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SAN DIEGO, Carmela Cristobal, 1935-
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE SUPERVISORY ORIENTATION AND ORGANIZATIONAL BEHAVIOR IN PUBLIC ELEMENTARY SCHOOLS IN THE PHILIPPINES.

The University of Oklahoma, Ph.D., 1977
Education, administration

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE SUPERVISORY ORIENTATION AND ORGANIZATIONAL BEHAVIOR IN PUBLIC ELEMENTARY SCHOOLS IN THE PHILIPPINES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

CARMELA C. SAN DIEGO

Norman, Oklahoma

1977

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE SUPERVISORY ORIENTATION AND ORGANIZATIONAL BEHAVIOR IN PUBLIC ELEMENTARY SCHOOLS IN THE PHILIPPINES

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ACKNOWLEDGEMENTS

The author is most grateful to Dr. Thomas Wiggins, her advisor, who provided assistance for this study and throughout the entire graduate program. Appreciation is extended to Dr. Michael Langenbach, Dr. Tillman Ragan, Dr. Lloyd Korhonen, and Dr. Larry Michaelsen for their assistance in the graduate program.

The author wishes to thank Dr. Alan Nicewander and Dr. James Price of the Psychology Department for their statistical and computer program assistance and to Mrs. Vera Goldsby and Mrs. Linda Daly for their friendship and clerical assistance in producing the documents.

Finally, the author wishes to express the deepest gratitude to the humane supporters of the United Board for Higher Education in Asia for the scholarship given her throughout her years of study.

DEDICATION

To my nieces and nephews, Elcee, Georgina, Chesscosmovich, Paul Peter, Reynaldo Jr., Chester Christian, Christopher, Rey III, Nichro, Ricky, Jenjen, and Wendy for their joys and love.

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# AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE SUPERVISORY ORIENTATION AND ORGANIZATIONAL BEHAVIOR IN PUBLIC ELEMENTARY SCHOOLS IN THE PHILIPPINES

## CHAPTER I

### Background of the Problem

Social system theorists view supervision as a social process and the context of supervision as a social system. The supervisory process and the context can be studied from the structural, functional, and operational perspectives. Structurally, supervision is considered to be a series of superordinate-subordinate relationships. Functionally, this hierarchy of positions is the basis for allocating roles, personnel and facilities on behalf of the organizational goals (Parsons, 1951). Within the rubric of a structural and personal framework, a formal organization such as the school may be conceptualized as a social system consisting of two major dimensions. Getzels and Guba (1967) conceive of the social system as:

> ...involving two major classes of phenomena, which are conceptually independent and phenomenally interactive. There are, at first, the institutions with certain roles and expectations that will fulfill the goals of the system. Second, inhabiting the system there are the individuals with certain personalities and need-dispositions, whose interactions comprise what is generally called "social behavior" (Getzels & Guba, 1967, p. 152).

The institutional (nomothetic) dimension is conceptualized in terms of roles and expectations, while the individual (idiographic) is defined in terms of personality and need-dispositions. Nomothetically, the school

strives to socialize the individuals according to its own image and ends; and idiographically, the individual strives to socialize the school into his own image and ends (Bakke, 1961). Supervisory task orientation suggests the nomothetic and idiographic styles. The nomothetic style refers to the individual state of preference which focuses primarily on the institutions, roles, and expectations as it seeks to achieve its goals. The idiographic style refers to the individual state of preference which is centered on the individual and need-dispositions as it seeks to accomplish the individual goals. The directionality of the individual's state of preference is influenced by his value-belief system. Getzels defines need-dispositions as the central analytic units of personality (Getzels, 1963, p. 114). Parsons and Shils suggests that each concrete need-disposition involves a combination of values. Values are those aspects of the individual orientation which commit him to norms, standards, and expectations when he is in a situation which requires and allows him to make a decision. The value orientation which commit him to observe certain rules and behaviors are not random but tend to form a system of value orientations which bind the individual to some organized set of rules (Parsons & Shils, 1951, p. 59).

McGregor's Theory X and Theory Y belief assumptions attempt to explain basic assumptions about human motivation. The manager with the Theory X assumptions does not accept the fact that satisfied needs no longer motivate behavior and that unsatisfied higher level needs such as self-esteem and self-actualization are important motivators. Such a manager attempts to use motivation solely through the provision of maintenance factors. The manager assuming Theory Y implements means for tapping higher-level needs and motivational factors. He provides means and opportunities for achievement, recognition, advancement, growth, and responsibility (McGregor, 1960).

The school as an organization has certain role specifications and expectations; these represent the nomothetic (institutional) dimension of the system. As an institution, the school has specified roles; and the occupants of these institutional roles are expected to exhibit the kind of behavior which contributes to the goals of the organization. The occupants of these institutional roles are persons with varying personality structures and needs; and these represent the idiographic (individual) dimension. Organizational behavior of the individuals within the system can be ascribed as the result of the interplay between the two dimensions (Getzels & Guba, 1958). Conformity to the institution, its roles and expectations leads to organizational effectiveness, while conformity to the individual and his need-dispositions leads to individual efficiency (Barnard, 1964).

## Statement of the Problem

The basic problem for this research is: What is the relationship between supervisory orientation and organizational behavior in the public elementary schools in the Philippines?

Specific research questions are:

1. What is the relationship between the supervisory nomothetic orientation of school incumbents and the task behavior in school?

$1_A$: What is the relationship between the supervisory task-orientation of principal and institutional goal-directed behaviors in school?

$1_B$: What is the relationship between the supervisory task-orientation of teachers and institutional goal-directed behaviors in school?

$1_C$: What is the relationship between the supervisory Theory X orientation of principal and institutional goal-directed behaviors in school?

$1_D$: What is the relationship between the supervisory Theory X orientation of teachers and institutional goal-directed behaviors in school?

2. What is the relationship between the supervisory idiographic orientation of school incumbents and task behavior in school?

$2_A$: What is the relationship between the supervisory interaction-orientation of principal and individual goal-directed behaviors in school?

$2_B$: What is the relationship between the supervisory interaction-orientation of teachers and individual goal-directed behaviors in school?

$2_C$: What is the relationship between the supervisory Theory Y orientation of principal and individual goal-directed behaviors in school.

$2_D$: What is the relationship between the supervisory Theory Y orientation of teachers and individual goal-directed behaviors in school?

## Significance of the Study

This study will enable the Philippine schools to conceptualize and empirically identify types of organizational behavior and supervisory practices of both teachers and principals.

The resulting information from this study should facilitate the educative efforts of Philippine Schools on (1) evaluating supervisory practices among public elementary schools; (2) enriching the curricula for educational administration and teacher education; and (3) conceptualizing and building new programs of continuing education for administrators and teachers.

## CHAPTER II

## THEORETICAL FRAMEWORK AND RESEARCH

### The School as a Social System

The social system theorists (Parsons, 1951, Homans, 1950, and Getzels & Guba, 1968) view supervision as a social process and the context of supervision as a social system. The supervisory process and the context can be studied from the structural, functional, and operational perspectives. Structually, supervision is considered to be a series of superordinate-subordinate relationships (principal to teachers, teachers to students, etc...). Functionally, this hierarchy of positions is the basis for allocating and integrating roles, personnel, and facilities on behalf of the institutional goals.

Within the rubric of structural and personal framework, Getzels and Guba conceptualized the social system consisting of two dimensions: first, the institution with certain roles and expectations that will carry the goals of the system; and second, the individuals with certain personalities and need-dispositions (Getzels & Guba, 1957).

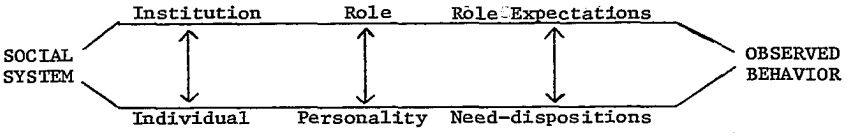
All institutions have characteristics and imperative functions: (1) institutions have goals and purposes, (2) institutions have norms, (3) institutions are structural and (4) institutions are sanction bearing (Getzels & Guba, 1957).

For Parsons, an institution is a complex institutionalized integration of roles which is the structural significance in the social system. The role concept relates to an institutionalized definition, explicit or implicit, of expectations, norms, and sanctions which condition the behavior of the individual in consequence of the position he occupies in the social structure (Rocher, 1975).

The second dimension of the social system is similar in format to the institution (nomothetic) in that, individuals like institutions have goals which they express through their personalities and need-dispositions. Personality may be defined as the dynamic organization within the individual of those need-dispositions which govern his unique reactions to his environment. The central analytic unit of personality is the need-dispositions (Getzels, 1963, p. 311).

FIGURE I

NOMOTHETIC DIMENSION




IDIOGRAPHIC DIMENSION

Behavior in any social system is conceived as a function between personality and prescribed organizational roles.

The general model in Figure I shows the nomothetic and idiographic dimensions of social behavior as elaborated by Getzels and Guba (1968). The nomothetic axis is shown at the top of the diagram and consists of the institution, role, and role expectations, each term serving as the analytic unit for the term preceding it. Similarly, the lower axis at

the lower part of the diagram, consists of the individual, personality, and need-dispositions, each term again serving as the analytic unit of the term preceding it.

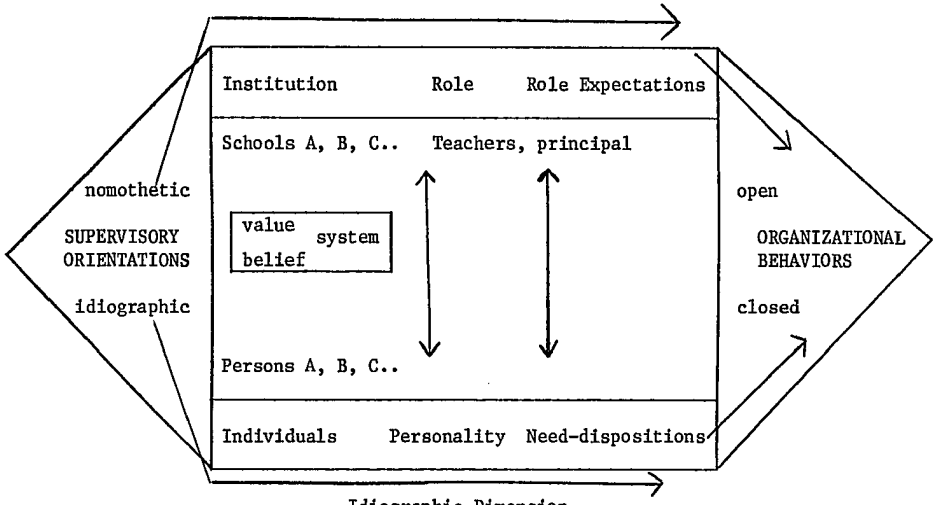
The heuristic value of the Getzels and Guba model has been amply demonstrated by the research that it has generated in the field of educational administration. The model of social behavior elaborates social system into (1) integrated concepts capable of answering and posing questions; (2) operational concepts which provide blueprints for investigation; (3) generalizable concepts of application to a wide variety of issues (Getzels & Guba, 1952, 234-246). The model is applicable to any type of social system, large or small, formal or informal. For the specific purpose of the present research, the utility of the model may be increased by specifying additional variables (see Figure II).

