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PERCEPTIONS OF ORGANIZATIONAL CLIMATE IN ELEMENTARY AND
INTERMEDIATE SCHOOLS IN LIBYA

The University of Oklahoma

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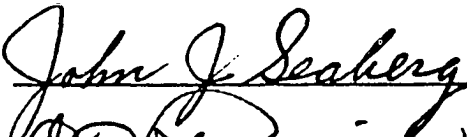
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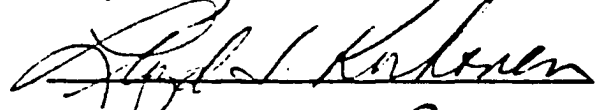
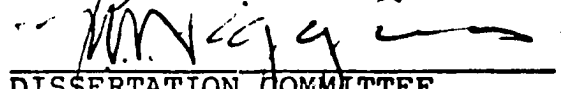
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SUBMITTED TO THE GRADUATE FACULTY
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degree of
DOCTOR OF PHILOSOPHY

BY
ABDULLAH BELGASSEM ALARAFI
Norman, Oklahoma
1980

PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN ELEMENTARY AND INTERMEDIATE
SCHOOLS IN LIBYA

APPROVED BY





DISSERTATION COMMITTEE

DEDICATION

This study is dedicated to the author's father, Belgassem Muftah Alarafi, who passed away during the preparation of this doctoral study. God bless him and peace be with him.

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PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN ELEMENTARY AND INTERMEDIATE
SCHOOLS IN LIBYA

CHAPTER I

INTRODUCTION

Background of the Study

Public education in Libya is controlled by one central system. The Secretariat (Ministry) of education supervises all boys' and girls' schools in the country. The Secretariat of education is responsible for supervising the following aspects of education throughout the country: formulation and modification of the programs of instruction, determining the duration of the school year, examinations, standards and certificates, textbooks, qualifications of teachers, promotions, distribution, and transfer of teachers.¹

There has been a sudden increase in the demand for education in Libya which has led to a rapid growth in the number of schools for which the Secretariat of education is

¹Secretariat of Education, Educational Policies in Libya (Tripoli: Secretariat of Education, 1969), p. 14 (Arabic Text).

responsible. This sudden increased demand for education has been a contributing factor among those creating some of the basic problems for the educational system of the country. Among the most pressing problems have been the following:

1. Shortages of teachers, particularly in intermediate and secondary education.
2. Although there is a teacher shortage many teachers wish to transfer to administrative positions in the Secretariat of Education. This may be related to problems associated with the relationship between principals and teachers.
3. In Libyan schools teacher participation in evaluation is very limited. It is one of the primary delegated functions of the principal.¹

The role of the principal, as defined by the Secretariat, is described as follows:

The school principal supervises directly all the activities in the school and is responsible for school direction to accomplish its purposes by creating the favorable climate for students to obtain their studies according to the planned curriculum. The relationship between him and the teachers should be based on mutual friendship, respect, and cooperation.²

¹Secretariat of Education, Report on Secretariat of Education Achievements in the Year of 1969/1975. (Tripoli: Secretariat of Education, 1974), p. 40 (Arabic Text).

²Ibid.

As indicated by this statement, the principal is required to satisfy the teachers while he fulfills his obligation to the Central Administration. The principals tend to be institutionally oriented and their relationship with teachers may be described as formal and universalistic in nature.

In the Libyan education system, institutions are regarded as more important than individuals. Education has been a highly centralized function of government. However, the Secretariat of education has established many new school districts. As a part of this trend toward decentralization of administration, it is important to investigate the interaction between teachers and principals.

The climate of schools is affected by the interaction between principals and teachers. In Libyan schools the principal has sole responsibility for the evaluation of teachers. As the schools of the country move in the direction of more modern approaches to education, it becomes increasingly important to gather information that can be used in efforts to bring about more open climates in educational institutions.

This study was designed to investigate teacher-principal perception of the organizational climate in elementary and intermediate public schools in the district of Benghazi, Libya. Its aim was to provide additional information concerning the interactions between teachers and

principals in elementary and intermediate schools. The interaction between principals and teachers is a factor that is related to the climate of schools.

Statement of the Problem

The problem of this research is to determine the significant differences, if any, in the perceptions of teachers and principals in Benghazi, Libya on the eight dimensions of organizational climate as identified by use of the Halpin and Croft Organizational Climate Description Questionnaire (OCDQ).

The researcher proposes to assess the perceptions of teachers and principals toward the organizational climate in elementary and intermediate schools in Benghazi, Libya.

These questions were investigated:

1. Are there differences in perceptions of teachers and principals toward organizational climate in elementary and intermediate schools in Benghazi, Libya?
2. Are there differences in perceptions of the teachers and principals toward the organizational climate in boys' and girls' elementary and intermediate schools in Benghazi, Libya?
3. Are there differences in perceptions of the teachers and principals toward the organizational

climate in elementary and intermediate schools of high and low socioeconomic areas in Benghazi, Libya?

Statement of Hypotheses

A. Basic Hypotheses of the Study:

1. There are organizational climate difference perceptions between principals and teachers.
2. There are organizational climate difference perceptions among teachers in the four types of schools (boys' elementary, girls' elementary, boys' intermediate, girls' intermediate).
3. There are organizational climate difference perceptions among teachers in schools located in high socio-economic and low socio-economic areas.
4. There are organizational climate difference perceptions among school principals in boys' and girls' schools.

B. Operational Hypotheses:

- H_01 : There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate between teachers and principals.
- H_02 : There is no statistically significant mean difference in perceptions on the eight subtests of

organizational climate among teachers in the four types of schools (boys' elementary, girls' elementary, boys' intermediate, girls' intermediate).

H_O3: There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate among teachers in schools located in high socio-economic and low socio-economic areas.

H_O4: There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate among school principals in boys' and girls' schools.

Limitations of the Study

This study is limited to elementary and intermediate school teacher-principal organizational climate perceptions in Benghazi, Libya. Therefore, the study has the following limitations:

1. It is limited to the schools which are supervised by the Secretariat (Ministry) of Education.
2. The study is limited to the schools located in the Benghazi school district.
3. It is limited to the elementary and intermediate school teachers and principals for both boys' and girls' schools.

4. It is limited to schools located in low and high socio-economic areas.

Definition of Terms

For the purpose of this study, the following terms are defined:

Benghazi: Refers to the second largest city, located in the eastern part of Libya.

Secretariat of Education. Refers to the central organization which has the authority and responsibility of providing a nationwide education for boys and girls in Libya.

Elementary School: Refers to school level from first grade through the sixth grade.

Intermediate School: Refers to school level from seventh grade through the ninth grade.

Teacher: An individual whose primary responsibility is instruction of students in the classroom.

Principal: An individual whose primary responsibility is administration and management of an elementary or intermediate educational facility and program.

Organizational Climate: The "personality" of an organization. "Analogously, personality is to the individual what organizational

climate is to the organization."¹

Organizational climate is a general term used to refer to the prevailing characteristics of an organization's environment. Specifically, it is that which is measured by the Organizational Climate Description Questionnaire (OCDQ).

Low Socioeconomic Area: Refers to the geographical areas in which schools are located having inadequate educational facilities surrounded by shared wall partition homes and unpaved streets.

High Socioeconomic Area: Refers to the geographical areas in which schools are located having adequate educational facilities surrounded by houses having fenced yards and paved streets.

Boys' School: Refers to schools restricted for boys of elementary and intermediate age groups only.

Girls' School. Refers to schools restricted for girls of elementary and intermediate age groups only.

¹Andrew H. Halpin, Theory and Research in Administration (New York: The MacMillan Company, 1966), p. 131.

Significance of the Study

The study is concerned with the elementary and intermediate school teacher-principal organizational climate perceptions in selected public schools in the district of Benghazi, Libya. It was designed and undertaken because the investigator desires to contribute to the improvement of the teacher-principal interaction problem in the public school system in Libya. The need for the study is based on the fact that there has been no previous scientific research on the organizational climate in the public school system in Libya.

The results of the study will be available to the field of education in Libya, and particularly to the public school system to be adopted and put to practical use for preparation and training of qualified school administrators. The study will help the school administrators to be aware of the importance of knowledge about the organizational climate in their school system.

Organization of the Study

The study was organized into six chapters. The first chapter is the introductory chapter which includes the background of the study, a statement of the problem, purpose of the study, statement of hypotheses, limitations of the study, definition of terms, significance of the study, and the organization of the study. The second chapter is the review of selected literature. The third chapter is the theoretical framework. The fourth chapter describes the methodology which

was used in the investigation. The fifth chapter is the statistical analysis of data. The sixth chapter includes conclusions and recommendations.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Since there has been no previous research concerned with teacher-principal perceptions of the organizational climate of schools in Libya, the review of selected literature will be based on the following factors:

1. Development of public educational systems in Libya,
2. The research concerning the organizational climate of public schools in the United States, and
3. The research pertinent to centralized systems of education in India, the Philippines, Bolivia and Saudi Arabia.

Development of Public School Educational System in Libya

Education in Libya was developed from a non-uniform system to a more organized public education. For many decades education was provided through primitive elementary schools called the Kuttab schools (religious schools).¹

¹Wahib I. Sarman, "Libya," The Encyclopedia of Education. Vol. 6 (New York: The MacMillan Company and the Free Press, 1971), pp. 1-3.

Libya is witnessing a great development in education at the present time. In the 1975-1976 school year a total of 747,000 students enrolled in the Libyan schools at all levels. This number constituted 33.1 per cent of the total population of Libya. At the same time, the number of teachers in all educational levels was 36,000, teaching in 2,955 schools.¹ Table 1 illustrates the increase in number of male and female students, teachers, schools, and classrooms in the three levels of education.

TABLE 1
INCREASE IN NUMBER OF MALE AND FEMALE STUDENTS, TEACHERS,
SCHOOLS, AND CLASSROOMS IN THE THREE LEVELS OF EDUCA-
TION FROM 1968/1969 TO 1973/1974²

DESCRIPTION	1968/1969			1973/1974		
	ELEMEN- TARY	INTER- MEDIATE	HIGH SCHOOLS	ELEMEN- TARY	INTER- MEDIATE	HIGH SCHOOLS
No. of Male Students	180,080	23,637	6,237	273,612	62,487	12,202
No. of Female Students	87,537	3,544	944	107,648	20,009	2,542
No. of Teachers	9,161	2,076	608	19,631	5,128	1,364
No. of Schools	1,069	144	25	1,716	372	61
No. of Classrooms	8,311	818	250	16,995	2,570	521

¹Alfatah Newspaper, Saturday, Feb. 7, 1976, No. 136, p. 1.

²Secretariat of Information and Culture, "The First of September Revolution Achievements, 1969-1974", Tripoli, 1974, p. 110.

In the Benghazi school district the enrollment of male and female students before 1969 was 46,371 students, while the enrollment in 1969-1977 was 99,207 students. This increase in enrollment was accompanied through increasing the number of schools, facilities and teaching staff.¹ Before reaching this quantitative development, education in Libya has gone through many developmental stages.

During the Islamization of Libya--639 to 1517 A.D.--the education system was comparatively primitive as to the objectives, goals, curriculum, and organizational structure. One-classroom schools (Kuttab) were the only available places for obtaining a primary education. Kuttab is the singular form of "Katateeb." The Ottoman rule in Libya, as well as in other Arab countries, during the 16th century made religious education the only pattern used for bringing up the children of those countries. Kuttab is usually a one-room connected to a mosque. Kuttab represented early attempts to provide beginning education for boys who were destined to receive training as religious leaders. The sole purpose of these schools was, besides keeping boys away from mischief, to teach a fairly urban community how to pray in a prescribed manner.²

Throughout a long period, there was no compulsory or public education in the sense of public education today.

¹Secretariat (Ministry) of Education, Educational Statistic Bulletin, Benghazi, 1977, p. 5.

²Fahim I. Qubain, Education and Science in the Arab World (Baltimore: John Hopkins Press, 1965), p. 418.

Education at the Kuttab level was provided by the local communities in the mosques. People, in those days, were studying to read and write in order to understand the Holy Koran and the Islamic laws and teachings.¹

Until the last decade of the Turkish rule, there was no formal education. Education continued to be mostly religious in nature. Teachers for the religious schools were trained in higher religious institutes and some of them were graduates of Katateeb. The first teacher training institute was initiated in Tripoli in the last decade of the 19th century, and was known as Dar Almallimeen. A similar one was also founded in Benghazi. These two normal institutes were not very effective for the schools of the period.²

In 1915, Italy invaded Libya and remained there until the defeat of the Axis armies in 1943. Education suffered during this period. The Libyan linguistic, cultural and religious interests were neglected during this period.³

In 1948, the first Libyan training center was opened, and since then the enrollees in the teacher training centers have increased. Table 2 illustrates the increase in number of females and males in the teacher training institutes.

