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Cole, Tyrone

**A STUDY OF ORGANIZATIONAL CLIMATE AND IN-SCHOOL
SUSPENSION IN SELECTED HIGH SCHOOLS OF AN URBAN PUBLIC
SCHOOL DISTRICT**

The University of Oklahoma

Ph.D. 1983

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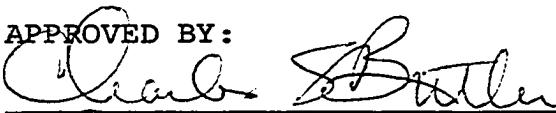
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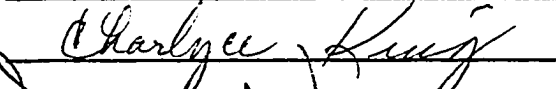
A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
TYRONE COLE
Norman, Oklahoma
1983

A STUDY OF ORGANIZATIONAL CLIMATE AND IN-SCHOOL
SUSPENSION IN SELECTED HIGH SCHOOLS OF
AN URBAN PUBLIC SCHOOL DISTRICT

APPROVED BY:







DISSERTATION COMMITTEE

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A STUDY OF ORGANIZATIONAL CLIMATE AND IN-SCHOOL
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CHAPTER I

INTRODUCTION

Schools with successful academic and extracurricular programs appear to have effective administrative leadership, highly motivated teachers, and well-disciplined students. Also, there appears to be a feeling of cohesiveness in the interrelationships among persons in the school environment. These schools seem to achieve their goals through planned activities that produce high levels of satisfaction for those involved in the process.

According to Edgar A. Kelley, "The climate of a social environment is formed by the norms, beliefs, and attitudes reflected in the conditions, events, and practices of a particular environment."¹ As an example, high

¹Edgar A. Kelley, Improving School Climate (Reston, Virginia: National Association of Secondary School Principals, 1980), p. 2.

schools in the same school district may have similar pupil expenditures, organizational structures and program offerings, but each school will have its own distinct characteristics. In her study of school climate, Kalis described this difference as the "atmosphere or tone of the organization."¹

The nature of a school's climate can be determined through an analysis of the interrelationships among administrators, teachers, and students in the environment. Their individual perceptions of the school environment will be largely based on their personal experiences and those of others.

The organizational climate of a school in which individuals and groups accept and respect each other, in which they feel free to differ, but continue to strive for improvement, is a more positive climate than one in which persons experience continuous interpersonal frustration.² As described by Keefe, the success of "the school learning process" is dependent on the interrelationships among "the student, the instructor, and the school environment."³

¹Maryann Castelli Kalis, "Teaching Experience: Its Effect on School Climate, Teacher Morale," NASSP Bulletin 64 (April 1980): 89.

²J. Lloyd Trump and William Georgiades, "Factors That Facilitate and Limit Change--From the Vantage of the NASSP Model Schools Project," NASSP Bulletin 57 (May 1973): 94.

³James W. Keefe, "Learning Style: An Overview," in Student Learning Styles, edited by the National Association

The leadership in the schools must continue to develop preventative measures to combat such problems as disruptive student behavior and job dissatisfaction among teachers if progress is to be made toward achieving the desired educational goals.

Student discipline has long been recognized as one of the major factors that have a tremendous impact on the successful operation of a school. Rich noted in his study of effective strategies to discipline, ". . . there are few consistent, systematic, theoretical approaches which effectively relate theory to practice."¹ It appears that students also perceived the lack of discipline in schools as a major problem, as reported in the findings of a recent Kettering Foundation poll.²

When control of student behavior is warranted, classroom teachers and school administrators are often targets of criticism due to the manner in which punishment is administered. Due to the wide range of behaviors which students are exhibiting that disrupt the learning environment, school personnel use many approaches to deal with these problems. Suspension is one of the most commonly used methods to remove disruptive students from the

of Secondary School Principals, 1979), p. 2.

¹John Martin Rich, "How Effective are Their Strategies to Discipline?" NASSP Bulletin 63 (September 1979): 19.

²Lewis Koch and Joanne Koch, "Now Teenagers Want Tougher Schools," Parade, 30 March 1980, p. 24.

educational setting. However, many public school districts have recently adopted an alternative to the regular suspension--in-school suspension.

According to Mendez, the in-school suspension concept meets the two-fold rationale for disciplinary action: it attempts to (a) modify a student's behavior and (b) provides protection for others in the school. He concluded that a third dimension is added through "protecting the community from delinquent behavior that might occur during the unsupervised time of regular suspension."¹ Although there appeared to be insufficient statistical research in support of the benefits derived from use of the in-school suspension concept, it is the subject of many writings which cited a multitude of positive student outcomes.

Due to the recent development and usage of the in-school suspension concept, research is unavailable to determine if in-school suspension patterns are similar to those of regular suspensions. Whether or not existing in-school suspension programs represent more effective approaches to discipline or, at least, modify the sex and race patterns of regular suspensions still remains to be determined.

For more than two decades, first at the University of Chicago, and later at the Psychological Research Center at Syracuse University, research on the organizational

¹Roy Mendez, "School Suspension--Discipline Without Failure," NASSP Bulletin 61 (January 1977): 11.

climate of school work environments and various other institutionalized work settings have been conducted. Under the direction of George Stern and his associates, they developed the "Syracuse Indexes" to assess individuals' perceptions about the impact of a wide variety of environments on satisfaction and productivity.¹ One of the instruments that was developed and validated for use in secondary schools was entitled the Organizational Climate Index (OCI).²

In Improving School Climate, Kelley describes the Organizational Climate Index as follows:

The OCI measures perceptions of faculty and employees. The original version contained 300 items and provided measures of 30 scales, six first-order factors and two second-order factors. Further refinement has resulted in a short form of the OCI (80 items) which provides measures of six first-order factors and two second-order factors. The first-order factors are (a) intellectual climate, (b) achievement standards, (c) personal dignity, (d) organizational effectiveness, (e) orderliness, and (f) impulse control. These six factors, by further factor analysis and combination, yield two major dimensions of school environments as perceived by staff: development press and task effectiveness.³

One of the major concerns of educators and sociologists is the identification of those elements within the school organization which tended to create a positive

¹Kelley, p. 9.

²Ibid., p. 10.

³Ibid.

climate.¹ Research indicated that increases in productivity toward important goals such as: academic learning, curriculum development, and improved social interaction among educators, students, and members of the community would appear to be characteristic of school improvement plans toward a positive climate.

Teacher-student relationships are one of the most critical elements which can have a tremendous impact in developing the organizational climate of a school. Specifically, the attitudes of teachers and administrators relating to job performance, personal involvement, and motivation are often critical elements that ultimately affect student behavior. Although there are numerous methods and techniques used to determine the nature of educator-student relationships in a school, often a simplified study of the compositional make-up of the faculty regarding tenure status is needed as a supplement.

According to L. Dayle Yeager, in his article regarding tenure status, he stated, "A tenured faculty is more knowledgeable of the student body's background, motivation, and intellectual ability. The non-tenured faculty often are more aware of changing lifestyles and values as well as reasons supporting student mannerisms."² School

¹Theophilus O. Odetola et al., "Organizational Structure and Student Alienation," Educational Administration Quarterly 8 (Winter 1972): 15.

²L. Dayle Yeager, "Tenured Vs. Non-tenured," Man/Society/Technology 35 (January 1976): 115.

administrators should be cognizant of the similarities and differences between their teaching staffs based on tenure status before approaching the task of implementing plans to improve the school climate.

Cunningham concluded, in an assessment of organizational climate studies that had been conducted over a period of six years that:

- . Teacher morale appears to be positively related to the openness of school climate.
- . The school climate is directly related to pupil achievement.
- . An open organizational climate will be more conducive to higher pupil achievement.¹

With respect to regular suspensions, Bordenick conducted a study to determine the attitudes of various groups in the school environment toward the use and value of suspensions as a disciplinary tool. He found that the majority of students, teachers, parents, and administrators believed that suspension increased the respect for the teacher. Also, teachers felt that the absence of suspension as a disciplinary alternative would decrease their effectiveness.²

¹Paul H. Cunningham, "A Survey of Selected Research on the Organizational Climate Description Questionnaire Conducted Between August 1963 and October 1969," (unpublished doctoral dissertation, Temple University, Philadelphia, Pennsylvania, 1975), Dissertation Abstracts, Vol. 36, p. 3270-A.

²Frank G. Bordenick, "A Study of Attitudes Towards the Use and Value of Suspension in the Urban Public School,"

Another study on school suspensions revealed that race and standardized achievement test scores were found to be related to suspensions. Non-white students were more likely to be suspended than white students and non-white students experienced higher absentee rates due to suspensions. This study also revealed that students, regardless of their race, who were low achievers on the pre-test achievement test received suspensions during the school year.¹

In defense of schools having control over student behavior, Stoops, Rafferty, and Johnson concluded that environments should be conducive to learning in which students are able to receive an education commensurate with their abilities to learn. They concluded that any kind of behavior that interferes with the learning process should be considered unacceptable and not tolerated.²

(unpublished doctoral dissertation, University of Pittsburgh, Pennsylvania, 1976), Dissertation Abstracts, Vol. 37, p. 2596-A.

¹Donald L. Osborne, "A Study of the Relationships Among the Variables of Sex, Attendance, Standardized Achievement Test Scores, and Suspensions," (unpublished doctoral dissertation, Western Michigan University, Kalamazoo, Michigan, 1976), Dissertation Abstracts, Vol. 37, p. 2769-A.

²Emery Stoops, Max Rafferty, and Russell E. Johnson, Handbook of Educational Administration: A Guide for the Practitioner (Boston: Allyn and Bacon, 1975), p. 39.

Need for the Study

As a result of overwhelming societal demands placed upon public education to improve the effectiveness of schools, there is a continuous need for statistical research in areas such as student discipline and school organizational climate. The recent implementation of in-school suspension programs in public schools is considered to be a new approach to discipline. Therefore, previous research had not adequately dealt with in-school suspension as a resolution strategy to the issue of race and sex which plagued regular suspensions and became a source of conflict between federal civil rights agencies and the schools.

There was an abundance of research in the literature which identified a myriad of variables which influenced student behavior. However, little or no research had been focused on the school organizational climate as a possible variable and its relationship to in-school suspension. Such a study might provide invaluable information to school administrators and classroom teachers in dealing with student discipline.

Research of this type has not been conducted in the Oklahoma City Public Schools. Research findings that are valid in Oklahoma City may be of use to other school districts as well, especially those in urban communities.

Statement of the Problem

The problem of this study was to investigate the dynamics of organizational climate as perceived by classroom teachers and their relationships to in-school suspension patterns of students in selected high schools in the Oklahoma City Public School District. Specifically, this study attempted to provide answers to the following questions: (1) Is school climate perceived differently by teachers with respect to sex, race, and tenure status? (2) Are there differences related to the race and sex of students assigned to in-school suspension programs? (3) To what degree does the organizational climate of a school relate to the in-school suspension assignment rate?

Hypotheses to be Tested

Ho₁ There are no statistically significant differences between the mean ($\bar{X}$) scores of male and female teachers on the "Development Press" subtest of the Organizational Climate Index.

Ho₂ There are no statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers on the "Development Press" subtest of the Organizational Climate Index.

Ho₃ There are no statistically significant differences between the mean ($\bar{X}$) scores of tenured and probationary teachers on the "Development Press" subtest of the Organizational Climate Index.

Ho₄ There are no statistically significant differences between the mean ($\bar{X}$) scores of male and female teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.

Ho₅ There are no statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.

Ho₆ There are no statistically significant differences between the mean ($\bar{X}$) scores of tenured and probationary teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.

Ho₇ There are no statistically significant differences between the in-school suspension assignment rates for black male and black female high school students.

Ho₈ There are no statistically significant differences between in-school suspension assignment rates for black male and white female high school students.

Ho₉ There are no statistically significant differences between the in-school suspension assignment rates for white male and white female high school students.

Ho₁₀ There are no statistically significant differences between the in-school suspension assignment rates for white male and black female high school students.

Ho₁₁ There are no statistically significant differences between the in-school suspension assignment rates

for black male and white male high school students.

Ho₁₂ There are no statistically significant differences between the in-school suspension assignment rates for black female and white female high school students.

Ho₁₃ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Development Press" and "Task Effectiveness" subtests of the Organizational Climate Index.

Ho₁₄ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Development Press" subtest of the Organizational Climate Index and the in-school suspension assignment rates.

Ho₁₅ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Task Effectiveness" subtest of the Organizational Climate Index and the in-school suspension assignment rates.

Definition of Terms

Organizational Climate: the "personality" of a school as perceived by teachers and measured by the Organizational Climate Index.

Organizational Climate Index: an instrument used to assess the personality needs and psychological characteristic of work environments.

In-school Suspension: a form of discipline assigned to a student, resulting in isolation from the student body

in a supervised area on campus and a temporary loss of privilege while in attendance.

Tenured Teacher: a teacher who has completed at least three consecutive years of teaching with a school district.

Probationary Teacher: a teacher who has less than three consecutive complete years of teaching with a school district.

High School: a school consisting of grades 9 to 12.

Principal: a person other than a district superintendent of schools having supervisory or administrative authority over a school.