Within the rubric of the Getzels and Guba model, the school is conceptualized as a social system and supervisory orientations as social process. The school as an organization has certain role structures and expectations; these represent the nomothetic dimension. As an institution, the school has prescribed roles; and the incumbents of these institutional roles are expected by the organization to exhibit the kind of behavior which will contribute to the goals of the organization. The incumbents of these roles (teachers, principal, etc...) are individual persons with varying personality structures and need-dispositions; and these represent the so-called idiographic dimension of the school. The organizational behavior of the school incumbents can be ascribed as either nomothetic (closed) and/or idiographic (open).

FIGURE II

School as a Social System

Nomothetic Dimension




Conceptualized model adopted from Getzels and Guba model. From J.W. Getzels, J.M. Lipham & R. Campbell. Educational Administration as a Social Process, New York: Harper & Row, 1968.

## Types of Supervision

Several studies on leadership suggest that supervision falls into dimensions. One is concerned with people and the other is concerned with accomplishing task. The research of Hemphill and Coons (1957); and Halpin and Winer (1957) identified two constellations of leader behavior namely: (1) Initiating Structure and (2) Consideration. Halpin describes the two dimensions as:

> "Initiating Structure" refers to the leader's behavior in delineating between himself and the members of the group, and in endeavoring to establish well defined patterns of organization, channels of communication, and methods of procedure. "Consideration" refers to behavior indicative of friendship, mutual respect, trust and warmth in the relationship between the leader and the members of the staff (Halpin & Winer, 1957).

Blake and Mouton's conceptualization of supervisory behavior has resulted in the formulation of a managerial grid which can be plotted on two dimensions: one dimension being "concern for people," the other being "concern for production" (Blake & Mouton, 1974). These two dimensions are similar to the "initiating structure" and "consideration" dimensions of the Ohio researchers and the "closeness of supervision" and "employee orientation" dimensions of Katz and Kahn (1968).

Katz, Maccoby, and Morse, (1950) in their research identified two dimensions of leadership behavior namely (1) employee orientation and (2) production orientation. Employee orientation is described as behavior by leaders that shows concern for subordinates as individuals and acceptance of their individual and personal needs. Production orientation behavior provides assistance for and stresses for the importance of, getting the job done.

Cartwright and Zander (1960) on the basis of their accumulated findings describe leadership in terms of two sets of functions:

(1) Group maintenance refers to behavior that sustains pleasant interpersonal relations, settles disputes and conflicts, and provides incentives for group members and (2) Goal achievement relates to behavior that initiates actions, keeps the member's attention on the goals, develops procedures, evaluates quality of work, and makes information available.

For the purposes of the study those characteristics of leadership behavior will be viewed from the conceptual point of view of values and beliefs and, specifically as orientations. Supervisory orientation is operationally defined as a state of preference of the individual which is focused either towards the individual (idiographic) and/or the institutional (nomothetic) domains. The supervisory idiographic orientation refers to a state of preference of the individual which focuses primarily on the individual domain as it seeks to achieve its goals. The supervisory nomothetic orientation refers to a state of preference of the individual which focuses primarily on the institutional domain as it seeks to achieve its goals. Consequently, it is predicted that:

There is a positive relationship between supervisory orientation and organizational behavior in the public elementary schools in the Philippines.

## Determinants of Supervisory Orientations

The directionality of the supervisory orientation is assumed to be influenced to a greater degree by the value-belief system of the individual. Parsons and Shil's value-belief system is a cognitive categorization of values and beliefs. The term value-belief is identical with the term need-dispositions. Need-disposition refers to as: (1) tendency to fulfill the requirements of the individual, a tendency to accomplish some end state;

and (2) disposition to do something with an object designed to accomplish its end state (Parsons & Shils, 1961). Values are those aspects of the individual's orientation which commit him to observe certain norms, standards, and criteria of selection, whenever he is in a situation which allows and requires him to make a decision. These values are not random but tend to form a system of value orientations to some organized set of rules (Parsons & Shils, 1961).

Rokeach defines belief in terms of "preferences or choices the individual makes when confronted by a set of alternatives, where the alternatives, involve a particular mode of conduct or end state of existence and its opposite, or where the alternatives consists of other values within a value system (Rokeach, 1973). For Rokeach (1973) values may be seen as the cognitive representations and transformation of needs and represent also the social and institutional demands. For Rokeach (1973) values are the joint results of sociological and psychological forces acting upon the individual.

In an earlier analysis, the value belief system of the individual is closely related or identical to needs and motives. Drawing upon Murray's concept of "need press," Stern defines need as organizational tendencies which appear to give unity and direction to personality. The Contigency Theory of Lorsch and Morse (1971) hypothesizes that human beings bring varying patterns of needs and motives into the work organization, but one need is to achieve a sense of competence. The sense of competence, while it exists in all human beings, may be fulfilled in different ways by different people on how a particular need interacts with the strengths of the individual's other needs such as those for power, independence, structure, achievement, and affiliation.

Maslow proposes a hierarchy of human needs beginning with the physiological needs, and culminating in higher social and ego needs, such as need for self-actualization. The need for self-actualization can be ascribed as the desire to feel one's abilities are being fully utilized in some worthwhile creative manner (Maslow, 1954).

In developing Theory X and Theory Y notions of management, McGregor (1961) leans heavily on Maslow's theory. McGregor characterizes Theory X management belief assumptions as:

1. The average human being has an inherent dislike of work and will avoid it if he can. Thus management needs to stress productivity, incentive schemes, and a fair days work and to denounce restriction of output.

2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

Theory Y assumptions about human motivations are:

1. The expenditure of physical and mental effort in work is as natural as play or rest. The ordinary person does not inherently dislike work; according to the conditions it may be a source of satisfaction or punishment.

2. The most significant reward that can be offered for obtaining commitment is the satisfaction of the individual's self actualization needs. This can be a direct product of the effort directed towards the organizational objectives (McGregor, 1960, p. 33-57).

The influence of Maslow is also seen in the theoretical presentation of Argyris (1973) which maintains that individual desire jobs which permit adequate opportunities for growth and self actualization.

Herzberg (1966) extended the hygiene motivation theory by suggesting that individuals who focus on hygienic factors rather than motivators, tend to be fixated at the avoidance level of need fulfillment. The hygienic oriented individuals focuses his effort on avoidance of pain and discomfort, failure, risk, and responsibility, thus placing maximum value on money and

other extrinsic factors. The motivation-oriented individual strives for self-esteem, feelings of competence, autonomy, and self fulfillment. The motivation-oriented individual is primarily in search of need fulfillment.

Vroom's (1967) motivational model is an enlargement of the concepts of Maslow and Herberg's motivational theory. He interprets motivation as a process that governs the selection patterns of the individual when faced with alternative forms of activities. The preference of the individual is based upon the strength of his desire for achieving a particular outcome. Wanous (1974) on the other hand suggest that higher order need strength is the most useful way to individual differences in work values.

Schutz (1958) using a different rationale from those of Maslow, Murray, Parsons and Shils, derived a theory of interpersonal behavior built around a basic postulate that each individual has three interpersonal needs as: (1) power orientation, which deals with the tendency of the individual for following rules, conforming to manipulating and/or in controlling the power structure; (2) personaleness-counterpersonaleness orientation, which concerns an individual's tendency to form close relations; and (3) assertiveness orientation, which is the measure of the individual's tendency to express his beliefs in an open manner to others.

## Organizational Behavior

Barnard (1964) in his analysis of the functions of the executive has postulated two types of behavior within the organization. Effective behavior relates to the accomplishment of the cooperative purpose, which is a social and non-personal in character. Efficient behavior relates to the satisfaction of the individual motives, which is personal in character. The test of effectiveness is the accomplishment of the common purpose or

purposes; while the test of efficiency is the eliciting of sufficient individual wills to cooperate.

Lonesdale (1964) defines organizational climate as the global assessment of the interaction between the task achievement dimension and the need-satisfaction dimension within the organization (Lonsdale, 1964). Lonsdale uses the term task-achievement and need-satisfaction synonymously with the terms nomothetic and idiographic, respectively. Lonsdale notes that the term organizational climate has psychosocial flavor which reflects concern with the need-satisfaction dimension than the task achievement. Guba illustrates the concept as he defines the task of the administrator:

"The unique task of the administrator can now be understood as that of mediating between two sets of behavior eliciting forces, that is, the nomothetic and the idiographic, so as to produce behavior which is once organizationally useful as well as individually satisfying" (Guba, 1960, p. 121).

Halpin and Croft (1963) empirically conceptualize organizational as "closed" and "open" behavior, based on the analysis of the responses of the sixty four items in the Organizational Climate Description Questionnaire (OCDQ) of the seventy one elementary schools from six different regions of the United States. Behaviors fall into two categorical dimensions namely: (1) goal-oriented task behavior and (2) the person-oriented behaviors.

The intent of the present study is focused on the relationship of the two domains namely: the supervisory orientations and the organizational behavior in a social system. A nomothetic supervisory orientation is related to organizational behavior which is concerned on the achievement of the institutional goals. An idiographic supervisory orientation is

related organizational behavior which is focused on the achievement of the individual goals.

## Supervisory Value Orientations and Organizational Effectiveness

The Getzels and Guba formulation portrays the socializing tendency of the school inhabitants. Supervisory style which conforms to the institution, its roles, and expectations leads to organizational effectiveness, while supervisory style which attends to the individual, personality, and need-dispositions leads to individual efficiency (Getzels & Guba, 1957). Katz, Maccoby, and Morse (1951); and Likert (1961) demonstrated that "employee centered" leadership is related to high performance and productivity.

Fiedler (1971, 1972) presents data which support the relationship between supervisors' interpersonal relations and task orientations as measured by the Least Preferred Co-worker (LPC) score and their actual behavior. The findings reveal a relationship between the supervisor's values and behavior in that task oriented (low LPC) leaders engaged in high level of task behaviors and relationship oriented behavior (high LPC) leaders engaged in a high level of group maintenance related to behavior in a setting where unstructured task were assigned to subordinates. The relationship between the leaders' values and their behavior was the opposite when the subordinates were assigned to a structured task. Relationship oriented leader (high LPC) leaders exhibited a high level of task related behaviors and task oriented (low LPC) leaders engaged in a high level of group maintenance related behavior.

Michaelsen's (1973) research concludes that (1) groups supervised by task-oriented supervisors were more effective in situations of either high or low favorability than in situations of intermediate favorability;

and (2) groups supervised by interpersonal-oriented supervisors were more effective in situations of intermediate favorability than in situations of either high or low favorability. In another study by Michaelsen (1973) the resulting data indicate relationship between measures of both supervisors' values and situational conditions were significantly related to the supervisory criterion measures and the combined predictability of values and situational conditions was not significantly greater than situational conditions alone.

England and Lee (1974) in examining the managerial values and managerial success indicate that more successful managers appear to favor pragmatic, dynamic achievement-oriented values, while less successful managers prefer more static and passive values. Cross validated results showed that value patterns were significantly predictive of managerial success and could be used as a basis for selection and placement.

Marsh and Mannari (1976) studies show a substantial evidence of relationship between work values and employee performance. Employees with primacy values to work have higher performance than employee with primacy family values and/or pleasure values.

Thompson's studies on self perception, perceived supervisory orientation and job satisfaction show that Ss with a high level of favorable self-perception were less likely to perceive the supervisory style of their administrator as supportive and manifested lower job satisfaction than those with low level of self perception. More supportive styles of supervision were found to be associated with higher levels of job satisfaction, although the effects were moderated by self-perception (Thompson, 1971).

In a study of the personality-job congruency test, O'Reilly (1977) used personality measures to form two indices of work orientation: expressive, or desiring avhievement and self-actualization of desiring job security and high financial reward from the job. These orientations were found to interact with the type of job (challenging or nonchallenging) and to affect job attitudes and performance.