¹Ibid., p. 420.

²Narayan Prasad, "The Economic Development of Libya," (Baltimore: John Hopkins Press, 1960), p. 272.

³Samman, op. cit., p. 1.

TABLE 2

INCREASE IN ENROLLMENT OF MEN AND WOMEN IN TEACHER TRAINING
FROM 1958/59 TO 1972/73¹

Year	No. Females in Women's Teacher Institutes	No. Males in Men's Teacher Institutes
1958/59	275	1401
1962/63	543	1752
1967/68	2268	2986
1971/72	1897	4087
1974/75	10966	8580

The first years of the last three decades have produced two outstanding events--one economic, the other political--which have dramatically changed Libya's current situation and have charted the country's future for years to come. The recent surge in the search for oil has literally and figuratively changed the present landscape and unlocked a vast potential for tomorrow. In the political sphere, the revolution took over in 1969 with new promises of introducing changes and providing a solid framework on which the development of the

¹Department of Educational Statistics, "Statistics about the Development of Education in the L.A.R. from 1958/59 to 1972/73." The Ministry of Education, Tripoli, 1973, p. 4.

country will be molded. After 1969, it was possible for the government to embark upon a centralized, cohesive plan for Libyan development, to organize the country's natural and human resources for the promotion of national progress and the well-being of all its citizens.¹

The finances received from oil resources should allow the government to have visions of prosperity in many fields, but, above all, it gives the opportunity to develop its greatest asset--its people--by means of a vastly wider and more developmental educational system.²

Libyan School System

The school system in Libya is similar to most systems in the Arab countries. Education is free and compulsory up to the age of 15 and it is the right of every citizen irrespective of sex. The educational ladder starts with the elementary level, six years. This level leads to the intermediate school level. The latter level comprises 7th, 8th, and 9th grades. With the completion of the 9th grade, compulsory education terminates. Compared to the American system, the Libyan first, second and third year in high school is equivalent to the 10th, 11th, and 12th grades, respectively. The Libyan high school is an extension of the intermediate school and the student population is segregated by sex.

¹Secretariat of Information and Culture, op. cit., p. 99.

²Ibid., p. 30.

Development of the Concept of
Organizational Climate

The set of internal characteristics that distinguishes one school from another and influences the behavior of people in it is called the organizational climate. The climate is an end product of the school groups--students, teachers and administrators--as they work to balance the organizational and individual dimensions of a social system. These products include shared values, social beliefs, and social standards.¹

Cornell defined the concept of organizational climate as being "a delicate blending of interpretations by persons in the organization of their jobs or rules, in relationships to others and their interpretations of the roles of others in the organization."²

Tagiuri defined the concept as follows:

Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization.³

¹Wayne K. Hoy and Cecil G. Miskel, "Educational Administration: Theory, Research, and Practice," (New York: Random House, Inc., 1978), p. 137.

²Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappan, Vol. XXXVI, March, 1955, p. 222.

³Rento Tagiuri and George H. Litwin (editors), Organizational Climate, Explorations of a Concept (Boston: Harvard University, 1968), p. 27.

Organizational climate was conceptualized by Argyris from his study of a bank. He considered three interrelated variables: the formal structure of the organization evidenced by the rules, regulations, procedures and policies, personality traits of the organizational members reflecting their individual needs, values and abilities, and the variables associated with the individual's abilities to accommodate his end with those of the organization. The interaction of these three variables provide a measure of the organizational climate.¹

Organizational climate is defined by Feldvebel as "...patterns of social interaction that characterize an organization. The main units of interaction in this concept of climate are individuals, the group as a group, and leader."²

Lonsdale defined organizational climate as "the global assessment of the interaction between the task achievement dimension and the needs-satisfaction dimension within the organization or, in other words, the extent of the tasks-needs integration."³ The task-achievement and needs-satisfaction

¹A. Forehand Gaudie and B. Van Halter Gilmer, "Environmental Variation in Studies of Organizational Behavior," Psychology Bulletin, December, 1964, p. 362.

²Alexander M. Feldvebel, "Organizational Climate Social Class, and Educational Output," Administrator's Notebook, XII, April, 1964, p. 3.

³Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in D. Griffiths (ed.) Behavioral Science and Educational Administration, Sixty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1964), p. 166.

refer respectively to the normative and idiographic dimensions of the Getzel-Guba model. Therefore, social system theory, and especially the social system model, provide the greatest contribution for the concept of organizational climate.¹

Wiggins defined organizational climate by indicating that "conceptually, organizational climate is that state of the organization which results from the interaction that takes place between organizational members as they fulfill their prescribed roles while satisfying their individual needs."²

Halpin and Croft's Investigation

Halpin and Croft were the first to examine the organizational climate of schools. They constructed the Organizational Climate Description Questionnaire (OCDQ) that permitted them to portray the organizational climate of an elementary school. The instrument used included a series of Likert-type items which, when responded to, described the perceived relationships among teachers and their relationships with their principals. The Organizational Climate Description Questionnaire developed by Halpin and Croft was affected by Hemphill's studies on Group Dimensions. The Leader Behavior Description Questionnaire, developed by the Personnel Research Board at the Ohio State University, also had impact upon the development

¹Thomas W. Wiggins, "Principal Behavior in the School Climate: A System Analysis," Educational Technology, Vol. II (September, 1971), p. 57.

²Ibid., p. 57.

of the OCDQ.¹ Halpin and Croft described the contributions of these earlier studies to the development of the concept of organizational climate as follows:

The literature contributed additional items to our instrument. Specifically, other instruments such as the Leader Behavior Description Questionnaire and the Group Dimension Description Questionnaire provided us with items that fitted easily into the proposed questionnaire. Then, too, by analyzing the content of the new items which we had gathered, it became possible for us to infer new dimensions of social interaction which these items might be reflecting. Where such inferred dimensions contained a paucity of items, we wrote additional items which we hoped would pin down and identify the new, tentative dimensions.²

Halpin and Croft's investigation was described as an alternative to the concept of morale which, according to Halpin, failed to tell us enough about the school's organizational climate. In this regard, Halpin and Croft stated that:

Paradoxically enough, we are dealing with both more and less than what is referred to as "morale." We are mapping roughly the same domain of inquiry that other investigators have described as "morale," but we are seeking to conceptualize, or, if you will, to map this domain in a somewhat different way....³

A portion of the differences one finds among schools, then, is probably due to the level of morale there. However, organizational climate does not mean just the morale of the

¹John Hemphill, "The Measurement of Group Dimensions," Journal of Psychology, Vol. 29, 1950, pp. 325-342.

²Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), pp. 20-21.

³Ibid., pp. 5-6.

school, though it does contain morale factors. Morale is a leading role in the type of climate possessed by the school.¹

Halpin and Croft described organizational climate in their investigation as follows:

According to this report we will deal with only this one component of the organizational climate: when we speak of the organizational climate within the present context we will refer exclusively to the social interaction between the principal and the teachers--to the "social component" of the organizational climate.²

The interaction between teachers and principals differs from one school to the other. These differences that exist from one school to another were described by Halpin as "feel." He described this situation as follows:

In one school the teachers and the principals are zestful and exude confidence in what they are doing--in a second school the brooding discontent of the teachers is palpable--a third school is marked by neither joy nor despair, but by hollow ritual--and so, too, as one moves to other schools, one finds that each appears to have a "personality" of its own. It is this "personality" that we describe here as the "organizational climate" of the school. Analogously, personality is to the individual what organizational climate is to the organization.³

The major impetus for Halpin and Croft's investigation was provided by these differences between schools. However, they also sought to map the domain of organizational climate,

¹Robert L. Maggard, "A Comparison of Principals and Teachers' Perception of Organizational Climate in Elementary Schools" (Unpublished doctoral dissertation, University of Arkansas, 1972), p. 89.

²Halpin and Croft, op. cit., p. 7.

³Halpin, op. cit., p. 131.

to identify and describe its dimensions, and to measure them in a dependable way which would minimize these limitations that necessarily inhere in every instrument which must, in the final instance, rely upon some form of subjective judgment.¹

The terms "open" and "closed" as they were used in Halpin and Croft's investigation result in part from Rokeach's study in his book, The Open and Closed Mind.² Even as one regards minds as open or closed, so were organizational climates viewed as open or closed.

Relative openness was determined as follows:

Data from three subtests can be utilized to provide an index of teachers' perceptions of the relative openness of their school's climate. "This is done by subtracting the disengagement subtest score from the sum of the Esprit and Thrust scores for each subject." The higher the resulting scores, the more open is the respondent's perception of the school's organizational climate.³

Halpin stressed the point that the OCDQ is a heuristic test and that the true measure of its value comes from its being able to generate hypotheses which can be tested and then contribute to a monological network which in turn supports the construct validity of the taxonomy. The OCDQ

¹Ibid., pp. 131-132.

²~~Nuttin~~ Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960).

³A. Ray Helsel, Herbert A. Autbach, and Donald J. Willower, "Teacher Perceptions of Organizational Climate and Expectations of Successful Change," The Journal of Experimental Education, Vol. 38, No. I (Fall, 1969), p. 40.

allows the social climate of an individual school to be depicted by means of an analysis of the interaction between the principal and the teachers as such interaction is perceived by them.¹

The development of the OCDQ by Halpin and Croft was a significant contribution to educational administration in general and to the organizational climate of schools in particular. "The development of the OCDQ has placed in the administrator's hand the tool enabling him to sample the staff's perceptions of the interpersonal relations."²

Selected Literature on the Organizational Climate Description Questionnaire

After Halpin and Croft's investigation of organizational climate, several studies were conducted involving the application of the Organizational Climate Description Questionnaire (OCDQ) in different social settings. Other studies investigated the reliability and validity of the eight subtest dimensions, and the six climates of the Organizational Climate Description Questionnaire. Hayes reappraised the Organizational Climate Description Questionnaire (OCDQ). His factor analysis revealed nine dimensions which were tapped

¹Andrew W. Halpin, op. cit., p. 134.

²Carl George Roseveare, "The Validity of Selected Subtests of the Organizational Climate Description Questionnaire" (Unpublished doctoral dissertation, University of Arizona, Dissertation Abstracts, Vol. 25, 1965), p. 7051.

by the OCDQ. Two of these dimensions were not identified by Halpin and Croft. The Aloofness dimension could not be identified from the data. Hayes indicated that the OCDQ, in its present form, will measure, with different degrees of dependability, all the dimensions which were identified by Halpin and Croft except aloofness. Furthermore, the OCDQ will provide measures of logistic support and object socialization--the two additional dimensions which were revealed in Hayes' study.¹

The concept of organizational climate as identified by the Organizational Climate Description Questionnaire was found to be empirically sound and viable in another study by Smith. The findings lead the researcher to conclude that the Organizational Climate Description Questionnaire was externally consistent as well as internally so. In addition, the empirical findings appeared to be consistent with the internal definitions of organizational climate devised by Halpin and Croft.²

Pritchard also indicated that eight subtest dimensions of the OCDQ were viable concepts which could be used to assess

¹Andrew Eugene Hayes, "Appraisal of the Organizational Climate Description Questionnaire" (Unpublished doctoral dissertation, University of Georgia, 1972, Abstract, Dissertation Abstracts, Vol. 33, 1973). p. 4730-A.

²David Coles Smith, "Relationships Between External Variables and the Organizational Climate Description Questionnaire" (Unpublished doctoral dissertation, Northwestern University, 1966, Abstract, Dissertation Abstract, Vol. 27, 1967), p. 2042-A.

the favorability of the work atmosphere surrounding an elementary school. However, he questioned the validity of the six prototype climates.¹

The OCDQ has also been used in several studies in which the subtest scores have been coorelated with independent measures of the personality and the personal value-patterns of the school principals. These studies revealed statistically significant relationships which are meaningful and possess practical value.²

Although the OCDQ was developed primarily for elementary schools, several studies have established its applicability to junior and senior high schools. Andrews indicated that "the OCDQ is as valid for secondary schools as it is for elementary schools."³ Sargent stated in this regard that:

Although the early studies involving use of the questionnaire developed by Halpin and Croft had been limited to elementary schools, the items appeared equally applicable to other organizations and particularly to secondary schools.⁴

¹James Leon Pritchard, "Validation of the Organizational Climate Description Questionnaire Against Perceptions of Non-Faculty School Personnel" (Unpublished doctoral dissertation, Stanford University, Abstract, Dissertation Abstracts, Vol. 27, 1967), P. 2038-A.