Limitations of the Study

This investigation was limited to eight of the ten high schools in the Oklahoma City Public Schools. The eight high schools were selected based on their in-school suspension programs; the remaining two high schools did not have such programs during the 1981-82 school year.

This study was further limited to the perceptions of organizational climate by classroom teachers selected from a random sampling of teachers employed in the eight high schools during the 1981-82 school year. Obviously, other limitations are inherently confined in this study due to the size of the samples, the accuracy of the data contained in the first semester in-school suspension records, and the methods utilized to analyze the data.

Procedures of the Study

The "Research Application to Oklahoma City Public Schools" was submitted to the Research Coordinator of the Oklahoma City Public Schools and reviewed by a research committee. Upon approval of the application, permission was granted to conduct this study. The principal of each high school selected for this study received a letter of introduction explaining the study, along with samples of the OCI and biographical data forms.

The Organizational Climate Index was administered by this researcher to a random sample of classroom teachers employed in the eight high schools selected for this investigation. Also, the data contained in the in-school suspension records was collected by this researcher from each participating high school for the first semester of the 1981-82 school year. A letter of appreciation was sent to the Assistant Superintendent of Educational services, Director of High Schools and Adult Education, and to the principals of the selected high schools in acknowledgement of their cooperation in making this study possible.

Statistical Treatment

The data used in this study were collected, processed, and analyzed from the following sources: (1) the raw scores derived from the classroom teachers on the

Organizational Climate Index, (2) the biographical data obtained from each participant in the study, and (3) the in-school suspension records from each selected high school for the first semester of the 1981-82 school year.

The t-test (Garrett 1972) was used to determine if statistically significant differences existed at the .05 level of significance between the mean ($\bar{X}$) scores of teachers on the Development Press and Task Effectiveness subtests of the OCI based on sex, race, and tenure status. The t-test of proportions and the Chi-Square Test (Garrett 1972) were used to determine if statistically significant differences existed at the .05 level of significance between the in-school suspension assignment rates of high school students based on race and sex. The Spearman rank order correlation coefficient (Garrett 1972) was used to determine if statistically significant relationships existed at the .05 level of significance between the Development Press and Task Effectiveness subtests, and the in-school suspension assignment rates.

Organization of the Study

This study consists of five chapters. Chapter I contains the background of and need for the study, statement of the problem, hypotheses to be tested, definition of the terms, limitations of the study, procedures of the study, and statistical treatment. Chapter II contains the theoretical framework and review of related literature.

Chapter III provides a description of the research design, population and sample selection, instrumentation, reliability, and procedures for data collection, and treatment of the data. Chapter IV reports the presentation, analysis, and interpretation of the data. Chapter V contains a summary of the study, findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The school as a social institution is greatly affected by both internal and external forces which can either enhance or hamper its ability to achieve certain educational goals. The ability to maintain a positive school climate should be among the highest of priorities and goals among school personnel, students, and parents. The short and long term benefits derived from such an endeavor are certainly important to the successful operation of a school.

Generally, the day-to-day operations of a school are largely dependent upon the interrelationships which exist among its teachers, students, administrators, parents, and community. Research suggested that an organizational climate that is positive is characteristic of producing the following desirable outcomes: increased student achievement, fewer discipline problems, improved communications between school staff and students, and greater parental and community support.

For the purpose of this investigation, the review of related literature is presented under the following headings:

1. The Significance of Organizational Climate: School Work Environments.
2. In-school Suspension: A Positive Approach to Improving School Discipline.
3. Tenure and the Public School Teacher.
4. The Development of the Organizational Climate Index.

The Significance of Organizational Climate:

School Work Environments

Most public high schools have commonalities in organizational structure and curriculum programs; however, every school has its own unique characteristics which make it different from others. Research indicated that teachers in positive school environments tended to have higher levels of job satisfaction than teachers in negative ones. Also, teachers in the same school environment, whether it's positive or negative, tended to view it differently. Kelley noted that, "These feelings of satisfaction and productivity constitute school climate."¹

The degree of success and failure experienced by those in the school environment is largely dependent upon human expectations. Stern concluded that:

¹Kelley, p. 1.

Behavior is a function of the transactional relationship between the individual and his environment This environment provides a continual source of actual and potential stimulus demands and consequences. It consists of people, institutions, situations, tasks, rewards, and penalties, as well as numerous factors of physical and biological significance. . . .¹

The findings of several major studies suggested that variances between excellent and mediocre school environments can be identified by using the following components in school climate assessment:

1. HIGH EXPECTATIONS. Students must be challenged and stretched. The soft road evidently leads to meandering ruts. Students respond to the confidence shown by principals and teachers when adults say, "I know you can do better."
2. SUPPORTIVE CLIMATE. Students should seldom be expected to go it alone. They need solid, constant support from everyone in school day by day. They also need more recognition for exceptional achievements than ordinarily is granted. Is your awards program confined to once a year or is it more substantial?
3. STRONG LEADERSHIP. Everyone agrees that the principal is the key to a good school. Lacking proper leadership, a school becomes becalmed. It goes nowhere. Are you planning and initiating programs to enrich learning opportunities for students? Do you communicate forcefully your hopes for improving the school this year and next? Don't be trapped into just listening, coordinating and compromising. Do some leading.

¹George C. Stern, Morris I. Stein, and Benjamin S. Bloom, Methods in Personality Assessment (Glencoe, Illinois: The Free Press, 1956), p. 35.

4. TIME ON TASK. Students must be actively engaged in learning for substantial periods of time or else achievement suffers. One clear lesson of recent research is the strong correlation between the amount of time actually spent learning a subject and student achievement scores. When class time is wasted or when homework is ignored, learning suffers.
5. FEEDBACK. Another component of an effective school is the feedback loop to students and parents. They need to know the facts about progress being made. Such reports serve to motivate and stimulate rather than discourage. They also serve to explain the place of the reason for the lesson in hand.
6. EMPHASIS ON LEARNING. The entire school needs to manifest preeminence of learning. Many activities and events can occur in school settings, but the clear priority must be upon growth in student skills and knowledge.¹

J. Lloyd Trump maintained that, "schools reflect the social mores in which they exist. The idea that schools may remedy societal ills and produce utopia is attractive. However, that notion is unreal and without precedent."² He suggested that emphasis should be placed upon rewarding learning experiences for both students and school personnel that bring about positive change to the overall school climate.³

¹Scott D. Thomson, "Editorial: Effective Schools," NASSP Newsletter, January 1981, p. 2.

²J. Lloyd Trump, A School for Everyone (Reston, Virginia: The National Association of Secondary School Principals, 1977), p. 195.

³Ibid.

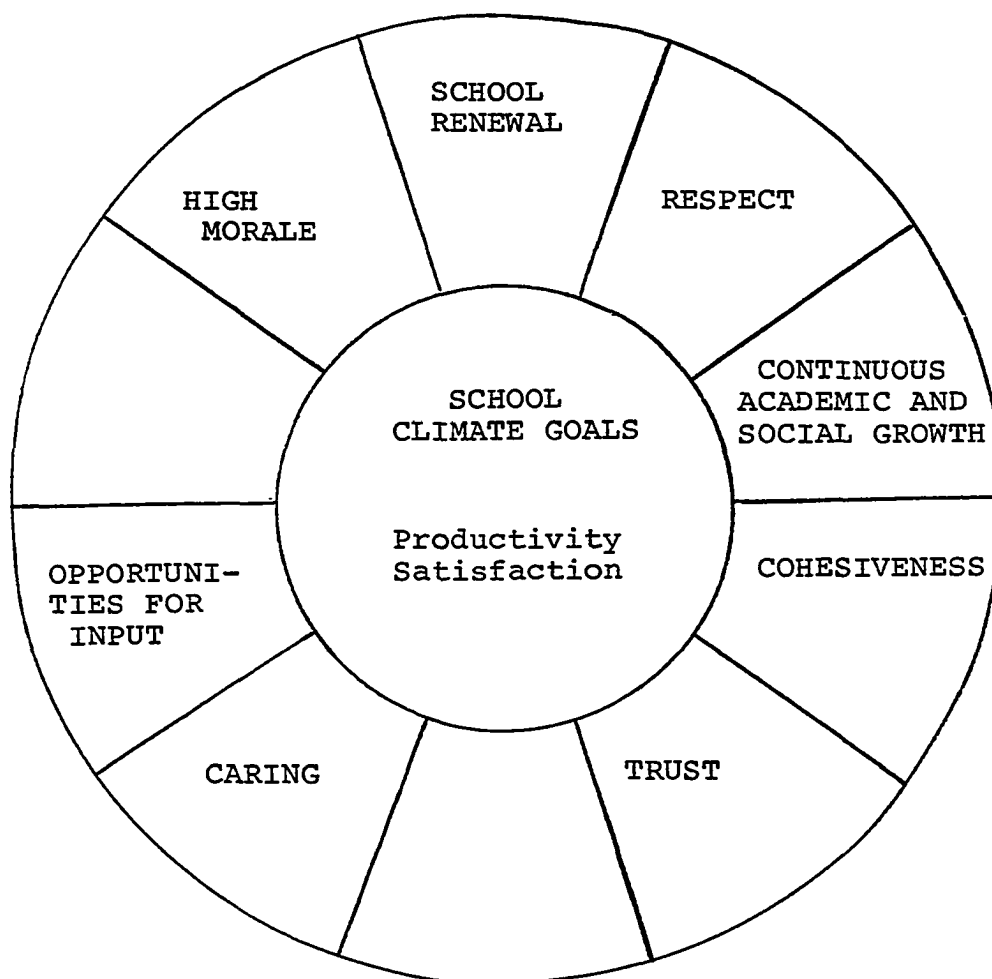
According to Robert S. Fox, et al., there are common factors that should be included in the evaluation process of school climates. Figure 1 identifies each of these general school climate factors. A brief description of each factor follows:

1. Respect. All members of the school need to feel that they count; that their concerns, suggestions, and abilities are truly sought.
2. Trust. Openness, frankness, and honesty shall be expected of the individuals that work in or are served by the school.
3. High Morale. People with high morale feel good about what is happening.
4. Opportunities for Input. The staff, the citizens, the students, the school board should know that their ideas are welcomed, their views are considered, and appropriately implemented.
5. Continuous Academic and Social Growth. Opportunities need to be available for learning activities for persons associated with the school (students, teachers, administrators, parents, etc.).
6. Cohesiveness. All members of the total staff should feel a part of the school.
7. School Renewal. The school must be an institution in motion. School improvement projects must be developed and encouraged.
8. Caring. Throughout the school each individual should feel that the principal is concerned about him as a human being.¹

Certainly this list is not all-inclusive. Factors that may be unique to an individual school must be included.

¹Robert S. Fox, et al., School Climate Improvement: A Challenge to the School Administrator (Bloomington, Indiana: Phi Delta Kappa, 1974), pp. 7-9.

FIGURE 1
CLIMATE FACTORS



SOURCE: Robert S. Fox, et al., School Climate Improvement: A Challenge to the School Administrator (1974).

In-school Suspension: A Positive
Approach to Improving School Discipline

According to the 13th annual Gallup Poll of the public's attitudes towards the public schools, parents identified the largest problem with which the public schools must deal was the lack of discipline. This one problem received the largest percentage among the following groups that were included in the poll: national total respondents, parents with no children in school, public school parents, and non-public school parents.¹ The same question was presented to 1012 teenagers, ages 13 to 18, and their responses were the same as the adults: discipline was the number one problem in public schools.²

Management of student behavior has always been a major item of concern in the schools, and was considered to be closely related to the organizational climate of the school. Even though many sincere attempts have been made to improve the school environment for students, educators continue to report increases in vandalism, physical and verbal abuse and numerous violations of school and classroom rules and regulations.

¹George H. Gallup, The 13th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (Reston, Virginia: National Association of Secondary School Principals, 1981), p. 2.

²Koch and Koch, p. 24.

Mendez noted that, "Discipline can be conceptualized as a type of organizational conflict."¹ Traditionally, there are written policies that address student conduct in most high schools. The school's rules and regulations that are applicable to student behavior are normally cited when a violation has occurred. The principal is generally responsible for developing procedures for the enforcement of school rules, and should ensure that whenever discipline is administered, it is fair and consistent.

The doctrine of in loco parentis has been traditionally used by school boards and educators as a basis to develop and maintain student discipline codes. Under this doctrine, the right to discipline a student in the school environment by a teacher was similar to that of a parent.² The teacher's authority and right to discipline was unquestionable, and schools rarely experienced problems associated with student unrest and lack of parental support until the 1960's. The American Society underwent a drastic change during this period of time which affected the operation of the schools.³

¹Mendez, p. 11.

²ERS Report: Codes of Student Discipline and Student Rights, by Educational Research Service, Inc. (Arlington, Virginia, 1975), p. 3.

³E. Edmund Reutter, Jr. Legal Aspects of Control of Student Activities by School Officials, (Topeka, Kansas: National Organization on Legal Problems of Education, 1970), p. 3.