Plaxton (1965) used the Organizational Climate Description Questionnaire (OCDQ) and Myers Briggs Classification to assess relationship between personality types and organizational climate descriptions. The findings reveal that the innovative, individualistic oriented principals are low in "hindrance" and high in "thrust", and the consistent, narrow and orderly principals are high in "hindrance" and low in "thrust" scores. The thinker, reserved, detached and theoretical principals are high in "disengagement" and "hindrance" and low in "esprit," "intimacy," "thrust," and "consideration."

The findings of Wiggins' studies (1968, 1972, 1975) indicate substantial trends of relationship between the interpersonal orientations of principals and organizational behaviors of teachers as revealed on some organizational orientation measures and climate measures known as the Organizational Climate Description Questionnaire (OCDQ) (Halpin & Croft, 1962)

Levy (1965), Mann (1972), and Jawrowvicz (1972) indicate some substantial relationships between belief orientations and behaviors of principals. Jawrowvicz study notes that increases in principal's dogmatism opinionation are related to decreases in the social needs satisfaction of the teachers. Mann (1972) study indicates a very limited relationship between the structure of principal and teachers' belief systems and the organizational climate of schools.

# CHAPTER III

## RESEARCH DESIGN

### Statement of Hypotheses

The assumption that a relationship exists between the supervisory orientations of school incumbents and organizational behaviors in schools and various ancillary assumptions regarding the nature and extent of relationship are tested through the following hypotheses:

$H_1$: There is a positive relationship between the supervisory nomothetic orientation of school incumbents and task behavior in school.

$H_{1A}$: There is a positive relationship between the supervisory task-orientation of principal and the institutional goal-directed behaviors in school.

$H_{1B}$: There is a positive relationship between the supervisory task-orientation of teachers and the institutional goal-directed behaviors in school.

$H_{1C}$: There is a positive relationship between the supervisory Theory X orientation of principal and the institutional goal-directed behaviors in school.

$H_{1D}$: There is a positive relationship between the supervisory Theory X orientation of teachers and the institutional goal-directed behaviors in school.

$H_2$: There is a positive relationship between the supervisory idiographic orientation of school incumbents and task behavior in school.

$H_{2A}$: There is a positive relationship between the supervisory interaction-orientation of principal and the individual goal-directed behaviors in school.

$H_{2B}$: There is a positive relationship between the supervisory interaction orientation of teachers and the individual goal-directed behaviors in school.

$H_{2C}$: There is a positive relationship between the supervisory Theory Y orientation of principal and the individual goal-directed behaviors in school.

$H_{2D}$: There is a positive relationship between the supervisory Theory Y orientation of teachers and the individual goal-directed behaviors in school.

## Limitation of the Study

All of the teachers and principals of the schools included in the study were drawn from the Tagalog speaking region of Central Luzon. Due to this, any generalizations made beyond the representativeness of these samples must be made with caution.

Another limitation of this study is the utilization of testing instruments which have not been standardized in wider scales. Therefore, generalizations made beyond the testing instruments should be kept at a minimum and are only applicable as far as the representativeness of the samples are concerned.

Although confidentiality of response for all the tests had been assured and provided for all the teachers and principals included in the

study, other factors (psychological, sociological) present among individual respondents might have affected their performance on the measuring instruments used.

## Definition of the Variables

Organizational Behavior. The term refers to the behaviors of teachers and principals within the school setting. The behaviors are centered either toward the individual and/or the institutional goals (Halpin and Croft, 1962, p. 40-41).

1. Disengagement--refers to the teachers' tendency to be "not with it." Teacher behavior has less to do with task and more with "trained incapacities."

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

3. Esprit--refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time enjoying a sense of accomplishment in their job.

4. Intimacy--refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task accomplishment.

5. Aloofness--refers to behavior of the principal which is characterized as formal and impersonal.

6. Production Emphasis--refers to behavior of the principal which is characterized by close supervision and directiveness.

7. Thrust--refers to behavior of the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior

is marked not by close supervision but by the principal's attempt to motivate teachers through the example he personally sets.

8. Consideration--refers to the behavior of the principal which is characterized by an inclination to treat teachers sensitively with attention to their personal needs.

Supervisory Orientation. The term refers to a state of preference of the individual which is focused toward either the individual and/or the institutional goals.

1. Supervisory Nomothetic Orientation--refers to a state of preference of the individual which is focused primarily in the achievement of the institutional goals.

A. Task-Orientation--reflects the extent to which a person is concerned about completing a job, solving problems, working persistently, and doing the best job possible.

B. Theory X Orientation--principal who holds the Theory X assumptions expresses a preference for a rigid organizational patterns and controls based on imposed authority somewhat along the line of Weberian bureaucratic model. He employs careful supervision; gives detailed decisions, insists on compliance; and uses threats to motivate the recalcitrants.

2. Supervisory Idiographic Orientation--refers to a state of preference of the individual which is focused primarily on the individual domain as it seeks to achieve the individual goals.

A. Interaction-Orientation--reflects a high interest in group activities but not ordinarily conducive to the progress of the organization in completing the task.

B. Theory Y Orientation--principal who holds the Theory Y assumptions expresses a preference for a supervisory style that places more

reliance in self-control than external supervision: greater freedom for action; and emphasizes recognition for achievement and motivation rather than fear of punishment.

## Description of the Sample

A semi-urban district in the Central Region of the Philippines was chosen for the population of the study. There are more than one hundred schools in the district. A random sample of thirty four schools constituted the sample of the study. All of the teachers and principals of the sample were included in the investigation.

The basic type of probability sampling used in this study to select the thrity four schools is simple random selection in which each school in the population had an equal chance of being drawn into the sample (Downie & Heath, 1975). The researcher utilized a box wherein all the schools in the population were individually written on uniform pieces of paper. The papers with the individual names of the individual schools were picked up by a designated person with no knowledge of the activity, one at a time until the designated numbers of schools had been drawn.

For statistical purposes, three types of data were generated from the subjects to be included in the study namely: (1) data from all of the principals of the thirty four selected schools and (2) data from all of the teachers (770) of all the selected schools (See Appendix C). Each of these data were treated as a unit of analysis.

## Description of the Instrument

### The Organizational Climate Description Questionnaire (OCDQ)

In 1963 Halpin and Croft (1963) developed the OCDQ on the basis of an analysis of seventy one schools chosen from six different regions of the

United States, the sixty four items in the OCDQ were assigned to eight subtests which were delineated by factor analytic methods. The eight behavioral dimensions constitute eight subtests of the questionnaire. Each subtest is composed of certain of the sixty four items. The eight subtests were divided into two sets of four subtests each. The first four relate to teachers' behavior, and the second four to the principal's behavior.

Definitions of the eight subtests are as follows:

Teachers' Behaviors

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands and other requirements which the teachers construe as unnecessary busywork. The teachers perceive that the principal is hindering rather than facilitating their work.

3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "Goes by the book" and prefers to be guided by rules and policies rather than to deal with teachers in an informal face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself at least emotionally at a distance from his staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive, and plays the role of a "straw boss." His

communication tends to go in only in one direction, and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, through task-oriented, is nonetheless viewed favorably by the teachers.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers humanly, to try to do a little something extra for them in human terms (Halpin & Croft, 1962, p. 40-41).

For the purpose of this investigation the raw subtests and mean raw subtests scores serve as the organizational variables. The variable subtests scores provide a means whereby organizational behaviors can be viewed through eight distinct ways by means of the OCDQ. Also, the researcher agrees with Andrews who states, "the only apparently valid meaning to be attached to the climates is that they are commonly-occuring patterns of scores on the subtests (Andrews, 1965, p. 37). See Appendix A for questionnaire specimen.

The Orientation Inventory (ORI)

The instrument is a twenty seven item, self-administering booklet of attitudes and opinions to which the examinee responds by choosing the most and least preferred of three alternatives (see Appendix A for specimen questionnaire).

Bass' three fold behavioral orientations are as follows:

1. Self-orientation reflects the extent to which a person describes himself as expecting direct rewards to himself regardless of the job he is doing or the effects of what he does upon others working with him. For him, a group is literally a theater in which certain generalized needs can be satisfied. The other members are both the remainder of the cast.

2. Interaction-orientation reflects the extent of concern with maintaining happy, harmonious relationships in a superficial sort

of way, often making it difficult to contribute to the task at hand or to be of real help to others. Interest in group activities is high but not ordinarily conducive to the progress of the group in completing the tasks.

3. Task-orientation reflects the extent to which a person is concerned about completing a job, solving problems, working persistently and doing the best job possible. In groups, despite his concern with the task, the task-oriented member tends to work hard within the group to make it productive as possible. If he is interested in what the group is doing, he will fight hard for what he regards as right (Bass, 1962, p. 3).

The preliminary norms for ORI were established on the basis of 908 college men throughout the United States. The edition of ORI used in this study represent the fourth revision based upon the internal consistency analyses and evaluations. The number of validity studies have been undertaken in various organizational settings. The test-retest reliabilities for the scales have been high.

Survey of Management Beliefs (SMB)

The SMB (see Appendix A) questionnaire is a self report paper and pencil instrument designed to measure the extent to which an individual subscribes to a variety of management philosophies. The SMB questionnaire from the Institute for Social Research at the University of Michigan (Michaelsen, 1973) consists of a series of statements to which the respondent mark a point on a 9-point, Likert scale ranging from "completely agree" to "completely disagree" for each statement. Scores on multiple item indices from this questionnaire are the sum of the values for each item in the index. Scores for the supervisory orientation variables were derived from the subset items of the SMB. The items from which the measures were derived closely resemble the set of assumptions that McGregor (1960) labeled as "Theory X" and "Theory Y". The items from which measures were obtained are as follows:

Theory X

14. The most effective way to get people motivated and committed to a job is to instruct, direct, and use appropriate rewards and penalities.

31. Although a manager can be democratic with his employees, he must still structure their work for them.

8. A supervisor must keep a close check on his employees to see that they are doing a good job.

6. Employees prefer to be directed rather than making their own decisions in their work.

20. In industry there must always be a unity of command.

5. Being firm with employees is the best way to insure that they will do a good job.

1. A clear-cut hierarchy of authority and responsibility is essential in a business organization.

Theory Y

23. Employees seek responsibility and are capable of exercising self control.

24. The average employee dislikes work and will avoid it if he can. (Scored negatively)

13. Allowing a wide degree of discretion in the performance of job responsibilities is an effective motivator for the employee.

11. The greater the challenge of the job, the greater the satisfaction which employees derive from their work.

10. An effective manager is guided by principles rather than rules in dealing with his subordinates.

These three instruments yielded the twelve variables investigated in the study (See Table I). The OCDQ has eight variables generated from eight subtests and were structured as the organizational behavioral indices. The SMB and ORI have four variables which served as the supervisory orientation variables, two of which are the idiographic variables and the other two, the nomothetic variables.

TABLE I

SUMMARY OF MEASURES IN THE PRESENT STUDY

| Domain | Measures | Data Source |
|---|---|---|
| Supervisory | Interaction Orientation | Teachers and Principals Scores on ORI |
| Orientations | Task Orientation | " |
| | Theory Y | Teachers and Principals Scores on SMB |
| | Theory X | " |
| Organizational | Disengagement | Teachers and Principals Scores on OCDQ |
| Behaviors | Hindrance | " |
| | Esprit | " |
| | Intimacy | " |
| | Aloofness | " |
| | Production Emphasis | " |
| | Thrust | " |
| | Consideration | " |

## Procedures for Collecting the Data

### Administration of the Instruments

The administration of the tests were accomplished in two ways: (1) the researcher administered the tests personally to all teachers and principals of thirty four schools in the sample and (2) instructions were given to other administering persons assigned to administer the tests in their respective schools. All the testing instruments are self-directed instruments. Confidentiality of the responses was assured to all respondents. To insure further confidentiality, each individual respondent was provided individual envelopes wherein the finished questionnaires were sealed.