²Andrew H. Halpin, "Change and Organizational Climate," The Journal of Educational Administration, Vol. 5, No. 1, 1967, p. 9.

³John H.M. Andrews, "Some Validity Studies of the OCDQ," Canadian Educational and Research Digest, 5 (December, 1965), pp. 317-334.

⁴James Currier Sargent, "An Analysis of Principal and Staff Perceptions of High School Organizational Climate" (Unpublished doctoral dissertation, University of Minnesota, 1966), p. 5.

McFadden, using the OCDQ with nonparticipant observers, concluded that outside (nonparticipant) observers were able to agree significantly in (a) their ratings of the eight OCDQ subtest categories of principal and teacher behavior, and (b) their evaluation of the six climate types derived from the OCDQ.¹

Communication may be importantly related to the organizational climate of schools. Dugan found a significant relationship between the communication behavior of the principals and the organizational climates of their schools.²

The Use of OCDQ in Centralized Systems of Education

The centralized systems of India, the Philippines, Bolivia and Saudi Arabia have used the OCDQ. Nirmal Mehra used the OCDQ to measure the climate of the secondary schools in the state of Delhi in India. An ancillary objective of his study, accordingly, was to explore the applicability of the OCDQ to schools in India--a country different from the United States in cultural and administrative conditions. His

¹Edward Clayton McFadden, "The Nonparticipant Observer and Organizational Climate" (Unpublished doctoral dissertation, Stanford University, 1966, Abstract, Dissertation Abstracts, Vol. 27, 1966), pp. 78-79-A.

²Peter Jerome Dugan, "The Relationship Between the Communication Behavior of Elementary School Principals and the Organizational Climate of Their Schools" (Unpublished doctoral dissertation, Syracuse University, Dissertation Abstracts, Vol. 28, 1968), p. 3920-A.

results were consistent with those of Halpin. "The following eight dimensions are identified: Disengagement, Aversivity, Esprit, Intimacy, Controls, Hindrance, Thrust and Task Orientation."¹ Also, Esprit, Social Needs and Social Control are identified. He concluded that:

1. Girls' schools are more open than boys' schools,
2. Government schools are more open than private aided schools, and
3. The factor of school location is relatively independent of the climate factor.²

The OCDQ, with some modifications and strengthening, could be used to measure the organizational climate of secondary schools in India, as indicated by Mehra.³

The work of Halpin and Croft in the identification of organizational climates of elementary schools with the use of the OCDQ was replicated by Jusefina R. Resurrection. His purposes included testing the reliability of the OCDQ as a research instrument in Manila, a different cultural setting than the United States, and establishing OCDQ norms in Manila, Philippines.⁴

¹Mirmal Mehra, "Organizational Climate of Secondary School: State of Delhi, India" (Unpublished doctoral dissertation, University of California, Berkeley, 1967, Dissertation Abstracts, Vol. 29), p. 100.

²Ibid., p. 100.

³Ibid., p. 100.

⁴Jusefina R. Resurrection, "Identifying and Classifying Organizational Climate of Elementary Schools in Manila" (Unpublished doctoral dissertation, University of Minnesota, Dissertation Abstracts, Vol. 30, 1969), p. 111-A.

Resurrection found that it was possible to classify the schools into organizational climate categories. Four Manila climate categories were found. Two climate categories were comparable to Halpin's Open and Closed Climate categories, and two Manila climates appeared to be hybrids of climates identified by Halpin: (1) Autonomous-Familiar and (2) Controlled-Paternal. He concluded that:

1. Types of organizational climates can be identified with the use of OCDQ in Manila schools and it is possible to rank the climates along a general continuum--from open to closed.
2. The Manila sample is a good norm group for uses of the OCDQ in comparable areas in Philippines.
3. Reliability of the instrument appears to be low but additional research is needed along this line.¹

Mohamed Manuie conducted a study using the OCDQ in elementary and intermediate schools in Saudi Arabia. He concluded that the relationship of principals and teachers can be described as reasonably satisfactory, but relatively formal in character. The interaction among teachers in schools located in low socio-economic areas was limited when compared with the relationship among teachers in the schools

¹Ibid. , p. 111-A.

located in higher socio-economic areas.¹

Dale Warren Good investigated the viability of theoretical constructs and instrumentation in the Bolivian educational system. He translated Halpin and Croft's Organizational Climate Description Questionnaire into Spanish. The Bolivian OCDQ eight climate dimension scores were used to describe differences between climate in three groups of schools. A discriminant analysis was calculated. The results from the Bolivian OCDQ climate scores, which were obtained during the pilot testing in 1969, indicated that the Bolivian OCDQ climate scores were valid constructs for describing the differences between groups of schools.²

The investigator concluded that the climate of public urban elementary schools in Bolivia could be adequately described with the Bolivian OCDQ. The conclusion was based on the results of the discriminant analysis for differences between school groups and the lack of contradictory evidence from other data collected during the study.³

¹Mohamed A. Manuie, "A Study of Teacher-Principal Perceptions of the Organizational Climate in Selected Schools in Riyadh, Saudi Arabia" (Unpublished doctoral dissertation, University of Oklahoma, Dissertation Abstracts, Vol. 37, 1976), p. 2548-A.

²Dale Warren Good, "A Study of Organizational Climate in Bolivian Urban Elementary Schools" (Unpublished doctoral dissertation, University of Illinois at Urbana, Champaign, 1971), Dissertation Abstracts, 32, p. 1222-A.

³*Ibid.*, p. 1222-A.

Perception of the Organizational Climate

The perception and attitudes a person holds toward others results from day to day associations and interaction with others. Personal relationships form the basis of attitudes and the way in which others are perceived.¹

Perception of organizational climate is important for communication and understanding in schools or other organizations. Combs stated that:

What we do not understand about other views produces most of our failure in human communications. This is so when we are talking about groups, being aware of how things look from the other person's point of view makes all the difference in the likelihood of our own success in dealing with them. Without this we cannot communicate with each other. We pass each other like ships in a night.²

Schneider and Bartlett indicated that what is psychologically important to the individual must be how he perceives his work environment, not how others might choose to describe it.³ Valuable indicators of the true climate of a school may be found by examining the perceptions regarding social relationships and organizational climate held by the professional staff of an organization such as the school. By studying the organization through the perception of others, one is less likely to

¹Louis J. Grimard, "Perceptions of the Role of the Principal as the Instructional Leader of the High School as Viewed by His Professional Associates" (Unpublished doctoral dissertation, University of Southern California, 1973), p. 39.

²Arthur W. Combs, "The Human Aspect of Administration," Educational Leadership, Vol. 28 (November, 1970), p. 149.

³B. Schneider and C.J. Bartlett, "Individual Differences and Organizational Climate II: Measurement of Organizational Climate by the Multitrait-Multirats Matrix," Personnel Psychology, Vol. 23, 1970, 493-512.

include personal bias that might accompany a more subjective type of evaluation.¹

Feldvebel indicated that there may be conflict within schools with respect to the organization's tasks as perceived by teachers and principals.²

Sargent, using a high school sample, reported that:

Consistent differences appeared between principals and teachers in their perceptions of seven of the eight climate dimensions, with the principals, in each case viewing the dimension more favorably than the teachers.³

According to Sargent, principals perceived seven of the eight dimensions significantly more favorably than did teachers. Only Aloofness was seen alike by both groups.⁴

Sargent explained the difference in perception as follows:

Perhaps the principals have a greater emotional investment in their schools and hence are inclined to view climate factors less objectively. This may be so particularly since the items in this questionnaire (OCDQ) refer, in many cases, to situations for which a principal is obviously responsible or at least influential.⁵

¹Maggard, op. cit., p. 1.

²Feldvebel, op. cit., p. 3.

³James Currier Sargent, "An Analysis of Principal and Staff Perceptions of High School Organizational Climate" (Unpublished doctoral dissertation, University of Minnesota, 1966), pp. 194-195.

⁴Ibid., p. 213.

⁵James Currier Sargent, Organizational Climate of High Schools, Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., University of Minnesota, Minnesota, 1967; also cited in Maggard, op. cit., p. 38.

Sargent indicated that schools in which role and personality integration has become effective enough to permit "genuine" behavior should have verbal and nonverbal behavior conveying like messages.¹ Sargent believed that communication played an important part in the degree of congruence of teachers' and principals' perceptions of organizational climates. He felt that a greater opportunity for communication between and among all members of a social system will result in a greater probability that a common understanding of mutually desirable behavior will occur.²

The divergence and congruence in perception were also found by Boisen. She stated that:

Both divergence and congruence were found between teachers' and principals' perception for the climates and the behavioral dimensions. Principals tended to view the climate more favorably than did teachers. In schools perceived by the teachers to be on the closed end of the continuum, there was greater divergence in perception. Teacher expectations for organizational climate were at variance with their own perceptions while principals' expectations and perceptions were related. Neither principals nor the teachers perceived behavior which measured³ up to their beliefs about what the behavior should be.

Symanski indicated that experienced elementary school teachers perceived the elementary school principal's behavior

¹Ibid., p. 213.

²Maggard, op. cit., p. 39.

³Angeline G. Boisen, "Relationships Among the Perceptions and Expectations Held by Principals and Teachers for the Organizational Climate of Elementary Schools" (Unpublished doctoral dissertation, University of Maryland, Dissertation Abstracts, Vol. 27, 1967), pp. 2763-4-A.

as being very effective. There was positive correlation between teacher perceptions of the elementary principal's behavior and teacher's morale tendency.¹

Associated with morale, Hood indicated that the principal appeared to be the prime determinant in teacher morale. He stated that:

The principal is the key non-personal factor in the professional environment of the teacher. The teacher's relationship with the principal is more important in determining morale level than is the teacher's relationships with other faculty members.²

Friesen made an assessment of openness as viewed by administrators, teachers, and students. He compared the perception of climate of three groups in two schools: one open campus school and one traditional organized school. He concluded that student perceptions of open climate do not necessarily follow from administrator or teacher perceptions of openness in school climate.³

Maggard compared the perception of principals and teachers of organizational climate in elementary schools. He found that:

Principals and teachers held significantly different perceptions of organizational climate,

¹G. Gregory Symanski, "The Elementary School Principal as Perceived by Experienced Elementary School Teachers" (Unpublished doctoral dissertation, New York University, Dissertation Abstracts, Vol. 28, 1968), p. 3953-A.

²Evans C. Hood, "A Study of Congruence of Perceptions Concerning Factors which Affect Teacher Morale" (Unpublished doctoral dissertation, East Texas State University, Dissertation Abstracts, Vol. 27, 1965), p. 1589-A.

³Friesen, "Variations in Perceptions of Organizational Climate," Alberta Journal of Educational Research, Vol. 18, No.2 (June, 1972), pp.91-99.

and a strong tendency existed for the principals to perceive climate in a more open direction. Significant differences were found on seven of the eight climate subtests when principals' and teachers' perceptions were compared. In six of these differences, the principals' perceptions were different in the direction of a more open climate.¹

Franklin conducted a study in junior high schools. He found that there was no significant relationship between the sex of the principal and the organizational climate of his school.²

The agreement in perception of organizational climate was noted by Hunt. He indicated that when taken as a total group, principals' perceptions of their own behavior were in agreement with the perceptions of their staffs.³

Watkins indicated that principals and their staffs differed significantly in their perceptions of the organizational climate of their schools. Principals tend to perceive the climate to be more open than do the members of their professional staffs. He further stated that Negro staffs tended

¹Maggard, op. cit., pp. 132-144.

²Arthur Jewel Franklin, "An Investigation of the Relationships between Selected Characteristics of Principals and Organizational Climate of Junior High Schools in the State of Louisiana" (Unpublished doctoral dissertation, University of Southern Mississippi, Dissertation Abstracts, Vol. 28, 1968), p. 1070-A.

³James Edmund Hunt, "Expectation and Perceptions of the Leadership Behavior of Elementary School Principals" (Unpublished doctoral dissertation, St. John's University, Dissertation Abstracts, Vol. 28, 1968), p. 4852-3-A.

to perceive their schools to be more closed in their organizational climate than do the staffs of the white schools.¹

Nelson indicated that teachers tended to perceive a relatively open climate, as indicated by seven of the eight factors of the OCDQ, in schools led by principals whom the teachers perceived to reflect a high level of reinforcement behavior, and a relatively closed climate tended to be perceived in schools led by principals whom teachers perceived to reflect a low level of reinforcement.²

Gist found no statistical support existed for the concept that there are positive relationships among the organizational climates found in the offices of the assistant superintendents and the climates found in the offices of the principals.³ French found that principals perceived their school's climate more open than did their teachers. However,

¹James Foster Watkins, "The Relationship Between the Principal and his Professional Staff in Public Schools" (Unpublished doctoral dissertation, Auburn University, Dissertation Abstracts, Vol. 27, 1967), p. 2349-50-A.