Solutions to many of the problems involving student discipline were not decided in the principal's office, but resulted from decisions rendered by the courts. The right of a student to have a formal evidentiary hearing before being suspended from school was a result of the Supreme Court decision, Goss v. Lopez.¹ The implications of this decision caused many boards of education to modify their suspension policies and procedures. Meares and Kittle suggested that in view of the many weaknesses of regular suspension as an alternative to modify the student's behavior and maintain his/her educational opportunity and that of his fellow students, in-school suspension was a better means of dealing with the disruptive student.²

The in-school suspension program primarily focuses on a positive approach to modify a student's behavior and continue the student's education in a closely supervised learning environment in the school. Unlike the traditional suspension, in which a student is removed from the school environment and does not receive education nor counseling to improve his/her behavior, the in-school suspension concept provides an opportunity to improve the relationship between the suspended student and the school.

¹Henry O. Meares and Helen A. Kittle, "More Advantages: In-school Suspension," NASSP Bulletin 60 (February 1976), p. 60.

²Ibid.

In an attempt to identify solutions to problems that cause stress within students, Youngs suggested that schools and our society have created many of the conflicts for today's youth. Further, she concluded that society rarely accepts the adolescent viewpoint as, "the expression of a shrewd person's capacity for social criticism."¹

The writings of Sheviakov and Redl on the relationship between discipline and the student indicated that:

The principles of democratic living guide our practices as we help children grow toward self-discipline and self-direction Maxims and precepts, however inspired, influence our behavior only when they are exemplified in countless incidents through our lives. The teacher who is skillful in educating for discipline, continuously analyzes and relates classroom practices to democratic principles we seek to instill in all children and youth.²

The research on the use of regular suspension (out-of-school) as it related to race and attendance suggested more negative outcomes than positive results. Osborne's study revealed that non-white students in secondary schools were suspended more often and had larger numbers of absences from school due to suspensions.³ Another study concluded that race and sex were significant determining

¹Bettie Youngs, "Stress Within Students: Can Educators Help to Keep It to a Minimum," NASSP Bulletin 64 (March 1981), p. 100.

²George V. Sheviakov and Fritz Redl, Discipline for Today's Children and Youth, (Washington, D.C.: Association for Supervision and Curriculum Development of NEA, 1944), p. 9.

³Osborne, p. 2769-A.

factors in the severity of punishment assigned by secondary school principals to students who commit severe offenses.¹

Educators recognized the immediate benefit of using the in-school suspension concept, for it provided the student with learning experiences in a supervised environment. The educational process was relatively unchanged for the misbehaved student assigned to the program, and the school had an opportunity to modify the student's behavior.²

The success of the in-school suspension program is dependent upon the acceptance by the school's teachers, students, administrators, and parents. The effectiveness of the program should be based on the principles of rehabilitating the student through learning experiences that emphasize student responsibility and self-discipline.

Tenure and the Public School Teacher

Teaching in the public schools has changed over the years as a result of many societal and professional demands placed upon education. Probationary teachers

¹Leon Edd, "Discipline Practices of Secondary School Administrators in Relation to Their Attitudes Regarding Rights of Students," (unpublished doctoral dissertation, University of Oklahoma, 1977).

²Roy Mendez and Stanley G. Sanders, "An Examination of In-school Suspension: Panacea or Pandora's Box?" NASSP Bulletin 65 (January 1981): 65.

enter the profession with high enthusiasm and motivation to work with students and their tenured colleagues. Rogus and Martin reported that new teachers change their perspective of their jobs and their relationships with their students and others in the school environment within a period of years. Their professional goals and job expectations appeared to become unrewarding and resulted in low motivation and performance.¹

Among the many problems that affect school environments in negative manner, Yeager acknowledged that the question of tenure created problems within the teaching profession, tenured vs. non-tenured. He concluded that the unique differences and contributions of each group can be directed in a positive direction. He proudly advocated, ". . . promoting cooperation, which is realized through the involvement of every faculty member in decision-making activities."² Also, the importance of group dynamics as it relates to establishing a cooperative relationship between both groups was highly encouraged for the operation of a successful school.

Tenure laws were enacted to protect the right of academic freedom and job security for the competent teacher

¹Joseph F. Rogus and Mary Martin, "The Principal and Staff Development: Countering the School Culture," NASSP Bulletin 63 (January 1979): p. 81.

²Yeager, p. 115.

who achieved tenure status. A study developed in 1958 by Ligtenburg revealed that most court decisions involving tenure, viewed it as a means of protecting teachers from arbitrary dismissals. Most tenure legislation recognized the major responsibilities of a teacher and identified what is considered as unprofessional practices in the teaching profession.¹

Ione L. Perry believed that schools without tenure legislation result in a return to the "spoils" system where teachers (tenured and probationary) are subject to intimidation by boards of education and school administrators regarding job security. She further concluded that teachers working in a system without tenure were likely to accept mediocrity and were least likely to be highly motivated to do their best on the job.²

Erlandson and Pastor used the Higher Order Need Strength Measure (1974) in their study to analyze the presence and fulfillment of higher order need strengths in high school teachers. The major findings of this study are as follows:

1. The majority of teachers surveyed had more higher order need strengths than lower ones.

¹Sidney E. Brown, "Teacher Tenure," Education 99 (Fall 1978): p. 12.

²Ione L. Perry, "Suppose We Lost Tenure?" Educational Leadership 35 (December 1977): p. 184.

2. Teachers possessed the six higher order need strengths, and viewed goal-setting and goal completion as their responsibility.
3. Teachers with higher order need strengths are generally dissatisfied with their jobs because schools appear to satisfy the lower needs more than the higher ones.
4. There is no relationship between higher order need strengths and age, sex, or seniority.¹

Traditionally, the major emphasis on improving school environments have come in the form of financial assistance and programs for students, primarily directed to motivating and sustaining positive attitudinal change toward the importance of education. Less attention has been focused on the needs of teachers and other school personnel as possible remedies. However, recent trends have recognized the importance of the educator as the single most important human resource in improving the school climate.

In her explanation of the significance of tenure, Sinowitz discussed two important issues among several that are highlighted in her article:

Educational excellence is a matter of serious import to society. Public schools now bear the major burden of transmitting the culture, traditional values, and knowledge as well as processes for change in a democratic society² The

¹David A. Erlandson and Margaret C. Pastor, "Teacher Motivation, Job Satisfaction, and Alternatives--Directions for Principals," NASSP Bulletin 65 (February 1981): p. 5.

²Betty E. Sinowitz, "What About Teacher Tenure?" Today's Education 63 (April 1973): p. 40.

most important argument in support of tenure has to do with the welfare of children and their right to have teachers who are able, and who are free of the fear of arbitrary and unfair treatment.¹

In summary, job satisfaction in the teaching profession as it relates to tenure was as important to the survival of quality education as the monetary support systems that were allocated to fund school programs. Accountability in each case served as a key role as viewed by educators, students, parents, and the community. The desired and realized outcomes of public education should meet the needs of both students and teachers.

The Development of the Organizational Climate Index

The theoretical framework for this study was based on the need-press paradigm of human behavior, as conceptualized by Henry A. Murray (1938, 1951). Murray was considered a humanistic psychologist who attempted to focus on the lives of individuals, as distinguished from their isolated acts.²

Unlike many of the previous influential theorists before Murray, he stressed the importance of viewing human behavior (B) as an outcome of the relationship between the person (P) and his environment (E). This fundamental

¹Ibid., p. 42.

²George Stern, People in Context (New York: John Wiley and Sons, 1970), p. 6.

concept was originally developed by Kurt Lewin, based on the formula: $B=f(P,E)$. However, in the field of psychology, not until 1938 had there been a workable concept that provided a systematic process to explore the dimensions of the person and his environment as did Henry A. Murray and his associates'.¹

Murray's approach to personality can be found in many of his writings, specifically in these volumes: Proposals for a Theory of Personality (1938, Chapter 2), Toward a Classification of Interaction (1951), Outline of a Conception of Personality (with C. Kluckhohn, 1953), and Preparations for the Scaffold of a Comprehensive System (1959). Beginning with his works in 1938, Murray developed the basis for his need-press model.²

Needs, as defined by Murray, is "a force (the physico-chemical nature of which is unknown) in the brain region, a force which organizes perception, appreception, intellection, conation, and action in such a way as to transform in a certain direction an existing, unsatisfying situation."³ In using Murray's definition, Stern later defined Needs as "organizational tendencies which appear to give unity and direction to a person's behavior."⁴ Also, a definition of

¹Ibid. ²Ibid.

³Henry A. Murray, Explorations in Personality (New York: Oxford University Press, 1938), p. 124.

⁴Stern, People in Context, p. 6.

Press was developed by Stern as being "the external environment situational counterparts to the internalized personality needs."¹

For more than twenty years, the works of the late Dr. George Stern have been carried on by his associates, first at the University of Chicago and later, at Syracuse University, to develop the Stern Personality and Environment Indexes.² The Stern Indexes are a "series of objective, self-administered questionnaires, which measure personality needs and describe the psychological character of environmental climates."³

According to Stern, "the Organizational Climate Index (OCI) was developed originally to fill a measurement gap at the primary and secondary level after extensive research had already undergone at the collegiate level."⁴ Through a series of events which occurred in the early developmental stages of the OCI, the instrument was to measure a generalized organizational climate. The final form of the OCI was completed in 1963.⁵ The original

¹Ibid., p. 7.

²Kelley, p. 9.

³Joel Richman and George G. Stern, Stern Personality and Environment Indexes: A User's Technical Manual (Organizational Climate Index (Syracuse, New York: Evaluation Research Associates, 1975), pp. 7-9.

⁴Stern, People in Context, p. 261.

⁵Ibid., p. 7.

version contained 300 items and provided measures of 30 scales. With the need to shorten the original form and still obtain the same desired results, a short form (OCI-375SF) with 80 items was later developed.¹

The characteristics of the first-order factors are listed and defined below. The definition of each score is followed by a list of the need scales from which the score was originally derived.

1. Intellectual Climate

Schools with high scores on this factor have environments that are perceived as being conducive to scholarly interests in the humanities, arts, and sciences. Staff and physical plant are seen to be facilitative of these interests and the general work atmosphere is characterized by intellectual activities and pursuits.

(Ego Achievement, Exhibitionism, Fantasied Achievement, Humanities/Social Science, Nurturance, Reflectiveness, Science Sensuality, Understanding)

2. Achievement Standards

Environments with high scores on this factor are perceived to stress high standards of personal achievement. Tasks are successfully completed and high levels of motivation and energy are maintained. Recognition is given for work of good quality and quantity and the staff is expected to achieve at the highest levels.

(Achievement, Counteraction, Ego Achievement, Emotionality, Energy)

3. Personal Dignity

Organizational climates scoring high on this factor respect the integrity of the individual and provide a supportive environment that would closely approximate the needs of more dependent

¹Kelley, p. 10.

teachers. There is a sense of fair pay and openness in the working environment.
(Assurance, Affiliation, Blame Avoidance, Con-
junctivity, Tolerance, Objectivity, Suppli-
cation)

4. Organizational Effectiveness

Schools with high scores on this factor have work environments that encourage and facilitate the effective performance of tasks. Work programs are planned and well-organized, and people work together effectively to meet organizational objectives.
(Achievement, Adaptability, Blame Avoidance, Con-
junctivity, Deference, Energy, Order, Prac-
ticalness)

5. Orderliness

High scores on this factor are indicative of a press for organizational structure and procedural orderliness. Neatness counts and there are pressures to conform to a defined norm of personal appearance and institutional image. There are set procedures and teachers are expected to follow them.
(Sameness, Con-
junctivity, Harm Avoidance, Delib-
eration, Narcissism, Order)

6. Impulse Control

High scores on this factor imply a great deal of constraint and organizational restrictiveness in the work environment. There is little opportunity for personal expression or for any form of impulsive behavior.
(Non-affiliation, Inferiority Avoidance, Delib-
eration, Work Prudishness)¹

The six first-order environmental dimensions are combined to produce the second-order scores. These area scores are defined below, and the factors that contribute to each area score are listed after the area description.

¹Richman and Stern, pp. 7-8.

Area I - Development Press

Schools with high scores on Development Press are characterized by organizational environments that are supportive of intellectual and interpersonal forms of activity. The environments are intellectually stimulating, supportive, set high standards for achievement, and do not inhibit personal expression.

(Intellectual Climate, Achievement Standards, Personal Dignity, Impulse Control)

Area II - Task Effectiveness

High scores on Area II are indicative of an organizational environment that emphasizes high levels of orderliness and structure. The environment is work oriented, rather than people oriented.

(Organizational Effectiveness, Orderliness)¹

Summary

The review of literature was divided into four areas of concentration: (1) the significance of organizational climate: school work environments, (2) in-school suspension: a positive approach to improving school discipline, (3) tenure and the public school teachers, and (4) the development of the Organizational Climate Index. The organizational climate in most school work environments has characteristics that are uniquely different from other schools. It was concluded from the review of literature that these "differences" are the outcome of the relationship between the individual and his/her environment. Also, the perceptions held by those in the environment with respect to satisfaction and productivity were the essentials of school

¹Ibid., p. 8.

climate. It was concluded from the research that there were "common factors" in most school environments that could be used in school climate assessment.