The administration of the tests was done within the month of September and the first week of October of 1976. Follow-ups were done by a student researcher for all schools which did not return all the questionnaires. In general, all the respondents, both the faculty members and principals, were cooperative upon knowing the intent of the investigation, and a 100% return was accomplished.

### Scoring of the Instruments

The scoring of OCDQ based upon Halpin and Croft's scoring procedures and SMB based on Michaelsen's scoring system were computerized at the University of Oklahoma Computer Center. The ORI was hand scored based on the manual of Bass (1960).

Before scoring, provisions of screening the questionnaires were accomplished. Out of eight hundred and fifty (850), only seven hundred seventy (90%) were included in the study. Those not used were incomplete, in error, or otherwise not valid. Each respondent completed three instruments which constituted a total number of two thousand, three hundred ten (2,310) questionnaires for all of the selected schools (34).

## Statistical Methods

The primary interest of the investigation is the nature and extent of the relationship between the supervisory orientations and organizational behaviors. Methodologically, this implies a study of the relationship between the four variables of supervisory orientations and the eight organizational behaviors (see Table II) of the schools. The need for Pearson R statistical design is indicated. The formula for the Pearson r is as follows:

$$r = \frac{XY - [(\Sigma X)\ (\Sigma Y)/N]}{\sqrt{[NX^2 - (\Sigma X)^2/N]\ Y^2 - [(\Sigma Y)^2/N]}}$$

$$r = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

After a correlation coefficient was computed, the next question was whether the r in question was a chance deviation from a population R of zero. To test the significance of the computed r, the researcher made use of two approaches: (1) simply made use of the statistical conversion table (Downie & Heath, 1975) in Appendix C; and (2) by computing a t test.

A t test is defined as the ratio of a deviation to a standard deviation. The deviation is the obtained r; the standard deviation is the standard error of this r. The standard error of r is through the use of the following formula:

$$S_{ro} \quad \sqrt{\frac{1}{N - 1}}$$

where $S_{ro}$ = standard error when R is assumed to be 0

N = number of pairs used in computing r

$$t = \frac{S_{ro}}{r}$$

## CHAPTER IV

## PRESENTATION AND ANALYSES OF DATA

Twelve variables were involved in the testing of the hypotheses (see Table II). Four variables were classified as the supervisory orientation variables (SMB, ORI) variables, two of which are the idiographic and the other nomothetic. The ORI yielded the Interaction and Task orientation variables while the SMB provided the Theory X and Theory Y variables. The OCDQ provided the eight organizational behavioral dimensions of the school's incumbents. The first four relate to teachers' behaviors and the second four relate to principal's behaviors. Raw scores for all the tests of the fourteen variables involved in the study (See Appendix C) were utilized in the statistical computations involved in Pearson r's.

Analysis of the relationship between the supervisory orientation variables and the organizational behaviors of the schools is computed by means of Pearson r. The probability level of .05 was adopted to test the significance of the computed r's.

Using the statistical formula and method indicated in Chapter III the analyses, consists of the presentations of (1) means and standard deviations for all the samples' tests on supervisory orientations and organizational behaviors, (2) intercorrelation matrices of all the supervisory variables, the organizational behaviors; and (3) correlations between the supervisory orientations and organizational behaviors.

TABLE II

VARIABLES INVOLVED IN THE PRESENT STUDY

| Domain | Variables | Source of Data |
|---|---|---|
| Supervisory Orientations | | |
| Nomothetic | Task Orientation | Teachers and Principals scores on ORI |
| | Theory X | Teachers and Principals scores on SMB |
| Idiographic | Interaction Orientation | Teachers and Principals scores on ORI |
| | Theory Y | Teachers and Principals scores on SMB |
| Organizational Behaviors | | |
| Institutional goal-directed behaviors | Disengagement | Teachers and Principals scores on OCDQ |
| | Hindrance | " |
| | Production Emphasis | " |
| | Aloofness | " |
| Individual goal-directed behaviors | Esprit | " |
| | Intimacy | " |
| | Thrust | " |
| | Consideration | " |

The subjects under investigation are grouped into two namely: (1) the thirty four principals, and (2) the thirty four schools. Each group is regarded as a unit of analysis. The schools with each corresponding number of teachers were treated as a unit.

Mean Profile: Supervisory Orientations (SMB, ORI) as Reported by Principals and Teachers

Figure III presents the graphic results of the mean and standard deviation scores of both principals and teachers of the thirty four schools. The principal scored higher on means scores on task orientation, theory X orientation, and theory Y. The teachers' scored higher on interaction orientation than the principals' mean score. The mean score differences between teachers and principals were between one and six points only (see Table III).

Mean Profile: Organizational Behaviors (OCDQ) as Reported by Principals and Teachers

The mean scores of teachers and principals are presented in Figure IV. The principals scored higher than teachers on aloofness, production emphasis, thrust, and consideration mean scores. However, the teachers scored one point higher than the principals on disengagement, esprit, hindrance and intimacy. The mean scores of both teachers and principals do not vary to a large extent (see Table III).

Intervariable Correlations of the Orientation Inventory (ORI) Variables

Table IV (see Appendix C) exhibits a non-significant correlation between the task orientation and interaction orientation measures of principals.

FIGURE III

MEAN PROFILE: SUPERVISORY ORIENTATIONS

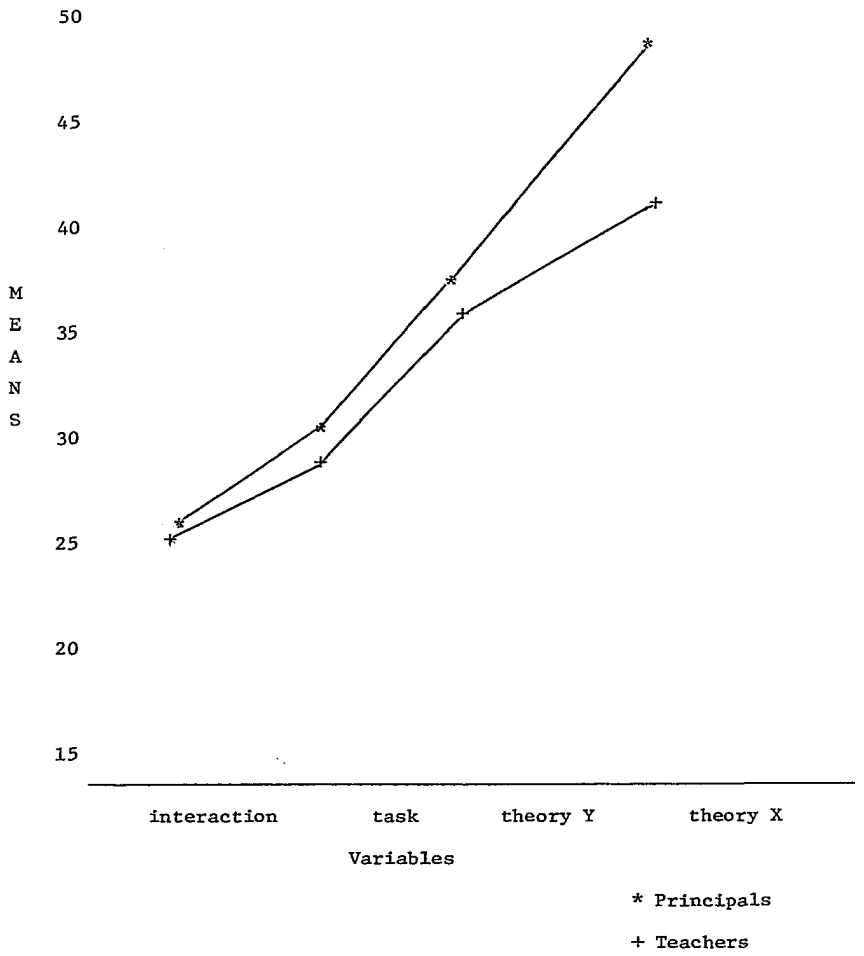


FIGURE IV

MEAN PROFILE: ORGANIZATIONAL BEHAVIORS

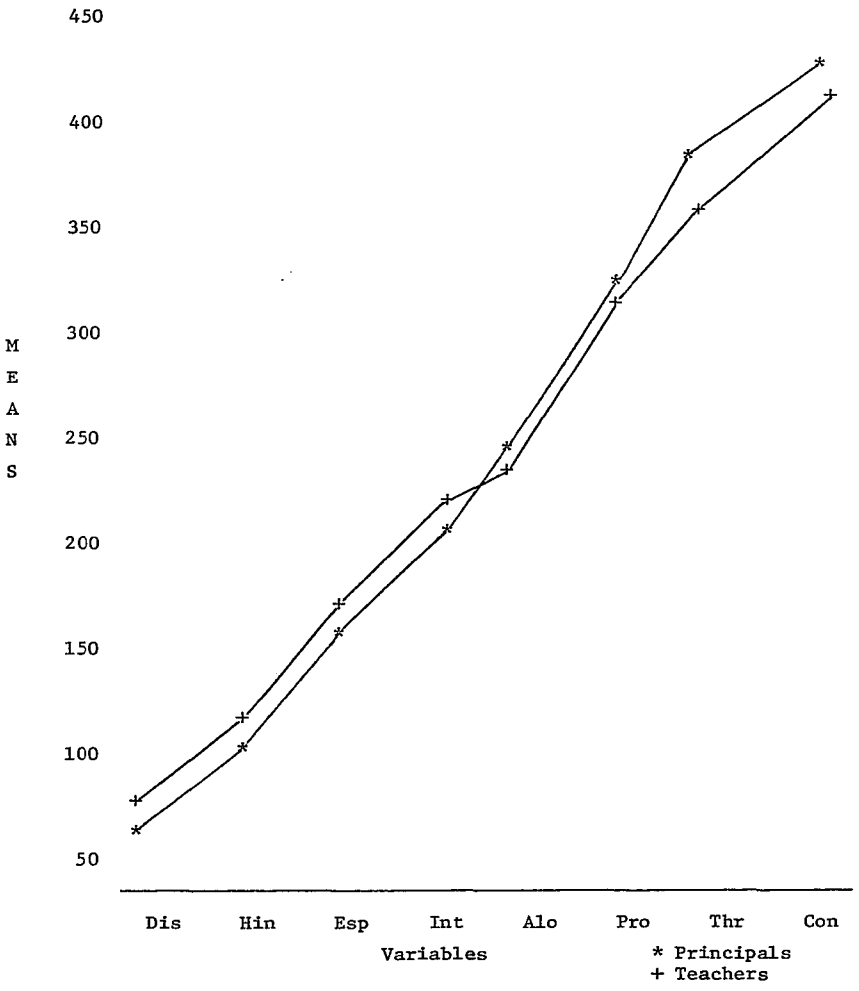


TABLE III

MEANS AND STANDARD DEVIATIONS ON ORGANIATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ), ORIENTATION INVENTORY (ORI), AND SURVEY OF MANAGEMENT BELIEFS (SMB)

| Instruments and Variables | Source of Data | | | |
|---|---|---|---|---|
| | Principals | | Teachers | |
| | Means | St. D. | Means | St. D. |
| ORI | | | | |
| Interaction Orientation | 26.64 | 4.88 | 26.70 | 1.62 |
| Task Orientation | 31.94 | 4.76 | 30.29 | 1.48 |
| SMB | | | | |
| Theory Y | 38.11 | 4.18 | 36.29 | 4.31 |
| Theory X | 48.41 | 7.86 | 42.02 | 4.01 |
| OCDQ | | | | |
| Teachers' Task Behaviors | | | | |
| Disengagement | 66.20 | 5.21 | 67.38 | 1.98 |
| Hindrance | 105.73 | 5.86 | 106.17 | 2.98 |
| Esprit | 175.58 | 12.04 | 176.44 | 3.80 |
| Intimacy | 203.29 | 3.71 | 204.97 | 4.78 |
| Principal's Task Behaviors | | | | |
| Aloofness | 227.79 | 9.18 | 226.97 | 2.80 |
| Production E. | 324.91 | 5.25 | 323.82 | 4.78 |
| Thrust | 382.29 | 4.30 | 379.58 | 4.17 |
| Consideration | 426.44 | 5.00 | 424.52 | 5.76 |

The data in Table V (see Appendix C) exhibits a nonsignificant correlation between the teachers' scores on task-orientation and interaction-orientation.