²Robert Houston Nelson, "Relationship Between Teacher Perception of Reinforcing Behavior of the Principal and the Organizational Climate of Elementary Schools (Unpublished doctoral dissertation, Purdue University, 1972, Dissertation Abstracts, Vol. 33, 1972), p. 536-A.

³John Gilbert Gist, "Relationship among the Organizational Climates in Elementary Schools and the Next Higher Hierarchical Level in a Large School System" (Unpublished doctoral dissertation, University of Maryland, Dissertation Abstracts, Vol. 33, 1972), p. 2018-A.

the differences were not great enough to be statistically significant.¹

Summary

Organizational climate is a new concept and seldom found in research prior to the 1950's. Several writers have defined organizational climate, but Halpin and Croft were leaders in the development of an instrument which deals with school climates. The Organizational Climate Description Questionnaire (OCDQ) is considered one of the better known instruments for investigating the social climates of schools. The OCDQ has generated several studies in the United States and other countries.

The research indicates that the OCDQ is applicable in the United States and developing countries. It has been used in India, the Philippines, Bolivia and Saudi Arabia.

¹Denney Gerald French, "The Relationship Between Teachers' and Principals' Perceptions of Organizational Climate in Elementary Schools and Principals' Perceptions of Administrative Skills" (Unpublished doctoral dissertation, Purdue University, Dissertation Abstracts, Vol. 32, 1972), p. 4280-A.

CHAPTER III

THEORETICAL FRAMEWORK

The concept of organizational climate was derived primarily from theories of organizations. These theories can be classified into four categories which "...are labeled classical, structural, decision system, and social system."¹

The classical management theories of Taylor, Foyal, and Gulick were concerned with subdivision of work and the expectations of the organization. They neglected the working conditions of the individuals or climates.

In this regard Litwin stated that:

Concepts such as climate are irrelevant in the classical management theories since these theories do not seek to explain the variation of behavior that climate produces.

It is unlikely that climate concepts could be integrated with the classical type of organization theory, primarily because of the attention to analysis of behavior.²

Another category was theories concerned with structure. They dealt with the interrelationship of structural, technical, and external climate factors. Investigators

¹Tagiuri and Litwin, op. cit., p. 48.

²Ibid., p. 48.

attempted to account for characteristics by explaining the interrelationships of the various sub-units which composed the organization or analytical variables. Organizational structure, technical attributes of the work of the organization, and the design of individual and group tasks were viewed by the structural theorists as important determinants of satisfaction, morale, and productivity of people, and of organizational effectiveness and development. The emphasis in the structural approach, administration practices, and the effect of these on job characteristics differs substantially from the emphasis on the environmental concept. In the latter instance, the emphasis is upon the total subjective effect of the environment on people.¹ A third category was decision system theories.

Rationality of decisions as the primary goal of the organization was the emphasis of these theories. The focus was upon effective administration, organizational influence on individual decisions, and organizational decision making. They were concerned specifically with the development of a more adequate theory of individual and organizational choice and, therefore, allow for the integration of climate concepts.²

Social system theories were the fourth category.

¹Berge A Borrevik, Jr., "The Construction of Organizational Climate Description Questionnaire for Academic Department, in Colleges and Universities," (Unpublished Doctoral Dissertation, University of Oregon, 1972), p. 11.

²Tagiuri and Litwin, op. cit., pp. 50-52.

"The social system theories of organization emphasize the importance of the immediate informal work group in determining individual motivation and organizational performance.¹

The contention was that the informal group and the interactions between groups and the organization are crucial to organizational effectiveness. These theories contribute a great deal to the development of the concept of organizational climate.

The theoretical framework for this study was based on social system theory. Getzels and Guba developed a social system model, which consists basically of two dimensions:

1. The nomothetic dimension is concerned with the goals of the organization, and
2. The idiographic dimension is concerned with the psychological aspects of the individual.

Figure 1 is a diagram of the model.

Observed behavior in a social system is always a function of the interaction of these dimensions.²

Interaction of these two dimensions forms a third dimension which is called the transactional dimension. One of its elements is climate. To illustrate the usefulness of Getzels and Guba model, the actions of a school principal may

¹Ibid., pp. 52-53.

²Jacob W. Getzels, James M. Lipham, and Ronald F. Cambell, Educational Administration as a Social Process. Theory, Research, Practice (New York: Harper and Row, 1968), pp. 79-80.

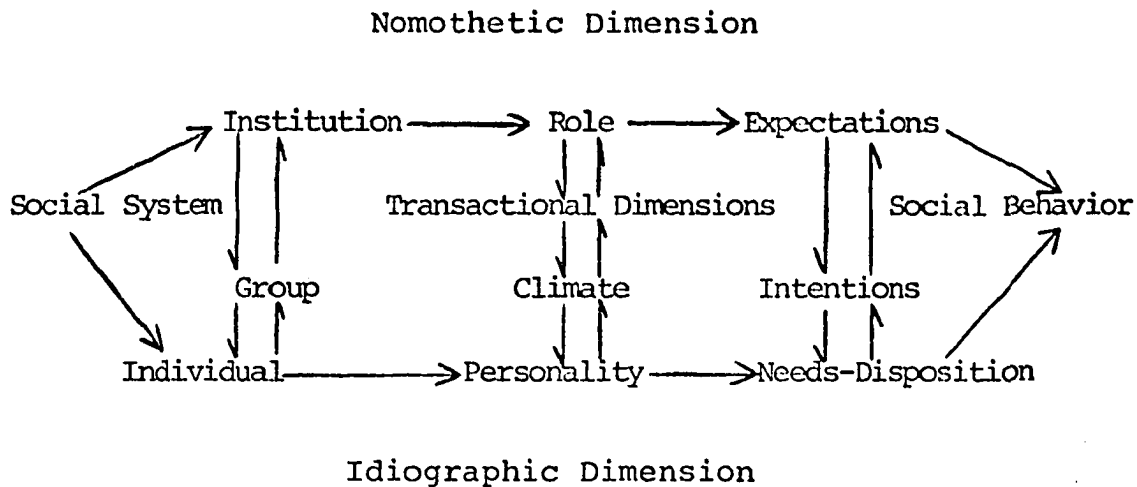


Fig. 1. Social System Model

be considered. Each of his actions is assumed to be determined in the milieu of two interacting dimensions. He behaves as a unique individual but in a particular social situation, the school organization. He contemplates an act as individual in this situation.¹

He perceives a choice of actions as a personality in his role as principal. He understands (or perceives) the expectations of this role and his decision to act is based upon these expectations but in a manner simultaneously consistent with his own personality needs.²

Ideally, an organization's climate and an individual's personality are healthy enough to permit the needed amount of

¹Sargent, op. cit., pp. 65-66.

²Ibid., p. 66.

adaptability to effect this interaction and produce productive social behavior. In terms of administrator responsibility, Getzels and Guba believe:

The unique task of administrator, at least with respect to staff relations, is just this to: integrate the demands of the institution and the demands of the staff members in a way that is organizationally productive and individually fulfilling.¹

The social system theory and, particularly, the social system model, represents a theoretical framework from which one can derive a conceptualization of the climate of the school and the behavior characteristics of principals.²

The perceptions of the members of the organizational climate in a social system, the school, depend largely on their need-dispositions. Parsons and Shills define need-dispositions as "individual tendencies to orient and act with respect to objects in certain consequences of these actions."³ The perceptions of the members in a social organization will also depend on the satisfaction of the individuals. In this regard Halpin stated:

According to how he behaves, the individual members of the organization will perceive that they are either "included" in the social interaction of the organization--that they do, indeed, possess and maintain satisfying

¹Jacob W. Getzels and Egan G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), p. 430.

²Wiggins, op. cit., p. 57.

³Talcott Parsons and E.A. Shills, Toward a General Theory of Action (Cambridge: Harvard University Press, 1951), p. 114.

friendships with others--or that they are "excluded" from the social life of the organization.¹

The interaction of a teacher and principal is within a role set. "Role-set refers to the pattern of role relationships and concomitant complementary expectations which an individual has by virtue of occupying a single-position--the position necessarily entails role relationships, and so on."² These relationships may contribute to the organizational climate. According to Maggard, "Organizational climate is a concept embracing the web of relationships existing in a social system such as the elementary schools."³

Teachers and principals hold different expectations about school climate because of the degree of their interaction in a role-set. "There are differential involvements among the individuals in the role-set with equal intensity."⁴ The misunderstanding in a social system results from the conflict between role expectations and need-dispositions.

When a teacher and a principal or any two members of a role-set understand each other, "we mean that their perceptions and private organization of the mutual expectations

¹Halpin, op. cit., p. 164.

²Getzel, Lipham, and Campbell, op. cit., p. 84.

³Maggard, op. cit., p. 14.

⁴Getzel, op. cit., p. 84.

overlap and are relatively congruent. When we say they don't understand each other, we mean that their perceptions do not overlap and are incongruent."¹

The application of the OCDQ as a research tool for measuring school climates were described by Halpin as follows:

We surmise, too, that the organizational climate that we find in an elementary school may be related to such demographic factors as whether it is a new or old school; whether it is located in a wealthy suburb or in a deteriorated slum; and whether it is set in a metropolitan center, a village, or a rural area.²

Pritchard indicated that eight subtest dimensions of the OCDQ were viable concepts which can be used to assess the favorability of work atmosphere surrounding an elementary school. However, he questioned the validity of the six prototypic climates.³

The Organizational Climate Description Questionnaire (OCDQ) has undergone several validity tests. Form I of the OCDQ had 600 items which were reduced to 160 items in OCDQ Form II. These were reduced to 80 items in OCDQ Form III. "By now we reduced the OCDQ to 64 items which compose the final form, Form IV, of the Questionnaire."⁴

¹Ibid., p. 87.

²Halpin, op. cit., p. 201.

³James Leon Pritchard, Validation of the Organizational Climate Description Questionnaire Against Perceptions of Non-Faculty School Personnel. (Unpublished doctoral dissertation, Stanford University. Dissertation Abstracts, Vol. 27, 1967, p. 2038-A.

⁴Halpin and Croft, op. cit., pp. 23-30.

The sixty-four items in the OCDQ were assigned to eight subtests which were delineated by factor-analytic method. Four of these subtests pertain to characteristics of the faculty group, and the other four to characteristics of the principal as a leader. From the scores of these eight subtests, Halpin and Croft constructed, for each school, a profile, or psychograph, which depicts the school's organizational climate.¹

In the eight subtests of the OCDQ, there are two measures of teacher behavior (Esprit and Intimacy) and two measures of principal behavior (Thrust and Consideration) in which high scores contribute to an "open climate." Also, there are two measures of teacher behavior (Disengagement and Hinderance) and two measures of principal behavior (Aloofness and Production) in which high scores contribute to a "closed climate."²

The sixty-four items on the OCDQ were grouped into eight subtests which are used as indices of the Organizational Climate of a school. Items which composed these eight corresponding subtests were listed in Appendix B.

The first four subtests refer primarily to the behavior of the teachers, and the second four subtests refer to the behavior of the principal. These eight dimensions of

¹Halpin, op. cit., p. 133.

²Ibid., pp. 174, 180.

Organizational Climate are defined by Halpin and Croft as follows:

Teachers' Behavior

(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 busy-work. 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 a task-accomplishment.

Principals' 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 the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; monothetic 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 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 attempts 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, though starkly task-oriented, is, nonetheless, viewed favorably by the teachers.

(8) Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a₁ little something extra for them in human terms.¹

By utilizing a factor analysis technique, Halpin and Croft were able to identify six distinct profiles of Organizational Climate arrayed along a continuum defined at one end as Open Climate, and at the other, by Closed Climate.² The definition of these six climates was included in Appendix C.

Lonsdale defined the organizational climate as the global assessment of the interaction between the task-achievement dimension and the needs-satisfaction dimension within the organization or, in other words, of the extent of task-needs integration.³ The task-achievement and

¹ Halpin and Croft, op. cit., pp. 29-32.

² Halpin, op. cit., p. 134.

³ Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in D. Griffiths (ed.), Behavioral Science and Educational Administration, Sixty-Third Yearbook of the National Society for the Study of Education, Part II (Chicago: Univ. of Chicago Press, 1964), p. 166.

needs-satisfaction refers to the nomothetic and the idiographic dimensions of Getzels-Guba model respectively. Therefore, social system theory, and especially the social system model, provides the greatest contribution for the concept of organizational climate.