It was concluded that student discipline was a major problem affecting the quality of education in the public schools. Also, it was concluded that the use of suspension as a primary corrective action for student misbehavior is not acceptable in most cases. There was corroborative evidence presented in the review of literature to conclude that disproportionate numbers of non-white students were assigned regular suspensions, and that the gender of the student was a determining factor in severity of punishment.

The use of the in-school suspension concept as a method of improving student behavior was increasingly being adopted by schools. It was concluded that in-school suspension programs were more successful in attempting to modify student behavior, protecting others in the school, and protecting the community from delinquent behavior than the use of regular suspension.

With respect to tenure status and the public school teacher, it was concluded that the professional roles and responsibilities of tenured and probationary teachers are perceived differently. Also, it was concluded that tenure legislation was a means of protecting the academic rights and providing job security for competent teachers.

It was concluded that more attention should be focused on addressing the needs of teachers to improve the academic and social climates in schools.

It was concluded that the Organizational Climate Index as a climate assessment instrument was applicable to high school environments, and could be administered to teachers to obtain several measures of organizational climate. Also, this instrument emphasized feelings toward job satisfaction and productivity as it related to the school environment.

CHAPTER III
DESIGN AND METHODOLOGY

Design of the Study

This study was designed as a descriptive study to investigate the perceptions of teachers regarding the organizational climate of their high school environments during the 1981-82 school year in the Oklahoma City Public Schools. In addition, data from the in-school suspension records of each selected high school was used to determine the relationships between in-school suspension assignment rates and organizational climate.

This study was designed to answer three questions: (1) Is organizational climate perceived differently by teachers with respect to sex, race, and tenure status? (2) Are there differences related to the race and sex of students assigned to in-school suspension programs? (3) To what degree does the organizational climate of a school relate to the in-school suspension assignment rate?

Population and Sample

A. Classroom Teachers. The population for this study was comprised of all teachers employed in the eight high schools selected for this study. A total of 454 high school teachers served as the population for this investigation. Of the 454 high school teachers, 251 were selected from a random sampling technique.

A list containing the names of teachers currently assigned to each selected building site was obtained from the respective principals. After all of the lists had been submitted by the principals, the total population was then determined.

The size of the sample was determined by a formula developed by the National Education Association using the "Small Sample Technique."¹ The following formula was used to determine the sample size:

$$s = \frac{X^2 NP}{(1 - P) - d^2 (N - 1) + X^2 P (1 - P)}$$

Where: s = required sample size
 X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).
 N = the population size.
 P = the population proportion (assumed to be .50 since this would provide the maximum sample size).
 d = the degree of accuracy expressed as a proportion (.05).

¹Robert V. Krejcie and Daryle W. Morgan, "Determining Sample Size for Research Activities," Educational and Psychological Measurement 30 (Spring 1970), p. 607.

After computing the number of teachers to be used in the sample, all teachers (population) were assigned identification numbers. A table of random digits developed by the Rand Corporation was utilized to select the teachers.¹

The total sample selected for this part of the study was comprised of 251 of the 454 teachers. The sample size represented approximately 55.2% of the total teacher population. There were 194 questionnaires returned, of which 191 were useable for this study. The rate of useable questionnaires represented 76% of the total sample initially selected for this study. The sample composition by school is revealed in Table 1.

With respect to the sex of the teachers in the sample, 41.9% were male and 58.1% were female. The racial composition within the study was represented by 30.8% Black, 65.9% White, 1.5% American Indian, 0.5% Oriental, and 1.0% Spanish American. The tenure status of the teachers represented in the sample was 74.9% tenured and 25.1% probationary. Information pertaining to the composition of the sample by race, sex, and tenure status of the teachers that participated in this study is illustrated in Tables 3, 5, 7, 9, 11 and 13.

¹The Rand Corporation, A Million Random Digits with 100,000 Normal Deviates (Glencoe, Illinois: The Free Press, 1955), pp. 99-100.

TABLE 1
SAMPLE COMPOSITION OF TEACHERS
BY SCHOOL

School	Total Teachers Selected for Sample	Total Returns Useable for Study	Rate of Useable Returns
A	33	21	63.6%
B	28	23	82.1%
C	30	25	83.3%
D	33	31	93.9%
E	25	17	68.0%
F	34	24	70.5%
G	35	29	82.8%
H	33	21	63.6%
Totals	251	191	

B. High School Students. A total of 1813 students in the eight high schools were identified as having been assigned to in-school suspension programs during the first semester of the 1981-82 school year. These students served as the population for this part of the total investigation, of which 317 students were selected using a random sampling technique.

The "Small Sample Technique" developed by the National Education Association was used to determine the sample size for the high school students assigned to the in-school suspension programs.¹ After the sample size was

¹Krejcie and Morgan, p. 607.

calculated, each student in the population was assigned an identification number. A table of random digits developed by the Rand Corporation was used to select the students to be used in this study.¹ The composition of the sample by race, sex, and grade level by school is illustrated in Table 27.

Instrumentation

The Organizational Climate Index is a general instrument that can be employed to characterize the psychological climate of a wide variety of institutionalized work settings. The original long form (OCI-1163B) has been used in industrial settings and in conjunction with Peace Corps Training Programs. It contains the standard 300 items. For the purpose of this study, the short form of the Organizational Climate Index (OCI-375SF) was used, which contains 80 items and can be administered in less than 20 minutes. With either form, a "True" or "False" response is required for each item. There are ten items in each of the six first-order factors. Each item receives a score of one point when answered as keyed. The total score for each factor can vary from a maximum score of ten (10) to a minimum score of zero (0).

The Organizational Climate Index (OCI-375SF) provides measures for two major dimensions of school

¹The Rand Corporation, pp. 99-100.

environments as perceived by the staff: development press and task effectiveness. The scores for these two subtests are determined by further factor analysis and combination of the six first-order factor scores are illustrated below:

$$\text{Area I (Development Press)} = F1 + F2 + F3 - F6 + 10$$

$$\text{Area II (Task Effectiveness)} = F4 + F5$$

Ideally, a maximum total score of forty (40) could be achieved in the development press subtest. The maximum score for the task effectiveness subtest that can be achieved is twenty (20).

This investigator concluded that the validity of the Organizational Climate Index (OCI-375SF) was based on the results of the studies that were used to validate earlier versions of the OCI (Forms 662 and 1163) through factor analysis and comparisons to the Activities Index and the College Characteristics Index.¹ Measures of internal reliability for the six first-order factors and the two subtests of the Organizational Climate Index (OCI-375SF) are illustrated in Table 2.

¹Stern, People in Context, pp. 68-72.

TABLE 2

ORGANIZATIONAL CLIMATE INDEX
RELIABILITIES (KR20)
 FORM OCI-375SF

Factors	Schools (N=3939)
<u>First Order</u>	
1. Intellectual Climate	.77
2. Achievement Standards	.77
3. Personal Dignity	.81
4. Organizational Effectiveness	.77
5. Orderliness	.70
6. Impulse Control	.63
<u>Second Order</u>	
1. Development Press	.86
2. Task Effectiveness	.76

SOURCE: Richman and Stern, Organizational Climate Index Manual (1979).

Procedures for Data Collection

The Organizational Climate Index (OCI-375SF), developed by the Psychological Research Center at Syracuse University, was used to collect the organizational climate data for this study (Appendix A). A letter of introduction, the OCI with answer sheet, special instructions, and a stamped self-addressed envelope was mailed to each selected

teacher. Copies of the materials that were mailed are in Appendices A and C.

The in-school suspension data from each selected high school was also used as a data source, and was collected by using the form in Appendix B. Initially, a conference was held with the principal of each selected high school to discuss this study. Later, a follow-up letter was mailed to each principal requesting the in-school suspension data.

A letter of appreciation was mailed to each teacher-participant along with an individual profile and interpretation information (Appendices C and D).

Treatment of the Data

At the conclusion of the data collection process, the following statistical analyses were conducted on each of the fifteen (15) null hypotheses used in this study:

1. A t-test (Garrett 1972) was used to determine statistically significant differences ($\alpha = .05$) between the mean ($\bar{X}$) scores of teachers based on sex (H_{01}), race (H_{02}), and tenure status (H_{03}) on the Development Press subtest of the Organizational Climate Index.

2. A t-test (Garrett 1972) was used to determine statistically significant differences ($\alpha = .05$) between the mean ($\bar{X}$) scores of teachers based on sex (H_{04}), race (H_{05}), and tenure status (H_{06}) on the Task Effectiveness subtest of the Organizational Climate Index.

3. A t-test of proportions (Garrett 1972) was used to determine statistically significant differences ($\alpha = .05$) between the in-school suspension assignment rates of high school students based on race and sex (H_{o7} , H_{o8} , H_{o9} , and H_{o10}).

4. The Chi-square Test (Garrett 1972) was used to determine statistically significant differences ($\alpha = .05$) between the in-school suspension assignment rates of high school students based on race and sex (H_{o11} and H_{o12}).

5. The Spearman rank order correlation coefficient (Garrett 1972) was used to determine statistically significant relationships ($\alpha = .05$) between the mean ($\bar{X}$) scores on the Development Press and Task Effectiveness subtests and the in-school suspension assignment rates (H_{o13} , H_{o14} , and H_{o15}).

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Introduction

This study was designed to investigate the organizational climates and in-school suspension programs in selected high schools in the Oklahoma City Public Schools. The primary criteria used in the selection of the eight schools was the presence of an in-school suspension program within the student discipline model of each school.

Dr. George Stern and his associates developed the Organizational Climate Index for use in school work environments to determine teacher perceptions of organizational climate. The questionnaire was distributed to 251 teachers selected by a stratified random sampling technique. The OCI was completed and returned by 194 teachers, of which 191 of the returned questionnaires were in useable condition for this study. The response rate of useable returns is illustrated by school in Table 1.

The treatment of the data described in Chapter III was used to test the fifteen (15) null hypotheses. The data used for this study was obtained from two major sources: teachers' scores on the OCI and information contained in the in-school suspension records from each selected high school. T-tests (Garrett 1972) were used to determine statistically significant differences ($\alpha = .05$) between the mean ($\bar{X}$) scores of teachers based on sex, race, and tenure status on the development press and task effectiveness subtests. Statistically significant differences ($\alpha = .05$) between the in-school suspension assignment rates of high school students based on their race and sex were determined by t-tests of proportions and the Chi-Square test (Garrett 1972). The Spearman rank order correlation coefficient (Garrett 1972) was used to determine statistically significant relationships ($\alpha = .05$) between the Development Press and Task Effectiveness subtests and the in-school suspension assignment rates. The following null hypotheses were tested in this study:

- Ho₁ There are no statistically significant differences between the mean ($\bar{X}$) scores of male and female teachers on the "Development Press" subtest of the Organizational Climate Index.
- Ho₂ There are no statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers on the "Development Press" subtest of the Organizational Climate Index.
- Ho₃ There are no statistically significant differences between the mean ($\bar{X}$) scores of tenured and

probationary teachers on the "Development Press" subtest of the Organizational Climate Index.

- Ho₄ There are no statistically significant differences between the mean ($\bar{X}$) scores of male and female teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.
- Ho₅ There are no statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.
- Ho₆ There are no statistically significant differences between the mean ($\bar{X}$) scores of tenured and probationary teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.
- Ho₇ There are no statistically significant differences between the in-school suspension assignment rates for black male and black female high school students.
- Ho₈ There are no statistically significant differences between the in-school suspension assignment rates for black male and white female high school students.
- Ho₉ There are no statistically significant differences between the in-school suspension assignment rates for white male and white female high school students.
- Ho₁₀ There are no statistically significant differences between the in-school suspension assignment rates for white male and black female high school students.
- Ho₁₁ There are no statistically significant differences between the in-school suspension assignment rates for black male and white male high school students.
- Ho₁₂ There are no statistically significant differences between the in-school suspension assignment rates for black female and white female high school students.
- Ho₁₃ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the

"Development Press" and "Task Effectiveness" subtests of the Organizational Climate Index.

Ho₁₄ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Development Press" subtest of the Organizational Climate Index and the in-school suspension assignment rates.

Ho₁₅ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Task Effectiveness" subtest of the Organizational Climate Index and the in-school suspension assignment rates.

Male and Female Teachers' Mean ($\bar{X}$) Scores
on Development Press (Ho₁)

Table 3 illustrates the number of male and female high school teachers in the sample by schools. The range of male teachers in the eight (8) participating schools was 4-13, and the range for female teachers was 11-20.

TABLE 3
GENDER COMPOSITION OF TEACHERS BY SCHOOL

School	Male		Female		Totals
	Number	%	Number	%	
A	7	8.86	14	12.50	21
B	12	15.19	11	9.82	23
C	13	16.46	12	10.71	25
D	11	13.92	20	17.86	31
E	4	5.06	13	11.61	17
F	12	15.19	12	10.71	24
G	11	13.92	18	16.07	29
H	9	11.39	12	10.71	21

The highest possible individual score that can be achieved on this subtest is 40, and the lowest possible score is 0. Among the male teachers, the highest score recorded was 36 and the lowest was 4. The highest score among the female teachers was 36 and the lowest score recorded was 1. The mean ($\bar{X}$) score for 79 male teachers was 18.40, which was higher than the mean ($\bar{X}$) score of 16.38 for 112 female teachers. This difference was not statistically significant at the .05 level as illustrated in Table 4.

