureaucratic than more experienced teachers; (3) female teachers saw the school as more bureaucratic than male teachers; (4) teachers in smaller schools saw their schools as more bureaucratic than teachers in larger schools. Interestingly, Kidd concluded that the openness or closedness of the central office had a greater influence on the perceptions of teachers than did the openness of closedness of an individual school.

Moeller (1962) found that teachers in bureaucratic schools felt a greater sense of power, contrary to expectations.

As previously reported, Appleberry (1962) and Waldman (1971) found a positive relationship between pupil control ideology and perceptions of organizational climate.

Further extensions compel the raising of questions concerning classroom climate as a specific instance or ogranizational climate and student achievement related to general organizational climate.

That a relationship between organizational climate and student performance was supported by Coleman (1966). However, Reilly (1973) found that there was not a significant relationship between student composite scores on the Michigan Assessment Battery and organizational climate in 120 Michigan elementary schools. Prigmore (1968) pointed out that teachers who perceived their climates as more open met the needs of

their students more often. Bier (1955) found the emerging lifestyles of students to be grossly different from those fostered by the closed organizations and much more similar to those fostered by the humanistic approach.

In summary, the meager number of studies related to school organizational climate seems to support the existence of such a climate, its attitudinal-perceptual component, and its measurability. Less clear are consistent findings regarding different perceptions of organizational climate on the part of elementary and secondary school teachers and principals. There are also indications that problems of teacher and student alienation and general student performance is related to perceptions of organizational climate, additional research is warranted.

Summary

Research regarding the three variables of this study tend to suggest that age and years of experience are related to them, but many studies are contradictory. There appears to be a conceptual web connecting the three, but a study of the research fails to systematize the findings. Particularly, no study was found which attempted to systematically relate the three variables. Such a study would aid in making manifest what is, at present, essentially obscure and only suggested. That is the major objective in this study.

CHAPTER III

Research Design and Procedure: Population, Instrumentation and Scoring Test Administration and Statistical Treatment

The primary purposes of this study were to (1) determine what, if any, relationships existed among the attitudinally related variables, pupil control ideology, dogmatism and perceptions of school organizational climate on the part of selected secondary teachers, and (2) to determine if the sex and years of teaching experience affected these attitudes and perceptions.

A secondary purpose was to substantiate or refute previous findings from related studies.

Population

The population of this study was 200 secondary school teachers attending evening graduate level classes at the University of Oklahoma during the spring term of School year 1975-6.

Instrumentation

The Pupil Control Ideology Scale, the Rokeach Dogmatism Scale (Form E) and the Organizational Climate Description Questionnaire were administered to the population of this study.

The Pupil Control Ideology Scale:

This instrument was developed at Pennsylvania State University (Willower, Eidell and Hoy, 1967) to determine the pupil control orientations of the population. This Likert-type scale contains 20 statements. Responses to these questions are scored on a scale of from "1" (strongly disagree) to "5" (strongly agree). The total score on the instrument describes the pupil control orientation; the lower the total score the more humanistic is the testee.

Reliability

The authors of this scale established indices of reliability using several methods. Using 170 subjects, they calculated a split half reliability coefficient by correlating even-item subscores with odd-item subscores. They obtained a Pearson-product-moment coefficient of .91. A corrected coefficient of .95 was later obtained by applying the Spearman-Brown formula. Repeating the above techniques using a population of 55, they obtained a Pearson product-moment coefficient of .83 and a Spearman-Brown corrected coefficient of .91 (Willower, Eidell and Hoy, 1967).

Validity

The Pupil Control Ideology Scale was validated using the judge-approach. Principals were asked to read descriptions of the custodial and humanistic viewpoints and select teachers who they felt fitted these descriptions. The two groups of teachers selected were administered the Pupil Control Ideology Scale. The mean scores of the two groups were tested for significance using a t-test of the difference between two independent samples. A one-tailed yielded a t value

of 2.639 which was significant at the .01 level.

In an attempt to cross-validate previous findings based on comparisons of mean scores of school personnel with known reputations for either humanistic or custodial orientations. Another study similar to the above approach using judges was done. Teachers judged to be humanistic and teachers judged to be custodial differed significantly in mean scores. The one-tailed t-test yielded a t value which was significant at the .001 level (Willower, Eidell and Hoy, 1967).

The Dogmatism Scale (Form E):

The Dogmatism Scale was used to determine open-mindedness and closed-mindedness. The population was dichotomized as "highly" or "lowly dogmatic" based on this scale (Rokeach, 1960). The scale, a Likert-type, contains 40 statements. The testees were instructed to circle A or D, agree or disagree reflecting their feelings about the question. The category "U" was eliminated from the instrument to force a choice of either A or D. The usual grading scheme was thus modified. In addition, the +3 or -3 weightings given the two possible answers was further modified by adding the constant, 4. Thus the responses were scored as either 7 or 1. The total scores gives an index of the extent of dogmatism on the part of the testee. High scores indicate closed-mindness (high dogmatism).

Reliability

The scale has been revised five times in an effort to refine it and increase reliability. The initial Form, A, contained 57 items and yielded a corrected reliability of .70. Subsequent revisions,

which involved the addition or elimination of items, yielded coefficient of .75 and .81. The current form, E, yeilded coefficients of .81 and .78 for the English College and English worker samples respectively (Rokeach, 1960).

Validity

Rokeach validated his Form E, which has been extensively used in social science research by using the judge-approach. In Study I, professors chose graduate students they regarded as "most" and "least" dogmatic. Comparisons of these two groups on mean scores on the Dogmatism Scale (Form E) yield no significant differences. However, in a similar study using peer judges, significant differences were found between the high dogmatic and low dogmatic groups at the .01 level of significance. Further comparisons using the California F and the Ethnocentrism Scales yielded significant differences between the high and low dogmatic groups at the .01 and .05 levels respectively.

The Organizational Climate Description Questionnaire:

The Organizational Climate Description Questionnaire was used to measure perceptions of school climate. The Questionnaire allowed this researcher to dichotomize the perceptions of the testees in terms of the openness or closedness of their school organizations.

The Questionnaire, a Likert-type contains 64 statements and is divided into eight subtests. Four of the subtests relate to the characteristics of the principal as a leader and four pertain to the behaviors of the teachers as a group. This research did not deal with

the individual dimensions of school climate as measured by the various subtests. Instead, the total score on the questionnaire was used to determine open and closed climates.

The testees were asked to indicate the frequency with which they agreed with the statements on a four point scale ranging from "rarely occurs" to "frequently occurs".

The questionnaire was scored by reversing the usual scoring method where "rarely occurs" was assigned the value of "1" and "very frequently" was valued at "4". Instead "very frequently" was valued at "1" and "rarely occurs" was valued at "4". Such an approach facilitated the analyses by producing directional consistency. High scores indicated that the organizational climates was perceived as open.

Reliability and Validity

Efforts to validate the Organizational Climate Description Questionnaire were undertaken by both the developer (Holpin, 1966) and Andrews (1965). Both found consistent significant intercorrelations between climate score and individual sub-test scores, and between the various subtests scores.

Andrews massive study of 165 schools showed school climate to be significantly correlated with six of the eight subtests at the .01 level. These correlations ranged from .24 on the "aloofness" subtest to .66 on the "Thrust" subtest. It also validated the applicability of the instrument to both the secondary and the elementary school.

A copy of each of these instruments is included in Appendix B.

Administration of the Instruments

The three instruments were administered by the researcher after having secured the permission of the professors in whose classes the population was enrolled. These classes were selected after consultation with the Administrative Assistant to the Dean. Those classes which were felt to be oriented to secondary education needs were selected for the study. It was determined that the structure of the class schedule permitted the researcher to obtain the majority of the secondary teachers by testing only selected Monday and Tuesday evening classes.

The instruments were administered by this researcher. The testees were told the purpose of the tests and encouraged to participate. None refused. Persons who were not secondary teachers did not complete the instruments. This exclusion was verified by examining the personal data section of the Organizational Climate Description Questionnaire.

Each of the three instruments were coded by giving each the same number. Thus the test data for each testee could be identified and kept together.

This researcher monitered the administration of the instruments and answered any questions relating to the content.

