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MADDERN, DENNIS JAMES

LEADER BEHAVIOR AND TEACHER PERCEPTIONS OF
ORGANIZATIONAL CLIMATE IN PUBLIC PRIMARY SCHOOLS IN
MELBOURNE, AUSTRALIA

The University of Oklahoma

PH.D.

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

LEADER BEHAVIOR AND TEACHER PERCEPTIONS OF ORGANIZATIONAL
CLIMATE IN PUBLIC PRIMARY SCHOOLS IN MELBOURNE, AUSTRALIA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
DENNIS JAMES MADDERN
Norman, Oklahoma
1980

LEADER BEHAVIOR AND TEACHER PERCEPTIONS OF ORGANIZATIONAL
CLIMATE IN PUBLIC PRIMARY SCHOOLS IN MELBOURNE, AUSTRALIA

APPROVED BY

John J. Seaford
Robert E. Butler

Tommy K. Michaelson
R. J. Supinger
John A. Higgins

DISSERTATION COMMITTEE

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ACKNOWLEDGMENT

There are some debts that I can never replay; I wish, however, to acknowledge some; to John J. Seaberg for acting as my chairman throughout my doctoral program; for the consideration that he and Thomas W. Wiggins showed to me not only as a student, but also a friend, making the years that I spent at the University of Oklahoma some of the best and most rewarding years of my life; to Larry K. Michaelson, Charles Butler and Omar J. Rupiper for allowing me to go to them for assistance throughout my doctoral program.

I must also acknowledge Robert Chapman for the aid he rendered throughout my data collection in Melbourne; to the principals and teachers who comprise my sample I extend my appreciation for allowing me to conduct this study.

To my family, my wife Jan, my father Henry James, my mother Sheila Mary, my brother John Bernard and my grandmother Alice Mary, I extend my gratitude for giving me the inner strength to push on through many adverse conditions. To the above I dedicate what follows.

DEDICATION

To the people whom I love, to my wife Jan, whom I love very much, and all of those who have tried, struggled and overcome great odds to achieve what they considered worth achieving. Academics is a hard road, along which many people have paid a price in trying to achieve what they felt was their destiny.

It is to people in general who have strived to achieve, and have made sacrifices along the way that I commit this dedication.

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LEADER BEHAVIOR AND TEACHER PERCEPTIONS OF
ORGANIZATIONAL CLIMATE IN PUBLIC PRIMARY
SCHOOLS IN MELBOURNE, AUSTRALIA

CHAPTER I

INTRODUCTION

Background of the Problem

A great deal of research has been conducted on how the behavior of leaders in educational and business settings affects the work of their subordinates. In the early period of these leadership studies, the researchers concentrated on the trait approach. Physical and personality characteristics such as height, voice and intelligence were the determinants of whether a leader was successful or not. According to this view leaders are born, not made. This was the charismatic approach with the gifts possessed by those endowed with leadership characteristics.

Stogdill (1948) has shown, however, that the trait approach to leadership, as it has been used in most studies

reported in the literature, has yielded negligible, often contradictory results. Sanford (1952) has aptly summarized the situation;

From all these studies of the leader we can conclude, with reasonable certainty, that: a) there are either no general leadership traits or, if they do exist, they are not to be described in any of our familiar psychological or common-sense terms; b) in a specific situation, leaders do have traits which set them apart from what followers will vary from situation to situation. (p. 51)

In short, the behavior of leaders varies widely from one leadership situation to another. In this connection Hemphill (1949), in an elaborate study of 500 assorted groups, demonstrated empirically that variance of leader behavior is significantly associated with situational variance. Hemphill analyzed in detail the relation between the leaders' behavior and the size of the group and concluded that, as compared with small groups, large groups make more and different demands upon the leader.

Lipham (1964) says in commenting on this new situational (sociological) approach to understanding leadership:

Thus, the focus shifted from a study of personal needs and dispositions (psychological factors) to a study of organizational roles and relationships --from a concern with the characteristics of the individual to a concern with the characteristics of the group... Like the psychological investigations which preceded them, the sociological studies also were subject to many limitations. Indeed, many of the earlier sociological studies were concerned with group phenomena primarily and with leadership incidentally. (p. 130)

Both of these approaches to the study of leadership have proven to be helpful yet incomplete in developing a

better understanding of leader behavior.

Halpin (1966) further supports the point that the concept of leadership cannot be understood in the framework of the trait or the situational approach:

We will greatly increase our understanding of leadership phenomena if we abandon the notion of leadership as a trait, and concentrate instead upon an analysis of 'the behavior of leaders.' (p. 81)

The view of leaders as leader behavior as Halpin points out gives us two methodological advantages:

In the first place, we can deal directly with observable phenomena and, therefore, we need not make any prior assumptions about the identity or structure of whatever capacities may or may not undergird these phenomena. Secondly, we need to recognize the importance of differentiating between the description of how leaders behave and the evaluation of the effectiveness of their behavior in respect to specified performance criteria. (p. 86)

Halpin (1966) states that to measure leader behavior and leadership ideology the Personnel Research Board at the Ohio State University devised the Leader Behavior Description Questionnaire (LBDQ). Hemphill and Coons (1950) constructed the original form of this questionnaire, and Halpin and Winer (1952), in reporting the development of an Air Force adaptation of this instrument, identified Initiating Structure and Consideration as two fundamental dimensions of leader behavior.

By measuring the behavior of leaders on the Initiating Structure and the Consideration dimensions, it is possible to determine by reliable and objective means how specific

leaders differ in leadership style, and whether these differences are related significantly to independent criteria of the leader's effectiveness and efficiency. In summary, the LBDQ offers a means of defining these leader behavior dimensions operationally, making it possible to submit to empirical test additional specific hypotheses about leader and group behavior.

The term "organizational climate" began to appear in the literature following 1950. Cornell (1955) used the term as he described the "delicate blending of interpretations by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization." (p. 219) There were five climate variables that Cornell described as worthy of research: 1) teacher morale; 2) teacher decision-making responsibility; 3) a location of decision-making power; 4) the evaluation of the results of teacher decision-making power; and 5) the extent to which teachers interact directly with administrators. Cogan (1958), in an analysis of the behavior of teachers, alluded to pervasive and characteristic "climate" that was apparent in each school.

Argyris (1958) used the term organizational climate as the global assessment of the interaction between the task-achievement dimension and the needs-satisfaction dimension within the organization, or, in other words, the extent of the task-needs integration. Halpin (1966) refers to this as

an organization's (school's) "personality." Personality is to the individual what organizational climate is to the organization. Organizational climate according to Halpin (1966) should not be confused with the single global concept of morale.

...this reading on the thermometer of morale can tell us whether the organization is sick, but it scarcely can provide us with a basis for making a differential diagnosis of the sickness... We were seeking to map the same domain of inquiry that other investigators have described as morale, but we are seeking to conceptualize--or, if you will, to map--this domain in a separate way.
(p. 141)

The intent, therefore, of this study was to investigate leader behavior of primary public school principals in Melbourne, Australia and relate these findings to the organizational climate of their respective schools. It is expected that the results may be helpful to administrators and teachers who wish to develop a more open climate at their school.

Statement of the Problem

The basic problem for this research study is: What is the relationship between the leader behavior of principals and the organizational climate of public primary schools in Melbourne, Australia.

The question investigated:

How is a principal's leader behavior, as perceived by teachers and measured by the Leader Behavior Description

Questionnaire (LBDQ) related to the teachers' perceptions of the variables of the organizational climate as measured by the Organizational Climate Description Questionnaire (OCDQ)?

Significance of the Study

This study endeavored to measure leader behavior and how it affects organizational climate. The leader behavior of public primary school principals from Melbourne, Australia was measured against the organizational climate of their schools.

The results for this study should: 1) enable principals to understand better how their leader behavior affects the climate of their schools; 2) aid school systems in their in-service training programs for administrators; 3) give further insight into leader behavior for the administrator preparation programs at universities; and, generate further interest in the areas of leader behavior and organizational climate in Australia.

Organization of the Study

This study is divided into five chapters. Chapter I consists of an introduction, background and statement of the problem, significance of the study and organization of the study.

Chapter II includes the review of related literature broken into three areas; leader behavior, organizational climate, and the relationship between leader behavior and organizational climate.

Chapter III provides a restatement of the hypotheses, limitations of the study, definition of the variables, a description of the sample and the instrument.

Chapter IV includes the presentation and analysis of the data.

Chapter V presents the summary, conclusions, discussions and recommendations.

CHAPTER II

THEORETICAL FRAMEWORK AND RESEARCH

The theoretical framework for the study is taken mainly from the work of Halpin and Croft OCDQ (1963) and Halpin and Winer LBDQ (1957). To aid in clarification, the theoretical framework will be divided into three parts. The first part will deal with leader behavior; the second, with the concept of organizational climate; and the third, with the relationship that exists between leader behavior and organizational climate.

Leader Behavior

Andrew Halpin (1959) provided a concise explication of the behavioral approach to the study of leader behavior when he stated:

First of all, it focuses upon observed behavior rather than a posited capacity inferred from this behavior. No presuppositions are made about a one-to-one relationship between leader behavior and an underlying capacity or potentiality presumably determinative of this behavior. By the same token, no prior assumptions are made that

the leader behavior which a leader exhibits in one group situation will be manifested in other group situations... Nor does the term...suggest that this behavior is determined either innately or situationally. Either determinant is possible, as is any combination of the two, but the concept of leader behavior does not itself predispose us to accept one in opposition to the other. (p. 12)

This concept of leader behavior suggests that a leader's effectiveness in one situation will not always be effective in another situation. As in any complex organizational setting a leader must be concerned with what Halpin and Winer (1957) call the Initiating Structure and Consideration dimensions.

This statement is supported by studies carried out by Halpin (1957), the first study being the leader behavior of aircraft commanders. He discovered that the effective leaders were those who scored high on both dimensions--Initiating Structure and Consideration. Halpin (1957) in another study gained descriptions of the leadership behavior of school superintendents from the superintendents themselves, from members of their administrative staff, and from members of the boards of Education. Results of the study revealed that the leader behavior desired was that characterized by high scores of both Initiating Structure and Consideration. Evenson (1959), in a study of high school principals, and Hemphill (1955), in a study of departmental administrators in a liberal-arts college, drew similar conclusions to those of Halpin.

Halpin (1959) in his book The Leadership Behavior of School Superintendents defines the dimensions of Initiating Structure and Consideration.

(1) Initiating Structure refers to the leader's behavior in delineating the relationship between himself and the members of his work group, and endeavoring to establish well-defined patterns of organization, channels of communications, and methods of procedures.

(2) Consideration refers to behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff.

These two dimensions, Initiating Structure and Consideration, are frequently being reported in the literature when discussing leader behavior, though sometimes they have appeared under different labels. As has been mentioned earlier, the effective leader is one who must get the job at hand completed, yet works with people while attempting to maintain good human relations. In short, if a leader, whether he be a President, Aircraft Commander, or School Superintendent, is to be successful, then he/she must maintain a congruence between major group objectives of goal achievement and group maintenance. In Getzals and Guba's (1957) terms, he/she must be able to manage between the role expectation of the nomothetic dimension and the need disposition of the idiographic dimension. Barnard (1938) further emphasizes this point when he states, "He must facilitate cooperative

group action that is both effective and efficient."

Blake and Mouton (1964), who are the authors of the Managerial Grid, refer to these two dimensions as "concern for people" and "concern for production."

These two types of behavior according to Cartwright and Zander (1960) are relatively independent but not necessarily incompatible.

Any given behavior in a group may have significance both for good achievement and for maintenance. Both may be served simultaneously by the actions of a member, or one may be served at the expense of the other. Thus, a member who helps a group to work cooperatively on a difficult problem may quite inadvertently also help to develop solidarity. In another group, however, an eager member may spur the group on in such a way that frictions develop among the members, and even though the goal is achieved efficiently, the continued existence of the group is seriously endangered. (p. 496)

To measure leader behavior the Personnel Research Board at Ohio State University and Hemphill and Coons (1957) developed the Leader Behavior Description Questionnaire (LBDQ). Halpin and Winer (1957) then delineated from factor analysis of responses from the LBDQ that there were two dimensions, (1) Initiating Structure and (2) Consideration. These dimensions were identified on the basis of a factor analysis of the responses of 300 crew members who described the leader behavior of their 52 aircraft commanders. Initiating Structure and Consideration accounted for approximately 34 and 50 percent, respectively, of the common variance.

From the studies that have been presented, experts

generally agree that leader behavior is defined by: (1) the extent to which leaders seem to focus on getting work done; and (2) the extent to which leaders seem to focus on the needs or feelings of people and their relationships with them. In Figure 1, Sergiovanni and Elliot (1975) conceptualize the dimensions of their leadership styles.

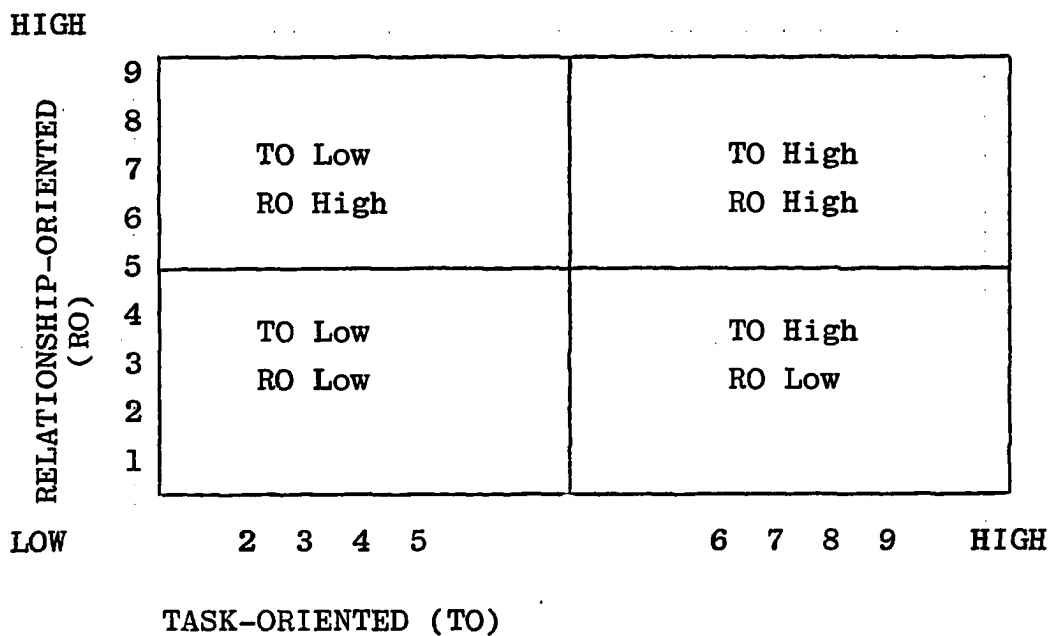


Figure 1. The Leadership Grid. From T. J. Sergiovanni, D. L. Elliot, Educational and Organizational Leadership in Elementary Schools (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975), p. 101.

From the studies that have been cited and Halpin's (1966) conclusion that effective leader behavior is associated with Sergiovanni and Elliot's (1975) TO High and RO High, it can be assumed that leader behavior as measured by LBDQ will

be a key factor in determining the quality of a school's organizational climate.

Organizational Climate

One of the most debated and least understood constructs in the management literature is organizational climate. Despite the controversy surrounding the climate construct, it still is believed by many behavioral scientists to be a major ecological factor influencing the attitudes and behavior of individuals in work environments.

Halpin and Croft (1962) reported the findings of their original study The Organizational Climate of Schools. They started with the proposition that the "organizational climate" of a school can be construed as the "organizational personality" of a school. Personality, they said, is to the individual what climate is to the organization.

Social systems theory, and specifically the social system model, represents the theoretical framework from which one can derive a conceptualization of the climate of a school. Lonsdale (1964) writes of organizational climate:

Indeed, organizational climate might be defined as the global assessment of the interaction between the task achievement dimension and the need-satisfaction dimension within the organization, or in other words, of the extent of the task-needs integration. (p. 166)

Lonsdale (1964) uses the terms task-achievement dimension and need-satisfaction synonymously with the terms nomothetic

(institution) and idiographic (individual), respectively.

Conceptually, organizational climate is that state of the organization which results from the interaction that takes place between organizational members as they fulfill their prescribed roles while satisfying their individual need. Guba (1960) illustrates this concept in operation as he writes about the task of the administrator.

The unique task of the administrator can now be understood as that of mediating between two sets of behavior-eliciting forces, that is, the nomothetic and the idiographic, so as to produce behavior which is at once organizationally useful as well as individually satisfying. (p. 121)

The concept of organizational climate can be operationalized to refer to the resulting condition within the school from the social interaction between the teachers and the principal.