Intervariable Correlations of Management Beliefs (SMB) Variables

Table VI (see Appendix C) presents the intercorrelational coefficient between the theory Y and theory X of principals. The data as presented in Table VI showed no significant correlation between the two variables.

The teachers' data in Table VII (see Appendix C) present a significant positive correlation between the theory Y and theory X measures.

Intervariable Correlations of Organizational Behaviors (OCDQ) Variables

The data as presented by the principals in Table VIII display seven significant positive correlations: disengagement-hindrance, esprit-intimacy, esprit-thrust, esprit-consideration, intimacy-production emphasis, intimacy-thrust, and intimacy-consideration. One significant negative correlation is found between hindrance and esprit. The highest positive correlation is found between disengagement and hindrance.

The intercorrelational coefficients of teachers on organizational behaviors (OCDQ) measures in Table IX exhibit three significant positive correlations between variables: intimacy-aloofness, intimacy-production emphasis, and production emphasis-thrust. Two significant negative correlations are reported: disengagement-aloofness and disengagement-consideration. The highest positive correlation is found between intimacy and production emphasis.

TABLE VIII

INTERCORRELATIONS OF THE ORGANIZATIONAL BEHAVIORS VARIABLES (OCDQ) AS REPORTED BY PRINCIPALS

| | Dis | Hin | Esp | Int | Alo | Pro | Thr | Con |
|---|---|---|---|---|---|---|---|---|
| Dis | .82 | 1.00 | .50*** | -.17 | .18 | .14 | .30 | .14 | .27 |
| Hin | | .93 | 1.00 | -.39*** | .03 | .17 | .03 | .08 | .22 |
| Esp | | | .94 | 1.00 | .49*** | .06 | .31 | .33* | .43 |
| Int | | | | .94 | 1.00 | -.14 | .48 | .44*** | .45*** |
| Alo | | | | | .88 | 1.00 | .11 | .08 | .19 |
| Pro | | | | | | .89 | 1.00 | .30 | .30 |
| Thr | | | | | | | .90 | 1.00 | .31 |
| Con | | | | | | | | .91 | 1.00 |

N = 34 principals

* $p < .05$

** $p < .02$

*** $p < .01$

NOTE: Alpha coefficients ($\alpha$) of OCDQ subtests in marked block (see Appendix C, p. 78).

TABLE IX

INTERCORRELATIONS OF THE ORGANIZATIONAL BEHAVIORS VARIABLES (OCDQ) AS REPORTED BY TEACHERS

| | Dis | Hin | Esp | Int | Alo | Pro | Thr | Con |
|---|---|---|---|---|---|---|---|---|
| Dis | 1.00 | 1.00 | .09 | .19 | -.13 | -.34* | -.07 | -.21 | -.38** |
| Hin | | 1.00 | 1.00 | -.07 | -.09 | -.14 | -.29 | .08 | -.31 |
| Esp | | | 1.00 | 1.00 | -.07 | -.22 | -.03 | .27 | -.20 |
| Int | | | | 1.00 | 1.00 | .46*** | .56**** | .15 | .15 |
| Alo | | | | | 1.00 | 1.00 | .31 | .00 | .08 |
| Pro | | | | | | 1.00 | 1.00 | .40** | -.17 |
| Thr | | | | | | | .99 | 1.00 | .13 |
| Con | | | | | | | | .99 | 1.00 |

N = 34 Schools with 770 Teachers

* $p < .05$

** $p < .02$

*** $p < .01$

**** $p < .001$

NOTE: Alpha coefficients ($\alpha$) of OCDQ subtests in marked block (see Appendix C, p. 78).

TABLE X

CORRELATION BETWEEN THE SUPERVISORY TASK ORIENTATION OF PRINCIPALS AND INSTITUTIONAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY PRINCIPALS

| | Nomothetic Orientation |
|---|---|
| | Task-Orientation |
| Institutional Goal-Directed Behaviors (OCDQ) | |
| Disengagement | -.23 |
| Hindrance | .15 |
| Aloofness | .04 |
| Production Emphasis | .39* |

N = 34 Principals

* $p < .01$

Idiographic Orientations and Task Behavior

Results related to hypothesis $1_A$ appear in Table X. A significant positive correlation is found between task-orientation and production emphasis. Three non-significant correlations are reported: task-orientation-disengagement, task-orientation-hindrance, and task-orientation-

TABLE XI

CORRELATION BETWEEN THE SUPERVISORY TASK ORIENTATION OF TEACHERS AND INSTITUTIONAL GOAL-DIRECTED BEHAVIORS IN SCHOOLS AS REPORTED BY TEACHERS

| | Nomothetic Task-Orientation (ORI) |
|---|---|
| Institutional Goal-Directed Behaviors (OCDQ) | |
| Disengagement | -.17 |
| Hindrance | -.01 |
| Aloofness | -.17 |
| Production Emphasis | -.08 |

N = 34 Schools with 770 Teachers

aloofness. The data as presented by principals in Table X confirmed partially the prediction of significant positive relationship between the supervisory task-orientation of principals and their institutional goal-directed behaviors in school. Therefore, hypothesis $1_A$ is partially supported.

As evidenced by the data presented by teachers in Table XI, hypothesis $1_B$ can not be supported. The trends of relationship between task

TABLE XII

CORRELATIONS BETWEEN THE SUPERVISORY THEORY X ORIENTATION OF PRINCIPALS AND INSTITUTIONAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY PRINCIPALS

| | Nomothetic |
|---|---|
| | Theory X (SMB) |
| Institutional Goal-Directed Behaviors (OCDQ) | |
| Disengagement | .30 |
| Hindrance | .17 |
| Aloofness | .04 |
| Production Emphasis | .49* |

N = 34 Principals

* $p < .001$

orientation scores with disengagement, hindrance, aloofness are void of significant correlations.

As evidenced by the data presented by principals in Table XII, hypothesis $1_c$ is partially supported. While Theory X scores and production emphasis were highly correlated ($p < .001$), the respected r's generated

TABLE XIII

CORRELATIONS BETWEEN THE SUPERVISORY THEORY X ORIENTATION OF TEACHERS AND INSTITUTIONAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY TEACHERS

| | Nomothetic |
|---|---|
| | Theory X (SMB) |
| Institutional Goal-Directed Behaviors | |
| Disengagement | -.14 |
| Hindrance | .05 |
| Aloofness | .08 |
| Production Emphasis | .09 |

N = 34 Schools with 770 Teachers

in correlating theory X with disengagement, hindrance, and aloofness, although in the predicted direction, failed to achieve statistical significance.

Hypothesis $1_D$ is not supported by the data presented by teachers in Table XIII, which indicate that teachers' theory X orientation were not significantly related to their scores on all of the institutional goal-directed behaviors.

TABLE XIV

CORRELATIONS BETWEEN THE SUPERVISORY INTERACTION ORIENTATION OF PRINCIPALS AND INDIVIDUAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY PRINCIPALS

| | Idiographic Orientation |
|---|---|
| | Interaction-Orientation (ORI) |
| Individual Goal-Directed Behaviors (OCDQ) | |
| Esprit | -.06 |
| Intimacy | .03 |
| Thrust | -.16 |
| Consideration | -.02 |

N = 34 Principals

Idiographic Orientations and Task Behaviors

Results related to hypothesis $2_A$ are found in Table XIV. There are no statistically significant relationships found between interaction orientation of principals with their scores in esprit, intimacy, thrust, and consideration behaviors. Therefore, hypothesis $2_A$ can not be supported.

TABLE XV

CORRELATIONS BETWEEN THE SUPERVISORY INTERACTION ORIENTATION OF TEACHERS AND INDIVIDUAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY TEACHERS

| | Idiographic |
|---|---|
| | Interaction-Orientation (ORI) |
| Individual Goal-Directed Behaviors (OCDQ) | |
| Esprit | .00 |
| Intimacy | .14 |
| Thrust | -.09 |
| Consideration | .17 |

N = 34 Schools with 770 Teachers

The data in Table XV did not support hypothesis $2_B$. Teachers' scores on the interaction orientation and their scores on esprit, intimacy, thrust and consideration measures were strikingly void of significant bivariate relationships. Therefore, hypothesis $2_B$ can not be supported.

As evidenced by the data of principals presented in Table XVI, hypothesis $2_C$ can not be supported. The data presented in Table XVI did not

TABLE XVI

CORRELATIONS BETWEEN THE SUPERVISORY THEORY Y ORIENTATION OR PRINCIPALS AND INDIVIDUAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY PRINCIPALS

| | Idiographic |
|---|---|
| | Theory Y (SMB) |
| Individual Goal-Directed Behaviors (OCDQ) | |
| Esprit | .06 |
| Intimacy | -.07 |
| Thrust | .05 |
| Consideration | .22 |

N = 34 Principals

confirm the prediction of significant positive relationships between the principals' supervisory theory X orientation and their scores on individual goal-directed behaviors.

Results related to hypothesis $2_D$ appear in Table XVII. An examination of the correlational r's suggest that teachers' theory Y orientation scores were not significantly related to their scores on esprit, intimacy,

TABLE XVII

CORRELATIONS BETWEEN THE SUPERVISORY THEORY Y ORIENTATION AND INDIVIDUAL GOAL-DIRECTED BEHAVIORS IN SCHOOL AS REPORTED BY TEACHERS

| | Idiographic |
|---|---|
| | Theory Y (SMB) |
| Individual Goal-Directed Behaviors (OCDQ) | |
| Esprit | -.01 |
| Intimacy | .30 |
| Thrust | .10 |
| Consideration | .06 |

N = 34 Schools with 770 Teachers

thrust, and consideration variables. Therefore, hypothesis $2_D$ can not be supported.

## Summary of Results

1. The intervariable correlational coefficients of the Orientation Inventory (ORI) Variables as presented by both teachers and principals were not statistically significant at $p < .05$ level.

2. The intercorrelation between the theory Y and theory X measures of principal were not significantly positively related.

3. The intervariable correlation between theory Y and theory X orientations of teachers were positively statistically significant ($p < .001$).

4. The intercorrelational coefficients on teachers and principals' organizational behavior (OCDQ) were consistent with those pointed by Halpin and Croft (1963).

5. The correlational coefficients on principals' supervisory task orientation and the institutional goal-directed behaviors were related in one significant correlation: correlation between task-orientation and production emphasis.

6. The correlational coefficients between teachers' task orientation and the institutional goal-directed behaviors scores were strikingly void of bivariate relationships.