Statistical Treatment

The instruments were hand scored. The raw scores were arranged in two hundred rows and three columns. They were punched into computer cards which were programmed for multiple linear regression to produce covariance and correlation matrices, residuals and allowed all data to be considered as a single group. In multiple correla-

tional techniques involving more than three variables, one of the variables is a criterion, the others are predictors (Bruning and Krutz, 1968). In this study, Pupil Control Ideology was arbitrarily chosen as the criterion variable, Y; Organizational Climate and Dogmatism became the predictor variables X_2 and X_1, respectively.

The first three hypotheses were tested by observing the correlation matrix for the R and r values. The R value is the multiple correlation coefficient which considers all of the variables taken together. The r values are obtained when the variables are considered two at a time (Bruning and Krutz, 1968).

Significance of correlation coefficients were considered significant at the .01 level when they ranged from .35 to .65 (Borg and Gall, 1971).

The other six sub-hypotheses were tested using the simple chi-square test because the attitudes that were variables in this study were conceptualized as existing along a continuum and thus were continuous variables. The following formula was used in the computation of X^2, the Chi-square value: $X^2 = N\phi^2$, where N = the total of all the values in the contingency table. ϕ was determined by using the formula:

$$\phi = \frac{AD - BC}{\sqrt{(A+B)\ (C+D)\ (A+C)\ (B+D)}}$$

In a simple 2 x 2 contingency table, A, B, C, D represent the number of observed cases falling into each of the four cells of the contingency table. The X^2 value was checked for statistical significance using the related table of significance or critical values (Bruning and Krutz, 1968).

CHAPTER IV

Presentation, Analysis and Interpretation of Data and Findings

This chapter presents analyses and interprets the result of the statistical treatments used in this study. The previous chapter described in detail the nature of the treatments and presented the various formulae utilized.

Appendix C contains a listing of all of the subjects of the study, scores on each of the three administered instruments, and sex and teaching experience data.

To test the first three null hypotheses the computor was using data were generated through the use of the Multiple Regression Analysis program. The derived data included the correlation and covariance matrices, analysis of variance with the accompanying F ratio. Because of the correlational nature of the hypotheses, it was decided to disregard all of these data except the Correlation matrix and the R and r indices of correlation. Therefore only this data was referred to or reported in this study.

Table 1 presents the correlation matrix.

Table I

Correlation Matrix

variables		X_1	X_2	Y
X_1	1	1.000		
X_2	2	-0.6381***	1.000	
Y	3	0.6947**	-0.9013*	1.000

* significant beyond the .01 level

** significant beyond the .01 level

*** significant beyond the .05 level

Y = Pupil Control Ideology Scale

X_1 = Rokeach Dogmatism Scale (Form E)

X_2 = Organizational Climate Description Questionnaire

Ho_1 stated that there is no significant relationship between attitudes of open-mindness and closed-mindness, as measured by the Rokeach Dogmatic Scale (Form E) and teacher attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale on the part of selected secondary school teachers attending evening classes at the University of Oklahoma.

Observation of the matrix reveals that there is a correlation coefficient of .6947 between the two variables, dogmatism and pupil control ideology. A positive correlation means that high scores on one variable are associated with high scores on the other or low scores on one variable are associated with low scores on the other. High scores on the pupil control scale are associated with high scores on the

Dogmatism scale or low scores on the Pupil Control Ideology Scale are associated with low scores on the Dogmatism Scale. Low scores on the Pupil Control Scale, indicating a humanistic orientation, are associated with low scores on the Dogmatism Scale indicating a tendency toward open-mindness. Or high scores on the Pupil Control Ideology, indicating a custodial orientation, are associated with high scores on the Dogmatism Scale, indicating closed-mindness. Operationally the data suggest that the more humanistic teachers become, in Pupil Control Ideology, the more open-minded they became. Or the more custodial they become in Pupil Control Ideology, the more closed-minded they became. The hypothesis cannot be accepted. There is a significant relationship between the two variables beyond the .01 level (Bruning and Krutz, 1968).

Ho_2 stated that there is no significant relationship between attitudes of open-mindness and closed-mindness, as measured by the Rokeach Dogmatic Scale (Form E) and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of selected secondary school teachers attending evening classes at the University of Oklahoma.

Table 1 reveals that there was a correlation of -.6381. High scores on the Dogmatic Scale are associated with low scores on the Organizational Climate Questionnaire; low scores on the Dogmatic Scale are associated with high scores on the Organizational Climate Questionnaire. Low scores on the Dogmatism Scale are associated with open-mindness and high scores on the Organizational Climate Description Questionnaire are associated with openness of the organizations.

Operationally, as teachers became more open-minded they tended to perceive their organizations as open; or as they became more closed-minded they tend to perceive their organizations as more closed. The hypothesis is not accepted. There is a significant relationship between the two variables beyond the .05 level (Bruning and Kintz, 1968).

Ho_3 stated that there is no significant relationship between attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, and perceptions of the openness or closedness of their schools as measured by the Organizational Climate Description Questionnaire on the part of selected secondary school teachers attending evening classes at the University of Oklahoma.

The correlation matrix Table 1 shows a correlation coefficient of -.9013. Such a coefficient indicates that high scores on one variable are associated with low scores on the other; or low scores on one variable are associated with low scores on the other. As previously indicated, low scores on the Pupil Control Scale are associated with humanistic orientations to pupil control, while high scores on the Organizational Climate Questionnaire are associated with perceptions of openness in the organization. Likewise, high scores on the Pupil Control Scale are associated with a custodial orientations while low scores on the Organizational Climate Questionnaire are associated with perceptions of closedness in the organization.

Operationally, as teachers became more humanistic in Pupil Control Ideology, they also tended to perceive their organizations as more open. Or as they became more custodial in orientation they tended to perceive their organizations as more closed.

This hypothesis likewise cannot be accepted. There is a significant relationship between these variables beyond the .01 level (Bruning and Krutz, 1968).

These findings were substantiated by an Intercorrelation factor R which indicates that the three variables were significantly related when considered together. This R, 0.9146 is also significant beyond the .01 level (Bruning and Kintz, 1968).

The findings related to these three hypotheses suggested, in summary, that the variables are highly interrelated and either is a significant predictor of the other.

The six sub-hypotheses were tested using the Chi-square techniques.

Sub Ho_1 stated that there is no significant relationship between sex and attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening classes at the University of Oklahoma during the Spring of 1976.

To facilitate testing of this hypothesis, this researcher arbitrarily took the midpoint of the minimum and maximum scores made by the testees on the Pupil Control Ideology Scale. Since the maximum score was 78, and the minimum score was 21, the midpoint, 49 was determined. Testees who scored above 49 were categorized as "custodial", in terms of attitudes concerning pupil control; while those scoring 49 or below were categorized as humanistic. In addition percentages of testees in each category were computed.

Table II summarizes the data relevant to testing this hypothesis.

Table II

Contingency Table for Sex and Pupil Control Ideology

Pupil Control Ideology	SEX: M N	M %	F N	F %	Total N	Total %
Humanistic	60	59	58	59	118	59
Custodial	42	41	40	41	82	41
Total	102	100	98	100	200	100

dF = 1

X^2 = .026, not significant

The Chi square value, .026, is not significant and hypothesis must be accepted. There is not a significant relationship between sex and attitudes concerning pupil control. Observation of the distribution substantiates this conclusion since the respective percentages of males and females falling into the other variable (pupil control ideology) are the same.

Sub Ho_2 stated that there is no statistically significant relationship between sex and dogmatic attitudes, as measured by the Rokeach Dogmatic Scale, (Form E), on the part of secondary school teachers attending selected evening classes at the University of Oklahoma during the Spring of 1976.

The maximum score by the testees on the Dogmatic Scale was 258, the minimum was 48. The midpoint was determined to be 153. Those persons scoring below 153 were categorized as "open-minded"; those 153 and above were categorized as "closed-minded". Percentages of scores falling in each category were computed.

Table III gives information pertinent to the testing of this hypothesis.