CHAPTER IV

METHODOLOGY

Introduction

The problem of this study was to investigate the teacher-principal perception of the organizational climate in elementary and intermediate public schools in the district of Benghazi, Libya.

The purpose of the study was to determine the significant differences, if any, in the perceptions of teachers and principals for the eight dimensions of organizational climate as identified by use of the Halpin and Croft Organizational Climate Description Questionnaire. These dimensions were also referred to as the "elements" of the climate. Several Hypotheses and Research questions were stated in Chapter 1.

The level of statistical significance established for the investigation was .05. Ferguson indicated that:

The .05 level was originally chosen--and has persisted with researchers--because it is considered a reasonably good gamble. It is neither too high nor too low for most social scientific research. The .05 and .01 levels have been widely advocated.¹

¹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw Hill Book Company, 1971), p. 139.

Selection of Sample

There are 109 elementary and intermediate schools in the district of Benghazi, Libya with 68 being located in low socio-economic areas. Among the 68 schools, 40 are boys' elementary, 16 are girls' elementary, 10 are boys' intermediate, and 2 are girls' intermediate schools. The other 41 schools are located in high socio-economic areas with 20 being boys' elementary, 10 girls' elementary, 5 boys' intermediate, and 6 girls' intermediate schools.

In order to have an approximately equal size sample of schools located in low and high socio-economic areas, the investigator randomly selected 20 elementary schools for boys from the 40 schools located in low socio-economic areas, and 8 elementary schools for girls from the 16 schools in that category. Since there were few schools of intermediate classification for boys and girls located in low socio-economic areas, the investigator used the entire schools' population for this classification and the same procedure was used for the elementary and intermediate schools for boys and girls located in high socio-economic areas. A sample of 243 teachers and 81 principals was randomly selected from a population of 1206 teachers and 81 principals. The sample was proportionately representative of the stratified school areas. From each of the 81 selected schools, three teachers were randomly selected by the lottery method. The reason for selecting three teachers from each school was to make the

sample proportionately representative and to reduce the numbers for economy in collecting and managing of data. The number of teachers in the sample was 243, the number of principals was 81, making the total sample of 324.

The 81 selected schools were divided into four groups as follows:

- 1) 40 elementary schools for boys.
- 2) 18 elementary schools for girls.
- 3) 15 intermediate schools for boys.
- 4) 8 intermediate schools for girls.

Specific criteria were used in the selection process. The criteria were established so that schools representing both low and high socio-economic levels would be included in the sample.

The criteria used were as follows:

Low Socio-Economic Level

1. The houses surrounding the school had an approximate cost of 20,000 to 30,000 (dollars) each and had shared wall partitions.
2. There were no paved streets.

High Socio-Economic Level

1. The school was located away from the center of the city of Benghazi.
2. The houses surrounding the school had an approximate cost of 50,000 to 60,000 (dollars) each and had fenced yards.

3. The streets around the school were paved.

A summary of population and sample by socio-economic areas, grade levels, and sex are shown in Table 3.

TABLE 3

	LO (SE-AREA)				HI (SE-AREA)			
	ELE		INTER		ELE		INTER	
	B	G	B	G	B	G	B	G
School Population	40	16	10	2	20	10	5	6
Sample Selected	20	8	10	2	20	10	5	6
Principals	28		12		30		11	
Teachers Selected	60	24	30	6	60	30	15	18

Procedure for Collecting Data

The investigator requested permission from the MacMillan Publishing Company to translate into Arabic the Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft. That permission was granted (see Appendix D).

The investigator randomly selected the schools in the district of Benghazi, Libya, which satisfied the criteria

for low and high socio-economic areas.

The investigator returned to his country and remained there exactly 15 weeks for the purpose of collecting data. The investigator obtained a letter from the Superintendent of Benghazi school district to be presented to each school principal on the first visit to each school selected. The Superintendent's letter emphasized and requested full cooperation from the principals and teachers in completing the questionnaires.

The researcher visited the selected schools and the use of the instrument was explained to the principals and teachers. The principals and teachers were asked to complete the questionnaire at their convenience so that they could be collected at a later time. After two additional visits to each school, all questionnaires were collected.

Instrumentation

The instrument selected for the investigation of the problem was the Organizational Climate Description Questionnaire which is referred to as OCDQ. This instrument was developed in 1963 by Halpin and Croft in an effort to portray the Organizational Climate of an elementary school.

Halpin and Croft began their development of the OCDQ with a pool of 1,000 items. These were reduced through testing three preliminary forms of the OCDQ. Major analysis was done with data obtained by using Form III with 1,151 respondents in a total of 71 schools. Form III contained eighty

items and the analysis showed it could be reduced to sixty-four items. Form IV, the final version, was used in this study and includes sixty-four items.¹ (See Appendix A.)

Halpin and Croft prepared a set of simple statements and asked the respondent to indicate to what extent each statement characterized his school. The following items illustrate the kinds of statements used:

1. The principal insures that teachers work to their full capacity.
2. The principal is in the building before teachers arrive.
3. The principal helps teachers solve personal problems.
4. Teachers ask nonsensical questions in faculty meetings.
5. Most of the teachers here accept the faults of their colleagues.²

Halpin reported that the scale is to be marked according to frequency of occurrence in the school. The fundamental question was raised to illustrate this frequency:

"How true is this in your school?" and this, indeed is how the teachers and the principals respond to the items...when, for example, a faculty describes the Organizational Climate of its school as Open, the question "Is it really Open?" is unanswerable and irrelevant.³ The climate is open if the faculty perceives it open.

The scale against which the respondent indicates the extent to which each statement characterized his school

¹Halpin, op. cit., p. 131.

²Halpin and Croft, op. cit., pp. 20-21.

³Halpin, op. cit., p. 147.

included four categories: (1) Rarely occurs; (2) Sometimes occurs; (3) Often occurs; and (4) Very frequently occurs.

The research showed that the OCDQ is a valid and reliable instrument, especially at the dimensional level. Its application in the United States, other advanced countries, and in developing countries, justified its use in Libya.

Although the OCDQ was primarily developed for elementary schools, research also indicated that it was applicable for junior high schools and high schools.

The reliability of the OCDQ was described by Halpin and Croft as follows:

Nonetheless, we could use three other ways to estimate coefficients of internal consistency and coefficients of equivalence (i.e., reliability) for each subtest. The least applicable estimate would be that secured from the split-half reliability, corrected, of course, by the Spearman-Brown prophecy formula. We simply did not have enough items in each subtest to allow us to rely too heavily upon these estimates. Since we were more focally concerned with the dependability of the group's perception of the school's Organizational Climate, a second and more appropriate method was to compute the correlation, subtest by subtest, between the description of the Climate given by the odd-numbered teachers and that given by the even-numbered teachers. A third estimate--and perhaps the most pertinent--could be secured from the test score communalities that were computed from three-factor rotational solution for the eight subtests. (High communality can result only when there is equivalence, or adequacy, of item sampling; hence, the communality can be interpreted as "a coefficient of equivalence.")¹

¹Halpin and Croft, op. cit., p. 48.

The estimates of internal consistency and of equivalence for the eight OCDQ subtests are included in Table 4. The data indicate that the reliability of the OCDQ is acceptable.

TABLE 4
ESTIMATES OF INTERNAL CONSISTENCY AND OF EQUIVALENCE
FOR THE EIGHT OCDQ SUBTESTS¹

OCDQ Subtest	Split-half Coefficient of Reliability, Corrected by the Spearman- Brown Formula ^a (N = 1,151)	Correlation Between Scores of the Odd- Numbered and Even-Numbered Respondents in Each School ^b (N = 71)	Communality Estimates ^c for Three-Factor Rotational Solution (N = 1,151)
1. Disengagement	.73	.59	.66
2. Hindrance	.68	.54	.44
3. Esprit	.75	.61	.73
4. Intimacy	.60	.49	.53
5. Aloofness	.26	.76	.72
6. Production Emphasis	.55	.73	.53
7. Thrust	.84	.75	.69
8. Consideration	.59	.63	.64

^aEstimate of internal consistency.

^bEstimate of equivalence.

^cThese are lower-bound, conservative estimates of equivalence.

¹Halpin and Croft, The Organizational Climate of Schools, Midwest Administration Center, The University of Chicago, 1963, p. 49.

Brown, dealing with a Minnesota sample, concluded that the OCDQ is a well constructed instrument which can and should continue to be used. He also stated that the reliability of the OCDQ appeared to be adequate.¹ Roseveare found that the subtest Thrust of the OCDQ was a valid measure and the subtest Esprit of the OCDQ seemed to have validity, but the data were not exclusive. The subtests Intimacy, Aloofness, and Production Emphasis contained very low reliability coefficients in his sample.²

Andrews has, perhaps, done the most extensive research reported thus far on the OCDQ. His study was based upon data from 165 Alberta schools, including both elementary and secondary schools. He concluded that the OCDQ possesses good construct validity. He stated that the eight subtest scores had good measures of the construct validity and that the eight subtest scores were good measures of the concepts they purport to measure.³ However, Andrews also maintained that the "climate" categories added nothing to the meaning that was already present in the subtest areas. Also, he objected to the use of the climate categories on another ground--that the

¹Robert John Brown, "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools" (Unpublished doctoral dissertation, University of Minnesota, Dissertation Abstracts, Vol. 26, 1965), pp. 162-163.

²Carl George Roseveare, "The Validity of Selected Subtests of the Organizational Climate Description Questionnaire" (Unpublished doctoral dissertation, University of Arizona, Abstract, Dissertation Abstract, Vol. 33, 1965), p. 7051-A.

³John H. Andrews, "Some Validity Studies of the OCDQ," Canadian Educational and Research Digest, Vol. 5, 1965, p. 319.

concept was somewhat misleading in the breadth it suggested.¹

Andrews noted that the OCDQ is restricted to a concern with the social interaction between principals and teachers and that it does not take into account interactions between teachers and pupils, or between the staff and parents.²

The acceptable reliability of the OCDQ was again demonstrated by Anderson with a Minnesota sample who in a test-retest Pearsonian r correlation as well as an odd-even respondent Pearsonian r . These data are contained in Table 5.

TABLE 5
ANDERSON'S RELIABILITY COEFFICIENTS³

	Test-Retest Pearson r	Pearson r Correlation of Odd-Even Respondents
Disengagement	+.567	+.541
Hindrance	+.458	+.791
Esprit	+.805	+.685
Intimacy	+.653	+.668
Aloofness	+.196	+.708
Production Emphasis	+.787	+.692
Thrust	+.504	+.763
Consideration	+.805	+.556

¹Ibid., p. 332.

²Ibid., pp. 318-319.

³Donald P. Anderson, "Relationship Between Organizational Climate of Elementary Schools and Personal Variables of Principals" (Unpublished doctoral dissertation, University of Minnesota, 1964), p. 21.

Treatment of the Data

Each item of the OCDQ was translated into Arabic so that it had the same meaning as in the original instrument. The translation also took account of the Libyan school system setting. This required minor changes in some of the items, but they did not alter the basic meanings of the items.

The items changed were as follows: Item number 34 in the English form of the OCDQ is stated as: "Teachers eat lunch by themselves in their own classrooms."

In Libya, teachers do not eat lunch in the school, but they drink tea, or soft drinks, during a ten minute break. The item was changed in the Arabic form to read: "Teachers drink tea, or soft drinks, in their special room." (Teachers Lounge).

Item number 50 in the English version is worded: "The principal tries to get better salaries for teachers." The Libyan educational system is centralized, and the decisions about salaries for teachers are totally controlled by the central authority. The principal has no role in the salary decision. However, he may help teachers get their yearly salary increments which may be delayed without his assistance. Also, teachers may get better salaries by moving from one salary grade level to a higher one after completing four years of service. For these reasons, the item was translated into Arabic as: "The principal helps teachers to get their salary increments." It would seem to have the same

meaning as the one developed by Halpin and Croft who indicate this item refers to behavior of 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."¹

In addition to the translation, an explanatory note was provided for each item. The explanations were consistent with the respective subtests of the OCDQ.

A panel of experts was used to test the applicability of the translated form of the OCDQ. As a result, some changes were made before it was used. The instrument was pretested with 24 principals and teachers and they indicated that the items were clearly stated. The panel of experts as well as the teachers and the principals indicated that the scale of the instrument should remain unchanged.

The raw data from the Organizational Climate Description Questionnaire was sent to New Mexico State University for scoring of the eight subtests of the OCDQ. All subsequent statistical analysis was performed on the eight subtests and on an additional measure of openness. The openness subtest was scored by the following formula.

¹Halpin, op. cit., p. 151.

openness = Esprit + Thrust - Disengagement.