Eighteen years ago Halpin and Croft reported their seminal research on the organizational climate of schools. A product of that research was the Organizational Climate Description Questionnaire (OCDQ). Analysis of the responses to the questionnaire results in a description of the school's organizational climate.

The OCDQ was an attempt to provide a better measure of the climate within a school than was then available. Halpin and Croft were dissatisfied with morale as a concept and its inadequacy as a criterion of measurement of a school's organizational climate.

The OCDQ classified organizations along a continuum ranging from open to closed. The classifications are descriptions of six organizational climates named and ranked as OPEN, AUTONOMOUS, CONTROLLED, FAMILIAR, PATERNAL, and CLOSED.

For the purpose of this study organizational climate will be defined as the resulting condition within the school from the social interaction between the teachers and principal.

Relationship Between the Effect
of Leader Behavior and
Organizational Climate

In view of present theoretical conceptualizations concerning leadership, the failure to discover a universally applicable set of personality characteristics of the leader seems more logical than it does surprising. Increasingly the focus must be upon the relationship of the individual to the organization. While the extent to which "the man makes the job" or "the job makes the man" may be a relative matter, the fact remains that a major source of conflict derives from discrepancies between the basic personality structure of an individual and the demands of his organizational role. Every practicing school superintendent could, no doubt, cite numerous instances of this type of conflict. For example, he may, as a person, immensely dislike speaking before groups, yet, as a superintendent, he seems constantly to be mounting some podium. Or, at a somewhat deeper level, he may be an intense and introspective person, yet on the job each train of thought seems to be abruptly shattered. (Lipham, 1964, p. 132)

Lipham's (1964) review of leader behavior is further supported

by Moser (1957) who investigated the extent of conflict in generalized expectations held for the school principal's role. Intensive interviews designed to stimulate subjective responses concerning the principal's leadership were held with school personnel in twelve school systems. It was discovered that the teachers and the superintendent subject the principal to markedly different sets of leadership expectations and that the principal's behavior varies according to whether he is with superiors or subordinates. Finding that the principal emphasized nomothetic behaviors (stressing goal achievement, institutional regulations, and centralized authority) in his relations with the superintendent, and idiosyncratic behaviors (stressing individual needs and wants, minimum rules, decentralized authority) in his interactions with teachers, Moser concluded that the principal is in a delicate position as a member of two organizational families. Similar findings have been reported by Gross (1958) and others concerning the school superintendent's role.

From the studies that have been presented, it can be seen that the principal's leader behavior is being affected by the role expectation of the organization and the principal's own need dispositions. These interactions upon the principal's leader behavior affect how the principal views his subordinates. The resultant effect of this behavior that a principal displays has a great influence on his subordinates and the organization's climate.

A discussion by May (1953) indicates further the importance of the leader's behavior on a school's climate. For, as May (1953) states, that reason for one person longing for others "...is that the human being gets his original experiences of being a self out of his relatedness to other persons..." (p. 25) It is a sense of psychological freedom which develops from "...continual interaction with other significant persons in his world." (p. 142) Therefore, the climate which surrounds the interaction in the teacher's life must be considered and appropriately developed by the leader.

According to Argyris (1957) the needs of healthy individuals are in conflict with the demands of the formal organization. Since the needs of healthy individuals are not congruent with the traditional requirements of formal organizations, a disturbance will result which will tend to manifest itself in some one or some combination of four kinds of behavior: a) quitting the organization, b) moving up in the organization, c) adopting defense mechanisms, or d) turning apathetic and losing interest. The possible remedy according to Gibb (1964) is to decrease the incongruence noted by enlarging the job and/or the role as one way of changing the nature of the organizational structure or by using employee-centered leadership as a modification of directive leadership.

After a comprehensive review of research carried out over a period of 25 years into teacher morale and job satisfaction, Blocker and Richardson (1962-63) concluded that the

administrator was the key figure in determining teacher morale and job satisfaction. The principal was also found to be the key factor in the professional environment of the teacher. This position is also supported by Hood's (1965) study of 1043 teachers and 31 principals. He further stated that a teacher's relationship with the principal is more important in determining morale levels of teachers than the teacher's relationship with other faculty members. Research also indicates (Thomas, 1969; Grassie and Carss, 1971; Flanders, 1956; and Johnson, 1977) that a principal's personality and quality of leadership can be the determining factors of a school's organizational climate.

The principal as well as teachers have to give up some of their individual values to meet the organizational goals. However, when dealing with a school's climate, the principals have a great effect upon the workers by the very nature of their leader authority. This leads then to the basic hypothesis of the study:

There will be a relationship between the leader behavior of public primary school principals in Melbourne, Australia and the organizational climate in their schools.

There have been previous studies conducted using the LBDQ for leader behavior and the OCDQ for the measuring of an organization's climate. (Corpus, 1971; Cooparat, 1978; Schmidt, 1965; Brickner, 1971; Wray, 1967; Cook, 1965.) The results of these studies were as follows:

Schmidt (1965) found no significant relationship

between the LBDQ Consideration and the OCDQ Consideration. His analysis of the definitions of items revealed that the LBDQ Consideration measures non-authoritarian leader behavior, while OCDQ Consideration measures the principal's personnel assistance to the teachers.

Brickner (1971) found that Initiating Structure of the LBDQ was found significantly and positively related to Production Emphasis, Thrust, Esprit, Intimacy, and Consideration of the OCDQ: it was found significantly but negatively related to Disengagement, Hindrance, and Aloofness.

Wray (1967) found that the LBDQ Consideration was significantly and positively related to the OCDQ Consideration.

Cook (1965) found evidence substantiating the global concept of organizational climate and that Initiating Structure and Consideration of the LBDQ are associated with the organizational climate.

Cooparat (1978) found that Initiating Structure was significantly positively correlated with Esprit and Consideration OCDQ. Non-significant correlations were found between Initiating Structure-Production Emphasis, and Initiating Structure-Thrust. It was also found that there was a statistically significant positive relationship between Consideration LBDQ scores and scores on Esprit, Thrust, and Consideration OCDQ. A non-significant correlation was reported between Consideration LBDQ and Production Emphasis.

The conceptual hypotheses for this study were:

- H₁ There is a relationship between performance on the Initiating Structure variable of the LBDQ and Consideration of the OCDQ.
- H₂ There is a relationship between performance on the Initiating Structure variable of the LBDQ and Thrust of the OCDQ.
- H₃ There is a relationship between performance on the Initiating Structure variable on the LBDQ and Esprit of the OCDQ.
- H₄ There is a relationship between performance on the consideration variable of the LBDQ and Consideration of the OCDQ.
- H₅ There is a relationship between performance on the Consideration variable of the LBDQ and Thrust of the OCDQ.
- H₆ There is a relationship between performance on the Consideration variable of the LBDQ and Esprit of the OCDQ.

The subtests of the OCDQ that were chosen for hypothesis testing were Thrust, Esprit and Consideration. These subtests were chosen because according to Halpin (1966), "Although all eight subtests define each profile, it is evident that two of the subtests (Thrust and Esprit) possess special significance in this definition of what constitutes an open climate." (p. 135) High scores on Thrust and Esprit are probably the best single indicator of an open climate

(p. 206). The best single indicator of morale is Esprit. Halpin (1966) chose Esprit as the key subtest for describing a school's organizational climate.

With Thrust being the key subtest of the four subtests of leader behavior, and Esprit as the key subtest of the four subtests of group behavior, the researcher selected Thrust and Esprit as the salient subtests for hypothesis testing. The subtest Consideration was also added to be analyzed along with Thrust and Esprit.

CHAPTER III

RESEARCH DESIGN

In this chapter, restatement of hypotheses, limitations of the study, definition of the variables, description of the sample, description of the instrument, procedures for collecting the data, and statistical methods are described.

Statement of Statistical Hypotheses

The belief that a relationship existed between leader behavior of primary school principals and the organizational climate of their schools was tested through the following hypotheses:

- H₁ There is a statistically significant relationship between performance on the Initiating Structure variable of the LBDQ and Consideration of the OCDQ.
- H₂ There is a statistically significant relationship between performance on the Initiating Structure variable of the LBDQ and Thrust of the OCDQ.

- H₃ There is a statistically significant relationship between performance on the Initiating Structure variable of the LBDQ and Esprit of the OCDQ.
- H₄ There is a statistically significant relationship between performance on the Consideration variable of the LBDQ and Consideration of the OCDQ.
- H₅ There is a statistically significant relationship between performance on the Consideration variable of the LBDQ and Thrust of the OCDQ.
- H₆ There is a statistically significant relationship between performance on the Consideration variable of the LBDQ and Esprit of the OCDQ.

Limitations of the Study

1) From a population in excess of 100 primary schools the number of schools in this study was limited to 50. 2) The 50 schools chosen by random sample procedure were from the greater Melbourne metropolitan area and not a state-wide sample. 3) The data for the study were limited to the information secured through the questionnaires--the Leader Behavior Description Questionnaire and the Organizational Climate Description Questionnaire. 4) As with any questionnaire study the assumption was made that the questionnaires were answered carefully and honestly; it is possible, however, that a number of items or questionnaires may have been

answered carelessly.

Definition of the Variables

The following terms have been defined to aid the reader as he/she proceeds through this study.

Primary Principal. A person appointed formally by the Victorian Education Department. This person's role was to provide supervision and leadership of his/her subordinate personnel within a given school.

Teacher. A person formally appointed by the Victorian Education Department to serve in a teaching capacity grade 1 - 6 in a given primary school.

Organizational Climate. The concept of organizational climate was operationalized to refer to the resulting condition within the school from the social interaction between the teachers and the principal.

Open Climate. An energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader.

Closed Climate. Characterized by a high degree of apathy on the part of all members of the organization. The organization is not "moving."

Leader Behavior. The term refers to the observed behavior that is measured by the Leader Behavior Description

Questionnaire. This behavior is reported by teachers and consists of two dimensions of subtests; Initiating Structure and Consideration.

Initiating Structure. Refers to the leader's behavior in delineating the relationship between the leader and members of the work group, and in endeavoring to establish well-defined patterns or organization, channels of communication, and methods of procedure.

Consideration. Refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of the staff.

Description of the Sample

The public primary schools (grades 1-6) in the Greater Melbourne Metropolitan School System were chosen as the population for the study. There were in excess of 100 primary schools in the city. A random sample of fifty schools was selected, with all of the teachers in those 50 schools being included in the study.

The random sample selection method was used to provide each school in the population an equal chance of being selected. The writer personally visited the schools and administered the LBDQ and the OCDQ to those teachers constituting the study's sample.

From a possible 530 public school teachers sampled, 505 participated in the study. There were 505 usable

questionnaires from the returned questionnaires, with the unit of analysis being the school.

Description of the Instrument

The instruments for data-collection were the Leader Behavior Description Questionnaire (Halpin and Winer, 1957) and the Organizational Climate Description Questionnaire (Halpin and Croft, 1963).

Description of the LBDQ

The LBDQ is composed of a series of short, descriptive statements of ways in which leaders may behave. The members of a leader's group indicate the frequency with which he/she engages in each form of behavior by checking one of five adverbs: always, often, occasionally, seldom or never. Each of the keys to the dimensions contains 15 items, and each item is scored on a scale from 4 to 0. Consequently, the theoretical range of scores on each dimension is from 0 to 60. The 15 items which define each dimension follow:

Initiating Structure

1. He makes his attitude clear to the staff.
2. He tries out his new ideas with the staff.
3. He rules with an iron hand.*
4. He criticizes poor work.
5. He speaks in a manner not to be questioned.

6. He assigns staff members to particular tasks.
7. He works without a plan.*
8. He maintains definite standards of performance.
9. He emphasizes the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the organization is understood by all members.
12. He asks that staff members follow standard rules and regulations.
13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up to capacity.
15. He sees to it that the work of staff members is coordinated.

Consideration

1. He does personal favors for staff members.
2. He does little things to make it pleasant to be a member of the staff.
3. He is easy to understand.
4. He finds time to listen to staff members.
5. He keeps to himself.*
6. He looks out for the personal welfare of individual staff members.
7. He refuses to explain his actions.*
8. He acts without consulting the staff.*

9. He is slow to accept new ideas.*
10. He treats all staff members as his equals.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.
14. He puts suggestions made by the staff into operation.
15. He gets staff approval on important matters before going ahead.

*...Scored negatively.

Validity and Reliability of the LBDQ

Halpin and Winer (1957) calculated the reliability coefficient for each dimension of the Leader Behavior Description Questionnaire. Using the split-half method, Initiating Structure had a reliability coefficient of .83 and Consideration had a reliability coefficient of .92. To insure reasonably reliable data, they suggested that a minimum sample should be no less than seven.

In validity studies done on the LBDQ the tendency for descriptions of different leaders to differ on the dimensions of Initiating Structure and Consideration have been statistically supported at the .01 level of significance (Hemphill, 1957, pp. 74085; Rush, 1957, pp. 52-54; and Halpin, 1966, pp. 91-96).

Hill (1963) studied the behavior of 53 school principals. He found that those who are high on both dimensions of the Leader Behavior Description Questionnaire were also rated significantly higher by their subordinates on various other attitude measures.

Campbell, Corbally and Ramseyer (1967), in summarizing leadership, stated:

Leaders whose leadership acts were measured on the Leader Behavior Description Questionnaire showed high Consideration for others when they exhibited a real interest in the personal needs of the members of the group even while they were taking initiative in getting the work done. High loadings on the Initiating Structure dimension resulted from behavior that tended to clarify goals, organize for the completion of tasks, and emphasize standards of production. (p. 281)

Description of the OCDQ

The OCDQ study grew out of the intuitive notion that there are differences in climates between and among schools, and that these differences can be sensed as one moves from school to school. In broad terms, Halpin and Croft (1966) were attempting to establish for the school organization a means for determining the climate, which is somewhat analogous to the attempts to establish personality measures in regard to individual behavior. In discussing their work, Halpin and Croft (1966) pointed out that they were mapping roughly the same domain of inquiry that other investigations have described as morale, but they were seeking to

conceptualize or map this domain in a way which would provide more heuristic value to the concept.

The OCDQ consists of sixty-four items that may be used to establish the organizational climate as perceived by the members of the school's staff. The items are answered on a four-point scale: rarely occurs, sometimes occurs, often occurs, very frequently occurs.

There are eight subtests; these subtests were derived through factor analysis procedures. Under these procedures, eight scores--one score for each of the eight subtests--are obtained for each respondent. These eight scores constitute the score profile. Because of the use of factor analysis procedures, the subtests are technically called "factors," and the entire set of eight factors is referred to as the "factor structure." Each respondent (teacher or principal) indicates to what extent the behavior described by each item characterizes the climate of the school. Four of the eight subtests pertain to the behavior of the principal and four pertain to the behavior of the teacher. The four subtests that are related to teachers' behavior are designed to measure disengagement, hindrance, esprit, and intimacy, which Halpin and Croft (1966) define as follows:

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

2. Hindrance refers to the teachers feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busywork.
3. Esprit refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other.

The four subtests that are related to principal's behavior are designed to measure aloofness, production emphasis, thrust, and consideration, which Halpin and Croft (1966) define as follows:

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation.
6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task-oriented.
7. Thrust refers to behavior marked not by close supervision of the teacher, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teacher to give of themselves

anything more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

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

Halpin and Croft (1966) obtained score profiles for each of the seventy-one schools in the original sample. They used another factor analysis procedure to identify clusters of schools. From these clusters they identified six climates that were conceptualized along a rough continuum ranging from "open" to "closed."

Halpin and Croft (1966) described the six climates as follows:

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

2. The Autonomous Climate is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high Esprit results primarily from social needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.
3. The Controlled Climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed primarily toward task accomplishment, while relatively little attention is given to behavior-oriented or social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.
4. The Familiar Climate is highly personal, but under-controlled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, Esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "unauthentic."
5. The Paternal Climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most

of the acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, Esprit among the members is low.

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

Validity and Reliability of the OCDQ

Halpin and Croft (1963), utilizing two different methods, computed reliability coefficients for each of the OCDQ subtests. Using the split-half method, reliability estimates ranged from .84 on Thrust to .26 on Aloofness.

These estimates were necessarily low because of the small number of items in each subtest. When reliability coefficients were calculated on an odd-even basis (71 teachers in one school formed the sample), they ranged from a .76 on Aloofness to a .54 on Hindrance. The following

table summarizes the reliability coefficients for the OCDQ subtests, as formulated by Halpin and Croft.