Table III

Contingency Table for Sex and Dogmatism

Dogmatism	Sex: M		Sex: F		Total	
	N	%	N	%	N	%
Closed Minded	34	33	23	23	57	29
Open Minded	68	67	75	77	143	71
Total	102	100	98	100	200	100

df = 1

X^2 = 2.37, not significant

The Chi-square value of 2.36 is not significant and the hypothesis must be accepted. There is no significant relationship between sex and dogmatic attitudes. Table III does reveal a higher percentage of male teachers falling into the closed-minded category. The data suggest a

tendency for men to be more dogmatic than women at the secondary school teaching level. However, 71% of the testees were found to be open-minded.

Sub Ho_3 stated that there is no statistically significant relationship between sex and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire on the part of secondary school teachers attending selected evening classes at the University of Oklahoma during the Spring of 1976.

The Organizational Climate Description Questionnaire produced a scoring range of from 146 to 258. The midpoint between these two extreme scores was determined to be 211. Those scoring below 211 were categorized as seeing their schools as "closed"; those who scored 211 and above were categorized as seeing their schools as "open". Percentages for the various categories were computed.

A summary of the relevant data for testing this hypothesis is shown in Table IV.

Table IV

Contingency Table for Sex and Organizational Climate

Organizational Climate	Sex: M N	M %	F N	F %	Total N	Total %
Closed	25	25	30	31	55	28
Open	77	75	68	69	145	72
Total	102	100	98	100	200	100

df = 1

$X^2 = 9.96$, significant

The Chi-square value, 9.96 is significant beyond the .01 level of confidence. The hypothesis could not be accepted. There is a significant relationship between sex and dogmatic attitudes. Observation of Table IV shows that a higher percentage of male teachers tend to see their organizations as open as opposed to female teachers. Of interest is the observation that 72% of the teachers saw their schools as open.

Sub Ho_4 stated there is no significant relationship between years of teaching experience and attitudes concerning pupil control as measured by the Pupil Control Ideology Scale on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

The testees were categorized as either humanistic or custodial using the same procedure outlined in testing hypotheses 4-6. On the variable, teaching experience, teachers were categorized as "low experience" or "high experience." Teachers with from 0-3 years were placed in the category "low experience"; and teachers with over 3 years service were placed in the category, "high experience."

Table V summarizes the pertinent data for testing this hypothesis.

Table V

Contingency Table for Teaching Experience

and Pupil Control Ideology

Pupil Control Ideology	Years of Teaching Experience: 0 - 3 (Low Experience) N	%	Over 3 (High Experience) N	%	Total N	%
Humanistic	24	59	134	85	158	79
Custodial	17	41	25	15	42	21
Total	41	100	159	100	200	100

df = 1

X^2 = 12.50, significant

The X^2 value, 12.50, is highly significant beyond the .001 level, indicating a significant relationship between the variables teaching experience and attitudes concerning pupil control. The table reveals that while 21% of the total group fell into the custodial orientation category, 41% of the 0-3, low teaching experience group, fell into this category as opposed to 15% of the over 3 years, high experience group. The data suggests that as teachers become more experienced, they tend to become more humanistic in their attitudes concerning pupil control.

The hypothesis could not be accepted; there is a significant relationship between the variables years of teaching experience and attitudes concerning pupil control.

Sub Ho_5 stated there is no significant relationship between years of teaching experience and dogmatic attitudes as measured by the Rokeach Dogmatic Scale, Form E, on the part of secondary school teachers attending selected evening classes at the University of Oklahoma during the Spring of 1976.

The procedures for categorizing the testees was the same as those described previously for testing hypotheses 5 and 7 on the variables under consideration, years of teaching experience and dogmatic attitudes.

Table VI summarizes the relevant data.

Table VI

Contingency Table for Teaching Experience and Dogmatism

Dogmatism	Years of Teaching Experience (Low 0-3 Experience) N	%	(High Over 3 Experience) N	%	Total N	%
Closed Minded	23	56	19	24	42	21
Open Minded	18	44	140	76	158	79
Total	41	100	159	100	200	100

df = 1

X^2 = 36.98, significant

Analyses of the data reveals a highly significant relationship between the variables, years of teaching experience and dogmatism. The Chi square, 36.98 is significant beyond the .01 level. Observation reveals that 56% of the teachers of low experience are closed-minded as opposed to 24% of those with high experience. In the total population 79% of the testees fall into the open-minded category. As teachers gained more teaching experience, it seemed as if they also became less dogmatic and hence more open-minded.

The hypothesis could not be accepted. There is a significant relationship between dogmatic attitudes and years of teaching experience.

Sub Ho_6 stated that there is no significant relationship between years of teaching experience and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

The testees were categorized according to the procedures discussed in the testing of hypotheses 6, 7, and 8.

A summary of the related data is shown in Table VII.

Table VII

Contingency Table for Teaching Experience

and Organizational Climate

Organizational Climate	Years of Teaching Experience: (Low 0-3 Experience) N	%	(High Over 3 Experience) N	%	Total N	%
Closed	9	22	6	4	15	8
Open	32	78	153	96	185	92
Total	41	100	159	100	200	100

df = 1

X^2 = 15.68, significant

The Chi square value, 15.68 is significant beyond the .001 level, indicating that there is a highly significant relationship between these variables. Observation reveals that 96% of the testees with over three years teaching experience perceive their organizational climates to be open as opposed to 78% of those with less than three years. One can conclude that as teachers gain more teaching experience, they will also tend to see their school climates as being open.

The hypothesis could not be accepted. There is a significant relationship between years of teaching experience and perceptions of the openness or closedness of their school organizational climates on the part of secondary teachers in this study.

Summary

Significant relationships were found among the variables, teacher dogmatism, pupil control ideology and perceptions of openness or closedness of their schools on the part of the secondary school teachers in this study.

A highly significant index of correlation among them suggests the predictive effectiveness and efficiency of either of the measures for the others. Teachers who are highly dogmatic (closed-minded) can be predicted to be custodial in their orientations toward pupil control and to perceive their school organizational climates as closed. Similarly, teachers who are custodial in pupil control ideology can be predicted to be highly dogmatic (closed-minded) and perceive their school organizational climates as closed. Likewise, teachers who perceive their organizations as open are most likely to be less dogmatic and oriented toward humanistic pupil control.

Separate correlations comparing the variables two at a time confirmed the finding of significant relations among all of these variables.

Significant relationships were found between sex and perceptions of organizational climate. However, there was not a significant relationship between sex and pupil control ideology, and between sex and dogmatism.

Years of teaching experience was found to be significantly related to all three of the attitudinal variables, dogmatism, pupil control ideology and perceptions of organizational climate.

Male teachers tended to see their organizational climates as open more often than female teachers. Though not significantly, females

tended to be more open-minded and hence less dogmatic than male teachers. No tendency was observed in a comparison of male and female teachers on the variable, pupil control ideology.

With respect to years of teaching experience, highly significant correlations were found with all of the attitudinal variables. Teachers of low experience (0-3 years) were found to be more dogmatic (closed-minded); oriented to custodialism in pupil control ideology; and to perceive their school organizations as closed.

CHAPTER V

Discussion of Findings, Conclusions and Recommendations

Discussion of Findings

The purposes of this study were to (1) determine what relationships, if any, existed among the attitudinally related variables pupil control ideology, dogmatism and perceptions of school organizational climate, on the part of secondary teachers, and (2) determine if sex and years of teaching experience affected the attitudes and perceptions that were major variables of the study.

The following major null hypotheses were tested at the .05 level:

Ho_1: There is no significant relationship between attitudes of open-mindness and closed-mindness, as measured by the Rokeach Dogmatic Scale (Form E), and teacher attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Ho_2: There is no significant relationship between attitudes of open-mindness and closed-mindness, as measured by the Rokeach Dogmatic Scale (Form E) and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Ho_3: There is no significant relationship between attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale and

perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

In addition, the following null sub-hypotheses were tested:

Sub Ho_1: There is no significant relationship between sex and attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_2: There is no significant relationship between sex and dogmatic attitudes as measured by the Rokeach Dogmatic Scale (Form E), on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_3: There is no significant relationship between sex and perceptions of openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_4: There is no significant relationship between years of teaching experience and attitudes concerning pupil control as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_5: There is no significant relationship between years of teaching experience and dogmatic attitudes, as measured by the Rokeach Dogmatic Scale (Form E), on the part of secondary school teachers attending selected

evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_6: There is no significant relationship between years of teaching experience and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

All of the hypotheses were rejected except Sub Ho_1, and Sub Ho_2 indicating no significant relationship between teacher sex attitudes concerning pupil control.