The study involved the following fourteen variables :

- v1' Disengagement
- v2' Hindrance
- v3' Esprit
- v4' Intimacy
- v5' Aloofness
- v6' Production Emphasis
- v7' Thrust
- v8' Consideration
- v9' Openness
- v10' Teacher Behavior
- v11' Principal Behavior
- v12' Employee Type/(1) Principal(2) Teacher
- v13' School Type/(1) Elem. Boys (2) Elem. Girls
(3) Intermediate Boys (4) Intermediate Girls
- v14' Socio-economic Level of the School Location/
(1) Low (2) High

Statistical Analysis

To test the hypotheses that there were no significant differences between the groups, the analysis of variance (ANOVA) procedure was used. ANOVA is a method of partitioning variance into the different sources, generally of two kinds: 1) between-group variance and 2) within group variance. The between-group variance is the part which describes the difference among scores in a particular group as compared to

the grand mean of all scores. The within group variance describes how scores within a particular group differ from each other. The ANOVA compares these two variance estimates to determine whether the difference between group means is large enough for the groups to be considered as coming from different populations. This is done by dividing the between-group variance by the within-group variance to form an F-ratio. The F-statistic obtained is compared to the tabulated F-value at a given level of significance (.05 in this study). If the F-statistic exceeds the tabulated F-value, the hypothesis tested by the ANOVA is rejected. All the ANOVA tests used in the present study were computed using the Biomedical Computer Program (BMDP2V).¹

The first hypothesis was that there were no differences in perceptions on the eight subtests of organizational climate between teachers and principals. This did not ask for differences according to the type of school. Therefore, a one-way ANOVA was performed to test the hypothesis.

For the second and third hypotheses, differences were predicted on the variable of grade level, socio-economic level, and boy's or girl's school. Because the sample sizes for each of the variables were different, one-way ANOVA's were performed for each independent variable. This did not allow a direct estimate of the interaction between the

¹Health Sciences Computing Facility, University of California, Los Angeles, 1977.

variables. To compensate for this, six cases were randomly selected from the various cells, and a three-way analysis of variance was computed for this subsample. Since this subsample contained only 48 observations, compared to the original sample of 243, interpretation of interactions among the independent variables should be viewed with caution.

The fourth hypothesis compared principals in boy's and girl's schools. For this analysis, a one-way ANOVA was appropriate.

Summary

Eighty-one elementary and intermediate schools for boys and girls were selected from the schools in the Benghazi school district. These schools were selected to satisfy the criteria for low and high socio-economic areas outlined in Chapter IV. The population of these schools was 1206 teachers and principals. A random sample of 324 teachers and principals was selected for the purpose of this study.

A translated version of the Organizational Climate Description Questionnaire (OCDQ) was administered to the sample. The investigator visited the selected schools and use of the instrument was explained to the principals and teachers.

The instrument applied in this study has been widely used in the United States and in several developing countries. The validity and reliability of the OCDQ have been

demonstrated in the research and literature.

The statistical analysis used to test the research hypotheses was one-way analysis of variance (ANOVA) and three-way analysis of variance (ANOVA). These analyses were designed to find the differences in perception of organizational climate by principals and teachers in the four types of schools (boys' elementary, girls' elementary, boys' intermediate and girls' intermediate). The results of these analyses will be discussed in the following chapter.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

The purpose of this chapter is to present the data that were gathered as part of the investigation of the problem and to present the analysis of those data. The problem of this study was to investigate teacher-principal perception of the organizational climate in elementary and intermediate public schools in the district of Benghazi, Libya.

Included in this study were three hundred twenty-four teachers and principals from eighty-one elementary and intermediate schools. Fifty-five elementary and intermediate boys' schools and twenty-six elementary and intermediate girls' schools were included in the sample.

Results of Hypotheses Testing

Results of Testing H_{o_1}

The hypothesis was stated as follows:

H_{o_1} There is no statistically significant difference in perceptions on the eight subtests of organizational climate between teachers and principals.

This hypothesis was tested for the entire sample regardless of whether the teachers and principals were in elementary or intermediate schools. The statistical test used was one-way analysis of variance (ANOVA).

Table 6 shows the mean scores, standard deviations and the F-ratio for the eight subtest dimensions of organizational climate and openness for all teachers and principals.

The results of one-way analysis of variance related to the first hypothesis were reported in Table 7. The information in this table shows that there was a statistically significant difference in the perceptions of teachers and principals on the OCDQ subtests of Esprit ($df = 1/322$) and the F-ratio ($F = 8.07$), Intimacy ($df = 1/322$) and F-ratio ($F = 17.55$), Production Emphasis ($df = 1/322$) and F-ratio ($F = 7.48$), Thrust ($df = 1/322$) and F-ratio ($F = 18.20$), and Consideration ($df = 1/322$) and F-ratio ($F = 20.73$).

The teachers and the principals did not differ significantly in their perceptions of the Disengagement, Hindrance, and Aloofness subtests.

The teachers and principals show significant difference for Openness. The principals had higher mean scores than the teachers. This indicates that principals perceived the climate of their schools to be relatively more open in direction than did the teachers.

Table 6

Means, Standard Deviations, and F-Ratio for the Eight Subtest Dimensions of Organizational Climate and Openness for all Teachers and Principals

OCDQ Subtest of Openness	Teachers (N=243)		Principals (N=81)		F-Ratio (df=1,322)
	Mean	S.D.	Mean	S.D.	
1. Disengagement	55.53	9.54	54.22	9.29	1.15
2. Hindrance	55.95	7.68	56.68	7.38	0.55
3. Esprit	42.27	9.41	45.64	8.75	8.07**
4. Intimacy	54.81	9.90	60.05	9.30	17.55***
5. Aloofness	51.17	8.88	52.73	8.53	1.91
6. Production Emphasis	56.38	8.65	53.44	7.42	7.48**
7. Thrust	48.86	10.21	54.04	6.48	18.30***
8. Consideration	49.25	10.98	55.69	11.13	20.73***
9. Openness ^a	44.18	9.34	48.70	6.81	16.16***

Note. *p < .05
 **p < .01
 ***p < .001

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate and is defined as: Openness = Esprit + Thrust - Disengagement.

Table 7

One Way Analysis of Variance (ANOVA) Results for the Eight Subtest Dimensions of Organizational Climate and Openness for all Teachers and Principals

OCDQ Subtest of Openness	BETWEEN GROUPS (df=1)		WITHIN GROUPS (df=322)		F-Ratio
	Sum of Squares	Mean Square	Sum of Squares	Mean Square	
1. Disengagement	103.38	103.38	28948.57	89.90	1.15
2. Hindrance	31.87	31.87	18642.16	57.89	0.55
3. Esprit	690.08	690.08	27550.69	85.56	8.07**
4. Intimacy	1669.83	1669.83	30635.71	95.14	17.55***
5. Aloofness	197.78	147.78	24906.11	77.35	1.91
6. Production Emphasis	523.01	523.01	22521.17	69.94	7.48**
7. Thrust	1625.56	1625.56	28605.41	88.84	18.30***
8. Consideration	2523.00	2523.00	39188.74	121.70	20.73***
9. Openness ^a	1244.85	1244.85	24810.28	77.05	16.16***

Note: *p < .05
 **p < .01
 ***p < .001

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

Results of Testing Ho₂

The hypothesis was stated as follows:

Ho₂ There is no statistically significant difference in perceptions on the eight subtests of organizational climate among teachers in the four types of schools (boys' elementary, girls' elementary, boys' intermediate, girls' intermediate).

The teachers were divided into four groups--teachers in elementary boys' schools, teachers in elementary girls' schools, teachers in intermediate boys' schools, and teachers in intermediate girls' schools. The results of one-way analysis of variance for the groups of teachers are contained in Table 8 and Table 9. There was significant difference between the four groups of teachers for the subtest Hindrance ($df = 3/239$) and the F-ratio ($F = 3.66$), the subtest Intimacy ($df = 2/239$) and the F-ratio ($F = 18.59$), and the subtest Consideration ($df = 3/239$) and the F-ratio ($F = 3.20$). Differences in teachers' perceptions on the Disengagement, Esprit, Aloofness, Production Emphasis, and Thrust subtests were not statistically significant. In order to determine which groups differed from one another, t-tests were done on Hindrance, Intimacy and Consideration subtests. Because the error rate for multiple t-tests becomes a severe problem for six tests at $\alpha = .05$, the value .01 was chosen. This value gives an error rate of $1 - .99^6 \approx .06$ for the six tests. On the Hindrance subtest, two tests were significant. Teachers in boys' elementary schools scored significantly higher than teachers in

Table 8

Means, Standard Deviations, and F-Ratios of the Eight Subtest Dimensions of
Organizational Climate and Openness for Teachers in Elementary and
Intermediate Boys' and Girls' Schools

OCDQ Subtest of Openness	TEACHERS ELEM. BOYS		TEACHERS ELEM. GIRLS		TEACHERS INTER. BOYS		TEACHERS INTER. GIRLS		F-Ratio (df=3,239)
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
1. Disengagement	55.05	10.10	56.71	9.72	56.85	8.74	52.71	7.57	1.38
2. Hindrance	56.93	7.64	55.02	7.28	56.52	8.27	51.58	5.71	3.66*
3. Esprit	41.94	10.33	41.56	7.76	43.28	8.32	43.00	9.97	0.39
4. Intimacy	52.28	9.01	51.80	7.55	62.63	8.98	55.46	10.97	18.59***
5. Aloofness	51.51	8.84	51.11	7.63	50.69	9.94	50.67	9.22	0.14
6. Production Emphasis	56.26	8.23	55.93	9.78	57.89	7.97	54.42	9.89	1.01
7. Thrust	47.38	10.29	48.76	10.09	51.24	9.62	51.13	10.58	2.24
8. Consideration	48.71	10.78	46.93	8.89	53.07	12.35	47.67	10.76	3.20*
9. Openness ^a	43.48	10.27	43.44	7.74	45.26	8.70	46.63	8.35	1.11

Note: *p < .05
 **p < .01
 ***p < .001

^aOpenness is not a subtest of the eight subtest dimensions of the
organizational climate.

TABLE 9

One Way Analysis of Variance (ANOVA) Results for the Eight Subtest Dimensions of Organizational Climate and Openness for Teachers in Elementary and Intermediate Boys' and Girls' Schools

OCDQ Subtests of Openness	BETWEEN GROUPS (dF=3)		WITHIN GROUPS (dF=239)		F-Ratio
	Sum of Squares	Mean Square	Sum of Squares	Mean Square	
1. Disengagement	375.87	125.29	21666.54	90.66	1.38
2. Hindrance	627.81	209.27	13650.54	57.12	3.66**
3. Esprit	103.56	34.52	21318.20	89.20	0.39
4. Intimacy	4485.92	1495.31	19223.91	80.43	18.59***
5. Aloofness	32.64	10.88	19055.16	79.73	0.137
6. Production Emphasis	226.20	75.40	17884.82	74.83	1.008
7. Thrust	691.43	230.48	24550.98	102.72	2.244
8. Consideration	1126.56	375.52	28038.30	117.32	3.20*
9. Openness ^a	290.41	96.80	20806.79	87.06	1.112

Note: *p < .05
 **p < .01
 ***p < .001

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

girls' intermediate schools. Teachers in boys' intermediate schools also scored significantly higher than teachers in girls' intermediate schools. These are shown in Table 10.

On the Intimacy subtest, three significant differences were found. Teachers in boys' intermediate schools scored significantly higher than teachers in the other three types of schools. These are shown in Table 11.

On the Consideration subtest one t-test was significant. Teachers in boys' intermediate schools scored significantly higher than teachers in girls' elementary schools. These are shown in Table 12.

Results of Testing H_{03}

The hypothesis was stated as follows:

H_{03} There is no statistically significant difference in perceptions on the eight subtests of organizational climate among teachers in schools located in high socio-economic and low socio-economic areas.

This hypothesis was tested for school teachers in general in the low and high socio-economic areas. Table 13 shows the mean scores, standard deviations, and F-ratio for the eight subtest dimensions of organizational climate and openness for teachers in low and high socio-economic areas. The results for one-way analysis of variance related to this hypothesis were reported in Table 14.