TABLE I
ESTIMATES OF INTERNAL CONSISTENCY
FOR EIGHT OCDQ SUBTESTS

OCDQ Subtests	Split-Half N = 1151	Respondent Odd-Even N = 71
1. Disengagement	.73	.59
2. Hindrance	.68	.54
3. Esprit	.75	.61
4. Intimacy	.60	.49
5. Aloofness	.26	.76
6. Production Emphasis	.55	.73
7. Thrust	.84	.75
8. Consideration	.59	.63

A validation study of 165 Canadian schools was performed by Andrews (1965). He determined that the subtests of the OCDQ provided valid measures of important aspects of the school principal's leadership in relation to his staff.

A strong relationship ($r = .61$) existed between teacher satisfaction and climate (assuming order from open to closed). An even stronger relationship ($r = .68$) was found between teacher satisfaction and Esprit. Of eight subtests, six (Esprit, Thrust, Hindrance, Aloofness, Disengagement, and

Consideration) were significantly related, and all relationships were as expected in direction and approximate strength.

When Andrews (1965) stratified the sampled schools according to grading organization (grades 1-6, 7-9, and 10-12), he found no significant differences between any of the variables tested. He concluded that the OCDQ was as valid for other kinds of schools as it was for elementary schools. Of 756 comparisons, no significant differences existed between the elementary and junior high schools or between the elementary and senior high schools.

Stansbury (1968) conducted a validation study of the OCDQ for Iowa elementary schools. He concluded that the OCDQ was a viable instrument for use in Iowa elementary schools, and may be used in a variety of empirical studies.

Brown (1964), using an urban Minnesota sample of elementary schools, duplicated Halpin and Croft's original study. He concluded that the OCDQ was a valid tool for describing the organizational climates of schools in the urban elementary schools of Minnesota.

Procedures for Data-Collection

The collection of data was completed as follows:

1. Obtained permission from the authors and publishers to use the LBDQ and the OCDQ.
2. Obtained permission from the Director of Planning Services

for the Victorian Education Department to collect data and administer the two questionnaires to the primary school teachers and their principals in the public schools in Melbourne, Australia.

3. The two instruments were then administered by the author.

Administration of the Instruments

The administration of the two questionnaires was completed as follows: 1) The researcher made appointments with each of the principals in the sample. 2) Following the appointment, a time when the principal and his/her staff could be assembled was arranged. 3) The researcher was present at all administrations of the instruments. The researcher personally gave instructions for completing the questionnaires, guarantees of anonymity, and was present to answer any questions that were posed. 4) Following the completion of the instruments they were gathered up by the researcher and placed in a sealed envelope with the school number on it.

Scoring of the Instruments

The LBDQ (Halpin and Winer, 1957) responses were scored by hand according to manual direction. The OCDQ responses were scored at the Computer Center of New Mexico State University at Las Cruces, where Croft's Fortran IV scoring

program is available. The hypotheses were tested by a Pearson Product Moment Correlation and a Canonical Correlation Analysis (Cooley and Lohnes, 1962).

Statistical Methods

The major interest of this investigation was to determine the relationship between the two variables Initiating Structure and Consideration of leader behavior and the three main variables of organizational climate, Thrust, Esprit and Consideration. Therefore, the need for a bivariate and a multivariate statistical design was indicated. Following a review of bivariate and multivariate statistics, the Pearson Moment Product Correlation was selected along with Canonical Correlation Analysis as the means whereby the hypotheses of the study could be quantitatively tested.

The basic interest of the study was the nature and extent of the relationship between leader behavior of primary principals as measured by the LBDQ and the organizational climate of schools as measured by the OCDQ. Methodologically, this implied a study of the relationship between the two variables of leader behavior and the three "key" variables of organizational climate. The Pearson statistical formula was chosen to test Hypotheses 1 through 6. The IBM 370/158 computer was used in the actual computation of the Pearson coefficients.

To test the significance of the computed r , the investigator used a table for critical values for correlation and t ratios (Meredith, 1967).

Hotelling (1935) introduced canonical correlation analysis in an effort to contribute a model which would permit analyses with more than one dependent variable as was the case with multiple regression analysis.

If the several criteria cannot be combined on reasonable a priori grounds, we may seek one or more linear combinations of the criteria that correlate highly with one or more linear combinations of the predictors. This is known as canonical correlation analysis. The problem here is to find two sets of combining weights--one for the predictor variables, another for the criterion variables. (Tatsuoka and Tiedeman, 1963)

The problem in this study was to find, through the use of canonical correlation, two sets of weights that would maximize the correlation between the independent and dependent variables. The canonical vectors represent the contributions of the individual variables to the significant canonical variates. Cooley and Lohnes (1973) state the point geometrically in that canonical correlation is viewed as "a measure of the extent to which individuals occupy the same relative positions in the 'p' - dimensional space as they do in the 'q' - dimensional space." Canonical analysis involves a great deal of computational labor and, therefore requires the services of a computer.

Hypotheses 1 through 6 were tested by Pearson Moment

Product Correlation and Canonical Correlation analysis and the findings are presented in Chapter IV.

The significance level for evaluating each hypothesis was .005. This level was chosen to protect for the experiment-wise alpha, which is often done in a study like this where there are 10 relatively independent correlation coefficients. At the .05 level the analysis of the individual correlation coefficients would show approximately one correlation coefficient statistically significant solely by chance. Thus, it is more advisable to test for significance at the .005 level, which gives an approximate experiment-wise alpha of .05. (Winer, 1971).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The presentation of the findings in this chapter are based upon the administration of the instruments described in Chapter III, i.e., the LBDQ and the OCDQ.

Leader Behavior and Organizational Climate

Five variables were involved in the testing of Hypotheses 1 through 6. Two of the variables were Initiating Structure and Consideration LBDQ, while three variables Esprit, Thrust and Consideration were of the OCDQ.

The analysis of the relationship between the two leader behavior variables and the three organizational climate variables was tested by Pearson Product Moment Correlation and Canonical Correlation.

The data analyses consist of the presentations of:

- (1) means and standard deviations for the sample tests on leader behavior and organizational climate (see Table I);
- (2) a matrix of Pearson Correlation Coefficients of the five

variables (see Table II); and (3) Canonical Correlations with accompanying tests of significance, and the coefficients or weights associated with the maximization of the correlation at each significant canonical function (see Table III). Table III describes high negative canonical relationship between Consideration--.671 (LBDQ) and Thrust (OCDQ)--.819. Tatsuoka (1971) describes this kind of relationship as "a large negative weight which implies that a person close to the first-adjective pole will tend to score high on the second said canonical variate." This implies that the variable on the first-adjective pole which is Consideration (predictor variable) and the variable on the second-adjective pole which is Thrust (criterion variable) have a large negative weight which means Consideration and Thrust are the key variables from each variable set and they together account for the majority of the variance (74%) between the two sets of variables.

It should also be noted at this time that interpretation of canonical variates are not necessarily susceptible to "meaningful" verbal descriptions within the framework of intuitive, everyday concepts (Tatsuoka, 1971). It is in this sense that the researcher followed Tatsuoka's guidelines on interpretation of canonical variates. But it must be remembered that they are subjective appraisals.

TABLE I

MEANS AND STANDARD DEVIATIONS ON THE TWO LEADER
BEHAVIOR VARIABLES OF THE LEADER BEHAVIOR
DESCRIPTION QUESTIONNAIRE (LBDQ) AND THE
THREE VARIABLES OF THE ORGANIZATIONAL
CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)

Instrument	Subtest	Means	S.D.
<u>LBDQ</u>	Initiating Structure	38.910	5.081
	Consideration	41.989	7.649
<u>OCDQ</u>	Esprit	44.383	5.183
	Thrust	44.191	6.002
	Consideration	54.505	5.372

H_1 : There is a statistically significant relationship between performance on the Initiating Structure variable of the LBDQ and Consideration of the OCDQ.

The testing of this hypothesis involved a Pearson product moment correlation and canonical correlation. The Pearson correlation was .371 which was not significant at the .005 level. Canonical correlation assigned low negative weights for Initiating Structure (-.242) and Consideration (-.190).

The bivariate statistic does not support Hypothesis 1. The coefficients for canonical variables assign low negative weights to Initiating Structure and Consideration. This indicates that the predictor variable (Initiating Structure) is not a key variable in influencing or accounting for

variance between it and the criterion variable (Consideration). Based upon the result of the Pearson Product Moment Correlation, Hypothesis 1 was not supported.

TABLE II
MATRIX OF PEARSON CORRELATION COEFFICIENTS

	Esprit	Thrust	Consideration OCDQ	Consideration LBDQ	Initiating Structure
Esprit	1.000	.454*	.456*	.469*	.063
Thrust		1.000	.840*	.803*	.478*
Consideration (OCDQ)			1.000	.740*	.371
Consideration (LBDQ)				1.000	.281
Initiating Structure					1.000

* = Significant at or beyond the .005 level

TABLE III

Part A					
CANONICAL CORRELATION					
Number	Eigen Value	Canonical Correlation	Chi Square	D.F.	Significance
1.	.783	.857	59.817	6	.001
2.	.073	.269	3.341	3	.502

Part B

COEFFICIENTS FOR CANONICAL VARIABLES

Predictor Variable		Criterion Variable	
<u>Negative Weights</u>		<u>Negative Weights</u>	
Consideration	-.671	Thrust	-.819
Initiating Structure	-.242	Esprit	-.032
		Consideration	-.190

H₂: There is a statistically significant relationship between performance on the Initiating Structure variable of the LBDQ and Thrust of the OCDQ.

Following statistical analysis the Pearson correlation estimated the relationship between Initiating Structure and Thrust to be .478 which is significant at or above the .005 level. On the coefficients for canonical variables Initiating Structure had a negative weight of -.242 while Thrust had a negative weight of -.819. A low negative weight having been assigned to Initiating Structure, and a high negative weight being assigned to Thrust indicates that Thrust is a key variable for accounting for variance among other leader behavior OCDQ variables. On the other hand, Initiating Structure with a low negative weight is not a major variable in influencing or accounting for variance.

Based upon the result of the Pearson correlation, Hypotheses 2 was supported.

H₃: There is a statistically significant relationship between performance on the Initiating Structure variable of the LBDQ and Esprit of the OCDQ.

Upon analysis of the bivariate statistic, it was found that a correlation of .063 existed between Initiating Structure and Esprit; this relationship was found to be not significant. The relationship was even lower after a multivariate analysis was completed; Initiating Structure had a negative weight of -.242 while Esprit had a negative weight of -.032.

Following an analysis of the data, there was no indication of a relationship between Initiating Structure and Esprit. Therefore, Hypothesis 3 was rejected.

H₄: There is a statistically significant relationship between performance on the Consideration variable of the LBDQ and Consideration of the OCDQ.

After analysis by the Pearson correlation, it was found that the relationship between Consideration LBDQ and Consideration OCDQ was high, .740 which was found to be significant at or above the .005 level. After analysis by the coefficient for canonical correlation, Consideration LBDQ was assigned a high negative weight -.671 and a low negative weight of -.190 for Consideration OCDQ.

The bivariate statistic supports Hypothesis 4; however, the coefficients for canonical variables assign a low negative weight to Consideration (OCDQ) and a high negative weight to

Consideration (LBDQ). This indicates that Consideration (LBDQ) is a key variable for accounting for variance among other leader behavior variables. On the other hand, Consideration (OCDQ) does not account for much variance.

Based upon the results of the Pearson correlation, Hypothesis 4 was supported.

H₅: There is a statistically significant relationship between performance on the Consideration variable of the LBDQ and Thrust of the OCDQ.

Following an analysis of the Pearson correlation, the relationship between Consideration LBDQ and Thrust OCDQ was found to be .803 which is significant at or above the .005 level. The canonical correlation assigned two negative weights to both Consideration LBDQ $-.617$ and Thrust OCDQ $-.819$.

Both the bivariate and multivariate statistics indicate a high relationship between Consideration LBDQ and Thrust OCDQ. Therefore, Hypothesis 5 was supported.

H₆: There is a statistically significant relationship between performance on the Consideration variable of the LBDQ and Esprit of the OCDQ.

The Pearson correlation found the relationship between Consideration LBDQ and Esprit OCDQ to be .469 which is significant at or above the .005 level. The canonical correlation assigned a high negative weight to Consideration LBDQ $-.671$ and a low negative weight to Esprit OCDQ -0.032 .

The Pearson Product Moment Correlation coefficients support Hypothesis 6. The coefficient for canonical variables, however, assigns a low negative weight to Esprit (OCDQ) $-.032$ and a high negative weight to Consideration (LBDQ) $-.671$. This indicates that Consideration (LBDQ) is a key variable for accounting for variation among other leader behavior variables. On the other hand, Esprit does not account for much variance. Based upon the results of the Pearson correlation, Hypothesis 6 was supported.

Table III, Part A, summarizes the results related to the Hypothesis. The maximum canonical correlation is $.857$, and this is significant from the 0.00 level. Therefore, there exists one weak function between the sets of variables which constitutes one significant way in which the two domains are related. Following the first canonical function, no further significant combinations exist.

Summary of Results

1. The correlational coefficient between Initiating Structure and Thrust was significantly positively correlated. Non-significant correlations existed between Initiating Structure--Esprit and Initiating Structure--Consideration (OCDQ).

2. The correlational coefficients between Consideration (LBDQ)--Esprit, Consideration (LBDQ)--Thrust, and Consideration

(LBDQ)--Consideration (OCDQ) were significantly positively related.

3. The coefficients for canonical correlation assigned high negative weights to Consideration (LBDQ) and Thrust (OCDQ).

4. The coefficients for canonical correlation assigned low negative weights to Initiating Structure (LBDQ), Consideration (OCDQ) and Esprit (OCDQ).

5. The maximum canonical correlation is .857 and this was significant beyond the 0.001 level.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter includes the respective conclusions, discussions and recommendations drawn from the statistical analyses and suggestions for further research.

Summary

The basic problem for this research study was: What is the relationship between the leader behavior of principals and the organizational climate of public primary schools in Melbourne, Australia?

The public primary schools (grades 1-6) in the Greater Melbourne Metropolitan School System were chosen as the population for the study. There are in excess of 100 primary schools in the city. A random sample of fifty schools was selected, with all of the teachers in those 50 schools being included in the study.

The instruments for data-collection were the Leader

Behavior Description Questionnaire (Halpin and Winer, 1957) and the Organizational Climate Description Questionnaire (Halpin and Croft, 1963).

The collection of data was completed as follows:

- A) The researcher obtained permission from the authors and publishers to use the LBDQ and the OCDQ.
- B) The researcher obtained permission from the Director of Planning Services for the Victorian Education Department to collect data and administer the two questionnaires to the primary school teachers and their principals in the public schools in Melbourne, Australia.
- C) The two instruments were then administered by the author.

The responses to the LBDQ (Halpin and Winer, 1957) were scored by hand according to manual directions. The OCDQ (Halpin and Croft, 1963) responses were scored at the Computer Center of New Mexico State University at Las Cruces, where Croft's Fortran IV scoring program was available. The hypotheses were tested by a Pearson Product Moment Correlation and a Canonical Correlation Analysis (Cooley and Lohnes, 1962).

The results of this study should: 1) enable principals to understand better how their leader behavior affects the climate of their schools; 2) aid school systems in their in-service training programs for administrators; 3) give further insight into leader behavior for the administrator preparation programs at universities, and generate further interest

in the areas of leader behavior and organizational climate in Australia.

This study found four of the six tested hypotheses to be significant at the .005 level. Those hypotheses found to be significant were H_2 --Initiating Structure LBDQ/Thrust OCDQ, H_4 --Consideration LBDQ/Consideration OCDQ, H_5 --Consideration LBDQ/Thrust OCDQ, and H_6 --Consideration LBDQ/Esprit OCDQ.

The hypotheses that were not significant were H_1 --Initiating Structure LBDQ/Consideration OCDQ and H_3 --Initiating Structure LBDQ/Esprit OCDQ.

Conclusions and Discussion

Consistent with the design of this study the conclusions are presented in the order of the hypothesis tested with the hope that this will impose some order on those conclusions.

H_1 : There is a statistically significant relationship at the .005 alpha level between performance on the Initiating Structure variable of the LBDQ and Consideration of the OCDQ.

Hypothesis 1 was not supported. There was a non-significant positive correlation between Initiating Structure/Consideration (OCDQ). The canonical correlation assigned low negative weights to Initiating Structure/Consideration (OCDQ)

which indicates that they are not the salient variables of each set. From the information provided it was concluded that Initiating Structure had only a minor association with Consideration OCDQ. In the everyday running of a school this would mean that Initiating Structure as a leader behavior variable was not influential in being associated with Consideration OCDQ, and that neither variable was a predictor of the other. Therefore, if it were desirable to encourage a high degree of Initiating Structure in the leader then one should not expect Consideration OCDQ to be the end result. Unlike Brickner (1971), Corpus (1971), and Cooparat's (1978) findings, Hypothesis 1 did not show a significant relationship.

H₂: There is a statistically significant relationship at the .005 alpha level between performance on the Initiating Structure variable of the LBDQ and Thrust of the OCDQ.