The findings of this study possibly shed some light on traditional problem areas in secondary education today. They also support some of the findings of previous related studies.

This study was viewed as unique in that there was no evidence that a previous study attempting to determine the relationship among the three variables, considered simultaneously, had been done. Thus a major new finding was that the three variables are highly interrelated and that each is a significant predictor of the other two.

This study supported the findings of Hoy, (1965) that teacher dogmatism and pupil control ideology were significantly related, and of (Hedber, 1973) that teaching experience and pupil control ideology were significantly related.

The finding that male teachers were more custodial in their pupil control ideology than female teachers (Willower, Eidell, and Hoy, 1967) was not supported in this study.

The finding of this study that a significant relationship exists between pupil control ideology and perceptions of the organizational

climate supports the findings of both Waldman, (1971) and Applebury (1962).

Kidd's (1967) was buttressed by the findings of this study that years of teaching experience was significantly related tc perception of openness or closedness of their schools on the part of teachers. Increasingly years of teaching experience tends to be equated with perceptions of increasing openness of school climates. The study also supported Kidd's finding that female teachers tended to perceive their schools as more closed than male teachers.

These findings would appear to have significant implications for understanding and resolving problems of discipline, staff-administration relationships and staffing.

The general feeling that teachers may cause many problems of classroom discipline raises the question of predispositions to think and behave in certain ways. Given that certain students have certain needs, it may be possible to predict which teachers may be best suited for working with certain students, or it may be possible to predict certain types of discipline problems, given a certain teacher-student mix. A highly creative class, given a custodially oriented teacher, predisposed to impersonal relationships and basic distrust of students, would likely produce discipline problems. An administrator might use any one of the three instruments utilized in this study to assist in identifying the "right" teacher for a given situation. Interestingly, a relatively nonthreatening, externally oriented instrument like the Organizational Climate Questionnaire may be used.

Likewise staff assignments demanding compatability in terms of faculty personalities, personality components of school program and

special activities may be made using any one of these three instruments or derived scores. This might be especially true for staffing open or middle schools which theoretically are non-traditional. The assignment, say, of a highly dogmatic (closed-minded) teacher to one of these schools might be questionable.

In this era of deteriorating administrative faculty relationships the findings of this study may, not only make it possible to staff schools in terms of compatability of personalities and attitudes, but also may facilitate an understanding of the school's organizational dynamics. The administration may, through the use of these instruments, predict certain resistance to change and existing practices. This predictability, may provide the administration with prior knowledge with which to plan "around" certain teachers or groups of teachers.

The instruments may possibly be utilized to determine the extent to which inservice education programs may be needed and shed some light on the nature of the program to be developed.

Conclusions

The following conclusions seem warranted:

1. Attitudes and perceptions are highly interrelated.
2. Each of the variables, pupil control ideology, dogmatism and perceptions of school organizational climate are predictors of the other two.
3. Sex is a less powerful predictor of pupil control ideology, dogmatism and perceptions of organizational climate than years of teaching experience.

4. Perceptions of organizational climate and open-mindness or closed-mindness are more powerful predictors of pupil control ideology than they are of each other.
5. Previous findings that men are less humanistic in pupil control ideology than women that cannot be substantiated.

Recommendations

Based on the findings and conclusions of this study, it is recommended that:

1. Because of the uniqueness of this study, it be replicated.
2. Additional study be conducted to clarify the relationship of sex to pupil control ideology.
3. That studies of an experimental nature be conducted to determine the relationships of these variables to other school variables such as, subject areas, increased graduate study, teacher attrition and staff leadership patterns.
4. Additional studies of an experimental nature relating these variables two at a time be conducted.
5. A study be conducted to improve the reliability and validity of the Organizational Climate Description Questionnaire.
6. School administrators seriously consider the use of this study and the instruments for (1) the improvement of student-staff-administrator relationship and (2) staffing.

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APPENDIX A

Correspondence Related to the Study

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

April 7, 1976

Dr. Milton Rokeach
Professor of Education
Washington State University
Pullman, WA 99163

Dear Sir:

With reference to your permission granted through Dr. C. E. Butler of O. U. College of Education, Norman, Oklahoma, to use the Rokeach's Dogmatism Scale (Form E), I deem it necessary to write you for your kind endorsement of the protocol.

Immediate reply shall be highly appreciated.

Truly yours,

Stephen Ozigbo

Stephen Ozigbo
720 W. Boyd, Logan Apt. 17
Norman, OK 73069

SO/rw

4/15/76
Permission granted.
Milton Rokeach

April 7, 1976
720 West Boyd, Apt. 17
Norman, OK 73069

Dr. T. Wiggins
Education and Human Relations
College of Education
University of Oklahoma

Sir:

I was happy to know that you had already obtained the permission to use the organizational climate description Questionnaire. (OCDQ) by Halpin and Croft.

I shall be thankful if you endorse this letter reference the protocol for the permission.

Truly yours,

Stephen Ozigbo

SO:vg

Permission Granted
4/7/76

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

GRADUATE SCHOOL OF EDUCATION • 10 SEMINARY PLACE • NEW BRUNSWICK • NEW JERSEY 08903

April 20, 1976

Mr. Stephen Ozigbo
720 W. Boyd, Logan Apt. 17
Norman, Oklahoma 73069

Dear Mr. Ozigbo:

You have my permission to use the PIC form in your research; however, please be sure to send me a copy of your research when it is completed.

Sincerely,

Wayne K. Hoy

Wayne K. Hoy
Professor of Educational
Administration

WKH: srh

APPENDIX B

Instruments Used in the Study

Dear Teacher:

I am attempting to determine what the relationships are, if any, among three variables: pupil control ideology, dogmatism and perceptions of organizational climate. Stated another way, I want to know the interrelationships among teachers' beliefs about pupil control, teachers' tendencies to be open or closed-minded and teachers' perceptions about the openness or closedness of their schools.

Such a determination could yield information which would have significant implications for teacher selection, placement and evaluation.

Will you please help me make this determination by completing three short instruments. They are attached hereto. Please be sure that the three instruments all have the same number in the upper-left corner.

Thank you very much for your help and cooperation.

Stephen Ozigbo

ROKEACH'S DOGMATIC SCALE (FORM E)

Instruction: Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement: Agree (A), Disagree (D), Undecided (U).

1.	The United States and Russia have just about nothing in common.	A	D	U
2.	The highest form of government is democracy and the highest form of democracy is a government run by those who are most intelligent.	A	D	U
3.	Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	A	D	U
4.	It is only natural that a person would have much better acquaintance with ideas he believes in than with ideas he opposes.	A	D	U
5.	Man on his own is a helpless and miserable creature.	A	D	U
6.	Fundamentally, the world we live in is a pretty lonesome place.	A	D	U
7.	Most people just don't give a "damn" for others.	A	D	U
8.	I'd like it if I could find someone who would tell me how to solve my personal problems.	A	D	U
9.	It is only natural for a person to be rather fearful of the future.	A	D	U
10.	There is much to be done and so little time to do it in.	A	D	U
11.	Once I get wound up in a heated discussion I just can't stop.	A	D	U
12.	In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.	A	D	U

13.	In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying.	A	D	U
14.	It is better to be a dead hero than a live coward.	A	D	U
15.	While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakespeare.	A	D	U
16.	If given the chance I would do something of great benefit to the world.	A	D	U
17.	In the history of mankind there have been probably just a handful of really great thinkers.	A	D	U
18.	There are a number of people I have come to hate because of the things they stand for.	A	D	U
19.	A man who does not believe in some great cause has not really lived.	A	D	U
20.	It is only when a person devotes himself to an ideal or cause that life becomes meaningful.	A	D	U
21.	Of all the different philosophies which exist in the world there is probably only one which is correct.	A	D	U
22.	A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.	A	D	U
23.	To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.	A	D	U
24.	When it comes to differences of opinion in religion, we must be careful not to compromise with those who believe differently from the way we do.	A	D	U
25.	In times like these, a person must be pretty selfish if he considers primarily his own happiness.	A	D	U