TABLE 4

MALE AND FEMALE TEACHERS' MEAN ($\bar{X}$) SCORES ON
DEVELOPMENT PRESS SUBTEST OF THE
ORGANIZATIONAL CLIMATE INDEX

Sex	$\bar{X}$	S.D.	N	df	t-ratio	Level of Significance
Male	18.40	8.46	79	189	1.60	N.S.
Female	16.38	8.79	112			

Black and White Teachers' Mean ($\bar{X}$)

Scores on Development Press (H_{o_2})

An analysis was performed on the mean ($\bar{X}$) scores of black and white teachers included in the sample. The racial composition of the sample consisted of 30.9% Black 66% White, 1.6% American Indian, 0.5% Oriental, and 1%

Spanish American. Table 5 illustrates the racial composition of the sample by school.

TABLE 5
RACIAL COMPOSITION OF TEACHERS BY SCHOOL

	Black		White		Spanish American		American Indian		Oriental	
	No.	%	No.	%	No.	%	No.	%	No.	%
A	3	14.29	17	80.95	1	4.76	-	-	-	-
B	9	39.13	14	60.87	-	-	-	-	-	-
C	8	32.00	16	64.00	-	-	1	4.00	-	-
D	8	25.81	23	74.19	-	-	-	-	-	-
E	7	41.18	10	58.82	-	-	-	-	-	-
F	6	25.00	15	62.50	1	4.17	1	4.17	1	4.17
G	11	37.93	18	62.07	-	-	-	-	-	-
H	7	33.33	13	61.90	-	-	1	4.76	-	-
TTL	59		126		2		3		1	
%	30.89		65.97		1.05		1.57		0.52	

The highest score achieved among the black teachers was 36 and the lowest score recorded was 2. Among the white teachers, the highest score recorded was 36 and the lowest was 1. The mean ($\bar{X}$) score for the 59 black teachers was 18.93, which was higher than the mean ($\bar{X}$) score of 16.38 for the 126 white teachers. This difference was

not statistically significant at the .05 level as illustrated in Table 6.

TABLE 6
BLACK AND WHITE TEACHERS' MEAN ($\bar{X}$) SCORES
ON DEVELOPMENT PRESS SUBTEST OF THE
ORGANIZATIONAL CLIMATE INDEX

	$\bar{X}$	S.D.	N	df	t-ratio	Level of Significance
Black	18.93	8.27	59	183	1.92	N.S.
White	16.38	8.74	126			

Tenured and Probationary Teachers' Mean ($\bar{X}$)

Scores on Development Press (H_o_3)

A t-test (Garrett 1972) was performed on the mean ($\bar{X}$) scores of teachers in the sample based upon tenure status in the Oklahoma City Public Schools. The tenured teachers (143) consisted of 74.87% of the total sample as compared to 25.13% which was representative of teachers with probationary status. Tenure status of teachers included in the sample is illustrated in Table 7.

Table 7 illustrates the number of tenured and probationary teachers in the sample by school. The range of tenured teachers in the selected schools that participated in this study was 4-14, and the range for probationary teachers was 0-6.

TABLE 7
TENURE STATUS OF TEACHERS BY SCHOOL

School	Tenured		Probationary		Totals
	No.	Percent	No.	Percent	
A	20	13.99	1	2.08	21
B	19	13.29	4	8.33	23
C	14	9.79	11	22.92	25
D	21	14.69	10	20.83	31
E	11	7.69	6	12.50	17
F	21	14.69	3	6.25	24
G	21	14.69	8	16.67	29
H	16	11.19	5	10.42	21

The highest score achieved among the tenured teachers was 36 and the lowest score recorded was 1. Among the probationary teachers, the highest score achieved on the development press subtest was 36 and the lowest was 1. The mean ($\bar{X}$) score for the tenured teachers was 17.43, which was higher than the mean ($\bar{X}$) score of 16.54 for probationary teachers. This difference was not statistically significant at the .05 level as illustrated in Table 8.

TABLE 8

TENURED AND PROBATIONARY TEACHERS' MEAN ($\bar{X}$) SCORES
ON THE DEVELOPMENT PRESS SUBTEST OF THE
ORGANIZATIONAL CLIMATE INDEX

	$\bar{X}$	S.D.	N	df	t-ratio	Level of Significance
Tenured	17.43	8.63	143	189	0.61	N.S.
Probationary	16.54	8.91	48			

Male and Female Teachers' Mean ($\bar{X}$) Scores

on Task Effectiveness (H_{04})

Table 3 illustrated the number of male and female teachers in the sample by school. In Table 9, gender descriptions of the participants in the sample are illustrated by race and school.

TABLE 9

GENDER COMPOSITION OF TEACHERS BY SCHOOL AND RACE

	Black		White		Spanish American		American Indian		Oriental	
	M	F	M	F	M	F	M	F	M	F
A	2	1	5	12	0	1	0	0	0	0
B	5	4	7	7	0	0	0	0	0	0
C	3	5	9	7	0	0	1	0	0	0
D	2	6	9	14	0	0	0	0	0	0
E	2	5	2	8	0	0	0	0	0	0
F	1	5	10	5	1	0	0	1	0	1
G	3	8	8	10	0	0	0	0	0	0
H	3	4	6	7	0	0	0	1	0	0
TTL	21	38	56	70	1	1	1	2	0	1
%	.11	.20	.29	.37	.005	.005	.005	.01	-	.005

The highest possible individual score that can be achieved on this subtest is 20, and the lowest possible score is 0. Among the male teachers, the highest score recorded was 19, and the lowest was 0. The highest score among the female teachers was 20, and the lowest score recorded was 1. The mean ($\bar{X}$) score for the 79 male teachers was 10.79, which was higher than the mean ($\bar{X}$) score of 9.47 for the 112 female teachers.

A t-test (Garrett 1972) was performed on the mean ($\bar{X}$) scores of the teachers. The difference between the mean ($\bar{X}$) scores of each group was not statistically significant at the .05 level as illustrated in Table 10.

TABLE 10

MALE AND FEMALE TEACHERS' MEAN ($\bar{X}$) SCORES ON THE
TASK EFFECTIVENESS SUBTEST OF THE
ORGANIZATIONAL CLIMATE INDEX

	$\bar{X}$	S.D.	N	df	t-ratio	Level of Significance
Male	10.79	4.80	79	189	1.89	N.S.
Female	9.47	4.78	112			

Black and White Teachers' Mean ($\bar{X}$) Scores on
Task Effectiveness (Ho₅)

The sample consisted of 59 black and 126 white teachers, which was 30.9% and 66% of the total sample, respectively. The remaining racial groups comprised 3.1%

of the sample as follows: 2 Spanish Americans, 3 American Indians, and 1 Oriental American. Table 11 illustrates the racial composition of the sample by tenure status and school.

TABLE 11
RACIAL COMPOSITION OF TEACHERS BY SCHOOL
AND TENURE

	Black		White		Spanish American		American Indian		Oriental	
	T	P	T	P	T	P	T	P	T	P
A	3	0	17	0	0	1	0	0	0	0
B	8	1	11	3	0	0	0	0	0	0
C	3	5	10	6	0	0	1	0	0	0
D	7	1	14	9	0	0	0	0	0	0
E	5	2	6	4	0	0	0	0	0	0
F	5	1	13	2	1	0	1	0	1	0
G	9	2	12	6	0	0	0	0	0	0
H	6	1	9	4	0	0	1	0	0	0
TTLS	46	13	92	34	1	1	3	0	1	0
%	.24	.07	.48	.18	.005	.005	.02	-	.005	-

The highest score achieved among the black teachers was 19 and the lowest score recorded was 1. Among the white teachers, the highest score recorded was 20 and the lowest was 0. The mean ($\bar{X}$) score for the black teachers was 11.35, which was higher than the mean ($\bar{X}$) score of 9.34 for the white teachers. This difference was statistically significant at the .05 and .01 levels of significance as illustrated in Table 12.

TABLE 12

BLACK AND WHITE TEACHERS' MEAN ($\bar{X}$) SCORES ON
THE TASK EFFECTIVENESS SUBTEST OF THE
ORGANIZATIONAL CLIMATE INDEX

	$\bar{X}$	S.D.	N	df	t-ratio	Level of Significance
Black	11.35	4.39	59	183	2.87	Significant
White	9.34	4.45	126			

Tenured and Probationary Teachers' Mean ($\bar{X}$)

Scores on Task Effectiveness (H_{o6})

The sample included 143 tenured and 48 probationary teachers. Based upon teacher tenure, the following rank-order description was representative of the sample according to racial composition:

1. Tenured White Teachers - 48.2%
2. Tenured Black Teachers - 24.1%
3. Probationary White Teachers - 17.8%
4. Probationary Black Teachers - 6.8%
5. Tenured American Indian Teachers - 1.6%
6. Probationary Spanish American Teachers - 0.5%
- Tenured Oriental American Teachers - 0.5%
- Tenured Spanish American Teachers - 0.5%
7. Probationary American Indian Teachers - 0.0%
- Probationary Oriental American Teachers - 0.0%

Table 13 illustrates the number of tenured and probationary teachers in the sample by school and sex. Tenured teachers represent 74.9% of the total sample as compared to 25.1% for probationary teachers.

TABLE 13
TENURE STATUS OF TEACHERS BY SCHOOL AND GENDER

	A		B		C		D		E		F		G		H	
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured	7	13	10	9	7	7	7	14	4	7	11	10	8	13	7	9
Probationary	0	1	2	2	6	5	4	6	0	6	1	2	3	5	2	3
Totals	7	14	12	11	13	12	11	20	4	13	12	12	11	18	9	12

The highest score achieved among the tenured teachers was 19 and the lowest score recorded was 0. Among the probationary teachers, the highest score achieved on the task effectiveness subtest was 20 and the lowest was 1. The mean ($\bar{X}$) score for the tenured teachers on this subtest was 9.85, which was lower than the mean ($\bar{X}$) score of 10.52 for the probationary teachers. This difference was not statistically significant based on a t-test (Garrett 1972) at the .05 level, which is illustrated in Table 14.

TABLE 14
TENURED AND PROBATIONARY TEACHERS' MEAN ($\bar{X}$)
SCORES ON THE TASK EFFECTIVENESS SUBTEST
OF THE ORGANIZATIONAL CLIMATE INDEX

	X	S.D.	N	df	t-ratio	Level of Significance
Tenured	9.85	4.91	143	189	0.87	N.S.
Probationary	10.52	4.56	48			

In-school Suspension Assignment Rates of Black

Male and Black Female Students (Ho₇)

An analysis was performed on the in-school suspension assignment rates of the black male and black female students that were represented in the random sample. The range of in-school suspension assignments for black males represented in the sample for the eight high schools selected for this study was 2-20. The range for the black females included in the sample was 2-23 in the selected high schools. Table 15 illustrates the number of black male and black female students by school in the sample.

TABLE 15

IN-SCHOOL SUSPENSIONS BY SCHOOL FOR BLACK
MALE AND BLACK FEMALE STUDENTS

	Black Male		Black Female		Totals	
	No.	%	No.	%	No.	%
A	3	3.80	2	2.74	5	3.29
B	2	2.53	7	9.59	9	5.92
C	13	16.46	13	17.81	26	17.11
D	14	17.72	9	12.33	23	15.13
E	3	3.80	5	6.85	8	5.26
F	15	18.99	10	13.70	25	16.45
G	9	11.39	4	5.48	13	8.55
H	20	25.32	23	31.51	43	28.29

The largest number of in-school suspensions for black males in the sample occurred in the 9th grade. A total of 47 in-school suspensions for black females was recorded

as the highest number among the females, which was also at the ninth grade level. Table 27 illustrates the number of in-school suspensions in the sample by school, grade, race, and sex.

The total sample consisted of 181 males and 136 females. Black males (79) represented 44% of the total males selected in the sample, and black females (73) comprised 54% of the total female students included in the sample. This difference was not statistically significant at the .05 level of significance as illustrated in Table 16 using a t-test of proportions (Garret 1972).

TABLE 16

IN-SCHOOL SUSPENSION ASSIGNMENT RATES OF BLACK
MALE AND BLACK FEMALE STUDENTS

	N	% of Total	P (%)	Q (%)	SE (%)	t-ratio	Level of Significance
Black Male	79	44%	47.9	52.1	5.7	1.75	N.S.
Black Female	73	54%					

In-School Suspension Assignment Rates of Black

Male and White Female Students (Ho₈)

The range of in-school suspension assignments for the black males in all schools was 2-20. White females in the sample had an in-school suspension range of 2-16 among the selected high schools. This study revealed that the highest number of suspensions for white females occurred

in the ninth grade, and the lowest total number of suspensions was recorded in the 12th grade for white females. In Table 17, the number of in-school suspensions by school for black male and white female students in the sample are illustrated.