Hypothesis 2 was supported. The correlational coefficient between Initiating Structure and Thrust was found to be positively significant. The canonical correlation gave a low negative weight to Initiating Structure and a high negative weight to Thrust; this would indicate that Thrust is the key variable in accounting for variation from its set and Initiating Structure was not. From the above information it can be concluded that there is an association between Initiating Structure and Thrust. To a "real" world setting this means

that Initiating Structure would tend to have a high score on Thrust. Or perhaps one could predict that a leader with a low perceived score on Thrust would have a low score on Initiating Structure. This would be helpful information if one were attempting to develop Thrust in administrators because one could encourage the development of Initiating Structure in a leader and this should be a high predictor of Thrust. The findings of this hypothesis supported the studies done by Brickner (1971), Corpus (1971), and Cooperat (1978).

H₃: There is a statistically significant relationship at the .005 alpha level between performance on the Initiating Structure variable of the LBDQ and Esprit of the OCDQ.

Hypothesis 3 was not supported. The correlation coefficient between Initiating Structure and Esprit exhibited a non-significant relationship. The canonical correlation gave a low negative weight to both Initiating Structure and Esprit, which indicates that neither of them are the salient variables in accounting for variance in their respective sets. From the information provided it can be concluded that Initiating Structure had only a minor association with Esprit. What this means to administrators is that Initiating Structure as a leader behavior variable was not influential in being associated with Esprit, and that neither variable was a predictor of the other. If one wanted to develop high levels of Esprit in administrators then Initiating Structure

would not be an appropriate style to push. These are important findings because they indicate which variables are associated, and what variables (independent) predict other variables (dependent). Unlike Cooper's (1978) and Brickner's (1971) findings, Hypothesis 3 did not show a significant relationship.

H₄: There is a statistically significant relationship at the .005 alpha level between performance on the Consideration variable of the LBDQ and Consideration of the OCDQ.

Hypothesis 4 was supported. The correlation coefficient between Consideration LBDQ--Consideration OCDQ was found to have a significant positive relationship. However, the canonical correlation assigned a high negative weight to Consideration LBDQ and a low negative weight to Consideration OCDQ, this would indicate that Consideration LBDQ is the key variable from its set and Consideration OCDQ was not. From the information provided it can be concluded that Consideration LBDQ has a high association with Consideration OCDQ. This is a very important finding because Consideration LBDQ is a strong predictor of Consideration OCDQ. For example, if one were training administrators to have some of the qualities of Consideration OCDQ then one should develop the qualities of Consideration LBDQ because there is evidence to suggest that one could produce Consideration OCDQ by implementing and following Consideration LBDQ. The findings of this

hypothesis supported the studies done by Brickner (1971), Corpus (1971), Wray (1969), Schmidt (1976) and Cooparat (1978).

H₅: There is a statistically significant relationship at the .005 alpha level between performance on the Consideration variable of the LBDQ and Thrust of the OCDQ.

Hypothesis 5 was supported. The correlation coefficient between Consideration LBDQ and Thrust OCDQ was found to have a significant positive relationship. The canonical correlation assigned high negative weights to both Consideration LBDQ and Thrust OCDQ. This indicates that Consideration and Thrust are the key variables for each of their respective sets. This is another important finding because one can conclude that if one could develop the qualities of Consideration LBDQ in a leader then it is possible to produce the characteristics of Thrust. These findings can be put to great use in developing administrator preparation programs, and also in helping to understand which independent variables produce what dependent variables, and to what degree these dependent variables are affected. The findings of this hypothesis supported the studies done by Cooparat (1978), Corpus (1971), Brickner (1971), Wray (1969) and Schmidt (1965).

H₆: There is a statistically significant relationship at the .005 alpha level between performance on the Consideration variable of the LBDQ and Esprit of the OCDQ.

Hypothesis 6 was supported. The correlational coefficient between Consideration and Esprit was found to be positively significant. The canonical correlation gave a high negative weight to Consideration and a low negative weight to Esprit; this would indicate that Consideration is the key variable from its set and Esprit was not. From the information described it could be concluded that these findings are very important. Esprit (dependent variable) was found to have a positive association with Consideration LBDQ (independent variable). These results like the ones mentioned previously are of interest because they explain which variables constitute the development of a successful administrator preparation program. The findings of this hypothesis supported the studies done by Cooparat (1978), Corpus (1971), Brickner (1971), Wray (1969) and Schmidt (1965).

The maximum canonical correlation was .857, and this is significant beyond the 0.001 level. There exists one weak linear function between the sets of variables which constitutes one significant way in which the two domains are related. Following the first canonical function no further significant combinations exist.

Recommendations for Further Study

A relationship was found between leader behavior and an organization's climate. The theoretical base for this study was supported. However, it must be remembered that a multivariate statistic was used in this study (canonical correlation), and to accommodate this kind of statistic, a larger sample size would have been more appropriate. It is with this in mind that the reader should be aware that conclusions drawn from this study must be generalized with caution.

Finding a significant positive correlation between Initiating Structure and Consideration (LBDQ) with Thrust, Esprit and Consideration (OCDQ) are standard findings. Brickner (1971), Corpus (1971), and Cooparat (1978) found similar results. Brickner's study was done in North Dakota. Corpus and Cooparat did their studies in the Philippines and Thailand respectively. This study was performed in Australia, so there seems to be no significant cultural differences on the subtests of the LBDQ and the OCDQ. Therefore, it is likely for one to assume that these instruments, LBDQ and OCDQ are performing reliably at what they purport to measure. This is evidenced by the similar findings among many different cultural backgrounds (Cooparat/Thailand, Corpus/Philippines, Brickner/U.S.A.).

The question of "causation" was not answered; perhaps

a qualitative study may be advisable because of the longitudinal nature of this kind of study. This would then enable investigation of a leader and an organization's climate over a greater length of time. A study such as this would give more of a look at superordinate/subordinate interaction; it would allow, taking into consideration the length of the leader's incumbency, and many other situational variables that are not taken into consideration by a quantitative study.

Research similar to this investigation is needed in Australia to investigate further the dimensions of leader behavior and their effect upon the quality of an organization's climate. Educational administration is now one of the largest growing fields in education in Australia, therefore, studies that help determine a better curriculum for school administrator training programs are useful and needed.

This study's findings are of interest in assisting administrator training institutions in Australia with identifying the potential leader behavior characteristics that are necessary in developing an open climate. As Halpin and Croft (1966) have indicated,

Although all eight subtests define each profile, it is evident that two of the subtests (Thrust and Esprit) possess especial significance in this definition of what constitutes an open climate. High scores on Thrust and Esprit are probably the best single indicator of an open climate.

Utilizing Halpin's comments and the results gained by the data analysis one can infer that Consideration LBDQ

because of its positive significant correlation with Esprit OCDQ, Thrust OCDQ and Consideration OCDQ is the prime determinant of an open climate. Initiating Structure LBDQ was also found to be positively significantly correlated with Thrust OCDQ.

These results could have enormous impact on administrator/leader training programs in Melbourne. Consideration LBDQ is defined as behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff. For many years now the Victorian education department has concentrated on promoting senior teachers in all three divisions, i.e., Secondary, Technical and Primary, on the basis of seniority and technical skill as a senior teacher. There are now, however, a large number of institutions teaching educational administration, from observations made by this writer there is a growing acceptance of a need for a degree in Educational Administration as a necessary qualification for administering in any of the three divisions. What has often been lacking in these administrator preparation programs is reliable data gathered in Australian settings and not just data being imported from North America or England.

What this study's research findings may mean to these preparation programs is hard to estimate, but with Organizational Climate being one of the most important concepts in organizational life, and the wish by the Education Department

to develop more Open Climates in Melbourne's schools.

The Open Climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all the members. It is not naive to imagine that if there were leader behavior characteristics that induced an Open Climate then they would be readily accepted.

These findings then submit that those traits which constitute Consideration LBDQ may be the key to developing an Open Climate. With these findings administrator programs should now begin to concentrate on the "human" approach to management. Techniques that may now be utilized are those focusing on human skills training, general intrapersonal and interpersonal competences.

From what is known about the "humanness" of the study's findings, how does this affect the quality of the experiences that a child receives in a school? Another question for further research would be how adaptive are other organizations in comparison with the findings of this particular study?

These research questions are posed because the questions were included as an extra section of the OCDQ. The data that have been collected from this information will form the basis for a post-doctoral study that will examine the results from this study along with the information gained on "effectiveness," "quality" and "adaptiveness."

APPENDIX A

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by staff members of
The Ohio State Leadership Studies

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DIRECTIONS

On the following pages is a list of items that may be used to describe the behavior of your principal. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable.

Read each item carefully.

Think about how frequently the principal engages in the behavior described by the item.

Decide whether he always, often, occasionally, seldom, or never acts as described by the item.

Draw a circle around one of the five letters following the item to show the answer you have selected.

- A Always
- B Often
- C Occasionally
- D Seldom
- E Never

Example:

He does personal favors for group members. A B C D E

In this example the respondent circled D to indicate that the principal seldom engages in the activity described.

A Always
B Often
C Occasionally
D Seldom
E Never

1. He does personal favors for staff members. A B C D E
2. He makes his attitudes clear to the staff. A B C D E
3. He does little things to make it pleasant to be a member of the staff. A B C D E
4. He tries out his new ideas with the staff. A B C D E
5. He acts as the real leader of the staff. A B C D E
6. He is easy to understand. A B C D E
7. He rules with an iron hand. A B C D E
8. He finds time to listen to staff members. A B C D E
9. He criticizes poor work. A B C D E
10. He gives advance notice of changes. A B C D E
11. He speaks in a manner not to be questioned. A B C D E
12. He keeps to himself. A B C D E
13. He looks out for the personal welfare of individual staff members. A B C D E
14. He assigns staff members particular tasks. A B C D E
15. He is the spokesman of the staff. A B C D E
16. He schedules the work to be done. A B C D E
17. He maintains definite standards of performance. A B C D E
18. He refuses to explain his actions. A B C D E
19. He keeps the staff informed. A B C D E
20. He acts without consulting the staff. A B C D E
21. He backs up the members in their actions. A B C D E
22. He emphasizes the meeting of deadlines. A B C D E
23. He treats all staff members as his equals. A B C D E
24. He encourages the use of uniform procedures. A B C D E

A Always
 B Often
 C Occasionally
 D Seldom
 E Never

25. He gets what he asks for from his superiors. A B C D E
26. He is willing to make changes. A B C D E
27. He makes sure that his part in the organization is understood by staff members. A B C D E
28. He is friendly and approachable. A B C D E
29. He asks that staff members follow standard rules and regulations. A B C D E
30. He fails to take necessary action. A B C D E
31. He makes staff members feel at ease when talking with them. A B C D E
32. He lets staff members know what is expected of them. A B C D E
33. He speaks as the representative of the staff. A B C D E
34. He puts suggestions made by the staff into operation. A B C D E
35. He sees to it that staff members are working up to capacity. A B C D E
36. He lets other people take away his leadership in the group. A B C D E
37. He gets his superiors to act for the welfare of the staff. A B C D E
38. He gets staff approval in important matters before going ahead. A B C D E
39. He sees to it that the work of staff members is coordinated. A B C D E
40. He keeps the staff working together as a team. A B C D E

When it is necessary for decisions to be made that affect the teachers at your school, to what extent does your principal do each of the following before final decisions are made?

- | | | | | | |
|--|---|---|---|---|---|
| 1. Provides the teachers with information about the decisions. | A | B | C | D | E |
| 2. Asks for opinions and ideas from teachers. | A | B | C | D | E |
| 3. Meets with his teachers <u>as a group</u> , presents problems that must be solved and works with the group to find solutions. | A | B | C | D | E |

Organizational Climate Description Questionnaire.

In the following section you are asked to respond to 69 statements that concern aspects of the organization within your school. Alongside each statement is a four point scale, "rarely occurs", "sometimes occurs", "often occurs" and "very frequently occurs." You are asked to indicate the extent to which each statement is typical of your school by circling the number in the relevant column e.g.

	rarely occurs	sometimes occurs	often occurs	very frequently occurs
	1	2	3	4
Teachers leave the building as soon as possible at the day's end.				

Please note:

- (i) This questionnaire is confidential. Its individual contents will not be disclosed.
- (ii) Anonymity is essential. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.
- (iii) Please respond to ALL statements. Your response should be NEAREST to the situation that applies in your school.
- (iv) Responses should be made in relation to YOUR school and NOT to schools, teachers, etc. in general.

Theory and Research in Administration
by Andrew W. Halpin
(c) The Macmillan Company, N.Y., 1966.

	rarely occurs ---	sometimes occurs ---	often occurs ---	very frequently occurs ---
1. Teachers' closest friends are other staff 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 staff members 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. Supplementary books are available for classroom use.	1	2	3	4
8. Sufficient time is given to prepare reports requested by the principal.	1	2	3	4
9. Teachers know the family background of other staff members.	1	2	3	4
10. Teachers exert group pressure on non-conforming staff members.	1	2	3	4
11. In staff meetings there is a feeling of "let's get things done."	1	2	3	4
12. Paper-work is burdensome at this school.	1	2	3	4
13. Teachers talk about their personal life to other staff members.	1	2	3	4
14. Teachers seek special favors from the principal.	1	2	3	4
15. Materials required by teachers are readily available for use in class-work.	1	2	3	4
16. Student progress reports require too much work.	1	2	3	4
17. Teachers enjoy socializing together during school time.	1	2	3	4

	--- rarely occurs	--- sometimes occurs	--- often occurs	--- very frequently occurs
18. Teachers interrupt others 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 to attend too many meetings.	1	2	3	4
21. There is considerable laughter when teachers gather informally.	1	2	3	4
22. Teachers ask nonsensical questions in staff meetings.	1	2	3	4
23. Ancillary services (cleaner, janitor, groundsman, etc) are available when needed.	1	2	3	4
24. Routine duties interfere with the job of teaching.	1	2	3	4
25. Teachers prepare reports requested by the principal by themselves rather than in consultation with their colleagues.	1	2	3	4
26. Teachers ramble when they talk in staff 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 keep to 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
34. The principal does not have lunch, morning or afternoon tea with teachers.	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

	rarely occurs ---	sometimes occurs ---	often occurs ---	very frequently occurs ---
37. The principal stays after school to help teachers with their work.	1	2	3	4
38. Teachers socialize together in small select groups.	1	2	3	4
39. The principal makes all class time- tabling 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 plans the work for the teachers.	1	2	3	4
44. Teachers avoid informal contacts with the principal during school hours.	1	2	3	4
45. The principal criticizes a specific act rather than a staff member.	1	2	3	4
46. Teachers help select what subject matter 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 conditions for teachers.	1	2	3	4
51. The principal posts or announces conspicuously extra duty for teachers.	1	2	3	4
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. The school secretarial service is available for teachers' use.	1	2	3	4
55. The principal runs the staff meeting like a business conference.	1	2	3	4

	rarely occurs	sometimes occurs	often occurs	very frequently occurs
56. The principal is in the building before teachers arrive.	1	2	3	4
57. Teachers work together preparing reports requested by the principal.	1	2	3	4
58. Staff meetings are organized according to a tight agenda.	1	2	3	4
59. Staff meetings are mainly principal-report meetings.	1	2	3	4
60. The principal tells teachers of new ideas he has come across.	1	2	3	4
61. Teachers talk about transferring from this school.	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 result of an inspection of the school.	1	2	3	4
65. Grading practices are standardized at this school.	1	2	3	4
66. The principal ensures that teachers work to their full capacity.	1	2	3	4
67. Teachers leave the building as soon as possible after school is over.	1	2	3	4
68. The principal clarifies wrong ideas a teacher may have.	1	2	3	4
69. Time-table changes are posted conspicuously at this school.	1	2	3	4

1. How good a job is done by the staff in your school anticipating problems that may come up in the future and preventing them from occurring or minimizing their effects?
 - (i) They do a poor job in anticipating problems.
 - (ii) Not too good a job.
 - (iii) A fair job.
 - (iv) They do a very good job.
 - (v) They do an excellent job in anticipating problems.
2. From time to time new techniques and materials are found to increase the effectiveness of the teaching process. How good a job do the staff in your school do at keeping up with these changes that could affect their teaching?
 - (i) They do a poor job of keeping up-to-date.
 - (ii) Not too good a job.
 - (iii) A fair job.
 - (iv) They do a very good job.
 - (v) They do an excellent job of keeping up-to-date.
3. When changes are made in the routines or teaching methods, how quickly do the staff in your school accept and adjust to these changes?
 - (i) Most people accept and adjust to them very slowly.
 - (ii) Rather slowly.
 - (iii) Fairly rapidly.
 - (iv) They adjust very rapidly, but not immediately.
 - (v) Most people accept and adjust to them immediately.
4. What proportion of the staff in your school readily accept and adjust to these changes?
 - (i) Considerably less than half of the people accept and adjust to these changes readily.
 - (ii) Slightly less than half do.
 - (iii) The majority do.
 - (iv) Considerably more than half do.
 - (v) Practically everyone accepts and adjusts to these changes readily.
5. From time to time emergencies arise, such as materials not being delivered on time, equipment breakdowns or illness of key staff personnel. When these emergencies occur they cause work overloads for many people. Some school staffs cope with these emergencies more rapidly and successfully than others. How good a job do the staff in your school do at coping with these situations?