26.	The worst crime a person could commit is to attack publicly the people in the same thing he does.	A	D	U
27.	In times like these, it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.	A	D	U
28.	A group which tolerates too many differences of opinion among its own members cannot exist for long.	A	D	U
29.	There are two kinds of people in this world: those who are for the truth and those who are against the truth.	A	D	U
30.	My blood boils whenever a person stubbornly refuses to admit he's wrong.	A	D	U
31.	A person who thinks primarily of his own happiness is beneath contempt.	A	D	U
32.	Most of the ideas which get printed nowadays aren't worth the paper they are printed on.	A	D	U
33.	In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who are trusted.	A	D	U
34.	It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.	A	D	U
35.	In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.	A	D	U
36.	The present is all too often full of unhappiness. It is only the future that counts.	A	D	U
37.	If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."	A	D	U
38.	Unfortunately a good many people with whom I have discussed important social and moral problems don't really understand what's going on.	A	D	U
39.	Most people just don't know what is good for them.	A	D	U
40.	There is nothing new under the sun.	A	D	U

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the *Organizational Climate Description Questionnaire:*

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

SAMPLE:

Teachers call each other by their first names. 1 2 (3) 4

In this example the respondent circled alternative 3 to show that the inter-personal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark your responses clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM. CIRCLE the numeral which most nearly approximates the frequency of the behavior described...Authenticity of the response is very important. Do give the most accurate response that you can...Either a pencil or a pen may be used.

BIOGRAPHICAL INFORMATION

Please place a check mark to the right of the appropriate category.

Position:	Principal	1._____
	Teacher	2._____
	Other	3._____
Sex:	Man	1._____
	Woman	2._____
Age:	20-29	1._____
	30-39	2._____
	40-49	3._____
	50-59	4._____
	60 or over	5._____
Years of experience in education:	0-3	1._____
	4-9	2._____
	10-19	3._____
	20-29	4._____
	30 or over	5._____
Years at this school:	0-3	1._____
	4-9	2._____
	10-19	3._____
	20 or over	4._____

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

1.	Teachers' closest friends are other faculty members at this school.	1	2	3	4
2.	The mannerisms of teachers at this school are annoying.	1	2	3	4
3.	Teachers spend time after school with students who have individual problems.	1	2	3	4
4.	Instructions for the operation of teaching aids are available.	1	2	3	4
5.	Teachers invite other faculty to visit them at home.	1	2	3	4
6.	There is a minority group of teachers who always oppose the majority.	1	2	3	4
7.	Extra books are available for classroom use.	1	2	3	4
8.	Sufficient time is given to prepare administrative reports.	1	2	3	4
9.	Teachers know the family background of other faculty members.	1	2	3	4
10.	Teachers exert group pressure on non-conforming faculty members.	1	2	3	4
11.	In faculty meetings, there is a feeling of "let's get things done."	1	2	3	4
12.	Administrative paper work is burdensome at this school.	1	2	3	4
13.	Teachers talk about their personal life to other faculty members.	1	2	3	4
14.	Teachers seek special favors from the principal.	1	2	3	4
15.	School supplies are readily available for use in classwork.	1	2	3	4
16.	Student progress reports require too much work.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

17. Teachers have fun socializing together during school time.	1	2	3	4
18. Teachers interrupt other faculty members who are talking in staff meetings.	1	2	3	4
19. Most of the teachers here accept the faults of their colleagues.	1	2	3	4
20. Teachers have too many committee requirements.	1	2	3	4
21. There is considerable laughter when teachers gather informally.	1	2	3	4
22. Teachers ask nonsensical questions in faculty meetings.	1	2	3	4
23. Custodial service is available when needed.	1	2	3	4
24. Routine duties interfere with the job of teaching.	1	2	3	4
25. Teachers prepare administrative reports by themselves.	1	2	3	4
26. Teachers ramble when they talk in faculty meetings.	1	2	3	4
27. Teachers at this school show much school spirit.	1	2	3	4
28. The principal goes out of his way to help teachers.	1	2	3	4
29. The principal helps teachers solve personal problems.	1	2	3	4
30. Teachers at this school stay by themselves.	1	2	3	4
31. The teachers accomplish their work with great vim, vigor and pleasure.	1	2	3	4
32. The principal sets an example by working hard himself.	1	2	3	4
33. The principal does personal favors for teachers.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

34.	Teachers eat lunch by themselves in their own classrooms.	1	2	3	4
35.	The morale of the teachers is high.	1	2	3	4
36.	The principal uses constructive criticism.	1	2	3	4
37.	The principal stays after school to help teachers finish their work.	1	2	3	4
38.	Teachers socialize together in small select groups.	1	2	3	4
39.	The principal makes all class-scheduling decisions.	1	2	3	4
40.	Teachers are contacted by the principal each day.	1	2	3	4
41.	The principal is well prepared when he speaks at school functions.	1	2	3	4
42.	The principal helps staff members settle minor differences.	1	2	3	4
43.	The principal schedules the work for the teachers.	1	2	3	4
44.	Teachers leave the grounds during the school day.	1	2	3	4
45.	The principal criticizes a specific act rather than a staff member.	1	2	3	4
46.	Teachers help select which courses will be taught.	1	2	3	4
47.	The principal corrects teachers' mistakes.	1	2	3	4
48.	The principal talks a great deal.	1	2	3	4
49.	The principal explains his reasons for criticism to teachers.	1	2	3	4
50.	The principal tries to get better salaries for teachers.	1	2	3	4
51.	Extra duty for teachers is posted conspicuously.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

52. The rules set by the principal are never questioned.	1	2	3	4
53. The principal looks out for the personal welfare of teachers.	1	2	3	4
54. School secretarial service is available for teachers' use.	1	2	3	4
55. The principal runs the faculty meeting like a business conference.	1	2	3	4
56. The principal is in the building before teachers arrive.	1	2	3	4
57. Teachers work together preparing administrative reports.	1	2	3	4
58. Faculty meetings are organized according to a tight agenda.	1	2	3	4
59. Faculty meetings are mainly principal-report meetings.	1	2	3	4
60. The principal tells teachers of new ideas he has run across.	1	2	3	4
61. Teachers talk about leaving the school system.	1	2	3	4
62. The principal checks the subject-matter ability of teachers.	1	2	3	4
63. The principal is easy to understand.	1	2	3	4
64. Teachers are informed of the results of a supervisor's visit.	1	2	3	4
65. Grading practices are standardized at this school.	1	2	3	4
66. The principal insures that teachers work to their full capacity.	1	2	3	4
67. Teachers leave the building as soon as possible at day's end.	1	2	3	4
68. The principal clarifies wrong ideas a teacher may have.	1	2	3	4

FORM PCI

INFORMATION

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

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

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

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

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

APPENDIX C

Individual Scores on Instruments and Personal Data

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
1	253	48	24	M	4-19
2	268	49	30	F	4-9
3	273	49	24	M	20-29
4	256	49	21	M	10-19
5	250	54	31	M	20-29
6	270	54	30	F	10-19
7	272	62	22	M	10-19
8	258	62	25	M	0-3
9	260	63	36	M	10-19
10	247	63	40	F	0-3
11	251	63	40	M	0-3
12	261	63	24	F	0-3
13	244	63	44	M	20-29
14	250	63	26	F	0-3
15	254	64	36	M	4-9
16	257	64	30	F	10-19
17	246	64	40	F	4-9
18	262	64	28	M	10-19
19	267	64	28	M	4-9
20	274	63	24	M	10-19
21	258	68	25	F	0-3
22	252	68	30	F	4-9
23	270	68	23	M	10-19

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
24	243	70	42	M	4-9
25	250	70	25	M	4-9
26	265	70	30	F	10-19
27	248	70	36	F	10-19
28	275	64	24	F	10-19
29	273	64	28	M	10-19
30	245	64	21	F	4-9
31	250	72	41	F	4-9
32	265	73	26	M	4-9
33	270	73	33	M	4-9
34	252	73	27	F	4-9
35	246	78	30	F	0-3
36	267	78	40	M	4-9
37	269	80	25	F	4-9
38	255	80	26	F	4-9
39	259	81	30	F	4-9
40	243	81	32	F	4-9
41	248	81	40	F	4-9
42	258	81	40	F	4-9
43	241	81	36	M	4-9
44	257	81	36	M	4-9
45	254	82	40	M	10-19
46	243	82	40	M	4-9