TABLE 17
IN-SCHOOL SUSPENSIONS BY SCHOOL FOR BLACK MALE AND
WHITE FEMALE STUDENTS

	Black Male		White Female		Totals	
	No.	%	No.	%	No.	%
A	3	3.80	2	3.57	5	.04
B	2	2.53	2	3.57	4	.03
C	13	16.46	13	23.21	26	.19
D	14	17.72	16	28.57	30	.22
E	3	3.80	6	10.71	9	.07
F	15	18.99	10	17.86	25	.19
G	9	11.39	1	1.79	10	.07
H	20	25.32	6	10.71	26	.19

A t-test of proportions (Garrett 1972) was used to analyze the statistically significant difference between the percentages of black male and white female high school students assigned to in-school suspension programs. Black males represented 44% of the males in the sample, and the white females comprised 41% of all females selected for this study. This difference was not statistically significant at the .05 level of significance as illustrated in Table 18.

TABLE 18

IN-SCHOOL SUSPENSION ASSIGNMENT RATES OF BLACK
MALE AND WHITE FEMALE STUDENTS

	N	% of Total	P (%)	Q (%)	SE (%)	t-ratio	Level of Significance
Black Male	79	44%	42.6	57.4	5.6	0.54	N.S.
White Female	56	41%					

In-School Suspension Assignment Rates of White
Male and White Female Students (Ho₉)

The sample consisted of 83 white males and 56 white female high school students among the eight selected schools. White males represented 46% of the total male sample, and white females comprised 41% of the females selected from the random sample. Table 27 illustrates the number of in-school suspensions in the sample by school, grade, race, and sex.

The range of in-school suspension assignments for white males was 1-18 among the eight high schools selected for this study. The range for white females included in the sample was 2-16 in the selected high schools. This study revealed that the highest number of in-school suspensions for both white males and white females occurred in the 9th grade, white males with 35 and white females with 30 in-school suspensions recorded. Table 19 illustrates the number of white males and white females in the sample by school.

TABLE 19

IN-SCHOOL SUSPENSIONS BY SCHOOL FOR WHITE MALE
AND WHITE FEMALE STUDENTS

	White Male		White Female		Totals	
	No.	%	No.	%	No.	%
A	1	1.20	2	3.57	3	.02
B	6	7.23	2	3.57	8	.06
C	18	21.69	13	23.21	31	.22
D	18	21.69	16	28.57	34	.24
E	9	10.84	6	10.71	15	.11
F	18	21.69	10	17.86	28	.20
G	4	4.82	1	1.79	5	.04
H	9	10.84	6	10.71	15	.11

Whitemales represented 46% of the total male students selected in the sample, and white females comprised 41% of the total females included in the sample. This difference was not statistically significant at the .05 level of significance as illustrated in Table 20 using a t-test of proportions (Garrett 1972).

TABLE 20

IN-SCHOOL SUSPENSION ASSIGNMENT RATES OF WHITE
MALE AND WHITE FEMALE STUDENTS

	N	% of Total	P (%)	Q (%)	SE (%)	t-ratio	Level of Significance
White Male	83	46%	43.8	56.2	5.7	0.87	N.S.
White Female	56	41%					

In-School Suspension Assignment Rates of White
Male and Black Female Students (Ho₁₀)

The range of in-school suspension assignments for the white males in all schools was 1-18. Black females in the sample had an in-school suspension assignment range of 2-23 among the selected high schools. The highest and lowest in-school suspension assignments for both white male and black female students were the 9th and 12th grade levels respectively. The number of white male and black female students in the sample are illustrated in Tables 21 and 27 (summary).

TABLE 21

IN-SCHOOL SUSPENSIONS BY SCHOOL FOR WHITE MALE AND
BLACK FEMALE STUDENTS

	White Male		Black Female		Totals	
	No.	%	No.	%	No.	%
A	1	1.20	2	2.74	3	.02
B	6	7.23	7	9.59	13	.08
C	18	21.69	13	17.81	31	.20
D	18	21.69	9	12.33	27	.17
E	9	10.84	5	6.85	14	.09
F	18	21.69	10	13.70	28	.18
G	4	4.82	4	5.48	8	.05
H	9	10.84	23	31.51	32	.21

As illustrated in Table 21, there were 83 white males and 73 black females in the total sample. The highest number of white males was represented in three (3) schools,

(C, D, and F). Each school had a total of eighteen (18) white males. School A had the smallest number of white males, which was one (1). The highest number of black females in the sample was recorded in School H, which had a total of twenty-three (23). Only two (2) black females were recorded in School A, which was the smallest number represented in the eight selected schools.

A t-test of proportions (Garrett 1972) was used to analyze the statistically significant difference between the percentages of white male and black female students assigned to in-school suspension programs among the eight selected high schools. White males represented 46% of the males included in the total sample, and black females comprised 54% of all females selected at random for this study. This difference was not statistically significant at the .05 level of significance as illustrated in Table 22.

TABLE 22

IN-SCHOOL SUSPENSION ASSIGNMENT RATES OF WHITE
MALE AND BLACK FEMALE STUDENTS

	N	% of Total	P (%)	Q (%)	SE (%)	t-ratio	Level of Significance
White Male	83	46%	49.2	50.8	5.7	1.40	N.S.
Black Female	73	54%					

In-School Suspension Assignment Rates of Black
Male and White Male Students (Ho₁₁)

The in-school suspension assignment rates of the black male and white male students represented in the random sample were analyzed in this study. The range of in-school suspension assignments for black males for the eight high schools was 2-20. The range for the white males in the sample was 1-18. In Table 23, the number of black male and white male students by school is illustrated.

TABLE 23

IN-SCHOOL SUSPENSIONS BY SCHOOL FOR BLACK MALE AND
WHITE MALE STUDENTS

	Black Male		White Male		Totals	
	No.	%	No.	%	No.	%
A	3	3.80	1	1.20	4	.02
B	2	2.53	6	7.23	8	.05
C	13	16.46	18	21.69	31	.19
D	14	17.72	18	21.69	32	.20
E	3	3.80	9	10.84	12	.07
F	15	18.99	18	21.69	33	.20
G	9	11.39	4	4.82	13	.08
H	20	25.32	9	10.84	29	.18

The total sample consisted of 79 black males and 83 white males. Black males represented 44% of the total males in the sample, and the white males represented 46% of the total male sample. The Chi-Square Test (Garrett

1972) was used to determine the difference between the two proportions. This difference was not statistically significant at the .05 level of significance as illustrated in Table 24.

TABLE 24

IN-SCHOOL SUSPENSION ASSIGNMENT RATES OF BLACK
MALE AND WHITE MALE STUDENTS

	N	% of Total	df	χ^2	Level of Significance
Black Male	79	44%	1	0.04	N.S.
White Male	83	46%			

In-School Suspension Assignment Rates of Black
Female and White Female Students (Ho₁₂)

The range of in-school suspension assignments for the black females in all schools was 2-23. White females in the sample had an in-school suspension assignment range of 1-16. There were 73 black females and 56 white females in this study that were selected from a random sample. Table 25 illustrates the number of black females and white females by school in the sample.

TABLE 25

IN-SCHOOL SUSPENSIONS BY SCHOOL FOR BLACK
FEMALE AND WHITE FEMALE STUDENTS

	Black Female		White Female		Totals	
	No.	%	No.	%	No.	%
A	2	2.74	2	3.57	4	.03
B	7	9.59	2	3.57	9	.07
C	13	17.81	13	23.21	26	.20
D	9	12.33	16	28.57	25	.19
E	5	6.85	6	10.71	11	.09
F	10	13.70	10	17.86	20	.16
G	4	5.48	1	1.79	5	.04
H	23	31.51	6	10.71	29	.22

Black females represented 54% of the total females selected in the sample, and white females comprised 41% of the total females included in the sample. The difference between the two proportions was tested by the Chi-Square Test (Garrett 1972). This difference was not statistically significant at the .05 level of significance as illustrated in Table 26.

TABLE 26

IN-SCHOOL SUSPENSION ASSIGNMENT RATES OF
BLACK AND WHITE FEMALE STUDENTS

	N	% of Total	df	χ^2	Level of Significance
Black Female	73	54%	1	1.78	N.S.
White Female	56	41%			

Table 27 illustrates the number of in-school suspensions in the sample by school, grade, race, and sex.

TABLE 27
SUMMARY OF IN-SCHOOL SUSPENSIONS BY SCHOOL,
GRADE, RACE, AND SEX

	Grade	Black		Indian		Oriental		Spanish		White		Totals	
		M	F	M	F	M	F	M	F	M	F		
A	9	1	-	3	-	-	-	-	-	-	1	5	13
	10	1	1	2	-	-	-	-	-	1	1	6	
	11	1	1	-	-	-	-	-	-	-	-	2	
	12	-	-	-	-	-	-	-	-	-	-	0	
B	9	-	3	-	-	-	-	-	-	-	-	3	17
	10	1	-	-	-	-	-	-	-	-	-	1	
	11	-	3	-	-	-	-	-	-	4	2	9	
	12	1	1	-	-	-	-	-	-	2	-	4	
C	9	6	9	1	3	-	-	-	-	6	8	33	63
	10	3	1	2	-	-	-	-	-	2	1	9	
	11	1	3	-	-	-	-	-	-	8	3	15	
	12	3	-	-	-	-	-	-	-	2	1	6	
D	9	5	5	-	-	-	-	-	1	12	9	32	58
	10	2	-	-	-	-	-	-	-	2	5	9	
	11	4	4	-	-	-	-	-	-	2	-	10	
	12	3	-	-	-	-	-	-	-	2	2	7	
E	9	2	4	-	-	-	-	2	-	6	6	20	26
	10	-	1	1	-	-	-	-	-	2	-	4	
	11	1	-	-	-	-	-	-	-	1	-	2	
	12	-	-	-	-	-	-	-	-	-	-	0	
F	9	3	8	-	-	-	-	1	2	4	3	21	60
	10	6	1	-	-	-	-	-	-	9	3	19	
	11	4	1	-	1	-	-	3	-	2	4	15	
	12	2	-	-	-	-	-	-	-	3	-	5	
G	9	2	2	-	-	-	-	-	-	3	-	7	18
	10	3	1	-	-	-	-	-	-	-	-	4	
	11	2	1	-	-	-	-	-	-	1	-	4	
	12	2	-	-	-	-	-	-	-	-	1	3	
H	9	7	16	-	-	-	-	-	-	4	2	29	62
	10	8	4	-	-	-	-	2	-	2	4	20	
	11	2	3	-	-	-	-	2	-	2	-	9	
	12	3	-	-	-	-	-	-	-	1	-	4	
Totals		79	73	9	4	0	0	10	3	85	56	317	

Spearman's rank order correlation coefficient (ρ) was used to determine statistically significant relationships at the .05 level of significance for H_{013} , H_{014} , and H_{015} . The mean ($\bar{X}$) scores on the two subtests (Development Press and Task Effectiveness) of the Organizational Climate Index, and the in-school suspension assignment rates for the selected high schools were paired independently and ranked from HIGH to LOW as illustrated in Table 34.

Relationship Between the Development Press and
Task Effectiveness Subtests (H_{013})

The mean ($\bar{X}$) scores for the Development Press and Task Effectiveness subtests were calculated for each selected high school by using the individual teacher scores on the Organizational Climate Index. The Area I and Area II scores among the eight high schools were ranked from high (1) to low (8) in H_{013} , H_{014} , and H_{015} . Table 28 illustrates the mean ($\bar{X}$) scores and their appropriate rankings by school for Area I and Area II.

Spearman's rank order correlation coefficient (ρ) was used to determine if there was a statistically significant relationship between the Development Press and Task Effectiveness subtests. The results revealed that there was not a statistically significant relationship at the .05 level of significance as illustrated in Table 29.

TABLE 28

MEAN ($\bar{X}$) SCORES AND THEIR RANKS FOR AREA I
AND AREA II BY SCHOOL

School	Area I		Area II	
	($\bar{X}$)	Rank	($\bar{X}$)	Rank
A	15.86	6	9.90	5
B	10.83	8	5.96	8
C	14.80	7	11.20	4
D	16.29	5	8.65	7
E	18.82	4	9.41	6
F	20.50	2	11.42	2
G	20.76	1	11.41	3
H	19.90	3	12.19	1

TABLE 29

RELATIONSHIP BETWEEN THE DEVELOPMENT PRESS
AND TASK EFFECTIVENESS SUBTESTS OF THE
ORGANIZATIONAL CLIMATE INDEX

Variables	Pairs of Ranks	ΣD^2	df	p (rho)	Level of Significance
1. Development Press	8	26	6	0.69	N.S.
2. Task Effec- tiveness					

Relationship Between the Development Press and
In-school Suspension Assignment Rates (Ho₁₄)

Table 30 illustrates the mean ($\bar{X}$) scores of the Development Press subtest and in-school suspension assignment rates (percentages) for each selected high school. Also illustrated by school are the appropriate rankings for each variable. The mean ($\bar{X}$) scores for Area I and the in-school suspension assignment rates for each school were ranked from high (1) to low (8).

Among the eight high schools, School G was assigned a rank of one (1) for the highest mean ($\bar{X}$) score on the Development Press subtest. The high school with the lowest mean ($\bar{X}$) score was School B. The highest in-school suspension assignment rate was recorded by School C, and the lowest rate was recorded by School A. The in-school suspension assignment rate is the percentage of a school's total enrollment that was assigned to the in-school suspension program for the 1981-82 school year.

The relationship between the Development Press subtest of the Organizational Climate Index and in-school suspension assignment rates was determined by Spearman's rank order correlation coefficient. This relationship was not statistically significant at the .05 level (Table 31).