As indicated in Tables 13 and 14, none of the eight subtest dimensions of organizational climate and openness

TABLE 10
t-Tests of Hindrance Subtest (dF=239)

	Boys' Elementary	Boys' Intermediate	Girls' Elementary	Girls' Intermediate
Boys' Elementary	0.0			
Boys' Intermediate	-0.3280	0.0		
Girls' Elementary	-1.4401	-0.9808	0.0	
Girls' Intermediate	-3.1607**	-2.6618**	-0.8002	0.0

**p $\leq$.01

TABLE 11
t-Tests of Intimacy Subtest (dF=239)

	Boys' Elementary	Boys' Intermediate	Girls' Elementary	Girls' Intermediate
Boys' Elementary	.0			
Boys' Intermediate	7.0402**	0.0		
Girls' Elementary	-0.3083	-5.9824**	0.0	
Girls' Intermediate	1.5834	-3.2593**	1.6138	0.0

**p $\leq$.01

Table 12

t-Tests of Consideration Subtest (dF=239)

	Boys' Elementary	Boys' Intermediate	Girls' Elementary	Girls' Intermediate
Boys' Elementary	0.0			
Boys' Intermediate	2.4599	0.0		
Girls' Elementary	-0.9373	-2.8088**	0.0	
Girls' Intermediate	-0.4299	-2.0350	0.2679	0.0

**p $\leq$.01

Table 13

Means, Standard Deviations, and F-Ratio for the Eight Subtest Dimensions of Organizational Climate and Openness for the School Teachers in Low and High Socioeconomic Areas

OCDQ Subtests and Openness	Teachers in Low Socioeconomic Schools		Teachers in High Socioeconomic Schools		F-Ratio (dF1, 241)
	Mean	S.D.	Mean	S.D.	
1. Disengagement	56.33	10.26	54.75	8.76	1.66
2. Hindrance	56.82	7.24	55.11	8.03	3.01
3. Esprit	41.76	9.17	42.77	9.65	0.70
4. Intimacy	54.59	9.91	55.02	9.93	0.11
5. Aloofness	50.16	8.68	52.15	9.00	3.09
6. Production Emphasis	56.77	8.88	56.00	8.44	0.48
7. Thrust	49.54	10.02	48.20	10.40	1.04
8. Consideration	49.58	10.13	48.93	11.78	0.21
9. Openness ^a	44.07	9.43	44.28	9.28	0.03

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

Table 14

One Way Analysis of Variance (ANOVA) Results for the Eight Subtest Dimensions of Organizational Climate and Openness for Teachers in Low and High Socioeconomic Areas

OCDQ Subtests of Openness	BETWEEN GROUPS (df=1)		WITHIN GROUPS (df=241)		F-Ratio
	Sum of Squares	Mean Squares	Sum of Squares	Mean Square	
1. Disengagement	151.06	151.06	21891.51	90.84	1.66
2. Hindrance	176.13	176.13	14102.37	58.52	3.01
3. Esprit	62.46	62.46	21359.62	88.63	0.70
4. Intimacy	10.95	10.95	23698.96	98.34	.011
5. Aloofness	242.03	242.03	18846.06	78.20	3.09
6. Production Emphasis	35.70	35.70	18075.47	75.00	0.48
7. Thrust	108.81	108.81	25133.71	104.29	1.04
8. Consideration	25.52	25.52	29139.67	120.91	0.21
9. Openness ^a	2.88	2.88	21094.51	87.53	0.03

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

showed statistically significant difference. Although not statistically significant, there were some differences between the teachers in low socio-economic and high socio-economic school areas. The teachers in low socio-economic areas showed higher mean scores on Disengagement, Hindrance, Production Emphasis, Thrust, and Consideration, and lower mean scores on Esprit, Intimacy, and Aloofness subtests. Although teachers in low and high socio-economic areas had very close mean scores in Openness, teachers in high socio-economic areas showed slightly higher mean scores in Openness than teachers in low socio-economic areas. This may indicate that the teachers in schools located in high socio-economic areas tended to perceive their school climate to be more open in direction than the schools located in low socio-economic areas.

H_{o_3} was also analyzed for each of the groups: Teachers in elementary boys' schools, teachers in elementary girls' schools, teachers in intermediate boys' schools and teachers in intermediate girls' schools. Therefore, the first minor null hypothesis ($H_{o_{3a}}$) stated that there is no statistically significant difference in the perception on the eight subtests of organizational climate among teachers in elementary boys' schools located in low socio-economic areas and high socio-economic areas.

The results of one-way analysis of variance for ($H_{o_{3a}}$) are reported in Table 15. As indicated by the data contained in Table 15, there is statistically significant difference on

Table 15

Means, Standard Deviations, and F-Ratio for the Eight Subtest Dimensions of Organizational Climate and Openness for Teachers in Elementary Boys' Schools Located in Low and High Socioeconomic Areas

OCDQ Subtests and Openness	Teachers in Low Socioeconomic Schools		Teachers in High Socioeconomic Schools		F-Ratio (dF=1,118)
	Mean	S.D.	Mean	S.D.	
1. Disengagement	55.32	10.38	54.78	9.89	0.08
2. Hindrance	58.17	6.62	55.68	8.42	3.23
3. Esprit	40.33	9.23	43.55	11.16	2.95
4. Intimacy	51.92	8.80	52.65	9.28	0.20
5. Aloofness	49.80	8.23	53.22	8.59	4.62*
6. Production Emphasis	56.23	8.25	56.28	8.28	0.00
7. Thrust	47.12	9.80	47.65	10.83	.08
8. Consideration	48.77	9.12	48.65	12.29	0.00
9. Openness ^a	42.58	9.54	44.37	10.96	.90

* $p \leq .05$

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

the subtest Aloofness only. However, there were differences between the two groups. The low socio-economic group had higher mean scores on the subtests of Disengagement and Hindrance. Teachers in the elementary boys' schools in high socio-economic areas had higher mean scores on the subtests of Esprit, Intimacy, Thrust, and Aloofness. They viewed the climate of their schools to be more open in direction than the schools located in low socio-economic areas.

The second minor null hypothesis (H_{03b}) stated that there is no statistically significant difference in perception on the eight subtests of organizational climate among school teachers in elementary girls' schools located in low and high socio-economic areas.

Table 16 contains data indicating that there is statistically significant difference for the subtest Thrust only. Teachers in schools located in high socio-economic areas had higher mean scores on Hindrance, Esprit, Aloofness, and Consideration. Teachers in schools located in low socio-economic areas had higher mean scores on Disengagement, Intimacy, Production Emphasis, and Openness.

The third minor hypothesis (H_{03c}) stated that there is no statistically significant difference in perception on the eight subtests of organizational climate among teachers in intermediate boys' schools located in low socio-economic areas and high socio-economic areas.

Table 16

Means, Standard Deviations, and F-Ratios for the Eight Subtest Dimensions of Organizational Climate and Openness for Teachers in Elementary Girls' Schools Located in Low and High Socioeconomic Areas

OCDQ Subtests and Openness	Teachers in Low Socioeconomic Schools		Teachers in High Socioeconomic Schools		F-Ratio (dF=1,34)
	Mean	S.D.	Mean	S.D.	
1. Disengagement	56.57	10.34	55.13	9.09	0.19
2. Hindrance	53.38	7.51	55.33	6.91	0.63
3. Esprit	40.86	8.37	42.00	7.04	0.18
4. Intimacy	53.52	8.06	50.67	8.31	1.07
5. Aloofness	49.48	8.64	53.93	6.71	2.78
6. Production Emphasis	56.90	7.73	54.80	8.14	0.62
7. Thrust	50.48	9.64	43.27	10.77	4.44*
8. Consideration	45.19	7.58	47.33	9.98	0.59
9. Openness ^a	44.05	8.48	41.40	7.92	.90

*p $\leq$.05

^aOpenness is not a subtest of eight subtest dimensions of the organizational climate.

The data in Table 17 indicated that there was not statistically significant difference on any of the eight subtest dimensions and openness. The teachers in intermediate boys' schools located in low socio-economic areas had higher mean scores on the eight subtests of organizational climate and openness than teachers in high socio-economic areas.

The fourth minor null hypothesis (H_{03d}) stated that there is no statistically significant difference in perception on the eight subtests of organizational climate among teachers in intermediate girls' schools located in low and high socio-economic areas.

As indicated by the data in Table 18, none of the eight subtest dimensions of organizational climate and openness showed statistically significant difference. However, there were some differences between the two groups. The low socio-economic area teachers showed higher mean scores on Disengagement, Hindrance, Esprit, Aloofness, Production Emphasis, Thrust, Consideration, and higher mean scores on Openness. This may indicate that the teachers in schools located in low socio-economic areas tended to perceive their school climate to be slightly more open in direction than the schools located in high socio-economic areas.

For the second and third hypotheses a three way analysis of variance using sex of school (boys/girls), grade level, and socio-economic status as independent variables was computed to

Table 17

Means, Standard Deviations, and F-Ratios for the Eight Subtest Dimensions of Organizational Climate and Openness for Teachers in Intermediate Boys' Schools Located in Low and High Socioeconomic Areas

OCDQ Subtests and Openness	Teachers in Low Socioeconomic Areas		Teachers in High Socioeconomic Areas		F-Ratio
	Mean	S.D.	Mean	S.D.	
1. Disengagement	57.92	10.83	56.00	6.71	0.64
2. Hindrance	56.83	8.51	56.23	8.20	0.06
3. Esprit	44.67	9.90	42.17	6.78	1.21
4. Intimacy	63.92	9.85	61.60	8.25	0.88
5. Aloofness	51.04	10.28	50.40	8.84	0.05
6. Production Emphasis	58.04	8.00	57.77	8.08	0.02
7. Thrust	51.54	10.55	51.00	8.98	0.04
8. Consideration	55.25	13.34	51.33	11.42	0.06
9. Openness ^a	45.71	10.75	44.90	6.81	0.11

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

Table 18

Means, Standard Deviations, and F-Ratio for the Eight Subtest Dimensions of Organizational Climate and Openness for Teachers in Intermediate Girls' Schools Located in Low and High Socioeconomic Areas

OCDQ Subtests and Openness	Teachers in Low Socioeconomic Areas		Teachers in High Socioeconomic Areas		F-Ratio
	Mean	S.D.	Mean	S.D.	
1. Disengagement	54.17	8.21	52.22	7.53	0.29
2. Hindrance	53.00	1.90	51.11	6.49	0.48
3. Esprit	46.50	7.79	41.83	10.55	0.98
4. Intimacy	55.17	11.82	55.56	11.04	0.01
5. Aloofness	52.50	4.85	50.06	10.32	0.31
6. Production Emphasis	58.33	10.65	53.11	9.57	1.27
7. Thrust	56.00	12.05	49.50	9.87	1.76
8. Consideration	49.17	4.26	47.17	12.25	0.15
9. Openness ^a	50.33	9.58	45.39	7.80	1.62

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

determine the interaction among these factors. This resulted in a 2 x 2 x 2 factorial design. Equal cell sizes were constructed by randomly selecting six cases from each of eight cells, for a total of 48 observations. Significant interactions were found in five of the subtests: Disengagement, Hindrance, Intimacy, Aloofness, and Consideration.

The summary results for three-way ANOVA by sex x grade level x socio-economic level for teachers on the eight subtest dimensions of organizational climate and openness are shown in Table 19 and Table 20.

On the Disengagement subtest sex and grade interacted. The scores for teachers in boys' intermediate schools were higher than those of teachers in girls' intermediate schools. Teachers in girls' elementary schools scored higher than teachers in boys' elementary schools. Boys' teachers scored higher in intermediate schools, while girls' teachers scored higher at the elementary grade level.