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
47	259	82	44	M	10-19
48	264	82	30	F	10-19
49	271	82	30	M	4-9
50	255	80	24	F	4-9
51	249	81	32	F	4-9
52	269	86	40	M	10-19
53	240	86	26	F	4-9
54	247	86	45	M	4-9
55	244	88	34	M	4-9
56	262	88	30	M	10-19
57	245	87	40	F	4-9
58	273	88	30	M	10-19
59	270	86	33	M	4-9
60	242	88	40	F	4-9
61	247	89	38	F	4-9
62	262	90	30	F	20-29
63	268	90	30	M	10-19
64	251	90	32	F	20-29
65	243	95	40	F	4-9
66	264	94	32	F	4-9
67	265	101	30	F	10-19
68	252	101	34	M	4-9
69	254	102	34	M	4-9

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
70	241	103	40	M	4-9
71	245	102	40	F	4-9
72	265	102	30	M	20-29
73	238	102	48	F	4-9
74	254	102	37	M	4-9
75	248	103	40	M	4-9
76	240	103	44	M	4-9
77	259	103	33	F	4-9
78	264	103	30	M	4-9
79	255	103	28	F	4-9
80	254	103	32	M	4-9
81	268	102	40	M	4-9
82	246	102	30	M	4-9
83	265	102	48	F	4-9
84	237	106	44	F	4-9
85	244	107	36	F	4-9
86	259	107	44	F	4-9
87	242	107	32	F	4-9
88	271	109	36	F	10-19
89	239	109	47	F	4-9
90	236	109	50	M	4-9
91	240	110	49	M	4-9
92	255	113	36	F	4-9
93	261	111	30	F	4-9

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
94	244	116	45	F	4-9
95	236	117	53	M	4-9
96	257	117	40	M	4-9
97	258	116	34	M	4-9
98	245	122	53	M	4-9
99	246	122	53	M	4-9
100	248	122	40	F	4-9
101	247	123	42	M	4-9
102	234	123	58	F	4-9
103	238	123	51	F	4-9
104	247	123	49	M	4-9
105	231	123	59	M	4-9
106	247	124	49	M	4-9
107	241	123	53	F	4-9
108	233	126	45	F	4-9
109	251	124	37	F	4-9
110	257	124	34	M	4-9
111	261	123	30	M	4-9
112	247	125	53	M	4-9
113	258	124	48	M	0-3
114	230	124	30	F	0-3
115	237	124	60	F	4-9
116	252	123	45	F	4-9

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
117	235	128	30	F	4-9
118	264	129	49	M	10-19
119	260	129	30	M	4-9
120	232	128	30	M	4-9
121	229	128	58	M	4-9
122	243	129	34	F	4-9
123	246	129	30	F	4-9
124	258	130	40	M	4-9
125	263	130	30	F	10-19
126	246	130	50	F	4-9
127	239	131	49	F	4-9
128	260	131	36	F	4-9
129	262	132	36	M	4-9
130	248	132	40	F	4-9
131	258	133	40	F	4-9
132	237	133	47	F	4-9
133	141	133	58	M	10-19
134	151	133	44	M	4-9
135	234	133	44	M	4-9
136	240	133	50	M	4-9
137	244	133	40	F	4-9
138	247	134	40	F	4-9
139	230	134	40	F	4-9
140	252	134	34	M	10-19

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
141	257	133	43	F	4-9
142	264	135	46	F	4-9
143	248	134	35	F	4-9
144	242	134	59	M	4-9
145	260	134	46	F	4-9
146	233	133	38	F	4-9
147	240	137	38	F	4-9
148	255	138	45	F	4-9
149	238	138	30	M	4-9
150	265	142	30	M	10-19
151	263	140	30	M	10-19
152	235	140	46	F	0-9
153	244	142	41	M	4-0
154	259	147	35	M	10-19
155	264	140	30	M	10-19
156	247	146	40	M	4-9
157	240	149	40	M	4-9
158	261	149	46	F	4-9
159	263	153	30	F	10-19
160	249	153	30	F	4-9
161	259	153	38	F	4-9
162	238	157	32	M	4-9
163	242	157	53	F	4-9

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
164	252	157	34	M	4-9
165	235	157	49	F	0-3
166	241	157	45	M	4-9
167	245	157	44	M	4-9
168	248	157	41	M	4-9
169	231	156	58	M	4-9
170	253	158	37	M	4-9
171	258	158	34	M	4-9
172	265	159	36	M	4-9
173	249	158	40	M	4-9
174	243	158	46	M	4-9
175	261	158	38	F	4-9
176	234	158	51	F	4-9
177	241	157	50	F	0-3
178	256	162	40	F	4-9
179	239	162	40	F	4-9
180	266	164	36	M	10-19
181	264	164	36	M	4-9
182	236	164	47	M	4-9
183	146	167	78	M	4-9
184	198	170	68	F	4-9
185	200	170	69	F	4-9
186	193	170	73	F	4-9

N	OCDQ Scores X_1	Dogmatism Scale Scores X_2	PCI Scores Y	Sex	Educational Experience
187	181	175	65	M	4-9
188	217	175	30	M	4-9
189	263	180	50	M	4-9
190	238	180	70	M	4-9
191	183	186	58	F	4-9
192	234	192	76	F	4-9
193	154	192	76	F	4-9
194	176	194	76	M	4-9
195	230	196	60	M	4-9
196	169	200	77	F	4-9
197	171	230	74	F	20-29
198	165	241	75	F	4-9
199	147	249	77	M	4-9
200	149	258	78	M	4-9

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The University of Oklahoma

Graduate College

Dogmatism, Pupil Control Ideology and Perceptions of School Organizational Climate on the Part of Secondary School Teachers Attending Selected Evening Graduate Classes at the University of Oklahoma During the Spring of 1976

A Dissertation

Submitted to the Graduate Faculty

in partial fulfillment of the requirements for the

degree of

Doctor Of Philosophy

By

Stephen O. Ozigbo

Norman, Oklahoma

1976

Dogmatism, Pupil Control Ideology and Perceptions of School Organizational Climate on the Part of Secondary School Teachers Attending Selected Evening Graduate Classes at the University of Oklahoma During the Spring of 1976

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Dogmatism, Pupil Control Ideology and Perceptions of School Organizational Climate on the Part of Secondary School Teachers Attending Selected Evening Graduate Classes at the University of Oklahoma During the Spring of 1976

CHAPTER I

The Problem: Definition and Scope

Introduction

The invigorating and challenging period of the sixties has given away to the more reflective and quieter era of the seventies. This reflective period currently provides an opportunity to fully assess the changes, problems and progress of the former era. It also provides the opportunity to implement the most fruitful ideas and learning of the sixties for the improvement of the society for both the seventies and succeeding eras.

One of the products of the sixties, buttressed by the debacles of Watergate and the Vietnamese War has been a climate of distrust of traditional institutions, particularly governmental institutions. Another product has been a growing belief that institutions can be changed by an alert, intelligent and involved citizenry. A final product of the sixties, characterized by relative parity between the social and physical sciences as interpreters of societal needs and generators of knowledge upon which to base social action, has been the accumulation of vast knowledge concerning human behavior. Such knowledge, rationally used, can be the basis for the resolution of problems now faced by the society.

The educational institutions, particularly the public ones have not been immune to the effects of the sixties. They, like other governmental institutions have been the objects of intense questioning and public distrust and find themselves under attack because of their behavior in pursuit of both traditional and non-traditional goals.

The Gallup Polls of Attitudes Toward Education (Phi Delta Kappan, October, 1974) listed the three top problems of education in 1974 as lack of discipline, integration/desegregation and lack of proper financial support in that order. In addition, it was pointed out that discipline had been the top problem for five of the last six years. This study using a nationwide sample of persons of various age, education, salary, and occupation ranges clearly indicates the public's concern about discipline in the school. That this concern about discipline, practically a secondary school phenomenon, applies not only to the general public but also to public secondary school practitioneers, was indicated by a publication by the National School Public Relations Association (1973). This publication, quoting prominent secondary school educators and professional organizational leaders, suggest growing concern and fear on the part of educational practitioneers and suggests that the problem of discipline is driving many from the field.