TABLE 30

AREA I MEAN ($\bar{X}$) SCORES AND IN-SCHOOL
SUSPENSION RATES BY SCHOOL

School	Area I		Suspension Rate	
	($\bar{X}$)	Rank	(%)	Rank
A	15.86	6	7.9	8
B	10.83	8	9.4	6
C	14.80	7	39.0	1
D	16.29	5	19.9	4
E	18.82	4	18.4	5
F	20.50	2	32.1	2
G	20.76	1	8.3	7
H	19.90	3	25.4	3

TABLE 31

RELATIONSHIP BETWEEN DEVELOPMENT PRESS AND
IN-SCHOOL SUSPENSION RATE

Variables	Pairs of Ranks	ΣD^2	df	p (rho)	Level of Significance
1. Development Press	8	82	6	0.02	N.S.
2. Suspension Rate					

Relationship Between the Task Effectiveness

Subtest and In-School Suspension

Assignment Rate (H_{015})

The mean ($\bar{X}$) scores for Area II and the in-school suspension assignment rates (percentages) for the selected

high schools were ranked from high (1) to low (8). Among the eight schools, School H received a rank of one (1) for the highest Area II mean ($\bar{X}$) score, and School B had the lowest mean ($\bar{X}$) score. School C was ranked number one (1) with the highest in-school suspension assignment rate of 39.0%. The lowest in-school suspension assignment rate was recorded by School A. Table 32 illustrates the Area II (Task Effectiveness) mean ($\bar{X}$) scores and in-school suspension assignment rates for the selected high schools.

TABLE 32
AREA II MEAN ($\bar{X}$) SCORES AND IN-SCHOOL
SUSPENSION RATES BY SCHOOL

School	Area II		Suspension Rate	
	($\bar{X}$)	Rank	(%)	Rank
A	9.90	5	7.9	8
B	5.96	8	9.4	6
C	11.20	4	39.0	1
D	8.65	7	19.9	4
E	9.41	6	18.4	5
F	11.42	2	32.1	2
G	11.41	3	8.3	7
H	12.19	1	25.4	3

According to Table 33, the relationship between mean ($\bar{X}$) score ranks on the Task Effectiveness (Area II) and the in-school suspension assignment rate ranks was not statistically significant at the .05 level of significance.

TABLE 33

RELATIONSHIP BETWEEN TASK EFFECTIVENESS
AND IN-SCHOOL SUSPENSION RATE

Variables	Pairs of Ranks	ΣD^2	df	p (rho)	Level of Significance
1. Task Effectiveness	8	52	6	0.38	N.S.
2. Suspension Rate					

Table 34 illustrates the mean ($\bar{X}$) scores and their appropriate rankings for Area I (Development Press) and Area II (Task Effectiveness) for the high schools selected for this study. Also illustrated in Table 34 are the in-school suspension assignment rates and their appropriate rankings. The in-school suspension assignment rate was calculated by dividing the total number of students assigned to the in-school suspension program by the school's total enrollment.

TABLE 34
SUMMARY OF AREA I, AREA II, AND
IN-SCHOOL SUSPENSION RATES

	Ho ₁₃		Ho ₁₄		Ho ₁₅	
	Area I ($\bar{X}$) Rank	Area II ($\bar{X}$) Rank	Area I ($\bar{X}$) Rank	Area II ($\bar{X}$) Rank	Area I ($\bar{X}$) Rank	Area II ($\bar{X}$) Rank
A	15.86 6	9.90 5	15.86 6	7.9 8	9.90 5	7.9 8
B	10.83 8	5.96 8	10.83 8	9.4 6	5.96 8	9.4 6
C	14.80 7	11.20 4	14.80 7	39.0 1	11.20 4	39.0 1
D	16.29 5	8.65 7	16.29 5	19.9 4	8.65 7	19.9 4
E	18.82 4	9.41 6	18.82 4	18.4 5	9.41 6	18.4 5
F	20.50 2	11.42 2	20.50 2	32.1 2	11.42 2	32.1 2
G	20.76 1	11.41 3	20.76 1	8.3 7	11.41 3	8.3 7
H	19.90 3	12.19 1	19.90 3	25.4 3	12.19 1	25.4 3

Discussion

There were fifteen (15) null hypotheses tested in this study. Only one (1) of the fifteen hypotheses was found to be statistically significant at the .05 and .01 levels of significance. This difference was revealed between the mean ($\bar{X}$) scores of black and white teachers on

the task effectiveness subtest of the Organizational Climate Index (OCI-375SF). Special emphasis was placed on this finding because of the ramifications it has in public education. Speculation is that this difference between black and white teachers on this particular subtest may be related to differences in their perceptions of the events, activities, and conditions in desegregated high schools with racially-balanced student populations. It could be that black teachers tend to view their roles in desegregated high schools more favorably than their white colleagues, a supposition that was supported in the results of this study and others that focused on these types of differences.

As secondary findings, it was revealed that there were three (3) hypotheses that approached significance at the .05 level of significance: the difference between the mean ($\bar{X}$) scores of black and white teachers on the development press subtest (H_{o_2}), the difference between the mean ($\bar{X}$) scores of male and female teachers on the task effectiveness subtest (H_{o_4}), and the relationship between the mean ($\bar{X}$) scores on the development press and task effectiveness subtests ($H_{o_{13}}$).

Categorically, this study revealed that there were no statistically significant differences between the mean ($\bar{X}$) scores of teachers with respect to gender and tenure status. Generally, it can be assumed that the teachers

sensed that their school environments did not support practices that were discriminatory with respect to the gender and tenure status of classroom teachers.

It was also revealed that there were no statistically significant differences found between the in-school suspension assignment rates of high school students in the selected schools based on race and sex. It could be speculated that the in-school suspension program concepts in the selected schools were more similar in design and purpose than they are dissimilar. Also, it could be assumed that the disciplinary actions by the school administrators in the selected schools were fair and consistent with respect to the placement of students in the in-school suspension programs.

As a result of testing H_{013} , it was revealed that there was no statistically significant relationship between the mean ($\bar{X}$) scores of teachers in the selected high schools on the two subtests; however, it approached significance and was determined to be a positive relationship. It can be assumed that as schools place more emphasis on intellectual and academic growth, there will likely be a tendency to stress more conformity to organizational and professional standards, rules, and policies.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the perceptions of high school teachers regarding organizational climate in their school-work environments, and compare the test results based on the sex, race, and tenure status of teachers. In addition, the in-school suspension records of the selected high schools were analyzed to compare the assignment rates of students based on the race and sex of students assigned to in-school suspension programs. Three questions were investigated in this study:

1. Is organizational climate perceived differently by teachers with respect to sex, race, and tenure status?
2. Are there differences related to the race and sex of students assigned to in-school suspension programs?
3. To what degree does the organizational climate of a school relate to the in-school suspension assignment rate?

The Organizational Climate Index (OCI-375SF) developed by George Stern and his associates was used to collect the data for this study. Also, the in-school suspension information from each selected high school was recorded on a form prepared by this researcher.

The OCI was distributed via the U.S. Mail to 251 high school teachers randomly selected from eight of the ten high schools in the Oklahoma City Public Schools. The OCI was completed and returned in useable form by 191 teachers, which represents a return rate of 76%.

The OCI-375SF used in this study contains 80 items, and can be administered in less than 20 minutes. A "true" or "false" response is required for each item. The OCI provides measures of six first-order factors and two second-order factors. The first-order factors are (a) intellectual climate, (b) achievement standards, (c) personal dignity, (d) organizational effectiveness, (e) orderliness, and (f) impulse control. These six factors, by further factor analysis and combination, yield two major dimensions of school environments as perceived by staff: development press and task effectiveness.

The in-school suspension data used in this study was collected from each participating high school. An analysis of the data revealed that 1813 students in the eight selected high schools had been assigned to in-school suspension programs during the first semester of the 1981-82 school

year. A random sample of 317 students was used to investigate the differences between the selected high school students based on race and sex.

Findings

A total of fifteen null hypotheses were analyzed in this study. The following findings were revealed in this investigation:

- Ho₁ There are no statistically significant differences between the mean ($\bar{X}$) scores of male and female teachers on the "Development Press" subtest of the Organizational Climate Index.

This hypothesis was accepted. There were no statistically significant differences found between the mean ($\bar{X}$) scores of the selected high school teachers based on their gender at the .05 level of significance.

- Ho₂ There are no statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers on the "Development Press" subtest of the Organizational Climate Index.

This hypothesis was accepted. There were no statistically significant differences found between the mean ($\bar{X}$) scores of black and white teachers at the .05 level of significance.

- Ho₃ There are no statistically significant differences between the mean ($\bar{X}$) scores of tenured and probationary teachers on the "Development Press" subtest of the Organizational Climate Index.

This hypothesis was accepted. There were no statistically significant differences found between the mean ($\bar{X}$)

scores of tenured and probationary teachers at the .05 level of significance.

- Ho₄ There are no statistically significant differences between the mean ($\bar{X}$) scores of male and female teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.

This hypothesis was accepted. There were no statistically significant differences found between the mean ($\bar{X}$) scores of male and female teachers at the .05 level of significance.

- Ho₅ There are no statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.

This hypothesis was rejected. There were statistically significant differences between the mean ($\bar{X}$) scores of black and white teachers at the .05 and .01 levels of significance.

- Ho₆ There are no statistically significant differences between the mean ($\bar{X}$) scores of tenured and probationary teachers on the "Task Effectiveness" subtest of the Organizational Climate Index.

This hypothesis was accepted. There were no statistically significant differences between the mean ($\bar{X}$) scores of tenured and probationary teachers on this subtest at the .05 level of significance.

- Ho₇ There are no statistically significant differences between the in-school suspension assignment rates of black male and black female high school students.

This hypothesis was accepted. There were no statistically significant differences found between the in-school suspension assignment rates of black male and black female high school students at the .05 level of significance.

Ho₈ There are no statistically significant differences between the in-school suspension assignment rates of black male and white female high school students.

This hypothesis was accepted. There were no statistically significant differences found between the in-school suspension assignment rates of black male and white female high school students at the .05 level of significance.

Ho₉ There are no statistically significant differences between the in-school suspension assignment rates of white male and white female high school students.

This hypothesis was accepted. There were no statistically significant differences found between the in-school suspension assignment rates of white male and white female high school students at the .05 level of significance.

Ho₁₀ There are no statistically significant differences between the in-school suspension assignment rates of white male and black female high school students.

This hypothesis was accepted. There were no statistically significant differences found between the in-school suspension assignment rates of white male and black female high school students at the .05 level of significance.

Ho₁₁ There are no statistically significant differences between the in-school suspension assignment rates for black male and white male high school students.

This hypothesis was accepted. There were no statistically significant differences found between the in-school suspension assignment rates of black male and white male high school students at the .05 level of significance.

- Ho₁₂ There are no statistically significant differences between the in-school suspension assignment rates for black female and white female high school students.

This hypothesis was accepted. There were no statistically significant differences found between the in-school suspension assignment rates of black female and white female high school students at the .05 level of significance.

- Ho₁₃ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Development Press" and "Task Effectiveness" subtests of the Organizational Climate Index.

This hypothesis was accepted. There were no statistically significant relationships between the mean ($\bar{X}$) scores on the subtests at the .05 level of significance.

- Ho₁₄ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Development Press" subtest of the Organizational Climate Index and the in-school suspension assignment rates.

This hypothesis was accepted. There were no statistically significant relationships between the mean ($\bar{X}$) scores on the subtest and the in-school suspension assignment rates at the .05 level of significance.

- Ho₁₅ There are no statistically significant relationships between the mean ($\bar{X}$) scores on the "Task Effectiveness" subtest of the Organizational Climate Index and the in-school suspension assignment rates.

This hypothesis was accepted. There were no statistically significant relationships between the mean ($\bar{X}$) scores on the subtest and the in-school suspension rates at the .05 level of significance.

Conclusions

The following conclusions were formulated within the limitations of this study:

1. It was concluded that the perceptions of organizational climate by classroom teachers in the selected high schools appeared to be more homogeneous than heterogeneous.
2. It was concluded that the use of race as an independent variable may be a better indicator of organizational climate than gender or tenure status.
3. It was concluded that the intensity of the intellectual and academic growth patterns of a school may be related to similar demands in the school to conform to organizational standards and expectations.
4. It was concluded that the development press subtest of the OCI may be a better indicator of in-school suspension assignment rates than the task effectiveness subtest.
5. It was concluded that high school students appeared to be assigned to the in-school suspension

programs in a non-discriminatory manner with respect to race and sex.

Recommendations

The following recommendations are presented based on the conclusions previously stated:

1. It was recommended that further investigation be conducted to assess the differences between black and white teachers in their perceptions of organizational climate that relate to the events, activities, and conditions associated with task effectiveness.

2. It was recommended that future studies be conducted to incorporate other available school data (regular suspension records, achievement test scores, attendance records, discipline referrals, etc.,) be used as variables in the study of organizational climates in school environments.

3. It was recommended that high school administrators periodically assess school climates by using the perceptions of teachers to identify climate improvement areas.