7. The correlational coefficients between principals' theory X orientation and the institutional goal-directed behaviors were related in one significant positive way: correlation between theory X and production emphasis measures.

8. The correlational coefficients between teachers' theory X orientation and the institutional goal-directed behaviors were not statistically significantly related.

9. The correlational coefficients between the supervisory idiographic variables (theory Y and interaction-orientation) and the individual goal-directed behaviors variables (esprit, intimacy, thrust, and consideration) of both principals and teachers were strikingly void of bivariate relationships.

# CHAPTER V

## *CONCLUSIONS AND IMPLICATIONS*

### Conclusions

The conclusions derived from the present research are straightforward but speculative. The statistical design utilized provided results which are only directional in nature. For example, in interpreting a correlational coefficient between two variables, a high positive correlation between two variables does not provide evidence of casual relationships.

Although the theoretical constructs of the present study were based upon a body of knowledge generated from social systems theory, the operational definitions of the concepts under study still demand a continued rigorous and empirical investigation. The conceptualization and measurements of supervisory orientations in terms of values and beliefs demand a more concrete and observable definitions. The conceptualizations and mapping of the organizational behaviors as presented in OCDQ climate measures, still in need of more cross validation studies (Andrews, 1965, and Halpin & Croft, 1963).

The conclusions are presented in the order of the hypotheses tested as reported by principals, and teachers.

$H_{1A}$ There is a positive relationship between the supervisory task orientation of principals and the institutional goal-directed behaviors in school.

Hypothesis $1_A$ is partially confirmed with the presence of a significant positive correlation between the supervisory task orientation variable and production emphasis variable.

$H_{1B}$ There is a positive relationship between the supervisory task-orientation of teachers and institutional goal-directed behaviors in school.

The correlational matrices between task-orientation and institutional goal-directed behaviors of teachers reveal a lack of bivariate relationships. Further analyses of the teachers data reveal the opposite directionality of relationships although not significant between the two variables which is in contradiction to hypothesis $1_B$.

$H_{1C}$ There is a positive relationship between the supervisory theory X orientation of principals and institutional goal-directed behaviors in school.

The principals' theory X orientation is significantly positively related with production emphasis. The overall correlational matrices between the two domains exhibit only one significant correlation which implies that hypothesis $1_B$ is partially confirmed.

$H_{1D}$ There is a positive relationship between the supervisory theory X of teachers and institutional goal-directed behaviors in school.

The correlational matrices between the institutional goal-directed behaviors (disengagement, hindrance, aloofness, and production emphasis) and supervisory orientation (theory X) reveal no significant relationships between the two domains. Therefore, hypothesis $1_D$ is not supported.

$H_{2A}$ There is a positive relationship between the supervisory interaction orientation of principals and individual goal-directed behaviors in school.

The overall correlational matrices between the supervisory interaction orientation and individual goal-directed behaviors as reported by principals are not statistically related. Therefore, hypothesis $2_A$ can not be supported.

$H_{2B}$ There is a positive relationship between the supervisory interaction orientation of teachers and individual goal-directed behaviors in school.

The correlational coefficients between the teachers' supervisory interaction orientation and individual goal-directed behaviors are not significantly related. Therefore, hypothesis $2_B$ can not be supported.

$H_{2C}$ There is a positive relationship between the supervisory theory Y orientation of principals and individual goal-directed behaviors in school.

The trends of relationship between the supervisory theory Y orientation and individual goal-directed behaviors of principals lack significant bivariate relationships. Therefore, hypothesis $2_C$ can not be supported.

$H_{2D}$ There is a positive relationship between the supervisory theory Y orientation of teachers and individual goal-directed behaviors in school.

The overall correlational matrices on teachers' supervisory theory Y and organizational behavior measures (esprit, intimacy, thrust, and consideration) exhibit no significant relationships. Therefore, hypothesis $2_D$ can not be supported.

In conclusion, generally, the supervisory orientations of school incumbents (principals and teachers) exhibit limited bivariate correlations to their organizational behaviors in school. Specifically, the supervisory orientations operationally defined in terms of values and beliefs do not seem to have much to do with the organizational behaviors in either institutional goal-centered and/or individual goal-centered behaviors. Apparently, the supervisory orientations of school incumbents do not vary much from their "closed" and "open" behaviors. This finding is not inconsistent with similar research which, though suggestive, is inconclusive (Plaxton, 1965 and Wiggins, 1968).

## Implications and Further Research

The supporting evidence as presented earlier would seem to justify the assumptions that there is only limited, if any, support that the observed organizational behaviors are related to the supervisory orientations of school incumbents. If such is the case, then, the following conclusions are justified: The validity of the measures of both supervisory orientations (values and beliefs) and the organizational behaviors measures have to be questioned.

> Does the OCDQ measure what it really intends to measure?
>
> Do the SMB and ORI measure values and beliefs relative to supervisory orientations which could be just opposed with the OCDQ measures?
>
> Is there a possibility of constructing a third measure which will operationally categorize supervisory orientations based on the theoretical formulation of Parsons and Shils (1961) and on the notions of values by Rokeach (1973)?
>
> Is it theoretically necessary to formulate a third type of supervision in the term of Getzels' (1968) transactional style in order to gauge the directionality of supervisory behavior?

Specifically, the lack of support for the tested hypotheses involved in the study is theoretically inconsistent. The inconsistencies between the theoretical construct and the empirical findings are of outmost importance in consideration of the implications for further research. The general lack of support as found in hypotheses call for the validity of the theoretical assumptions as well as the instruments utilized in this study. Halpin and Croft (1963) have pleaded for more cross validations of the OCDQ. The Organizational Climate Description Questionnaire (OCDQ) used as a measuring instrument in the educational setting has generated hundreds of research projects and yet construct validity questions are still of major concern. Furthermore, the researcher feels that the current

observations implied in the research provide basis for reexamination of the systems and practices in training and in selecting the functionaries of the school incumbents in the Philippines and elsewhere. The present results may indicate the inadvisability of using supervisors' values as a measure of evaluating the probability of success of various organizational development training strategies most commonly employed in an attempt to bring changes in principals and teachers behaviors. These findings may imply that organizational development programs such as Blake and Mouton's (1974) managerial grid, McClelland's motivational training (1969), and other forms of training programmed toward changing supervisors' values need to be seen in a different and more integrating approach. Michaelsen (1973) study affirms that activities focused on the modification of the supervisors' situational conditions would if successful, have high probability of promoting behavior changes, regardless of supervisors' value. In addition, there are some assumptions and empirical evidences that situational conditions such as the organizational roles (Simon, 1950, Lieberman, 1956, Charters, 1963, and Bridges, 1965) and organizational structures (Presthus, 1965) bring about changes in the behaviors of organizational members. More specifically, the present study reveals a similarity of organizational behaviors in all of the Philippine public elementary schools included in the study which may imply the impact of the organization per se. Wiggins (1968, p. 89) study states that "incoming functionaries, including the principal, did not alter the existing climates. They all perceived their climates much the same."

Each implication opens new avenues for new and/or extended research. A more sophisticated research is warranted to map the domains of organizational behaviors and supervisory styles in the educational setting.

It is hoped that this study will generate additional challenges for research involving supervisory situational conditions, socialization and change, and the nature of the school structures.

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APPENDIX A

# ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. HALPIN and D. B. CROFT

The items in this questionnaire describe typical behaviors or conditions that occur within a school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they work. The questionnaire will be examined to identify the behaviors or conditions that have been described as typical by the majority of the teachers in your school. From this examination, a portrait of the Organizational Climate of your school will be constructed.

## BIOGRAPHICAL INFORMATION

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

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

MARKING INSTRUCTIONS

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

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

SAMPLE:

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

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

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

6. Teachers' closest friends are other faculty member at this school. 1 2 3 4

7. The mannerisms of teachers at this school are annoying. 1 2 3 4

8. Teachers spend time after school with students who have individual problems. 1 2 3 4

9. Instructions for the operation of teaching aids are available. 1 2 3 4

10. Teachers invite other faculty to visit them at home. 1 2 3 4

11. There is a minority group of teachers who always oppose the majority. 1 2 3 4

12. Extra books are available for classroom use. 1 2 3 4

13. Sufficient time is given to prepare administrative reports. 1 2 3 4

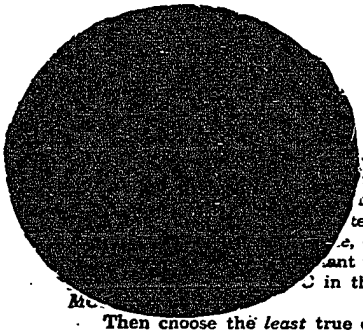
14. Teachers know the family background of other faculty members. 1 2 3 4

| | | | | | |
|---|---|---|---|---|---|
| 15. | Teachers exert group pressure on non-conforming faculty members. | 1 | 2 | 3 | 4 |
| 16. | In faculty meetings, there is a feeling of lets get things done. | 1 | 2 | 3 | 4 |
| 17. | Administrative paper work is burdensome at this school. | 1 | 2 | 3 | 4 |
| 18. | Teachers talk about their personal life to other faculty members. | 1 | 2 | 3 | 4 |
| 19. | Teachers seek special favors from the principal. | 1 | 2 | 3 | 4 |
| 20. | School supplies are readily available for use in classwork. | 1 | 2 | 3 | 4 |
| 21. | Student progress reports require too much work. | 1 | 2 | 3 | 4 |
| 22. | Teachers have fun socializing together during school time. | 1 | 2 | 3 | 4 |
| 23. | Teachers interrupt other faculty members who are talking in staff meetings. | 1 | 2 | 3 | 4 |
| 24. | Most of the teachers here accept the faults of their colleagues. | 1 | 2 | 3 | 4 |
| 25. | Teachers have too many committee requirements. | 1 | 2 | 3 | 4 |
| 26. | There is considerable laughter when teachers gather informally. | 1 | 2 | 3 | 4 |
| 27. | Teachers ask nonsensical questions in faculty meetings. | 1 | 2 | 3 | 4 |
| 28. | Custodial service is available when needed. | 1 | 2 | 3 | 4 |
| 29. | Routine duties interfere with the job of teaching. | 1 | 2 | 3 | 4 |
| 30. | Teachers prepare administrative reports by themselves. | 1 | 2 | 3 | 4 |
| 31. | Teachers ramble when they talk in faculty meetings. | 1 | 2 | 3 | 4 |
| 32. | Teachers at this school show much school spirit. | 1 | 2 | 3 | 4 |
| 33. | The principal goes of his way to help teachers. | 1 | 2 | 3 | 4 |
| 34. | The principal helps teachers solve personal problems. | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| 35. | Teachers at this school stay by themselves. | 1 | 2 | 3 | 4 |
| 36. | The teachers accomplish their work with great vim, vigor and pleasure. | 1 | 2 | 3 | 4 |
| 37. | The principal sets an example by working hard himself. | 1 | 2 | 3 | 4 |
| 38. | The principal does personal favors for teachers. | 1 | 2 | 3 | 4 |
| 39. | Teachers eat lunch by themselves in their own classrooms. | 1 | 2 | 3 | 4 |
| 40. | The morale of the teachers is high. | 1 | 2 | 3 | 4 |
| 41. | The principal uses constructive criticism. | 1 | 2 | 3 | 4 |
| 42. | The principal stays after school to help teachers finish their work. | 1 | 2 | 3 | 4 |
| 43. | Teachers socialize together in small select groups. | 1 | 2 | 3 | 4 |
| 44. | The principal makes all class-scheduling decisions. | 1 | 2 | 3 | 4 |
| 45. | Teachers are contacted by the principal each day. | 1 | 2 | 3 | 4 |
| 46. | The principal is well prepared when he speaks at school functions. | 1 | 2 | 3 | 4 |
| 47. | The principal helps staff members settle minor differences. | 1 | 2 | 3 | 4 |
| 48. | The principal schedules the work for the teachers. | 1 | 2 | 3 | 4 |
| 49. | Teachers leave the grounds during the school day. | 1 | 2 | 3 | 4 |
| 50. | The principal criticizes a specific act rather than a staff member. | 1 | 2 | 3 | 4 |
| 51. | Teachers help select which courses will be taught. | 1 | 2 | 3 | 4 |
| 52. | The principal corrects teachers' mistakes. | 1 | 2 | 3 | 4 |
| 53. | The principal talks a great deal. | 1 | 2 | 3 | 4 |
| 54. | The principal explains his reasons for criticism to teachers. | 1 | 2 | 3 | 4 |
| 55. | The principal tries to get better salaries for teachers. | 1 | 2 | 3 | 4 |
| 56. | Extra duty for teachers is posted conspicuously. | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| 57. | The rules set by the principal are never questioned. | 1 | 2 | 3 | 4 |
| 58. | The principal looks out for the personal welfare of teachers. | 1 | 2 | 3 | 4 |
| 59. | School secretarial service is available for teachers' use. | 1 | 2 | 3 | 4 |
| 60. | The principal runs the faculty meeting like a business conference. | 1 | 2 | 3 | 4 |
| 61. | The principals is in the building before teachers arrive. | 1 | 2 | 3 | 4 |
| 62. | Teachers work together preparing administrative reports. | 1 | 2 | 3 | 4 |
| 63. | Faculty meetings are organized according to a tight agenda. | 1 | 2 | 3 | 4 |
| 64. | Faculty meetings are mainly principal-report meetings. | 1 | 2 | 3 | 4 |
| 65. | The principal tells teachers of new ideas he has run across. | 1 | 2 | 3 | 4 |
| 66. | Teachers talk about leaving the school system. | 1 | 2 | 3 | 4 |
| 67. | The principal checks the subject-matter ability of teachers. | 1 | 2 | 3 | 4 |
| 68. | The principal is easy to understand. | 1 | 2 | 3 | 4 |
| 69. | Teachers are informed of the results of a superviror's visit. | 1 | 2 | 3 | 4 |
| 70. | Grading practices are standardized at this school. | 1 | 2 | 3 | 4 |
| 71. | The principal insures that teachers work to their full capacity. | 1 | 2 | 3 | 4 |
| 72. | Teachers leave the building as soon as possible at day's end. | 1 | 2 | 3 | 4 |
| 73. | The principal clarifies wrong ideas a teacher may have. | 1 | 2 | 3 | 4 |