One indication of the public distrust of our educational institution is alluded to in the Gallup study. While the percentage of those opposing tenure has decreased in the last four years, fully 61% of the public school parents opposed tenure. In addition, 64% of these same parents desired to know more about the schools in the community. Other examples are the aborted school decentralization movement, the back-to-basics movement, the accountability movement and the failure of citizens to pass bond issues for the support of the public schools.

But increasingly public school teachers are expressing distrust in the educational institutions. Such distrust is mirrored in the annual volatile teacher bargaining sessions, the general rejection of the accountability concept, the inability of teachers to effect significant curriculum change and the lack of reciprocity within the professional evaluation process.

Teachers are crucial in any attempt to improve the quality of public school education or in the resolution of other educational problems not only because of their political strength, but also because they must operationalize any plan conceived and adopted. One is constrained to expect that the general distrust of the educational institution will not be decreased until and unless teacher distrust is decreased. Likewise any improvement of the situation relative to discipline is likely to come only after teachers modify their beliefs concerning key areas of school life related to discipline (National School Public Relations Association, 1973).

A basic tenant of human relations training in group dynamics is that what one believes equals truth for that individual. It is not necessary that congruency exists between reality and the particular belief. The only requirement is that the individual believes and acts (or not act) based on that belief. Noar suggests that feelings (beliefs) are facts (Heaton, Date Unknown). Rationality as an approach to the resolution of problems demands, then, that one deals with beliefs. Rokeach seems to suggest that, conceptually; beliefs develop before attitudes, which precede perceptions (Rokeach, 1960). Operationally, what one perceives (sees) in a given situation is a function of the interaction of several related belief systems (attitude). One then "sees" what he really believes or he "sees" what his attitudes predispose him to see.

Thus, it is clear that many "problems" faced in education may be a function of perceptions and therefore may be solved by alerting the attitudes and, consequently, the perceptions of individuals involved. This approach obviously assumes that one knows what the attitudes at issue are.

Background of Study

In an attempt to deal with the lack of an adequate, systematic body of concepts and generalizations concerning classroom control, (Willower, Hoy, and Eidell, 1969) using the work of Gilbert and Levinson, conceived pupil control ideology as existing on a attitudinal continuum ranging from custodial to humanistic. Humanistically oriented teachers were conceived as more democratic, more trustful of students, more open, less pessimistic and more personal in their dealings with students. The popular held view that many discipline problems are caused by the teacher suggests that teacher behavior in discipline situations may be a function of pupil control ideology rather than situational as is often presumed.

Relatedly, Rokeach, (1960) who has worked extensively in the development of belief theory and measurement, suggested that attitudes are composed of multi-belief systems or vice versa. His works have been directed to the development of generalizations concerning beliefs. He has developed a scale, The Dogmatism Scale which measures "individual differences in open and closed belief systems". Operationally, the open minded person tends to accept and evaluate information based on logical consistency while the closed-minded person accepts and evaluates data based on irrelevant and/or illogic. Thus the open-minded person tends to make decisions based on information while the closed minded person does not. The latter can be expected to change his mind reluctantly while the former will do so more willingly.

Andrew Halpin (1966) has described organizational climate as the 'personality' of the school. His work led to the development of the Organizational Climate Description Climate (OCDQ), which identifies a continuum of climates, ranging from open, on one end to closed on the other. The open climate "depicts a situation in which high esprit exists, where the members enjoy friendly relations, and relatively high job satisfaction." Particularly teachers do not perceive hinderance from the principals or other superiors. The closed climate represents the opposite extreme.

Need for the Study

Several studies have been conducted using the variables pupil control, dogmatism and organizational climate. These studies will be discussed in the review of literature. Generally, these studies attempted to relate one of these three variables to sex, teaching strategies, discipline approaches, level taught, experience, or other additional variables. Few had attempted to relate two of the three variables of this study and none were found that dealt with the three simultaneously.

If significant relationships can be found among these variables, predictions can be made based on information concerning one of them. The problem of distrust of the school on the part of people, particularly teachers might be managed by recruiting teachers based on scores on the Dogmatism or pupil control results. Or given certain schools with specific programs and related needs, a school may recruit teachers with certain pupil control orientations or with certain mental sets related to change based on these scores. Or certain scores on the OCDQ may suggest or explain certain other behaviors and attitudes that are dysfunctional to the achievement of desirable educational goals and reveal needs for faculty inservice or reassignments.

Finally there is a continuing need for replication of certain studies and for the subsequent verification or disputation of major findings.

The study attempted to shed additional light on the problem of discipline and secondary school teacher perception or misperception of the educational institution of which they are a part and to either support or dispute findings of other related studies involving the variables, Pupil Control Ideology, Dogmatism, and Organizational Climate.

Statement of the Problem

This study sought to (1) determine what relationships, if any, existed among the attitudinally-related variables, pupil control ideology, dogmatism, and perceptions of school organizational climate on the part of secondary school teachers, (2) determine if sex and years of teaching experience affected the attitudes and perceptions that were major variables of this study.

The study also sought to substantiate or refute previous findings of related studies.

Hypotheses

The following null hypotheses were tested at the .05 level of significance:

Ho_1: There is no significant relationship between attitudes of open-mindness and closed mindness, as measured by the Rokeach Dogmatic Scale (Form E), and teacher attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate courses at the University of Oklahoma during the Spring of 1976.

Ho_2: There is no significant relationship between attitudes of open-mindness and close-mindness, as measured by the Rokeach Dogmatic Scale (Form E), and perceptions of the openness or closedness of their schools, as

measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Ho_3: There is no significant relationship between attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

In addition the following null sub-hypotheses were tested:

Sub Ho_1: There is no significant relationships between sex and attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_2: There is no significant relationship between sex and dogmatic attitudes, as measured by the Rokeach Dogmatic Scale (Form E), on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_3: There is no significant relationship between sex and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_4: There is no significant relationship between years of teaching experience and attitudes concerning pupil control, as measured by the Pupil Control Ideology Scale, on the part of secondary school teachers attending

selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_5: There is no significant relationship between years of teaching experience and dogmatic attitudes, as measured by the Rokeach Dogmatic Scale (Form E), on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Sub Ho_6: There is no significant relationship between years of teaching experience and perceptions of the openness or closedness of their schools, as measured by the Organizational Climate Description Questionnaire, on the part of secondary school teachers attending selected evening graduate classes at the University of Oklahoma during the Spring of 1976.

Definition of Terms

School Climate: School climate is conceptualized as the resultant of a self-other phenomenon (symbolic interaction) in which the participants are affecting and being affected by the other constituency within the school environment. It is a perceptual description of the "personality" of the school at any given time (Holpin, 1966).

Open Climate: The open climate is conceptualized as a school environment characterized by high esprit, respect, high motivation and effective communication on the part of the participants (Holpin, 1966).

Closed Climate: The closed climate is conceptualized as a school environment characterized by low espirit, lack of respect, low motivation and decreasing communication on the part of the participants (Holpin, 1966).

Closed-mindness: is conceptualized as a characteristic of one who sees the world as a threatening place. He is inclined to rely on absolute authority and is generally unwilling to make decisions for himself based on logical uses of information (Rokeach, 1960).

Open-mindness: is conceptualized as a characteristic of one who sees the world as a happy place. He is inclined to reach decisions based on information available and to reverse these decisions on the logical use of new information (Rokeach, 1960).

Pupil Control Ideology: Pupil control ideology is conceptualized as a general attitudinal pattern relating to restraints, or lack of some, upon student behavior. The teacher's ideology ranges from "custodial" on one end of the continuum to "humanistic" on the other (Willower, Hoy, Eidell, 1969).

Humanistic Pupil Control Ideology: Humanistic pupil control ideology is conceptualized as a characteristic of a teacher who is trustful and accepting of students and who has confidence in students' ability to be self-disciplining and responsible (Willower, Hoy, Eidell, 1967).