4. It was recommended that high school administrators continue to assess the interrelationships between teachers and students, and review school policies and procedures to prevent inappropriate behavior, job dissatisfaction, and low productivity levels.

5. It was recommended that future studies be conducted to determine differences in perceptions of organizational climate between students assigned to in-school suspension programs and those who had not been assigned, based on race, gender, and grade level.

It was hoped that a study of this nature would inspire future researchers to study the organizational climates of high school environments. Additional research is needed to obtain a better perspective about improving school environments through climate assessment and use of available school data. It was also the intent of this researcher to initiate such a study to improve environmental conditions for teachers and students.

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APPENDICES

APPENDIX A

ORGANIZATIONAL CLIMATE INDEX
(OCI-375SF)

ORGANIZATIONAL CLIMATE INDEX

SHORT FORM
OCI - 375 SF

George G. Stern, Carl R. Steinhoff, and Joel Richman

There are 80 statements in this booklet. They are statements which describe the environment in which people work. The statements refer to daily activities, to rules and regulations and policies, to typical interests and projects, to features of the physical environment, etc. The statements may or may not be characteristic of your situation because organizations differ from one another in many ways. You are to decide which statements are characteristic of your institution and which are not. Your answers should tell us what you believe the institution is like rather than what you might personally prefer. You won't *know* the answer to many of these statements, because there may not be any really definite information on which to base your answer. *Your responses will simply mean that in your opinion the statement is probably true or probably false about your organization.*

Do not omit any item.

DIRECTIONS

On the special answer sheet print your name, and the other information requested. Then, as you read each statement in the booklet, *blacken* space

T — when you think the statement is generally TRUE or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F — when you think the statement is generally FALSE or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

Be sure to fill in the whole answer space with a heavy black mark, using any No. 2 or softer pencil. Do not use ball point or ink.

YOU MUST ANSWER EVERY ITEM.

Work rapidly, going through the entire list of statements as quickly as you can. Occasionally compare item numbers from the booklet with the answer sheet space to see that they correspond. Please do not make any stray marks on the answer sheet or in this booklet. Erase all errors and stray marks completely.

Legend: T — True. Generally true or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

1. Work programs are well organized and progress systematically from week to week.
2. People here express their feelings openly and enthusiastically.
3. Everyone here has a strong sense of being a member of the team.
4. There is a lot of group spirit.
5. Administrative policy, goals, and objectives are carefully explained to everyone.
6. When people here disagree with an administrative decision, they work to get it changed.
7. People here put a great deal of energy into everything they do.
8. Improving one's knowledge of important works of art, music, and drama is encouraged here.
9. One of the values most stressed here is open-mindedness.
10. Social events get a lot of enthusiasm and support.
11. People who have friends of the opposite sex show their affections openly.
12. People find others eager to help them get started.
13. People here spend a great deal of time thinking about and discussing complex problems.
14. The ability to plan ahead is highly valued here.
15. Many social activities are unplanned and spontaneous.
16. People are expected to have a great deal of social grace and polish.
17. Untidy reports or ones that depart from a specified style are almost certain to be returned unaccepted.
18. Most people here go to lots of parties and other social activities.
19. There are many facilities and opportunities for individual creative activity.
20. Most people here love to dance.
21. Personality and pull are more important than competence in getting ahead around here.
22. The administrative staff are often joked about or criticized.
23. Most activities here are planned carefully.
24. People here speak up openly and freely.
25. People here are not only expected to have ideas but to do something about them.
26. Good manners and making a good impression are important here.
27. The activities of charities and social agencies are strongly supported.
28. Criticism is taken as a personal affront in this organization.
29. Neatness in this place is the rule rather than the exception.
30. Male-female relationships sometimes become quite serious.
31. Many people here enjoy talking about poetry, philosophy or religion.
32. Everyone is helped to get acquainted.
33. All work assignments are laid out well in advance, so that people can plan their own schedules accordingly.
34. People here thrive on difficulty — the tougher things get, the harder everyone works.
35. Individuals who are not properly groomed are likely to have this called to their attention.
36. Service to the community is regarded as a major responsibility of the institution.
37. People here are not really concerned with deep philosophical or ethical matters.
38. Good work is really recognized around here.
39. Work is checked to see if it is done properly and on time.
40. Administrators are practical and efficient in the way they dispatch their business.

Legend: T — True. Generally true or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

41. There are no favorites in this place; everyone gets treated alike.
42. People here can get so absorbed in their work they often lose all sense of time or personal comfort.
43. People frequently do things on the spur of the moment.
44. Proper social forms and manners are not particularly important here.
45. Few people here are challenged by deep thinking.
46. People set high standards of achievement for themselves here.
47. New ideas are always being tried out here.
48. People here tend to take the easy way out when things get tough.
49. Administrators put a lot of energy and enthusiasm into directing this program.
50. People here talk about their future imaginatively and with enthusiasm.
51. There is a general idea of appropriate dress which everyone follows.
52. There always seem to be a lot of little quarrels going on here.
53. It's easy to get a group together for games, cokes, movies, etc.
54. The work atmosphere emphasizes efficiency and usefulness.
55. People spend a great deal of time together socially.
56. There is not wasted time here; everything has been planned right to the minute.
57. Discussions about improving society are common here.
58. Unusual or exciting plans are encouraged here.
59. People here feel free to express themselves impulsively.
60. People here expect to help out with fund drives, CARE, Red Cross, etc.
61. There is a specific place for everything and everyone here.
62. People here often get involved in long, serious intellectual discussions.
63. The administrative staff will go out of its way to help you with your work.
64. Many people here read magazines and books involving history, economics or political science.
65. Looking and acting "right" is expected.
66. The people here are easily moved by the misfortunes or distress of others.
67. Everyone has the same opportunity to make good.
68. Communications within the organization is always carried on through formal channels.
69. Most activities here present a real personal challenge.
70. People ask permission before deviating from common policies or practices.
71. There is a recognized group of leaders who receive special privileges.
72. People here feel they must really work hard because of the important nature of their work.
73. Parties are colorful and lively here.
74. Programs here are quickly changed to meet new conditions.
75. People are always carefully dressed and neatly groomed.
76. "Lend a helping hand" could very well be the motto of this place.
77. There is considerable interest in the analysis of value systems and the relativity of societies and ethics.
78. There is a lot of interest in the philosophy and goals of science here.
79. Frank discussions about sex are not uncommon among people here.
80. People here are usually quick to help each other out.

APPENDIX B

IN-SCHOOL SUSPENSION DATA FORM

SCHOOL _____

REFERRALS FOR THE PERIOD BEGINNING AUGUST 26, 1981 AND ENDING JANUARY 8, 1982

GRADE _____

IN-SCHOOL SUSPENSION

OFFENSES*	BLACK		INDIAN		ORIENTAL		HISPANIC		WHITE		TOTAL
	M	F	M	F	M	F	M	F	M	F	
01 Burglary											
02 Robbery											
03 Theft											
04 Fighting											
05 Vandalism											
06 Verbal Assault											
07 Talking											
08 Truancy											
09 Tardy											
10 Profanity											
11 Disturbing Class											
12 Defying Authority											
13 Dangerous Weapon											
14 Illegal Drugs											
15 Alcoholic Beverage											
16 Extortion/Blackmail											
17 Abusing an Employee											
18 Illegal Demonstration											
19 Violating Regulations											
20 Failure to Work											
21 Lack of Materials											
22 Other											
TOTALS											

*If a student is assigned to the in-school suspension program for committing multiple offenses, determine the major offense and mark accordingly.

APPENDIX C

CORRESPONDENCE



December 16, 1981

Tyrone Cole
3125 N. W. 61st St.
Oklahoma City, Oklahoma 73112

Dear Mr. Cole:

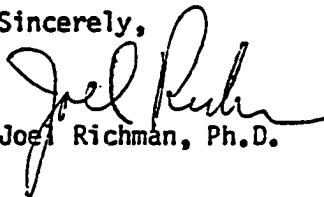
I am writing in response to your letter of December 8, 1981.

You do not need a licensing agreement if the only duplication of the OCI is going to be within your dissertation, for purposes of duplication of your dissertation. As long as you include one original copy of the OCI in your dissertation with the appropriate copyright notices on the instrument, I will hereby give you permission for that reproduction.

I understand that you will not be reproducing the OCI for the research per se, but will be purchasing a sufficient number of test booklets to conduct your research. I will be most happy to provide these booklets upon receipt of your order.

Good luck with your research.

Sincerely,


Joel Richman, Ph.D.

JR/nm

OKLAHOMA CITY PUBLIC SCHOOLS

103

January 12, 1982

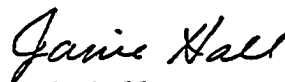
Mr. Tyrone Cole
3125 N.W. 61st St.
OKC, OK 73112

Dear Mr. Cole,

I am happy to inform you that your request to conduct research involving the Oklahoma City Public Schools has been approved. If I can be of assistance as you proceed please feel free to call me at 272-5502.

Best wishes for success!

Sincerely,



Janie Hall
Standardized Test Specialist
Planning, Research, and Evaluation
Oklahoma City Public Schools

JLH/low

3125 N.W. 61st Street
Oklahoma City, OK 73112
February 15, 1982

Dear School Administrator:

This letter is a follow-up to our conversation regarding the doctoral research study I am conducting. Foremost, the interest, cooperation, and support you have displayed is greatly appreciated. I feel confident that your leadership role in support of this study will significantly increase its successful completion.

The selection process of identifying the teachers to participate in this study has been completed. Each teacher's packet contains a letter of introduction, special instructions, the Organizational Climate Index with answer sheet, and a stamped self-addressed envelope. The teachers have been instructed to return the completed answer sheets to me on or before March 5, 1982.

Enclosed are the in-school suspension forms to record the requested data for the 1st Semester (August 26, 1981 - January 8, 1982). Please use the stamped self-addressed envelope to return the completed forms to me before March 5th.

Upon completion of the collection process and the data has been analyzed, I will provide you with the results as soon as possible.

Sincerely,

Tyrone Cole

3125 N.W. 61st Street
Oklahoma City, OK 73112
February 15, 1982

Dear Educator:

I am currently enrolled at the University of Oklahoma as a doctoral student. As a partial fulfillment of the requirements for the doctoral degree, I am conducting research in the field of secondary education.

You have been selected from a list of 454 high school teachers to participate in a study investigating the organizational climate of school work environments as perceived by classroom teachers. Enclosed is the Organizational Climate Index with answer sheet, and special instructions for biographical data entries. I would appreciate it if you would complete the questionnaire and return it to me in the stamped self-addressed envelope on or before March 5, 1982. Your responses will be held anonymous and confidential.

Your participation is necessary for the successful completion of this study.

Sincerely,

Tyrone Cole

3125 N.W. 61st Street
Oklahoma City, OK 73112
March 7, 1982

Dear Educator:

This is a follow-up to my letter of February 15 requesting your participation in a doctoral research project investigating school organizational climates. Please return your answer sheet and the Organizational Climate Index booklet before the March 17 deadline for early processing.

As soon as your answer sheet has been processed, you will later receive a personalized profile of your scores on the Organizational Climate Index (OCI).

Your support and participation is needed for the successful completion of this study. For additional information, please contact me at 942-5551 or 843-5574.

Sincerely,

Tyrone Cole

3125 N.W. 61st Street
Oklahoma City, OK 73112
March 21, 1982

Dear Educator:

This is a follow-up to my letters of February 15 and March 7 requesting your support and participation in a research study that I am conducting.

As a professional educator, your responses on the Organizational Climate Index (OCI) will provide valuable information in the study of high school work environments. Your input is needed to describe the day-to-day activities and experiences of classroom teachers.

Enclosed is the OCI with answer sheet, and special instructions for biographical data entries. Please use the stamped self-addressed envelope to return your completed answer sheet and questionnaire before March 31. Within two weeks after your answer sheet has been received and processed, you will receive a profile of your scores on the OCI along with a brief description of each score.

Your support and participation is needed for the successful completion of this project. For more information, contact me at 942-5551 or 843-5574.

Sincerely,

Tyrone Cole

3125 N.W. 61st Street
Oklahoma City, OK 73112
May 16, 1982

Dear Educator:

I certainly appreciate your prompt attention to my request to serve as a participant in my doctoral study. Also the urgency in which you responded to my request before the deadline was helpful in processing the results.

Enclosed is a personalized profile of your scores on the Organizational Climate Index (OCI). Also a brief description of each score has been included for ease of interpretation.

In addition to the OCI, the Stern Personality and Environment Indexes contain other climate assessment instruments that are applicable to today's school environments. For more information, please contact me at 942-5551 or 843-5574.

Sincerely,

Tyrone Cole

APPENDIX D

INDIVIDUAL PROFILE FORM

INDIVIDUAL PROFILE
OF
ORGANIZATIONAL CLIMATE INDEX

	HIGH	10	9	8	7	6	5	4	3	2	1	LOW
	FIRST ORDER SCORE											
INTELLECTUAL CLIMATE												
ACHIEVEMENT STANDARDS												
PERSONAL DIGNITY												
ORGANIZATIONAL EFFECTIVENESS												
ORDERLINESS												
IMPULSE CONTROL												

NAME: _____ SCHOOL: _____

RACE: _____ SEX: _____ TENURE: _____