- (i) They do a poor job of handling emergency situations.
- (ii) They do not do very well.
- (iii) They do a fine job.
- (iv) They do a good job.
- (v) They do an excellent job of handling these situations.

Think carefully of the kind of learning experience that you and the other teachers at your school are able to provide for your students. Thinking now of the variety and quality of such educational experiences provided by the teachers in this school, how productive would you say they are.

1. Their productivity is very low.
2. It is fairly low.
3. It is neither high nor low.
4. It is fairly high.
5. It is very high.

How good would you say is the quality of the education that students receive at this school compared to other similar schools in Melbourne?

1. Their experiences are of poor quality.
2. Their quality is not too good.
3. Fair quality.
4. Good quality.
5. Excellent quality.

Does the staff at this school seem to get maximum output from the resources (money, people, equipment, etc.) they have available? That is, how efficiently do they do their work?

1. They do not work efficiently at all.
2. Not too efficient.
3. Fairly efficient.
4. They are very efficient.
5. They are extremely efficient.

DENNIS J. MADDERN, UNIVERSITY OF OKLAHOMA AT NORMAN.

SCHOOL 1

INDIVIDUAL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
50	47	60	62	29	51	52	68	56	
41	47	53	67	29	46	52	68	56	
62	50	45	59	29	38	49	63	41	
55	47	35	53	29	38	42	52	38	
59	39	41	48	57	54	43	46	39	
46	47	39	42	41	54	52	57	48	
48	42	41	59	29	38	45	57	45	
69	53	39	59	41	35	34	55	31	
59	56	53	67	29	32	49	63	47	

INDIVIDUAL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON
48	45	57	58	30	49	50	63	
43	48	52	63	34	46	52	64	
61	51	47	58	34	41	47	62	
62	54	41	60	35	43	48	59	
64	37	40	49	62	57	43	47	
48	50	38	42	40	60	58	65	
53	47	46	64	34	43	50	63	
66	54	43	59	44	40	39	55	
55	53	51	61	35	37	48	61	

INDIVIDUAL SCORES					
CLIMATE	SIMILARITY	INDEX			
OPN	AUT	CNT	FAM	PAT	CLS
59	75	100	*55	64	102
59	63	97	*54	70	107
82	90	119	*35	53	74
87	95	117	*45	51	62
110	87	91	96	58	*40
77	115	80	87	*56	88
71	76	117	*43	56	93
91	92	118	*46	58	53
78	78	112	*35	68	88

IDENTIFICATION

SCHOOL	TEACHER
1	1
1	2
1	3
1	4
1	5
1	6
1	7
1	8
1	9

FREQUENCY DISTRIBUTION OF CLIMATES

OPN	AUT	CNT	FAM	PAT	CLS
0	0	0	7	1	1

SCHOOL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
54	48	45	57	35	43	46	60	44	

SCHOOL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON
57	49	46	61	34	43	47	64	

SCHOOL SCORES					
CLIMATE SIMILARITY INDEX					
OPN	AUT	CNT	FAM	PAT	CLS
79	86	120	*43	55	82

SCHOOL TEACHER

SCHOOL	TEACHER
1	

SCHOOL 2

INDIVIDUAL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
71	59	29	51	52	32	36	49	27	
57	53	45	64	60	35	52	49	47	
43	44	49	59	49	46	45	63	49	
43	47	45	67	52	43	34	46	42	
55	53	39	56	41	54	36	46	37	
48	56	47	45	38	40	36	52	42	
53	47	35	51	43	32	40	44	33	
46	47	41	37	38	30	34	52	40	
48	36	56	56	43	30	60	60	58	
41	36	45	62	38	35	45	60	49	
43	53	58	59	46	43	56	63	59	
69	44	45	64	41	59	38	68	35	

INDIVIDUAL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON
67	58	37	52	53	39	42	51	
56	51	42	63	59	32	51	47	
41	43	48	63	49	44	44	68	
46	50	47	71	55	46	36	49	
59	57	39	61	41	58	36	49	
54	66	52	50	39	43	37	60	
63	56	39	60	51	35	45	51	
57	59	50	45	46	35	42	65	
49	39	57	56	45	33	60	60	
46	41	50	66	43	40	50	64	
38	50	57	58	41	37	54	63	
62	43	43	58	40	54	38	61	

INDIVIDUAL SCORES					
CLIMATE	SIMILARITY	INDEX			
OPN	AUT	CNT	FAM	PAT	CLS
104	92	99	70	71	*37
102	*55	96	61	88	61
69	*55	101	56	89	93
93	*62	89	83	97	64
112	109	94	79	65	*42
77	106	101	*67	74	86
104	79	106	54	75	*46
90	102	95	*55	76	83
43	57	111	*36	88	113
58	52	109	*35	78	107
*47	54	89	48	89	113
90	102	120	48	*43	56

IDENTIFICATION

SCHOOL	TEACHER
2	1
2	2
2	3
2	4
2	5
2	6
2	7
2	8
2	9
2	10
2	11
2	12

FREQUENCY DISTRIBUTION OF CLIMATES

OPN	AUT	CNT	FAM	PAT	CLS
1	3	0	4	1	3

SCHOOL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
51	48	44	56	45	40	43	54	44	

SCHOOL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON
56	51	44	64	45	36	41	62	

SCHOOL SCORES					
CLIMATE SIMILARITY INDEX					
OPN	AUT	CNT	FAM	PAT	CLS
90	81	122	*40	75	70

SCHOOL TEACHER

SCHOOL	TEACHER
2	

SCHOOL 3

INDIVIDUAL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
41	47	56	45	38	35	47	57	54	
53	44	54	73	41	43	45	68	49	
57	56	47	53	41	43	51	55	46	
46	33	56	64	35	43	36	60	47	

INDIVIDUAL SCORES

	DIS	HIN	ESP	INT	ALO	PRD	THR	CON
44	52	63	49	40	36	51	64	
50	43	51	67	40	42	44	63	
61	59	44	55	34	39	51	57	
49	39	58	65	40	47	41	61	

INDIVIDUAL SCORES					
CLIMATE SIMILARITY			INDEX		
OPN	AUT	CNT	FAM	PAT	CLS
*38	75	90	58	78	113
63	66	116	*43	75	97
83	94	108	*41	49	73
61	68	114	*55	81	97

IDENTIFICATION

SCHOOL	TEACHER
3	1
3	2
3	3
3	4

52	55	57	67	42	39	38	51
69	56	45	45	54	50	36	46
59	59	53	55	48	53	29	44
64	52	41	61	54	44	34	51
49	46	64	49	41	50	36	65
61	44	48	61	38	46	40	62

1098765

OPN	AUT	CNT	FAM	PAT	CLS
2	0	0	5	0	3

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
59 50 54 61 41 43 34 59

SCHOOL TEACHER

INDIVIDUAL SCORES									
DIS	MIN	DOUBLE	ESP	STAND	ALO	PRO	THR	CON	
56	58	38	67	45	44	40	52		
49	61	33	51	60	42	44	60		
66	59	35	44	47	52	51	45		
51	41	51	61	34	43	61	58		
65	40	43	58	39	44	60	52		
55	54	37	41	68	45	53	55		
48	55	44	55	40	35	47	66		
67	42	41	64	46	51	43	46		
70	48	47	46	45	39	46	59		
63	45	36	56	47	37	57	58		
39	50	49	54	42	38	64	63		
54	51	38	51	61	33	51	61		

IDENTIFICATION
SCHOOL TEACHER

AGENCY	OPN	AUT	CNT	FAM	PAT	CLS
1	0	0	6	0	5	

SCHOOL SCORES		CLIMATE PROFILE					
DIS	HIN	ESP	INT	ALO	PRD	THR	CON
64	51	35	56	48	38	50	59

SCHOOL TEACHER

INDIVIDUAL SCORES							
DOUBLE			STANDARDIZED				
DIS	HIN	ESP	INT	ALO	PRD	THR	CQN
72	52	48	43	44	53	38	5C
52	69	49	56	40	47	37	47
60	40	57	52	43	35	50	64
44	40	54	63	37	45	54	63
54	52	52	63	55	28	46	50
58	58	43	49	51	33	44	65
70	52	40	46	54	43	41	54
57	36	52	62	44	38	52	60
53	43	58	62	42	32	55	55
50	45	52	51	35	43	54	70
46	54	65	59	52	32	49	43
54	47	43	53	41	36	60	65

IDENTIFICATION	
SCHOOL TEACHER	
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FREQUENCY DISTRIBUTION OF CLIMATES

OPN AUT CNT FAM PAT CLS
2 2 0 5 1 2

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
53 47 49 53 44 41 48 55 48

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
59 46 52 58 41 33 49 62

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
70 74 117 *20 59 89

SCHOOL TEACHER
5

SCHOOL 6
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
43 39 54 59 35 32 52 74 56
41 47 45 51 35 43 54 46 53
36 33 62 73 49 76 58 71 64
57 47 51 59 41 35 51 52 48
41 42 60 76 38 43 52 60 59
55 47 66 56 46 38 51 63 55

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON
46 43 54 57 40 38 53 68
43 53 49 59 33 46 65 52
37 35 53 59 45 61 50 58
60 48 52 62 40 32 52 54
42 42 57 68 40 44 51 57
52 44 64 54 43 34 48 61

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
47 53 104 *34 76 112
*54 74 92 72 78 98
68 62 69 *61 77 104
69 63 111 *27 57 87
*41 46 96 50 76 112
45 73 112 *39 77 101

IDENTIFICATION
SCHOOL TEACHER
6 1
6 2
6 3
6 4
6 5
6 6

FREQUENCY DISTRIBUTION OF CLIMATES

OPN AUT CNT FAM PAT CLS
2 0 0 4 0 0

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
46 43 56 62 41 44 53 61 56

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
44 40 57 63 38 43 53 62

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
*43 46 105 45 77 117

SCHOOL TEACHER
6

SCHOOL 7
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
50 64 53 67 41 51 52 74 52
54 64 53 62 46 49 54 57 48
41 44 54 64 41 54 58 46 59
39 39 54 70 32 35 51 63 56
46 42 56 45 49 40 47 52 53
53 44 56 38 54 56 74 55
53 50 39 51 29 46 51 66 45
46 39 58 64 35 38 54 63 57
46 36 64 56 46 59 62 71 63
55 53 43 48 41 40 45 55 43
53 47 43 51 41 38 49 46 46
59 50 41 48 41 40 45 52 40
46 39 60 70 46 57 63 79 63

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON
44 57 46 60 35 45 46 66
61 62 45 58 36 39 47 52
39 43 55 66 39 54 59 45
43 43 55 66 39 41 52 61
47 40 68 46 54 37 50 59
44 41 52 52 35 50 52 69
54 52 41 52 32 48 53 67
47 41 57 62 38 40 54 61
42 33 58 51 42 54 56 64
62 59 42 51 39 38 46 62
63 53 44 59 40 34 56 51
68 55 41 51 40 40 47 57
41 36 52 59 42 49 54 66

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
76 86 97 *66 75 92
91 89 109 *49 57 69
*55 56 75 78 78 97
45 46 101 *42 76 114
*49 59 88 57 85 108
58 79 99 *53 58 102
79 103 107 61 *53 77
45 46 110 *40 77 117
*42 73 88 69 73 110
85 105 110 *49 52 69
78 79 114 *40 55 70
81 102 110 50 *45 62
53 59 96 *52 77 110

IDENTIFICATION
SCHOOL TEACHER
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7 13

FREQUENCY DISTRIBUTION OF CLIMATES

OPN AUT CNT FAM PAT CLS
3 0 0 8 2 0

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
50 47 52 58 40 46 53 61 52

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
48 44 51 60 34 43 53 66

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
55 63 110 *41 68 108

SCHOOL TEACHER
7

SCHOOL 8
INDIVIDUAL SCORES

INDIVIDUAL SCORES

INDIVIDUAL SCORES

66 59 49 56 52 38 38 49 38
41 47 51 48 29 35 42 49 49

66 58 48 55 51 37 37 48
48 56 61 57 32 40 49 59

105 87 98 60 77 *50
*56 76 96 57 81 102

10 7
10 8

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
1 0 0 1 0 6

SCHOOL SCORES

NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
59 56 40 53 49 34 33 44 34

SCHOOL SCORES

CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
64 60 44 57 53 38 37 48

SCHOOL SCORES

CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
110 87 101 64 80 *44

SCHOOL TEACHER
10

SCHOOL 11

INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
59 62 39 53 38 49 40 52 37
53 50 47 42 46 38 47 52 46
66 47 43 59 49 51 40 57 36
64 47 47 48 41 46 45 66 41
55 56 47 53 52 49 49 52 46
43 39 39 48 35 38 52 63 49
46 42 45 37 41 43 45 55 47
41 36 54 56 43 46 49 60 55
57 62 41 48 49 35 40 46 38
46 42 53 59 41 46 47 44 51
55 53 41 48 69 54 47 60 43
55 56 27 39 52 43 42 49 34
69 50 27 42 49 51 40 63 29

INDIVIDUAL SCORES

DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON
61 64 39 55 38 50 40 53
61 57 50 41 49 32 51 60
67 45 40 58 47 50 37 57
65 47 46 47 39 45 44 67
60 64 35 56 51 41 42 51
49 44 44 53 40 43 58 70
53 45 51 36 44 48 52 70
41 35 58 60 44 47 51 64
61 66 43 51 52 36 42 49
48 41 59 70 40 48 50 44
52 50 35 43 68 51 43 58
60 61 31 44 57 48 46 54
65 51 33 45 50 52 43 61

INDIVIDUAL SCORES

CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
101 116 109 73 54 *45
88 96 82 *46 64 83
95 97 120 54 50 *48
78 107 114 52 *32 75
106 93 105 68 52 *42
*48 81 115 51 63 99
69 95 87 *57 58 103
*51 54 95 52 85 112
104 94 97 69 79 *49
*59 59 92 66 80 94
105 96 90 93 75 *59
109 106 84 87 68 *50
106 118 98 76 47 *45

IDENTIFICATION
SCHOOL TEACHER
11 1
11 2
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11 13

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
3 0 0 2 1 7

SCHOOL SCORES

NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
54 49 42 49 46 45 45 55 43

SCHOOL SCORES

CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
63 52 37 51 46 43 43 65

SCHOOL SCORES

CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
89 109 115 58 59 *49

SCHOOL TEACHER
11

SCHOOL 12

INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
48 47 49 45 35 51 54 68 52
53 59 41 42 52 46 58 55 49
46 42 45 53 41 43 47 52 48
43 64 39 59 43 49 54 56 50
43 62 53 62 38 46 56 74 55
55 50 49 70 38 43 58 66 52
48 53 64 59 35 54 51 71 57

INDIVIDUAL SCORES

DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON
48 47 49 45 34 52 55 70
53 62 36 38 52 43 61 56
49 40 47 66 38 44 52 63
41 62 37 57 41 46 52 63
44 56 48 56 35 42 51 67
51 47 46 65 36 40 54 61
44 49 59 54 32 50 47 65

INDIVIDUAL SCORES

CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
66 99 90 69 *49 102
*79 104 84 87 82 82
61 62 116 *40 64 104
74 87 91 *70 80 85
65 80 92 *57 73 99
67 69 118 *41 61 99
*56 85 94 72 72 97

IDENTIFICATION
SCHOOL TEACHER
12 1
12 2
12 3
12 4
12 5
12 6
12 7

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
2 0 0 4 1 0

SCHOOL SCORES

NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
49 54 48 56 40 47 54 64 52

SCHOOL SCORES

CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
46 53 46 56 34 44 53 68

SCHOOL SCORES

CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
66 84 101 *60 67 93

SCHOOL TEACHER
12

43	42	51	62	41	49	54	55	55
55	47	37	62	41	43	45	60	40
53	36	54	51	24	32	52	74	52
46	42	58	64	49	35	56	71	58
55	36	58	62	35	49	63	77	59
57	53	53	70	46	51	63	63	55
57	50	37	59	32	43	60	63	47
55	44	43	53	49	43	60	66	50