# The
# ORIENTATION INVENTORY
by
Bernard M. Bass. Ph.D.



...ts
...ch
...in-
...ter-
...e, or
...ant to
...C in the
*Most* ...

Then choose the *least* true or *least* preferred of the three alternatives and write its letter in the *LEAST* column.

For every statement, be sure you mark one alternative in each column. If A is entered under *Most*, then either B or C should be marked under *Least*, and so on.

Do not debate too long over any one statement; your first reaction is desired.

**TURN THE SHEET OVER AND BEGIN**
**(Do not unfold)**

MOST | LEAST

**BEGIN HERE**

1. *One of the greatest satisfactions in life is:*
   - A Recognition for your efforts.
   - B The feeling of a job well done.
   - C The fun of being with friends.

2. If I played football, I would like to be:
   - A The coach whose planning pays off in victory.
   - B The star quarterback.
   - C Elected captain of the team.

3. The best instructors are those who:
   - A Give you individual help and seem interested in you.
   - B Make a field of study interesting, so you will want to know more about it.
   - C Make the class a friendly group where you feel free to express an opinion.

4. Students downgrade instructors who:
   - A Are sarcastic and seem to take a dislike to certain people.
   - B Make everyone compete with each other.
   - C Simply can't get an idea across and don't seem interested in their subject.

5. I like my friends to:
   - A Want to help others whenever possible.
   - B Be loyal at all times.
   - C Be intelligent and interested in a number of things.

6. My best friends:
   - A Are easy to get along with.
   - B Know more than I do.
   - C Are loyal to me.

7. I would like to be known as:
   - A A successful person.
   - B An efficient person.
   - C A friendly person.

8. If I had my choice, I would like to be:
   - A A research scientist.
   - B A good salesman.
   - C A test pilot.

9. As a youngster I enjoyed:
   - A Just being with the gang.
   - B The feeling of accomplishment I had after I did something well.
   - C Being praised for some achievement.

10. Schools could do a better job if they:
    - A Taught children to follow through on a job.
    - B Encouraged independence and ability in children.
    - C Put less emphasis on competition and more on getting along with others.

11. The trouble with organizations like the Army or Navy is:
    - A The rank system is undemocratic.
    - B The individual gets lost in the organization.
    - C You can never get anything done with all the red tape.

12. If I had more time, I would like to:
    - A Make more friends.
    - B Work at my hobby or learning something new and interesting.
    - C Just take it easy, without any pressure.

13. I think I do my best when:
    - A I work with a group of people who are congenial.
    - B I have a job that is in my line.
    - C My efforts are rewarded.

**Open this flap and continue with question 14.**

# The
# ORIENTATION INVENTORY

by

Bernard M. Bass. Ph. D.

## DIRECTIONS

This test consists of 27 statements of opinions and attitudes. For each statement please indicate in the answer blocks which of the three alternatives, A, B, or C, is *most* true, or *most* preferred, or *most* important to you by writing A, B, or C in the *MOST* column.

Then choose the *least* true or *least* preferred of the three alternatives and write its letter in the *LEAST* column.

For every statement, be sure you mark one alternative in each column. If A is entered under *Most*, then either B or C should be marked under *Least*, and so on.

Do not debate too long over any one statement; your first reaction is desired.

**TURN THE SHEET OVER AND BEGIN**

**(Do not unfold)**

Page 1 ← Page 1

MOST LEAST

**BEGIN HERE**

1. One of the greatest satisfactions in life is:
   - A Recognition for your efforts.
   - B The feeling of a job well done.
   - C The fun of being with friends.

2. If I played football, I would like to be:
   - A The coach whose planning pays off in victory.
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3. The best instructors are those who:
   - A Give you individual help and seem interested in you.
   - B Make a field of study interesting, so you will want to know more about it.
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    - A Taught children to follow through on a job.
    - B Encouraged independence and ability in children.
    - C Put less emphasis on competition and more on getting along with others.

11. The trouble with organizations like the Army or Navy is:
    - A The rank system is undemocratic.
    - B The individual gets lost in the organization.
    - C You can never get anything done with all the red tape.

12. If I had more time, I would like to:
    - A Make more friends.
    - B Work at my hobby or learning something new and interesting.
    - C Just take it easy, without any pressure.

13. I think I do my best when:
    - A I work with a group of people who are congenial.
    - B I have a job that is in my line.
    - C My efforts are rewarded.

**Open this flap and continue with question 14.**

Be sure t

## MANAGEMENT BELIEFS

Circle one number following each of the statements below to indicate the extent to which you agree with it.

| | Strongly Disagree | | Slightly Disagree | | Neither agree nor disagree | | Slightly Agree | | Strongly Agree |
|---|---|---|---|---|---|---|---|---|---|
| 1. Employees seek responsibility and are capable of exercising self control. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. The average employee dislikes work and will avoid it if he can. (Scored negatively) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. Allowing a wide degree of discretion in the performance of job responsibilities is an effective motivator for the employee. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. The greater the challenge of the job, the greater the satisfaction which employees derive from their work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. An effective manager is guided by principles rather than rules in dealing with his subordinates. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6. The most effective way to get people motivated and committed to a job is to instruct direct, and use appropriate rewards and penalties. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7. Although a manager can be democratic with his employees, he must still structure their work for them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 8. A supervisor must keep a close check on his employees to see that they are doing a good job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9. Employees prefer to be directed rather than making their own decisions in their work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10. In industry there must always be a unity of command. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11. Being firm with employees is the best way to insure that they will do a good job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12. A clear-cut hierarchy of authority and responsibility is essential in a business organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13. The good manager must pay as much direct attention to keeping people working together well as he does to seeing that the task gets done. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. Management should rely more on mutual confidence and good relationships with people rather than on the exercise of authority to get things done. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. It is essential for the good manager to be sensitive to the feelings of others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 16. In business, emotions and feelings should be expressed and worked out. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 17. Managers should be willing to try out new ways of doing things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 18. A manager should help others to express their own individuality. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Page 1 | Page 2 | ← Page 2

MOST | LEAST

14. I like:
A Being appreciated by others.
B Being satisfied personally with my performance.
C Being with friends with whom I can have a good time.

15. I would like to see a story about myself in the newspaper:
A Describing a project I had completed.
B Citing the value of my actions.
C Announcing my election to a fraternal organization.

16. I learn best when my instructor:
A Provides me with individual attention.
B Stimulates me into working harder by arousing my curiosity.
C Makes it easy to discuss matters with him and with others.

17. Nothing is worse than:
A Having your self-esteem damaged.
B Failure on an important task.
C Losing your friends.

18. I like:
A Personal praise.
B Cooperative effort.
C Wisdom.

19. I am considerably disturbed by:
A Hostile arguments.
B Rigidity and refusal to see the value of new ways.
C Persons who degrade themselves.

20. I would like to:
A Be accepted as a friend by others.
B Help others complete a mutual task.
C Be admired by others.

21. I like a leader who:
A Gets the job done.
B Makes himself respected by his followers.
C Makes himself easy to talk to.

22. I would like to:
A Have a committee meeting to decide what the problem is.
B Work out by myself the correct solution to the problem.
C Be valued by my boss.

23. Which type of book would you like to read?
A A book on getting along with people.
B An historical romance.
C A how-to-do-it book.

24. Which would you prefer?
A Teach pupils how to play the violin.
B Play violin solos in concerts.
C Write violin concertos.

25. Which leisure time activity is satisfying to you?
A Watching westerns on TV.
B Chatting with acquaintances.
C Keeping busy with interesting hobbies.

26. Which would you prefer, assuming the same amount of money was involved?
A Plan a successful contest.
B Win a contest.
C Advertise the contest and get others to participate.

27. Which is important to you?
A To know what you want to do.
B To know how to do what you want.
C To know how to help others to do what they want.

*Name (Please Print):*

*Last*

*First* *Initial*

*Age* *Circle Sex:* M F

6 7 8 9 10 11 12 13 14 15 16
*Circle Highest School Grade Completed*

*Current Job:*

*(If a student, major field of study)*

(DO NOT WRITE BELOW THIS LINE)

| | M | L | | | |
|---|---|---|---|---|---|
| s | ____ | – ____ | = ____ | + 27 | = ____ |
| i | ____ | – ____ | = ____ | + 27 | = ____ |
| c | ____ | – ____ | = ____ | + 27 | = ____ |

Standard Scores or Percentiles:
*(Circle One)*

s ____
i ____
c ____

Be sure to write your name and supply the other information requested in the space provided above.