Custodial Pupil Control Ideology: Custodial pupil control ideology is conceptualized as a characteristic of a teacher who stresses the maintenance of order, punitive sanctioning of behavior; interprets students and their behavior in moralistic terms, and is dubious of students' ability to be responsible and self disciplining (Willower, Hoy, Eidell, 1967).

Dogmatism: Dogmatism is conceptualized as a form of resistance to change, which may be viewed in its most derogatory sense, as a positiveness in assertion in matters of opinion when unwarranted or arrogantly. Dogmatism is viewed as existing on a continuum of strength ranging from low to high (Rokeach, 1960).

Population

The population of this study was 200 secondary school teachers attending evening graduate classes at the University of Oklahoma during the spring term of the 1975-76 school year.

Limitations

(1) The study was limited by the reliability and validity of the instruments used.

(2) This study was limited to the variables pupil control ideology, organizational climate, dogmatism, sex and years of experience in teaching.

Data Collection

To test the hypotheses of this study data were collected by administering the Pupil Control Ideology Form, the Dogmatism Scale (Form E) and the Organizational Climate Description Questionnaire. The latter form contained a personal data sheet from which information regarding sex and years of teaching experience was taken.

These data were analyzed statistically using multivariate analysis and Chi-square techniques. These were tested for significance at the .05 level of significance.

A more complete explanation of data collection and statistical analyses techniques is provided in Chapter IV.

Overview of Study

This study is divided into six chapters. Chapter I contains the introduction, background of and need for the study, statement of the problem, hypotheses to be tested, definition of terms, population, and data collection. A review of the literature encompasses Chapter II. Chapter III discusses the research design including instrumentation, test administration and scoring and statistical treatments. Chapter IV presents and analyzes the data and the findings. In Chapter V, the findings are discussed; conclusions are reached and recommendations are made.

The bibliography and appendices follow Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The problem of this study dealt with the attitudinal variables: dogmatism, pupil control ideology and organizational climate in schools. The review of literature is presented in three sections, representing each of these major variables.

Dogmatism

Much of the credit for the development of the concept of dogmatism must be credited primarily to Milton Rokeach (1960) whose work has spanned a twenty-five year period. Dogmatism was advanced by Rokeach as a way to conceptualize general authoritarianism as opposed to the rightist authoritarianism measured by the California F Scale in several studies. This attempt to conceptualize led to the development of the Dogmatism Scale (Form E) which measures general authoritarianism.

This concept, dogmatism has stimulated considerable diversified research which has led to a fuller understanding of open and closed systems. According to Rokeach, belief involves any expectancy, set, proportion the individual accepts is true of the object or event. If this definition is accepted,

> a belief becomes an attitude when it is accompanied by an affective component which reflects the evaluation of the preferability of the characteristics or existence of the object. The attitude would be the sum of such beliefs about the object (Rokeach, 1960).

Ehrlich and Lee (1962) reviewed the research dealing with the effects of dogmatism on belief acquisition and learning. In supporting Rokeach's position that Highly Dogmatics (HD'S) are less able than Lowly Dogmatics (LD'S) to learn new beliefs, they pointed out that five intervening variables must be considered in predicting the interaction between dogmatism and learning. These five variables were: the authority source of new beliefs, the syndrome relevance of their mode of communication, the belief congruence and novelty of new beliefs and their certainty to the individual. In another study Ehrlich (1961) also supported Rokeach's hypothesis that: the dogmatic person has a relatively closed cognitive organization of beliefs and disbeliefs and therefore resists forming a new belief system.

Uacchaina, Strouss and Schiffman (1968) found that dogmatism was positively related to the need for succarance and negatively to the need for change and interception. A positive relationship was also found between dogmatism and conformity, restraint and conservatism.

Dogmatism was determined to be a status defense mechanism for clinical psychologists when placed in a competitive situation. Others have viewed dogmatism as a defense mechanism which interferes with the processing of predecisional information (Ziller, Shear and De Cencio, 1964). With respect to the educational scene, Kopper (1973) concluded in her study relating pupil evaluations of teacher effectiveness to personality factors and dogmatism, that dogmatism was a significant predictor of pupil evaluation of student teachers, but not of regular teachers.

Hoy's (1965) massive study which included 805 teachers and 168 principals in 11 school systems in Pennsylvania indicated that principal and teacher dogmatism was significantly related to teacher and principal pupil control ideologies. Teachers and principals who were high in dogmatism were more custodial in their orientation to pupil control.

Kidd (1967) supported Hoy's study in terms of principal dogmatism by finding, in his own study that principals with open belief systems (low dogmatic) were less rule-oriented than principals with closed belief systems (high dogmatic). In addition he concluded that there was no difference between secondary and elementary principals in their dogmatic attitudes. Importantly, Kidd also found that there was no significant relationship between levels of dogmatism on the part of the principal's and teachers' perceptions of the extent of bureaucracy.

Phelan (1973) found that there was no significant differences between teachers from contemporary and traditional schools in either the level of dogmatism or attitudes towards reading.

Renuart (1973) found that teachers high in dogmatism were low in receptivity to change and tended to given higher scholarship grades than teachers low in dogmatism. He concluded that the level of dogmatism was related to the biographical characteristics of teachers and that administrators tend to observe few differences between highly dogmatic and lowly dogmatic teachers.

In summary, research in dogmatism reveals inconsistent findings of individuals and the impact of these individuals on others. The need for additional research is clearly indicated.

Pupil Control Ideology

Pupil control, discipline and classroom management are frequently used interchangably. They refer to strategies for appropriately restraining or facilitating student behaviors to enhance the achievement of school educational goals. That pupil control is a major concern of educators presently and has been for many years is beyond debate. The debate related to pupil control centers around an identification of causes and approaches to resolu-

tion. Considerable research has been devoted to these two dimensions.

In an article dealing with expectations of behavior, Jones (1967) indicated that from the review of philosophical discussions survey and experiments on the subject of classroom control, the lack of a systematic body of concepts and generalizations seems evident.

Hoy (1968) deplores the dearth of systematic studies of pupil control in schools and others (Kunier, Gump, Ryan, 1961) suggest the need for more studies to better inform us as to what constitutes the unique setting of the classroom as separate and distinct from other settings for children's groups.

It seems clear that the schools and teachers must share some of the blame for the pupil control problems in the school. Forced to many quick, arbitrary decisions regarding complex problems, frequently generated outside the school, their behaviors have a tendency to resolve the problems at the classroom level or facilitate an escalation of the problem, increasing both its complexity and its implications. The nature of the attitudinal components of these decisions have rarely been systematic.

Waller (1932) saw pupil-teacher relationships as a confrontation of attitudes between pupil and teacher from which is developed underlying hostility that can never be fully removed.

A major contribution was made in the attempts to link attitudes concerning pupil control with general authoritarian beliefs in the study by Hoy (1965) previously reported. He found that (1) closed minded (high dogmatic) teachers and principals were more custodial in their beliefs about pupil control than were open minded (lowly dogmatic) teachers and principals; (2) principals were less custodial in orientation than teachers and (3) elementary teachers were less custodial than secondary teachers.

In later research (Hoy, 1968) found that the pupil control ideology of teachers who taught during the year immediately following graduation were more custodial, while the control ideology of those who did not teach immediately afterwards was unchanged. Later he concluded that the second year of teaching had little impact on teacher control ideology (Hoy, 1969).

Related work (Willower, Eidell and Hoy, 1967) substantiated the above findings and added new information. These researchers found that teachers were more custodial than either principals or counselors and that male teachers were more custodial than female teachers.

Roberts (1969) attributes his finding that teachers become more custodial during their student teaching to three factors: the student's control ideology at the time of entry into student teaching, the cooperating teacher's ideology and the socialization process that takes place during student teaching.

Other comparative studies have substantiated the findings which reflect positive relationships between teacher variables and pupil control ideology. In addition to finding that teacher sex and teaching experience were significantly positively related to pupil control ideology Hedberg (1973) also found that larger schools were more custodial in teacher pupil control orientation than small schools and schools with traditional junior high school structures were more custodial than schools with middle school (grades 6-8) structures. He did not find a significant relationship between pupil control ideology and departmentalization, area of first teaching assignment, educational attainment of teachers and alienation of students.