42	39	52	67	38	49	57	57
57	48	37	64	41	44	46	63
54	43	55	52	35	41	54	67
44	41	55	60	47	35	53	65
50	37	53	55	36	46	56	66
49	45	44	64	37	42	57	62
56	50	39	58	34	44	58	61
54	41	39	52	47	40	60	67

*49	55	99	55	71	111	15	6
83	88	124	*48	63	69	15	7
50	70	109	*40	62	106	15	8
52	40	101	*35	90	112	15	9
53	74	111	*49	68	108	15	10
59	70	120	*46	63	101	15	11
69	94	121	*49	59	78	15	12
59	78	120	*45	72	87	15	13

FREQUENCY DISTRIBUTION OF CLIMATES

UPN	AUT	CNT	FAM	PAT	CLS
1	0	0	11	1	0

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
55 45 45 57 40 41 54 66 48

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRO THR CON
55 44 44 57 39 40 54 68

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
65 75 122 *32 56 92

SCHOOL TEACHER
15

SCHOOL 16
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
39 42 35 51 38 38 45 49 45
66 50 33 42 43 30 27 41 26
57 53 35 48 49 38 33 41 32
48 50 43 51 41 35 58 68 52
53 44 41 59 43 35 42 57 41
50 64 47 53 43 40 62 77 54
43 56 53 59 52 40 52 57 55
57 44 27 48 46 32 34 30 30
66 44 53 56 41 35 36 49 38
82 70 45 48 49 27 47 49 35

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON
44 49 38 65 43 42 56 63
70 57 43 50 51 40 39 49
65 60 40 54 56 43 37 46
49 51 44 51 42 36 58 68
57 47 43 64 46 36 44 62
46 58 44 49 41 38 56 68
37 57 51 61 50 33 51 59
66 54 38 57 56 43 45 40
68 47 55 58 44 38 39 51
68 61 46 47 48 35 47 48

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
62 70 110 *56 80 89
101 95 96 73 68 *45
112 96 94 82 80 *29
57 86 109 *51 71 96
88 76 124 *36 71 74
*63 90 95 63 72 100
74 *50 74 53 98 100
113 88 97 75 80 *29
76 71 113 *39 63 69
97 96 91 63 *61 64

IDENTIFICATION
SCHOOL TEACHER
16 1
16 2
16 3
16 4
16 5
16 6
16 7
16 8
16 9
16 10

FREQUENCY DISTRIBUTION OF CLIMATES

OPN	AUT	CNT	FAM	PAT	CLS
1	1	0	4	1	3

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
56 52 41 51 45 35 44 52 41

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRO THR CON
63 57 42 56 47 33 45 57

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
94 93 110 *44 65 58

SCHOOL TEACHER
16

SCHOOL 17
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
43 44 58 59 55 46 45 57 52
43 47 45 59 38 35 40 41 45
46 36 58 73 38 40 40 55 50
48 64 35 48 41 35 24 44 31
50 50 49 59 49 43 42 49 45
48 73 45 67 52 51 33 52 40
48 56 54 59 43 43 38 38 47
48 44 51 73 43 38 25 52 39
43 44 45 51 46 40 36 52 43
50 44 62 56 43 57 45 57 53

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON
44 39 61 62 55 41 40 59
50 55 52 71 42 38 45 46
48 40 58 69 42 44 43 55
55 68 44 55 49 44 34 51
53 53 50 69 50 39 36 51
46 66 44 62 49 49 34 49
51 60 59 64 45 45 38 38
51 48 53 69 48 43 34 54
47 49 50 61 53 41 33 64
48 39 65 56 38 57 41 58

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
59 *43 100 60 105 92
81 67 91 *61 92 80
*50 57 110 54 81 98
99 98 101 78 84 *59
94 65 102 *62 94 68
103 84 90 92 95 *65
87 83 92 85 107 *77
76 68 105 *62 87 81
84 66 103 *61 97 80
*56 86 100 70 68 90

IDENTIFICATION
SCHOOL TEACHER
17 1
17 2
17 3
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17 5
17 6
17 7
17 8
17 9
17 10

FREQUENCY DISTRIBUTION OF CLIMATES

UPN	AUT	CNT	FAM	PAT	CLS
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2 1 0 4 0 3

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON OPENNESS
47 50 50 60 45 43 37 50 44

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALU PRD THR CON
49 54 54 68 46 43 34 53

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
78 71 97 *68 94 80

SCHOOL TEACHER
17

SCHOOL 18
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON OPENNESS
48 50 31 59 43 35 42 52 39
55 59 41 62 46 46 42 52 40
71 47 51 48 32 32 42 46 39
64 42 39 48 29 35 42 52 36
55 44 47 45 32 38 42 46 43
53 50 49 53 27 35 39 57 43
71 47 45 62 41 49 45 68 38
73 56 45 59 41 35 31 55 30
66 53 43 73 46 40 31 55 31
43 56 49 56 49 38 29 49 41
48 39 62 62 52 40 60 63 61
46 42 56 56 43 32 43 60 51
50 53 51 53 35 35 43 57 47
66 50 45 53 29 46 47 57 41

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON
53 56 35 65 48 39 46 58
56 61 38 65 45 44 39 52
70 51 54 51 39 39 46 50
65 48 45 54 37 42 48 58
67 51 55 52 33 41 47 54
57 55 53 58 33 40 43 61
65 45 43 57 39 46 43 63
67 55 47 57 44 40 37 54
61 52 44 66 47 42 35 53
47 61 53 61 53 41 31 53
45 36 58 57 48 38 55 63
48 44 60 59 46 34 46 64
54 57 54 57 36 36 46 62
66 51 46 54 31 47 48 58

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
94 78 109 *56 84 66
100 93 111 70 82 *55
73 82 101 *51 51 72
74 93 117 41 *34 71
68 88 104 52 *46 76
79 88 108 *45 70 81
83 98 126 43 *41 64
89 92 113 *47 60 58
94 84 116 55 69 *54
87 *65 87 77 106 78
46 47 103 *42 95 114
55 59 110 *40 90 104
77 83 102 *45 76 92
82 103 111 51 *35 65

IDENTIFICATION
SCHOOL TEACHER
18 1
18 2
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18 9
18 10
18 11
18 12
18 13
18 14

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 1 0 7 4 2

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON OPENNESS
58 49 47 56 39 38 41 55 41

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALU PRD THR CON
62 52 48 60 39 38 41 59

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
85 85 121 *33 58 67

SCHOOL TEACHER
18

SCHOOL 19
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON OPENNESS
78 82 37 53 60 62 40 49 29
73 62 39 59 52 59 38 55 31
69 82 43 53 60 57 56 60 43
82 79 39 37 53 54 47 63 32
69 59 25 48 49 70 38 66 27
69 67 31 53 52 59 42 41 31
59 62 33 51 52 43 36 55 33
73 56 37 70 60 59 40 41 31
66 62 25 42 43 57 45 55 31
66 70 21 48 55 43 33 41 23

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON
62 65 37 47 52 53 39 45
66 56 37 54 48 54 36 50
58 69 35 44 50 47 47 50
65 63 39 38 49 48 44 54
60 54 33 47 48 61 41 58
63 62 34 51 50 56 42 42
60 62 35 52 53 45 38 56
63 51 37 61 54 53 39 40
63 59 32 44 45 56 47 54
62 64 34 50 55 48 41 46

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
121 121 82 99 68 *27
113 113 96 83 57 *27
106 109 85 89 72 *57
108 121 86 86 56 *55
108 126 86 80 55 *44
121 121 84 96 68 *26
102 106 102 76 76 *43
124 97 96 86 73 *18
104 124 84 82 *44 50
115 108 88 92 79 *28

IDENTIFICATION
SCHOOL TEACHER
19 1
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19 10

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 0 0 0 1 9

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALU PRD THR CON OPENNESS
70 68 33 51 54 56 41 52 31

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALU PRD THR CON
64 62 34 48 50 52 40 49

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
115 117 89 93 62 *33

SCHOOL TEACHER
19

43	47	45	59	38	46	51	66	51
48	53	53	53	43	46	47	49	50
73	76	33	45	52	38	31	44	25
69	56	35	39	46	57	49	60	36
71	62	47	39	49	46	51	65	42
41	47	51	64	55	68	60	77	58
57	59	41	42	49	57	34	49	36
66	50	49	53	46	57	54	66	46
55	44	25	48	49	59	34	55	34
59	62	47	51	52	38	34	49	37
53	42	54	48	41	43	38	46	45
50	70	39	39	63	40	27	41	34

43	48	45	61	37	46	52	68
47	61	60	62	35	41	45	50
64	66	41	48	52	44	39	47
66	54	35	39	45	55	48	58
66	57	44	37	46	43	47	61
36	41	44	56	47	58	52	66
60	62	41	43	51	59	34	51
65	43	41	47	38	52	49	64
58	47	36	50	52	63	36	58
61	63	48	52	53	38	35	50
62	43	65	54	42	46	37	51
53	67	45	45	62	46	36	46

64	72	103	*56	62	98
*67	69	94	75	92	95
108	108	92	86	71	*42
103	126	84	76	*39	53
93	114	90	62	*52	74
75	72	78	*66	70	91
120	124	73	99	65	*49
81	110	110	55	*22	69
104	113	90	79	61	*47
103	89	96	68	83	*54
*56	86	114	57	64	70
113	94	79	105	91	*60

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22	2
22	3
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22	7
22	8
22	9
22	10
22	11
22	12

FREQUENCY DISTRIBUTION OF CLIMATES
 OPN AUT CNT FAM PAT CLS
 2 0 0 2 3 5

SCHOOL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALO PRD THR CON OPENNESS
 57 56 44 48 49 49 43 56 41

SCHOOL SCORES
 CLIMATE PROFILE
 DIS HIN ESP INT ALO PRD THR CON
 63 60 39 47 47 49 36 60

SCHOOL SCORES
 CLIMATE SIMILARITY INDEX
 OPN AUT CNT FAM PAT CLS
 105 124 102 75 59 *50

SCHOOL TEACHER
 22

SCHOOL 23
 INDIVIDUAL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALO PRD THR CON OPENNESS
 57 56 23 39 43 35 42 41 32
 59 53 29 51 49 46 38 55 32
 62 56 37 56 52 59 40 49 35
 59 53 39 45 49 40 36 44 35
 43 47 39 42 41 35 33 41 39
 64 50 33 51 41 46 34 46 30
 73 64 39 45 52 32 45 57 35
 50 47 25 51 32 38 33 49 31
 59 44 35 42 49 46 45 57 38

INDIVIDUAL SCORES
 DOUBLE STANDARDIZED
 DIS HIN ESP INT ALO PRD THR CON
 64 63 33 48 51 43 50 49
 62 56 31 53 52 48 40 57
 62 55 34 55 51 59 37 48
 68 59 41 49 54 43 38 47
 57 65 47 54 51 39 34 52
 69 55 37 55 45 50 39 51
 66 60 41 45 51 36 46 55
 60 57 35 60 42 47 42 59
 65 46 35 44 52 48 47 63

INDIVIDUAL SCORES
 CLIMATE SIMILARITY INDEX
 OPN AUT CNT FAM PAT CLS
 103 101 89 78 64 *51
 105 109 103 72 67 *34
 121 112 86 98 71 *25
 107 102 90 85 72 *38
 100 87 100 67 88 *61
 104 109 105 73 57 *32
 93 101 96 64 *57 61
 96 105 114 56 65 *51
 97 106 100 67 *46 58

IDENTIFICATION
 SCHOOL TEACHER
 23 1
 23 2
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FREQUENCY DISTRIBUTION OF CLIMATES
 OPN AUT CNT FAM PAT CLS
 0 0 0 0 2 7

SCHOOL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALO PRD THR CON OPENNESS
 59 52 33 47 45 42 38 49 34

SCHOOL SCORES
 CLIMATE PROFILE
 DIS HIN ESP INT ALO PRD THR CON
 66 58 34 51 49 45 41 54

SCHOOL SCORES
 CLIMATE SIMILARITY INDEX
 OPN AUT CNT FAM PAT CLS
 100 109 103 75 62 *40

SCHOOL TEACHER
 23

SCHOOL 24
 INDIVIDUAL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALO PRD THR CON OPENNESS
 55 53 51 67 46 35 29 41 38
 82 59 62 73 43 51 45 68 41
 62 59 31 45 32 43 25 39 25
 57 62 45 64 41 35 27 41 34
 62 70 53 62 55 40 20 38 32
 54 53 56 51 59 58 58 63 52
 64 53 53 56 41 40 24 38 33
 69 53 60 76 46 59 29 44 37
 66 56 41 70 52 38 22 33 26

INDIVIDUAL SCORES
 DOUBLE STANDARDIZED
 DIS HIN ESP INT ALO PRD THR CON
 56 55 53 67 49 40 35 45
 66 49 51 59 37 43 39 56
 65 63 42 52 43 51 37 47
 58 61 49 64 46 41 35 46
 57 63 52 57 53 44 32 43
 56 39 46 34 54 53 52 65
 64 55 55 58 46 46 32 44
 60 49 54 64 44 53 33 43
 61 55 46 64 53 44 35 41

INDIVIDUAL SCORES
 CLIMATE SIMILARITY INDEX
 OPN AUT CNT FAM PAT CLS
 93 73 93 67 98 *62
 77 88 118 *44 48 69
 106 119 98 82 57 *41
 101 86 100 64 90 *62
 106 89 87 78 100 *54
 92 92 81 68 *59 82
 95 91 93 68 79 *52
 99 89 94 70 74 *53
 113 86 97 75 87 *41

IDENTIFICATION
 SCHOOL TEACHER
 24 1
 24 2
 24 3
 24 4
 24 5
 24 6
 24 7
 24 8
 24 9

FREQUENCY DISTRIBUTION OF CLIMATES

OPN AUT CNT FAM PAT CLS
0 0 0 1 1 7

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
64 57 50 63 46 45 31 45 35

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
63 57 50 61 46 45 33 45

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
102 90 96 64 80 *51

SCHOOL TEACHER
24

SCHOOL 25
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
65 62 37 67 46 30 36 49 25
43 50 27 59 38 32 40 46 36
64 50 51 62 43 46 54 60 47
43 39 53 56 55 35 52 52 53
55 42 62 59 57 51 60 66 58
80 53 29 64 41 35 34 46 23
59 47 56 62 49 46 54 66 52
66 42 56 59 63 62 56 68 50
75 64 43 59 29 54 49 66 37

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON
68 55 42 58 47 38 42 49
55 57 35 66 45 40 47 54
64 44 44 61 42 37 50 59
49 37 55 60 58 32 55 54
48 30 58 53 51 43 54 62
69 53 39 60 46 43 42 49
56 39 52 59 42 37 49 65
59 29 47 50 55 54 46 61
64 57 42 53 32 49 46 57

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
102 86 107 55 69 *46
92 81 107 *57 78 66
72 72 124 *19 45 78
63 *32 98 49 96 100
*49 58 98 56 89 104
98 89 112 59 65 *40
65 63 118 *21 69 98
90 90 96 61 *58 64
92 116 105 64 *40 56

IDENTIFICATION
SCHOOL TEACHER
25 1
25 2
25 3
25 4
25 5
25 6
25 7
25 8
25 9

FREQUENCY DISTRIBUTION OF CLIMATES

OPN AUT CNT FAM PAT CLS
1 1 0 3 2 2

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
65 50 46 61 47 43 48 58 42

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
66 47 42 61 44 38 45 57

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
83 79 125 *33 50 65

SCHOOL TEACHER
25

SCHOOL 26
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
46 36 56 51 46 43 54 77 57
46 59 43 48 41 49 45 55 46
48 36 49 42 46 46 54 63 52
48 50 47 42 38 46 54 66 52
39 50 45 62 46 46 58 68 56
43 64 37 53 35 43 49 52 45
45 50 62 56 52 51 58 60 61
48 53 49 51 46 40 43 57 47
55 44 53 70 46 38 52 63 51
64 82 45 51 52 51 52 68 44
66 67 33 42 35 40 40 44 32
50 53 33 51 46 35 40 49 38

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON
46 38 54 50 46 43 53 71
46 68 41 50 38 51 45 61
50 35 51 43 48 47 58 69
49 52 47 42 37 46 57 70
37 48 43 60 45 44 56 67
50 68 39 56 37 45 51 54
34 42 64 53 45 44 56 60
49 59 50 54 46 35 41 67
52 42 50 67 44 35 50 60
55 69 39 44 45 44 45 58
65 66 40 47 42 46 45 48
57 61 35 58 52 37 44 56

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
*46 63 93 53 78 111
84 113 92 85 *64 80
*61 84 93 63 73 110
66 102 90 71 *58 103
61 66 97 *58 81 99
80 96 100 70 *65 77
*28 60 90 59 89 116
82 88 99 *55 92 82
65 57 115 *22 74 100
91 115 95 73 *68 73
96 115 96 78 *51 55
102 87 107 57 84 *54