APPENDIX B

ORI, SMB AND OCDQ GROUP SUBTESTS SCORES OF 770 TEACHERS FOR THIRTY FOUR SCHOOLS

| School | | ORI | SMB | | | | | OCDQ | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nos. | I | T | Y | X | DIS | HIN | ESP | INT | ALO | PRO | THR | CON |
| 1 | 27 | 28 | 37 | 48 | 68 | 108 | 176 | 201 | 229 | 322 | 378 | 427 |
| 2 | 26 | 28 | 37 | 48 | 67 | 108 | 179 | 202 | 228 | 327 | 385 | 426 |
| 3 | 27 | 30 | 23 | 29 | 69 | 105 | 176 | 204 | 226 | 323 | 378 | 424 |
| 4 | 27 | 33 | 29 | 45 | 67 | 108 | 178 | 188 | 219 | 309 | 381 | 425 |
| 5 | 29 | 29 | 35 | 45 | 68 | 106 | 175 | 201 | 226 | 315 | 376 | 428 |
| 6 | 28 | 30 | 41 | 44 | 67 | 104 | 172 | 202 | 207 | 328 | 371 | 428 |
| 7 | 27 | 31 | 34 | 41 | 66 | 108 | 176 | 194 | 225 | 321 | 378 | 425 |
| 8 | 24 | 27 | 39 | 54 | 70 | 110 | 177 | 202 | 221 | 323 | 381 | 429 |
| 9 | 28 | 31 | 36 | 45 | 66 | 100 | 177 | 202 | 228 | 322 | 382 | 427 |
| 10 | 27 | 31 | 37 | 47 | 71 | 106 | 175 | 202 | 227 | 318 | 362 | 424 |
| 11 | 27 | 32 | 35 | 44 | 67 | 106 | 162 | 203 | 226 | 324 | 379 | 425 |
| 12 | 31 | 32 | 40 | 48 | 69 | 106 | 180 | 203 | 227 | 326 | 326 | 382 |
| 13 | 26 | 30 | 33 | 44 | 66 | 112 | 175 | 200 | 233 | 316 | 376 | 427 |
| 14 | 25 | 32 | 38 | 50 | 64 | 105 | 181 | 199 | 227 | 324 | 379 | 428 |
| 15 | 28 | 31 | 36 | 48 | 65 | 106 | 178 | 205 | 225 | 327 | 383 | 425 |
| 16 | 26 | 37 | 36 | 44 | 70 | 108 | 177 | 206 | 228 | 325 | 382 | 426 |
| 17 | 25 | 30 | 38 | 49 | 67 | 107 | 170 | 202 | 228 | 328 | 381 | 411 |
| 18 | 26 | 29 | 37 | 45 | 69 | 103 | 177 | 205 | 226 | 325 | 379 | 425 |
| 19 | 24 | 29 | 38 | 44 | 67 | 105 | 177 | 203 | 226 | 327 | 382 | 427 |
| 20 | 26 | 29 | 35 | 50 | 66 | 105 | 174 | 197 | 228 | 327 | 380 | 428 |
| 21 | 23 | 28 | 31 | 41 | 73 | 108 | 186 | 194 | 202 | 326 | 381 | 409 |
| 22 | 26 | 34 | 34 | 40 | 65 | 106 | 177 | 203 | 227 | 326 | 380 | 426 |
| 23 | 29 | 29 | 35 | 38 | 68 | 107 | 172 | 204 | 228 | 326 | 380 | 429 |

Continuation: Schools

| School | | ORI | SMB | | | | | OCDQ | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nos. | I | T | Y | X | DIS | HIN | ESP | INT | ALO | PRO | THR | CON |
| 24 | 27 | 28 | 37 | 42 | 65 | 106 | 176 | 201 | 231 | 323 | 380 | 424 |
| 25 | 28 | 31 | 30 | 47 | 68 | 195 | 176 | 203 | 229 | 326 | 381 | 427 |
| 26 | 26 | 32 | 33 | 41 | 68 | 114 | 177 | 205 | 228 | 326 | 382 | 427 |
| 27 | 26 | 30 | 35 | 42 | 68 | 103 | 178 | 201 | 228 | 325 | 382 | 424 |
| 28 | 28 | 29 | 45 | 42 | 68 | 108 | 179 | 202 | 226 | 320 | 275 | 424 |
| 29 | 25 | 30 | 36 | 42 | 69 | 97 | 180 | 204 | 230 | 330 | 384 | 402 |
| 30 | 26 | 31 | 47 | 46 | 65 | 105 | 175 | 202 | 226 | 325 | 378 | 429 |
| 31 | 23 | 26 | 29 | 38 | 69 | 107 | 176 | 201 | 229 | 325 | 378 | 424 |
| 32 | 29 | 29 | 41 | 54 | 65 | 107 | 179 | 220 | 229 | 330 | 382 | 429 |
| 33 | 27 | 31 | 41 | 45 | 55 | 105 | 177 | 204 | 230 | 329 | 383 | 426 |
| 34 | 23 | 30 | 35 | 44 | 66 | 105 | 179 | 202 | 226 | 323 | 382 | 425 |

ORI, SMB AND OCDQ SUBTESTS SCORES FOR THIRTY FOUR PRINCIPALS

| Principal | ORI | | | SMB | | | | OCDQ | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nos. | I | T | X | Y | DIS | HIN | ESP | INT | ALO | PRO | THR | CON |
| 1 | 23 | 40 | 32 | 45 | 73 | 113 | 175 | 204 | 227 | 323 | 383 | 435 |
| 2 | 31 | 30 | 37 | 53 | 66 | 105 | 174 | 204 | 226 | 328 | 383 | 427 |
| 3 | 30 | 25 | 31 | 31 | 66 | 92 | 176 | 201 | 220 | 321 | 382 | 422 |
| 4 | 20 | 39 | 43 | 47 | 67 | 101 | 180 | 205 | 226 | 323 | 383 | 427 |
| 5 | 21 | 25 | 41 | 52 | 69 | 108 | 179 | 205 | 226 | 330 | 386 | 425 |
| 6 | 19 | 36 | 44 | 59 | 64 | 96 | 185 | 207 | 222 | 335 | 387 | 428 |
| 7 | 31 | 34 | 37 | 52 | 73 | 116 | 175 | 202 | 227 | 318 | 383 | 427 |
| 8 | 31 | 37 | 41 | 45 | 66 | 111 | 178 | 207 | 233 | 325 | 384 | 431 |
| 9 | 36 | 33 | 39 | 55 | 61 | 105 | 180 | 202 | 227 | 323 | 390 | 430 |
| 10 | 28 | 37 | 34 | 43 | 66 | 106 | 171 | 202 | 227 | 316 | 372 | 415 |
| 11 | 27 | 22 | 42 | 48 | 68 | 110 | 178 | 204 | 223 | 388 | 381 | 421 |
| 12 | 29 | 35 | 29 | 47 | 63 | 105 | 180 | 207 | 232 | 383 | 375 | 421 |
| 13 | 25 | 32 | 39 | 43 | 65 | 106 | 179 | 200 | 227 | 316 | 390 | 430 |
| 14 | 27 | 39 | 40 | 31 | 64 | 108 | 173 | 204 | 225 | 316 | 380 | 428 |
| 15 | 27 | 30 | 37 | 33 | 60 | 100 | 180 | 205 | 221 | 323 | 381 | 418 |
| 16 | 22 | 33 | 43 | 39 | 61 | 110 | 178 | 204 | 273 | 332 | 390 | 430 |
| 17 | 27 | 31 | 38 | 55 | 73 | 111 | 175 | 200 | 230 | 323 | 386 | 430 |
| 18 | 26 | 28 | 41 | 47 | 67 | 96 | 178 | 207 | 226 | 331 | 387 | 424 |
| 19 | 37 | 23 | 33 | 51 | 69 | 105 | 178 | 207 | 228 | 331 | 284 | 430 |
| 20 | 25 | 30 | 42 | 53 | 74 | 115 | 165 | 200 | 230 | 330 | 317 | 420 |
| 21 | 34 | 28 | 38 | 58 | 68 | 105 | 185 | 208 | 231 | 328 | 388 | 435 |
| 22 | 28 | 41 | 32 | 48 | 62 | 103 | 174 | 195 | 221 | 316 | 377 | 418 |
| 23 | 23 | 32 | 39 | 61 | 62 | 101 | 174 | 195 | 233 | 333 | 381 | 430 |
| 24 | 24 | 32 | 37 | 48 | 65 | 103 | 176 | 198 | 226 | 320 | 378 | 424 |

Continuation: Principal

| Principal | | ORI | | SMB | | | | OCDQ | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nos. | I | T | X | Y | DIS | HIN | ESP | INT | ALO | PRO | THR | CON |
| 25 | 28 | 37 | 35 | 52 | 64 | 108 | 180 | 210 | 263 | 385 | 390 | 430 |
| 26 | 20 | 34 | 39 | 57 | 64 | 108 | 180 | 210 | 222 | 318 | 378 | 418 |
| 27 | 16 | 35 | 34 | 50 | 66 | 118 | 175 | 201 | 228 | 328 | 383 | 428 |
| 28 | 31 | 29 | 32 | 52 | 64 | 108 | 173 | 201 | 247 | 328 | 378 | 420 |
| 29 | 19 | 28 | 40 | 53 | 64 | 100 | 184 | 205 | 231 | 326 | 388 | 430 |
| 30 | 29 | 33 | 44 | 43 | 61 | 101 | 177 | 204 | 231 | 326 | 388 | 421 |
| 31 | 30 | 32 | 41 | 58 | 61 | 100 | 179 | 200 | 231 | 326 | 388 | 427 |
| 32 | 27 | 27 | 41 | 58 | 87 | 113 | 179 | 207 | 222 | 318 | 284 | 425 |
| 33 | 27 | 29 | 42 | 58 | 62 | 105 | 175 | 201 | 223 | 315 | 377 | 424 |
| 34 | 29 | 30 | 36 | 40 | 66 | 103 | 182 | 200 | 222 | 318 | 384 | 425 |

APPENDIX C

TABLE IV

INTERCORRELATIONS OF THE ORIENTATION INVENTORY VARIABLES (ORI) AS REPORTED BY PRINCIPALS

| | Interaction | Task |
|---|---|---|
| Interaction | 1.00 | .06 |
| Task | | 1.00 |

N = 34 Principals

TABLE V

INTERCORRELATIONS OF THE ORIENTATION INVENTORY VARIABLES (ORI) AS REPORTED BY TEACHERS

| | Interaction | Task |
|---|---|---|
| Interaction | 1.00 | -.30 |
| Task | | 1.00 |

N = 34 Schools with 770 Teachers

TABLE VI

INTERCORRELATIONS OF THE SURVEY MANAGEMENT BELIEFS VARIABLES

(SMB) AS REPORTED BY PRINCIPALS

| | Theory Y | Theory X |
|---|---|---|
| Theory Y | .96 | .14 |
| Theory X | | .86 |

N = 34 Principals

NOTE: Alpha coefficients ($\alpha$) in marked block (see p. 78).

TABLE VII

INTERCORRELATIONS OF THE MANAGEMENT BELIEFS VARIABLES

(SMB) AS REPORTED BY TEACHERS

| | Theory Y | Theory X |
|---|---|---|
| Theory Y | .99 | .51* |
| Theory X | | .99 |

N = 34 Schools with 770 Teachers

* $p < .01$

NOTE: Alpha coefficients ($\alpha$) in marked block (see p. 78).

STEPS INVOLVED IN TESTING THE RELIABILITY

(ALPHA COEFFICIENTS) MEASURES OF OCDQ

AND SMB SUBTESTS

1. Simple repeated measures Anova F (Program ANVMD, available in the USERF Library, University of Oklahoma, Computing Center).

2. $\alpha = 1 - \frac{1}{F}$ (Winer, 1972, p. 287).