IDENTIFICATION
SCHOOL TEACHER
26 1
26 2
26 3
26 4
26 5
26 6
26 7
26 8
26 9
26 10
26 11
26 12

FREQUENCY DISTRIBUTION OF CLIMATES

OPN AUT CNT FAM PAT CLS
3 0 0 3 5 1

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
50 54 46 51 44 44 50 60 48

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
50 57 42 53 39 39 50 69

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
76 92 101 *56 66 86

SCHOOL TEACHER
26

OPN AUT CNT FAM PAT CLS
3 0 0 2 1 6

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON OPENNESS
61 55 37 55 46 39 32 45 32

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALD PRD THR CON
65 59 41 59 50 42 36 49

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
107 93 105 68 75 *42

SCHOOL TEACHER
29

SCHOOL 30
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON OPENNESS
57 62 29 42 52 43 39 49 33
57 59 39 37 49 51 42 55 39
46 50 53 51 46 49 49 60 52
62 64 21 42 64 58 35 53 26
43 47 60 45 35 40 59 46 61
53 42 41 59 46 35 52 57 47
46 62 51 56 52 49 52 55 53
66 59 51 70 52 54 51 66 45
57 50 49 64 55 43 43 55 44

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON
60 64 34 46 55 47 42 52
60 62 39 36 51 53 42 57
40 50 55 50 41 46 47 72
57 59 32 45 59 55 41 52
46 50 66 48 36 42 63 49
55 42 42 63 48 35 55 61
36 68 46 57 48 42 50 54
61 41 42 65 43 46 42 60
57 47 45 67 54 38 38 54

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
110 108 88 88 72 *42
115 126 82 88 63 *49
*53 76 82 70 76 101
120 109 77 103 70 *40
*30 79 90 83 79 111
73 61 122 *29 74 87
77 *69 79 72 89 90
83 83 129 *37 59 64
95 66 113 *52 78 61

IDENTIFICATION
SCHOOL TEACHER
30 1
30 2
30 3
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30 5
30 6
30 7
30 8
30 9

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
2 1 0 3 0 3

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON OPENNESS
54 54 44 52 50 47 47 55 44

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALD PRD THR CON
59 59 34 53 50 42 42 62

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
99 104 109 62 78 *49

SCHOOL TEACHER
30

SCHOOL 31
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON OPENNESS
59 44 43 51 66 49 38 44 38
43 44 51 62 32 38 51 49 53
48 44 49 59 41 38 58 74 54
46 47 51 70 41 51 53 57 56
43 50 56 76 41 57 63 66 62
48 47 56 64 43 54 58 71 58
62 56 51 59 49 43 56 66 49
66 50 58 70 41 43 54 68 50
50 59 45 56 43 43 42 49 44

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON
61 45 43 51 68 49 38 44
47 48 55 67 34 40 55 53
47 44 48 56 41 39 56 69
42 44 48 69 37 49 56 55
39 45 50 66 36 50 56 58
42 41 51 60 37 49 53 67
59 51 44 55 42 34 51 64
59 44 52 62 36 38 48 61
53 56 44 62 42 42 39 51

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
108 86 98 83 72 *37
*52 52 101 55 75 107
*52 66 112 *37 71 105
*52 62 100 59 63 103
*56 61 93 58 67 107
55 59 98 *49 69 109
77 88 115 *31 56 76
70 67 120 *24 58 92
91 85 108 *68 82 71

IDENTIFICATION
SCHOOL TEACHER
31 1
31 2
31 3
31 4
31 5
31 6
31 7
31 8
31 9

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
3 0 0 5 0 1

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON OPENNESS
52 49 51 63 44 46 53 60 51

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALD PRD THR CON
49 45 48 66 37 40 51 62

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
64 64 113 *39 63 103

SCHOOL TEACHER
31

SCHOOL 32
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON OPENNESS

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALD PRD THR CON

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS

IDENTIFICATION
SCHOOL TEACHER

53	44	37	48	41	38	45	55	41
55	53	45	59	29	57	43	49	43
59	62	45	53	41	32	54	66	47
43	44	37	39	49	35	36	49	40
36	50	55	62	52	35	52	52	59
69	67	35	37	74	35	43	52	34
48	62	47	43	46	40	42	46	45
50	62	53	67	41	38	45	52	47
50	42	49	64	35	32	33	49	41
62	64	43	42	35	46	45	52	40

62	49	38	54	43	39	50	65
56	54	46	61	30	56	44	50
57	59	44	52	40	33	52	62
53	55	42	46	63	38	40	63
36	51	58	63	53	34	53	53
60	60	40	41	64	40	45	50
51	72	49	51	48	39	41	48
49	61	52	66	40	37	44	51
55	48	54	68	42	39	39	54
63	66	44	44	37	47	47	53

80	90	118	*35	54	62
101	100	92	*75	*55	61
78	95	106	*44	61	85
102	85	97	76	85	*67
63	*34	76	64	103	100
112	87	83	84	80	*56
88	36	88	76	91	*71
81	70	93	*60	88	89
71	67	113	*46	74	82
94	119	94	76	*40	70

32	1
32	2
32	3
32	4
32	5
32	6
32	7
32	8
32	9
32	10

FREQUENCY DISTRIBUTION OF CLIMATES
 UPN AUT CNT FAM PAT CLS
 0 1 0 4 2 3

SCHOOL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALQ PRD THR CON OPENNESS
 53 55 45 52 44 39 44 52 44

SCHOOL SCORES
 CLIMATE PROFILE
 DIS HIN ESP INT ALQ PRD THR CON
 58 62 44 57 44 34 43 57

SCHOOL SCORES
 CLIMATE SIMILARITY INDEX
 UPN AUT CNT FAM PAT CLS
 91 95 113 *43 72 69

SCHOOL TEACHER
 32

SCHOOL 33
 INDIVIDUAL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALQ PRD THR CON OPENNESS
 43 53 49 59 60 49 36 41 45
 53 44 41 53 29 38 36 38 38
 66 53 53 64 52 54 51 57 46
 43 42 29 51 66 38 29 41 33
 78 39 35 45 57 49 43 46 30
 50 44 31 59 49 33 33 41 33
 53 59 45 53 43 43 45 55 45
 55 42 53 67 49 32 43 46 46
 43 50 47 56 52 40 52 52 52
 55 47 35 42 32 30 49 35 41
 53 47 39 59 63 40 47 46 43
 50 53 41 59 41 40 43 46 43

INDIVIDUAL SCORES
 DOUBLE STANDARDIZED
 DIS HIN ESP INT ALQ PRD THR CON
 44 55 50 62 64 50 35 41
 63 54 49 64 35 45 43 46
 67 45 44 64 43 46 41 52
 51 49 39 57 70 46 39 49
 71 42 40 47 56 50 46 48
 58 52 40 66 57 38 41 49
 55 65 42 56 40 39 43 59
 56 43 54 68 51 34 45 48
 39 52 45 63 55 33 56 55
 66 57 44 52 41 38 59 44
 54 48 38 61 66 39 47 46
 55 59 41 68 41 41 45 49

INDIVIDUAL SCORES
 CLIMATE SIMILARITY INDEX
 UPN AUT CNT FAM PAT CLS
 106 63 75 101 112 *62
 95 90 104 61 61 *56
 85 83 122 50 *49 57
 105 72 100 87 93 *48
 99 88 92 75 52 *43
 107 67 105 66 91 *41
 89 98 114 *54 72 72
 81 51 102 *46 89 78
 72 *43 84 64 94 88
 77 97 99 60 *58 65
 102 *53 103 69 92 56
 93 83 107 *64 77 67

IDENTIFICATION
 SCHOOL TEACHER
 33 1
 33 2
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 33 5
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 33 8
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 33 11
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FREQUENCY DISTRIBUTION OF CLIMATES
 CPN AUT CNT FAM PAT CLS
 0 2 0 3 2 5

SCHOOL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALQ PRD THR CON OPENNESS
 53 48 41 56 49 40 42 45 41

SCHOOL SCORES
 CLIMATE PROFILE
 DIS HIN ESP INT ALQ PRD THR CON
 61 51 40 65 54 38 42 47

SCHOOL SCORES
 CLIMATE SIMILARITY INDEX
 UPN AUT CNT FAM PAT CLS
 109 71 105 61 83 *36

SCHOOL TEACHER
 33

SCHOOL 34
 INDIVIDUAL SCORES
 NORMATIVELY STANDARDIZED
 DIS HIN ESP INT ALQ PRD THR CON OPENNESS
 55 39 47 45 52 43 40 52 42
 50 47 49 56 32 38 52 49 51
 57 53 62 56 35 32 62 66 59
 57 47 39 56 43 40 49 63 42
 46 47 53 64 38 35 43 49 49
 53 47 60 59 29 49 58 66 58
 55 56 45 59 46 38 40 46 41
 46 44 53 56 41 43 60 68 58
 82 70 33 48 49 35 38 52 25

INDIVIDUAL SCORES
 DOUBLE STANDARDIZED
 DIS HIN ESP INT ALQ PRD THR CON
 64 37 50 47 59 44 35 59
 54 51 52 62 32 39 57 53
 53 50 57 53 36 34 57 60
 59 48 38 58 43 40 49 66
 49 50 56 69 40 37 46 52
 50 45 57 56 29 46 55 52
 59 60 46 64 48 37 39 48
 44 43 51 55 39 41 59 68
 68 61 40 48 49 41 43 51

INDIVIDUAL SCORES
 CLIMATE SIMILARITY INDEX
 UPN AUT CNT FAM PAT CLS
 87 78 106 *56 65 68
 62 64 108 *46 70 96
 51 79 108 *46 70 104
 80 85 122 *32 59 69
 65 59 102 *54 83 95
 *50 75 105 52 65 105
 105 81 105 *58 86 58
 *38 65 106 46 74 112
 100 102 99 74 64 *49

IDENTIFICATION
 SCHOOL TEACHER
 34 1
 34 2
 34 3
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 34 6
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 34 9

50 36 53 53 32 35 52 55 52
48 47 53 62 41 40 56 57 55

55 40 57 58 36 39 57 59
47 46 53 64 37 37 57 59

47 61 118 *30 69 109 34 10
50 55 109 *38 73 113 34 11

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
2 0 0 8 0 1

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
54 49 50 56 40 39 50 57 48

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRO THR CON
58 49 50 60 36 35 51 61

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
73 74 114 *24 58 92
SCHOOL TEACHER
34

SCHOOL 35
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
57 59 58 73 38 32 54 57 53
50 50 51 59 43 40 49 57 50
43 56 53 62 41 40 63 74 60
50 56 49 64 43 40 56 66 52
55 56 54 73 40 57 54 74 52
53 59 54 62 49 54 45 44 49
48 62 41 62 57 54 54 66 49
57 64 47 76 29 43 40 52 41
46 44 58 70 46 43 54 63 57

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON
53 54 54 65 38 33 51 53
50 50 51 64 39 35 48 62
41 52 49 56 39 39 58 66
47 53 45 62 39 36 53 64
46 47 46 65 37 48 46 66
50 60 53 65 45 52 39 36
41 58 32 58 52 48 49 63
54 59 47 67 35 45 42 51
42 41 54 65 43 40 50 63

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
71 64 98 *47 72 93
72 69 110 *39 75 98
53 67 99 *51 79 106
70 68 108 *45 73 96
75 80 110 *61 64 90
103 92 83 91 97 *68
91 80 80 80 92 *70
92 88 105 *69 73 73
49 42 99 *39 84 113
IDENTIFICATION
SCHOOL TEACHER
35 1
35 2
35 3
35 4
35 5
35 6
35 7
35 8
35 9

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 0 0 7 0 2

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
51 56 52 67 44 45 52 62 52

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRO THR CON
47 53 48 67 37 39 48 61

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
73 70 105 *50 74 95
SCHOOL TEACHER
35

SCHOOL 36
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
57 44 43 59 38 46 42 55 40
71 50 33 56 43 40 51 57 36
60 62 56 59 49 49 56 79 45
75 53 25 48 49 46 51 46 31
66 47 33 42 43 57 49 57 36
62 50 54 56 43 46 52 66 49
64 44 31 59 49 35 40 60 32
57 50 31 34 38 40 51 55 40

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON
62 46 44 64 37 47 42 59
68 50 35 55 44 42 50 56
65 50 46 48 40 40 46 65
69 53 32 49 50 48 51 48
66 48 34 43 44 57 49 58
61 45 51 53 36 39 48 66
63 47 36 59 51 40 44 60
63 56 37 39 43 46 56 60

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
86 91 125 45 *44 63
80 92 115 *43 47 57
79 101 113 46 *40 75
97 100 90 75 53 *44
94 119 91 67 *29 60
68 83 116 *30 49 85
95 81 121 *42 66 50
84 117 94 64 *52 71
IDENTIFICATION
SCHOOL TEACHER
36 1
36 2
36 3
36 4
36 5
36 6
36 7
36 8

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 0 0 3 4 1

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRO THR CON OPENNESS
67 50 38 52 44 45 49 59 39

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRO THR CON
68 50 37 51 43 44 48 60

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
79 103 115 48 *44 59
SCHOOL TEACHER
36

SCHOOL 37

50	53	39	59	35	38	51	63	46
43	56	51	62	24	32	54	60	55
62	47	58	70	29	46	45	63	47
55	42	43	42	29	32	45	57	43
55	50	56	56	41	57	56	66	54
53	47	41	45	57	38	33	52	36
59	50	39	48	38	46	47	56	41

52	55	41	60	37	40	52	64
47	56	52	60	32	39	55	59
57	46	54	63	32	45	44	58
62	48	50	49	36	39	52	65
50	44	53	52	30	53	52	66
58	52	44	49	64	40	34	57
65	53	38	50	37	47	49	61

79	81	112	*47	67	85
62	66	97	*48	79	105
70	75	114	*45	60	87
68	89	110	*34	42	88
62	87	96	57	*52	96
98	84	105	69	77	*59
85	114	109	59	*36	58

39	7
39	8
39	9
39	10
39	11
39	12
39	13

FREQUENCY DISTRIBUTION OF CLIMATES
 OPN AUT CNT FAM PAT CLS
 1 0 0 8 3 1

SCHOOL SCORES								
NORMATIVELY STANDARDIZED								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
54	50	49	55	41	43	49	63	48

SCHOOL SCORES								
CLIMATE PROFILE								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	
55	49	48	57	37	39	48	68	

SCHOOL SCORES						
CLIMATE SIMILARITY INDEX						
OPN	AUT	CNT	FAM	PAT	CLS	
75	82	116	*37	60	88	

SCHOOL TEACHER
39

SCHOOL 40								
INDIVIDUAL SCORES								
NORMATIVELY STANDARDIZED								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
43	39	56	59	29	40	54	66	57
64	64	31	48	32	35	34	46	29
71	44	45	59	43	38	51	63	41
55	59	39	53	46	38	52	55	45
50	42	49	64	38	46	56	60	52
43	44	56	51	35	40	34	49	47
59	56	41	56	43	32	49	52	42
53	50	33	51	46	32	45	46	40
55	53	51	70	38	38	56	60	52
43	47	54	70	35	32	51	60	55
59	47	45	56	46	49	47	60	43
64	62	47	56	63	38	43	55	40
71	53	54	78	55	43	51	55	45

INDIVIDUAL SCORES								
DOUBLE STANDARDIZED								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	
46	42	57	59	35	43	55	64	
64	65	40	52	41	43	43	51	
67	44	44	56	43	38	49	60	
57	62	36	55	46	35	54	56	
50	40	48	65	36	45	56	60	
49	50	66	58	38	45	37	56	
62	58	42	58	44	32	50	54	
60	57	35	58	52	34	51	52	
52	50	48	66	36	36	53	57	
45	49	54	67	39	37	51	59	
63	44	40	58	42	46	43	64	
61	58	43	53	60	34	40	51	
62	46	47	68	47	37	44	48	

INDIVIDUAL SCORES						
CLIMATE SIMILARITY INDEX						
OPN	AUT	CNT	FAM	PAT	CLS	
*42	59	107	45	75	115	
91	108	109	68	57	*52	
73	80	123	*22	44	75	
85	90	108	*48	74	70	
58	65	117	*43	66	106	
*56	84	108	67	79	90	
89	86	106	*39	62	64	
99	79	98	*49	75	53	
69	67	112	*38	65	96	
56	53	99	*41	75	108	
82	95	127	*40	51	60	
108	80	99	68	83	*46	
91	67	112	*42	69	61	

IDENTIFICATION	
SCHOOL	TEACHER
40	1
40	2
40	3
40	4
40	5
40	6
40	7
40	8
40	9
40	10
40	11
40	12
40	13

FREQUENCY DISTRIBUTION OF CLIMATES
 OPN AUT CNT FAM PAT CLS
 2 0 0 9 0 2

SCHOOL SCORES								
NORMATIVELY STANDARDIZED								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
56	51	46	59	42	39	48	56	45

SCHOOL SCORES								
CLIMATE PROFILE								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	
59	52	45	63	40	35	48	59	

SCHOOL SCORES						
CLIMATE SIMILARITY INDEX						
OPN	AUT	CNT	FAM	PAT	CLS	
83	80	119	*32	58	77	

SCHOOL TEACHER
40

SCHOOL 41								
INDIVIDUAL SCORES								
NORMATIVELY STANDARDIZED								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPENNESS
46	42	54	53	35	40	56	60	57
46	39	39	53	38	35	45	57	44
53	39	49	64	38	49	51	74	49
41	42	54	51	35	35	49	52	55
53	39	35	56	38	30	43	46	39
46	50	33	45	43	32	40	49	38
48	44	54	70	35	35	38	63	47
55	53	47	62	46	54	58	52	51
39	42	58	64	29	32	52	66	59
73	73	31	48	43	30	38	44	28
41	47	51	48	55	27	47	49	52

INDIVIDUAL SCORES								
DOUBLE STANDARDIZED								
DIS	HIN	ESP	INT	ALO	PRD	THR	CON	
47	42	57	56	35	41	59	63	
55	43	43	61	42	38	51	66	
51	39	47	60	38	47	49	68	
45	46	63	57	37	37	55	59	
61	46	42	65	45	36	51	54	
58	61	36	53	51	35	46	59	
50	47	55	66	40	40	42	61	
53	50	37	66	36	51	59	47	
44	46	57	62	37	39	53	62	
65	65	41	50	48	39	44	48	
45	52	56	53	61	28	52	54	

INDIVIDUAL SCORES						
CLIMATE SIMILARITY INDEX						
OPN	AUT	CNT	FAM	PAT	CLS	
*36	64	110	47	76	116	
68	67	121	*28	62	91	
70	75	115	*45	61	96	
*33	59	107	42	76	116	
78	68	119	*28	53	72	
99	95	106	*55	81	58	
66	64	112	*47	78	95	
82	89	106	76	*64	68	
*45	48	103	45	76	116	
100	100	99	70	67	*51	
64	*43	77	68	95	90	

IDENTIFICATION	
SCHOOL	TEACHER
41	1
41	2
41	3
41	4
41	5
41	6
41	7
41	8
41	9
41	10
41	11

46	39	60	48	35	40	58	55	60
48	36	51	42	46	59	56	63	54
50	42	33	42	49	35	41	52	38
57	59	41	62	38	46	35	44	36
53	39	35	56	38	32	40	52	38
57	50	39	43	43	57	45	57	40

48	41	64	50	37	42	61	58
48	34	50	41	46	60	57	64
60	48	36	49	59	38	47	63
59	61	43	64	41	48	38	46
60	45	41	64	44	38	46	60
61	51	35	47	41	60	44	61

*17	72	108	58	72	120
69	94	74	72	*67	110
94	81	109	*55	68	58
107	102	103	74	71	*52
82	75	126	*27	60	71
98	127	96	72	*42	53

41	12
41	13
41	14
41	15
41	16
41	17

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
4 1 0 7 3 2

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
50 45 45 54 40 39 47 55 46

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
56 47 47 62 38 37 49 64

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
76 73 120 *30 57 91

SCHOOL TEACHER
41

SCHOOL 42
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS

59	62	39	43	41	43	29	46	31
43	47	45	39	46	51	43	52	47
48	42	35	51	43	40	40	52	39
55	56	47	45	55	46	34	41	39
46	53	47	64	41	49	36	44	43
71	47	45	51	43	68	62	68	46
66	76	57	57	63	93	67	96	54
48	50	43	51	41	35	33	41	39
46	47	51	59	32	43	58	60	56
80	76	39	45	55	65	42	66	30
57	53	31	49	52	46	31	46	30
55	53	41	59	49	49	45	49	42
48	53	53	62	46	43	40	44	47

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON

63	65	44	52	45	47	34	50
44	53	47	34	51	63	44	64
57	46	35	61	49	44	43	64
60	61	49	47	60	48	33	42
48	57	49	70	42	51	37	46
62	42	40	45	38	59	54	60
46	53	40	40	44	64	47	66
58	61	50	62	47	39	35	47
46	48	51	60	32	43	59	61
64	61	38	41	48	54	39	55
62	58	35	52	57	50	35	51
59	56	34	66	48	48	42	49
49	56	56	69	47	42	38	43

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS

101	112	102	76	64	*50
97	109	*53	99	79	83
92	83	122	*52	73	60
117	100	79	95	86	*50
94	89	84	84	87	*66
81	110	97	58	*27	74
94	118	*63	91	66	80
101	78	100	*59	93	65
*48	69	107	50	73	109
112	129	85	90	51	*43
116	103	92	89	74	*27
110	92	103	75	81	*40
87	*72	87	80	107	73

IDENTIFICATION
SCHOOL TEACHER

42	1
42	2
42	3
42	4
42	5
42	6
42	7
42	8
42	9
42	10
42	11
42	12
42	13

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
1 1 2 2 1 6

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS
55 55 44 52 47 52 43 54 42

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALO PRD THR CON
60 60 37 54 43 53 36 58

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
102 122 106 69 59 *42

SCHOOL TEACHER
42

SCHOOL 43
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON OPENNESS

39	39	62	62	43	35	47	55	58
62	44	39	48	38	35	38	63	35
64	56	56	53	35	40	49	66	47
48	47	39	59	29	35	42	49	42
50	47	49	70	49	57	54	77	52
55	50	51	53	38	35	45	44	46
53	47	47	56	35	32	49	68	47
55	56	47	51	46	30	38	55	41
55	53	51	64	35	46	45	60	46
59	53	51	53	38	54	43	46	44
57	53	49	39	63	46	31	44	37
55	50	59	56	52	54	51	49	52

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALO PRD THR CON

42	42	64	63	46	38	49	57
65	49	44	52	43	40	43	66
61	53	54	51	34	39	47	62
55	54	45	67	35	41	48	56
44	41	43	62	43	50	48	68
62	55	56	60	38	34	49	46
54	49	49	57	38	36	50	67
58	60	50	54	49	31	40	58
54	52	49	64	33	44	44	60
64	55	51	55	33	56	41	45
59	55	51	42	65	48	33	46
54	41	68	58	46	52	43	38

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS

39	*38	99	46	92	112
81	99	121	*44	49	64
72	92	105	*44	57	81
81	82	112	*51	61	80
70	70	107	*55	70	89
82	75	96	*48	69	72
72	79	113	*33	61	93
92	91	103	*47	82	66
81	86	113	*51	68	81
103	111	86	77	52	*44
113	94	71	95	85	*56
74	82	100	*71	86	72

IDENTIFICATION
SCHOOL TEACHER

43	1
43	2
43	3
43	4
43	5
43	6
43	7
43	8
43	9
43	10
43	11
43	12

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 1 0 9 0 2

SCHOOL SCORES
NORMATIVELY STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRO	THR	CON	OPENNESS
54	50	50	55	42	42	44	56	46

SCHOOL SCORES
CLIMATE PROFILE

DIS	HIN	ESP	INT	ALO	PRO	THR	CON
59	51	51	60	38	37	42	62

SCHOOL SCORES
CLIMATE SIMILARITY INDEX

OPN	AUT	CNT	FAM	PAT	CLS
81	82	119	*33	66	78

SCHOOL TEACHER
43

SCHOOL 44
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRO	THR	CON	OPENNESS
43	59	43	45	38	30	40	44	44
46	47	45	48	43	35	43	38	46
53	56	43	48	41	32	38	46	40
55	59	49	42	43	32	38	46	42
45	44	54	53	57	49	62	77	59
46	59	54	53	41	32	36	46	47
62	56	51	67	41	38	29	44	35
50	62	54	53	66	51	52	46	53

INDIVIDUAL SCORES
DOUBLE STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRO	THR	CON
51	70	50	53	44	34	47	51
56	59	54	60	51	32	51	39
60	65	48	54	45	34	42	52
61	65	54	46	48	35	41	51
41	40	49	48	52	44	56	71
50	64	59	58	44	35	39	50
62	42	54	66	46	44	37	48
43	61	50	48	68	45	47	37

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX

OPN	AUT	CNT	FAM	PAT	CLS
83	83	93	*59	85	85
95	69	83	*61	98	76
92	94	106	*50	74	62
91	93	89	*64	76	71
*52	59	86	62	83	107
75	75	97	*65	101	86
81	66	110	*49	75	66
93	74	*65	105	106	80

IDENTIFICATION
SCHOOL TEACHER
44 1
44 2
44 3
44 4
44 5
44 6
44 7
44 8

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
1 0 1 6 0 0

SCHOOL SCORES
NORMATIVELY STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRO	THR	CON	OPENNESS
50	53	49	51	46	37	42	48	46

SCHOOL SCORES
CLIMATE PROFILE

DIS	HIN	ESP	INT	ALO	PRO	THR	CON
55	61	54	58	48	31	40	53

SCHOOL SCORES
CLIMATE SIMILARITY INDEX

OPN	AUT	CNT	FAM	PAT	CLS
89	77	97	*56	93	73

SCHOOL TEACHER
44

SCHOOL 45
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRO	THR	CON	OPENNESS
53	56	51	45	43	57	43	55	46
41	47	51	70	52	49	54	60	56
73	62	39	48	43	54	38	41	31
46	62	45	56	29	46	36	46	42
55	53	47	53	41	35	60	63	52
50	62	45	59	60	49	52	49	49
53	62	39	51	43	49	34	38	37
43	42	37	59	46	49	45	55	45
78	44	43	56	35	40	58	63	41
50	56	37	53	49	35	36	33	37
53	67	35	56	43	40	42	49	39
44	42	40	55	50	50	50	50	47
50	42	43	53	38	46	38	55	41
66	53	43	48	32	35	47	55	40
55	53	41	67	41	35	47	46	43
53	36	51	53	38	40	51	57	50

INDIVIDUAL SCORES
DOUBLE STANDARDIZED

DIS	HIN	ESP	INT	ALO	PRO	THR	CON
54	60	51	40	38	61	38	58
36	44	47	65	49	45	52	58
66	60	41	48	45	53	41	43
50	66	49	60	34	50	41	51
54	52	46	53	39	33	60	63
45	63	36	59	61	42	49	43
57	67	42	55	47	53	37	41
45	42	36	67	49	52	48	61
68	45	43	53	38	42	54	58
57	63	43	60	56	41	42	38
54	69	37	58	45	42	44	51
43	38	35	64	55	55	55	55
57	44	46	62	38	50	39	64
67	55	46	50	36	39	50	57
57	55	43	69	43	37	49	48
56	36	54	57	38	41	54	62

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX

OPN	AUT	CNT	FAM	PAT	CLS
99	128	69	88	*59	83
63	*49	89	53	81	100
112	125	87	90	55	*34
94	94	96	80	77	*74
62	91	114	*46	64	91
102	64	81	92	108	*60
117	116	92	91	80	*40
82	72	103	*65	77	74
64	87	120	37	*32	77
116	83	95	80	99	*47
95	93	105	69	84	*58
78	*56	89	77	79	72
86	92	122	*50	53	72
77	97	105	46	*37	74
93	76	104	*49	74	68
57	66	116	*30	64	103

IDENTIFICATION
SCHOOL TEACHER
45 1
45 2
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45 4
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45 11
45 12
45 13
45 14
45 15
45 16

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 2 0 5 3 6

SCHOOL SCORES
NORMATIVELY STANDARDIZED

SCHOOL SCORES
CLIMATE PROFILE

SCHOOL SCORES
CLIMATE SIMILARITY INDEX

SCHOOL 46
INDIVIDUAL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALQ PRD THR CON OPENNESS

54 52 43 55 43 44 46 51 43
55 44 49 51 46 43 45 52 45
55 56 37 56 63 43 33 41 34
53 50 37 48 52 40 43 44 40
62 39 47 70 38 46 36 46 37
48 44 49 48 46 49 40 49 45
48 56 54 64 49 54 38 52 47
64 64 53 53 43 46 56 55 49
50 44 49 64 38 40 54 79 52
50 39 37 48 38 54 47 66 43
53 59 21 37 43 32 34 41 29
48 39 41 48 32 35 58 49 51
48 39 47 62 35 35 36 41 42
105 53 43 45 57 40 20 38 12

DIS HIN ESP INT ALQ PRD THR CON
61 58 39 63 39 42 45 55

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALQ PRD THR CON
67 41 51 56 45 38 43 59
56 57 40 57 64 46 36 44
62 58 34 53 61 40 46 46
61 42 49 68 42 48 40 49
54 43 57 54 49 56 28 58
45 55 53 66 46 53 32 50
63 64 48 49 36 39 52 50
48 44 47 59 39 41 51 70
53 41 39 50 40 57 50 69
61 66 34 47 53 43 45 51
55 44 47 55 37 40 67 56
56 46 54 71 42 41 43 48
72 51 47 48 53 46 38 45

OPN AUT CNT FAM PAT CLS
90 92 114 *53 60 59

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
74 73 120 *22 60 75
119 85 93 89 98 *38
111 81 92 77 84 *35
84 78 114 *49 61 61
78 89 95 *66 71 72
88 75 79 88 93 *73
81 93 97 55 *50 79
60 68 111 *37 64 101
77 101 102 62 *46 77
104 102 92 82 73 *49
50 79 121 *41 56 96
72 64 106 *52 76 78
102 100 87 80 63 *42

SCHOOL TEACHER
45

IDENTIFICATION
SCHOOL TEACHER
46 1
46 2
46 3
46 4
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46 6
46 7
46 8
46 9
46 10
46 11
46 12
46 13

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
0 0 0 6 2 5

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALQ PRD THR CON OPENNESS

57 48 43 53 45 43 42 50 41
64 56 39 56 43 49 47 52 37
57 50 54 67 41 59 56 68 52
41 42 53 67 43 54 45 60 52
50 53 43 51 46 46 38 44 41
46 39 49 51 46 43 47 66 50
64 59 45 62 49 51 45 68 40
53 39 53 62 49 49 54 66 52
64 67 31 53 55 49 29 44 26
66 59 23 45 55 46 45 55 31
45 50 41 39 43 51 56 52 51
53 47 49 56 46 46 42 52 44
43 44 53 62 38 49 56 57 57
46 47 51 53 41 57 54 55 54
55 59 27 51 52 57 33 49 30

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALQ PRD THR CON
67 51 42 60 45 41 39 55

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALQ PRD THR CON
69 55 36 55 41 47 45 51
50 43 48 62 32 53 49 63
40 40 52 67 42 53 44 60
58 64 43 59 50 49 33 45
47 38 51 53 48 44 49 72
60 54 39 57 41 46 40 64
50 33 50 61 45 45 52 66
61 63 37 53 54 50 36 46
63 57 30 47 54 47 47 54
47 55 39 37 43 57 65 58
58 47 50 66 44 44 34 57
41 43 53 64 35 48 57 59
41 44 50 55 32 62 57 58
56 60 32 52 54 58 37 51

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
90 89 121 *49 57 53

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
94 104 107 66 52 *43
75 80 108 *51 54 90
67 61 92 *60 77 94
117 103 94 83 86 *43
60 68 101 *49 79 97
94 109 119 55 63 *52
66 63 110 *38 77 102
120 108 90 92 82 *26
103 106 86 81 58 *45
75 117 74 93 *66 87
80 80 119 *42 69 74
*46 56 98 54 73 113
*56 79 78 67 61 103
117 111 82 98 78 *36

SCHOOL TEACHER
46

IDENTIFICATION
SCHOOL TEACHER
47 1
47 2
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47 14

FREQUENCY DISTRIBUTION OF CLIMATES
OPN AUT CNT FAM PAT CLS
2 0 0 5 1 6

SCHOOL SCORES
NORMATIVELY STANDARDIZED
DIS HIN ESP INT ALQ PRD THR CON OPENNESS

54 51 44 55 46 50 46 56 44

SCHOOL SCORES
CLIMATE PROFILE
DIS HIN ESP INT ALQ PRD THR CON
57 51 36 61 41 50 41 63

INDIVIDUAL SCORES
DOUBLE STANDARDIZED
DIS HIN ESP INT ALQ PRD THR CON
57 51 36 61 41 50 41 63

SCHOOL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
96 104 119 59 62 *53

INDIVIDUAL SCORES
CLIMATE SIMILARITY INDEX
OPN AUT CNT FAM PAT CLS
96 104 119 59 62 *53

SCHOOL TEACHER
47

IDENTIFICATION
SCHOOL TEACHER
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47 14

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