On the Hindrance subtest, sex and grade had a significant interaction, and a three-way interaction among all the variables was also significant. Teachers in boys' intermediate schools located in high socio-economic areas scored highest in this subtest. Girls' intermediate teachers in high socio-economic areas scored lowest on this subtest. This resulted in an overall effect in which scores at boys' intermediate

Table 19

Means and Standard Deviations for the Eight Subtest Dimensions of Organizational
Climate and Openness for Teachers (N=48) in the Four Types of Schools
Located in Low and High Socioeconomic Areas

OCDQ Subtests and Openness	Boys' Elem. Low	Boys' Elem. High	Boys' Inter. Low	Boys' Inter. High	Girls' Elem. Low	Girls' Elem. High	Girls' Inter. Low	Girls' Inter. High
1. Disengagement								
Mean	56.83	53.67	62.67	60.50	63.67	59.67	54.17	54.17
(S.D.)	(16.86)	(6.53)	(8.55)	(11.57)	(11.20)	(7.66)	(8.21)	(2.71)
2. Hindrance								
Mean	56.83	54.83	53.00	64.83	58.33	57.33	53.00	49.50
(S.D.)	(10.01)	(7.49)	(2.68)	(6.01)	(8.98)	(8.89)	(1.90)	(3.51)
3. Esprit								
Mean	40.50	47.00	49.33	45.17	37.00	40.00	46.50	43.67
(S.D.)	(8.09)	(13.99)	(7.66)	(9.72)	(6.20)	(3.74)	(7.79)	(8.91)
4. Intimacy								
Mean	47.33	54.33	68.17	56.00	51.50	46.17	55.17	64.67
(S.D.)	(10.67)	(7.71)	(8.77)	(7.21)	(1.97)	(6.88)	(11.82)	(11.93)
5. Aloofness								
Mean	44.33	50.67	50.67	46.67	48.83	55.33	52.50	54.67
(S.D.)	(5.85)	(6.80)	(7.92)	(6.71)	(6.21)	(2.58)	(4.85)	(9.75)
6. Production Emphasis								
Mean	56.17	53.50	56.67	58.00	54.17	59.00	58.33	55.50
(S.D.)	(9.47)	(12.37)	(2.25)	(8.60)	(18.02)	(6.20)	(10.65)	(12.01)

Table 19, Continued

OCDQ Subtests and Openness	Boys' Elem. Low	Boys' Elem. High	Boys' Inter. Low	Boys' Inter. High	Girls' Elem. Low	Girls' Elem. High	Girls' Inter. Low	Girls' Inter. High
7. Thrust								
Mean	41.17	49.33	57.67	52.33	51.83	39.17	56.00	55.50
(S.D.)	(6.91)	(9.46)	(2.34)	(7.97)	(4.26)	(12.78)	(12.05)	(10.07)
8. Consideration								
Mean	43.17	49.00	62.83	50.00	50.50	41.33	49.17	55.67
(S.D.)	(9.66)	(11.54)	(4.40)	(11.75)	(11.08)	(7.26)	(4.26)	(14.57)
9. Openness ^a								
Mean	39.17	47.00	49.17	45.00	45.67	36.83	50.33	48.33
(S.D.)	(9.85)	(9.12)	(4.17)	(6.42)	(4.23)	(6.71)	(9.58)	(8.48)

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

Table 20

Summary Table for 3-Way ANOVA by Sex x Grade Level x Socioeconomic Level for Teachers on the Eight Subtest Dimensions of Organizational Climate and Openness

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F-RATIO
<u>Analysis of Variance for Disengagement Subtest</u>				
Sex	3.00000	1	3.00000	0.03
Grade Level	4.08333	1	4.08333	0.04
Socioeconomic	65.33333	1	65.33333	0.66
Sex x Grade	574.08333	1	574.08333	5.79*
Sex x Socioeconomic	1.33333	1	1.33333	0.01
Grade x Socioeconomic	18.75000	1	18.75000	0.19
Sex x Grade x Socioeconomic	6.75000	1	6.75000	0.07
<u>Analysis of Variance for Hindrance Subtest</u>				
Sex	96.33333	1	96.33333	2.05
Grade Level	36.75000	1	36.75000	0.78
Socioeconomic	21.33333	1	21.33333	0.45
Sex x Grade	280.33333	1	280.33333	5.98*
Sex x Socioeconomic	154.08333	1	154.08333	3.28
Grade x Socioeconomic	96.33333	1	96.33333	2.05
Sex x Grade x Socioeconomic	200.08333	1	200.08333	4.26*

Note. *p < .05
 **p < .01
 ***p < .001

Table 20, Continued

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F-RATIO
<u>Analysis of Variance for Esprit Subtest</u>				
Sex	165.02083	1	165.02083	2.18
Grade Level	305.02083	1	305.02083	4.02
Socioeconomic	4.68750	1	4.68750	0.06
Sex x Grade	28.52083	1	28.52083	0.38
Sex x Socioeconomic	3.52083	1	3.52083	0.05
Grade x Socioeconomic	204.18750	1	204.18750	2.69
Sex x Grade x Socioeconomic	17.52083	1	17.52083	0.23
<u>Analysis of Variance for Intimacy Subtest</u>				
Sex	22.68750	1	22.68750	0.26
Grade Level	1312.52083	1	1312.52083	14.92***
Socioeconomic	11.02083	1	11.02083	0.13
Sex x Grade	7.52083	1	7.52083	0.09
Sex x Socioeconomic	31.68750	1	31.68750	0.36
Grade x Socioeconomic	1.68750	1	1.68750	0.02
Sex x Grade x Socioeconomic	1017.52083	1	1017.52083	11.57*

Note. *p < .05
 **p < .01
 ***p < .001

Table 20 , Continued

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F-RATIO
<u>Analysis of Variance for Aloofness Subtest</u>				
Sex	200.08333	1	200.08333	4.22*
Grade Level	48.00000	1	48.00000	1.01
Socioeconomic	140.08333	1	140.08333	2.95
Sex x Grade	8.33333	1	8.33333	0.18
Sex x Socioeconomic	60.75000	1	60.75000	1.28
Grade x Socioeconomic	225.33333	1	225.33333	4.75*
Sex x Grade x Socioeconomic	8.33333	1	8.33333	0.18
<u>Analysis of Variance for Production Emphasis Subtest</u>				
Sex	6.75000	1	6.75000	0.08
Grade Level	21.33333	1	21.33333	0.26
Socioeconomic	0.08333	1	0.08333	0.00
Sex x Grade	16.33333	1	16.33333	0.20
Sex x Socioeconomic	6.75000	1	6.75000	0.08
Grade x Socioeconomic	8.33333	1	8.33333	0.10
Sex x Grade x Socioeconomic	96.33333	1	96.33333	1.16

Note. *p < .05
 **p < .01
 ***p < .001

Table 20, Continued

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F-RATIO
<u>Analysis of Variance for Thrust Subtest</u>				
Sex	52.08333	1	52.08333	0.58
Grade Level	1900.08333	1	1900.08333	21.32***
Socioeconomic	0.0	1	0.0	0.0
Sex x Grade	96.33333	1	96.33333	1.08
Sex x Socioeconomic	24.08333	1	24.08333	0.27
Grade x Socioeconomic	102.08333	1	102.08333	1.15
Sex x Grade x Socioeconomic	176.33333	1	176.33333	1.98
<u>Analysis of Variance for Consideration Subtest</u>				
Sex	216.75000	1	216.75000	2.33
Grade Level	1344.08333	1	1344.08333	14.46***
Socioeconomic	0.75000	1	0.75000	0.01
Sex x Grade	0.75000	1	0.75000	0.01
Sex x Socioeconomic	126.75000	1	126.75000	1.36
Grade x Socioeconomic	102.08333	1	102.08333	1.10
Sex x Grade x Socioeconomic	494.08333	1	494.08333	5.32*

Note. *p < .05
 **p < .01
 ***p < .001

Table 20, Continued

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F-RATIO
<u>Analysis of Variance for Openness^a Subtest</u>				
Sex	65.33333	1	65.33333	1.12
Grade Level	884.08333	1	884.08333	15.12***
Socioeconomic	6.75000	1	6.75000	0.12
Sex x Grade	252.08333	1	252.08333	4.31
Sex x Socioeconomic	14.08333	1	14.08333	0.24
Grade x Socioeconomic	176.33333	1	176.33333	3.02
Sex x Grade x Socioeconomic	56.33333	1	56.33333	0.96

Note. *p < .05
 **p < .01
 ***p < .001

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

schools were higher than at girls' intermediate schools. No differences were obtained at the elementary level. A difference was found between girls' schools, where teachers at elementary schools scored higher than teachers at intermediate schools.

On the Intimacy subtest, a three-way interaction was significant. For boys' schools in low socio-economic areas, teachers in intermediate schools scored higher than teachers in elementary schools. This pattern was reversed in girls' schools in high socio-economic areas. Elementary school teachers scored higher than intermediate school teachers.

An interaction between grade level and socio-economic status was found on the Aloofness subtest. Teachers at low socio-economic elementary schools scored lower than other teachers, among whom no differences were obtained.

On the Consideration subtest, another 3-way interaction was significant. At boys' schools in low socio-economic areas, intermediate teachers scored higher than elementary teachers. No significant differences were found among other elementary and intermediate teachers. This result was due to the high scores obtained by teachers in intermediate boys' schools in low socio-economic areas.

Results of Testing Ho₄

The hypothesis was stated as follows:

Ho₄ There is no statistically significant difference in perceptions on the eight subtests of organizational

climate among school principals in boys' and girls' schools.

This null hypothesis was tested for school principals in boys' and girls' schools. The results of one-way analysis of variance for the school principals in boys' and girls' schools are reported in Table 21 and Table 22. There was significant difference among principals in boys' and girls' schools for the subtest consideration ($df = 1/79$) and the F-ratio ($F = 5.767$). There was not statistically significant difference on the remaining seven subtests and openness. School principals in boys' schools had higher mean scores for Disengagement, Hindrance, Intimacy, Aloofness, and Consideration. The school principals in girls' schools had higher mean scores for the Esprit subtest. The principals in girl's schools had higher mean scores for Openness. This may mean that they considered their school climates to be more open than principals in boys' schools.

Summary of Hypotheses Testing

Null hypothesis one was rejected. Hypotheses two and three were rejected when three-way analysis of variance was performed. Hypothesis four was not rejected. The conclusions drawn from these test results are presented in Chapter VI of the study.

Table 21

Means, Standard Deviations and F-Ratio for the Eight Subtest Dimensions of Organizational Climate and Openness for Principals in Boys' and Girls' Schools

OCDQ Subtests and Openness	Principals in Boys' Schools (N=58)		Principals in Girls' Schools (N=23)		F-Ratio (df=1,79)
	Mean	S.D.	Mean	S.D.	
1. Disengagement	54.98	9.78	52.30	7.78	1.38
2. Hindrance	57.48	7.11	54.65	7.83	2.46
3. Esprit	45.34	9.32	46.39	7.25	.23
4. Intimacy	60.91	9.00	57.87	9.90	1.78
5. Aloofness	53.24	8.69	51.43	8.13	.74
6. Production Emphasis	53.31	7.64	53.78	7.01	.07
7. Thrust	54.02	6.73	54.09	5.97	.00
8. Consideration	57.52	11.25	51.08	9.83	5.76*
9. Openness ^a	48.27	7.65	49.78	3.92	.80

Note. *p < .05
 **p < .01
 ***p < .0001

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

Table 22

One-Way Analysis of Variance (ANOVA) Results for the Eight Subtest Dimensions of Organizational Climate and Openness for Principals in Boys' and Girls' Schools

OCDQ Subtests and Openness	BETWEEN GROUPS (df=1)		WITHIN GROUPS (df=79)		F-Ratio
	Sum of Squares	Mean Square	Sum of Squares	Mean Square	
1. Disengagement	118.15	118.15	6787.85	85.92	1.38
2. Hindrance	131.95	131.95	4231.70	53.07	2.46
3. Esprit	18.04	18.04	6110.58	77.35	0.23
4. Intimacy	152.62	152.62	6773.18	85.74	1.78
5. Aloofness	53.75	53.75	5764.27	72.97	0.74
6. Production Emphasis	3.67	3.67	4406.33	55.78	0.07
7. Thrust	0.08	0.08	3362.81	42.57	0.00
8. Consideration	680.98	680.98	9342.31	118.26	5.76*
9. Openness ^a	37.39	37.39	3675	46.53	0.80

Note: *p ≤ .05

^aOpenness is not a subtest of the eight subtest dimensions of the organizational climate.

CHAPTER VI

SUMMARY AND THEORETICAL CONSIDERATIONS

This chapter provides a summary of the findings of the study and also presents conclusions and recommendations based on these findings. The purpose of the study was to determine the significant differences, if any, in perceptions of teachers and principals for the eight dimensions of organizational climate as identified by use of the Halpin and Croft Organizational Climate Description Questionnaire (OCDQ). Eighty-one elementary and intermediate schools for boys' and girls were randomly selected from the schools in the Benghazi, Libya school district. These schools were selected using the criteria established for low and high socio-economic areas.

A random sample of 243 teachers and 81 principals was selected for the purpose of testing the study's hypotheses. An Arabic translated version of the Organizational Climate Description Questionnaire (OCDQ) was used to collect the data. The investigator administered the OCDQ to the teachers and principals constituting the study's sample. 100 percent return of questionnaires was secured from the teachers and principals who were identified to participate in the study. The statistical

analyses used to test the research hypotheses were one-way analysis of variance (ANOVA), t-test, and three-way analysis of variance (ANOVA).

Problem Statement

This study was designed to investigate differences in perceptions of organizational climate among elementary and intermediate school teachers and principals in Benghazi, Libya. The research involved seeking answers to the following questions:

1. Are there differences in perceptions of teachers and principals toward organizational climate in elementary and intermediate schools in Benghazi, Libya?
2. Are there differences in perceptions of the teachers and principals toward the organizational climate in boys' and girls' elementary and intermediate schools in Benghazi, Libya?
3. Are there differences in perceptions of the teachers and principals toward the organizational climate in elementary and intermediate schools of high and low socio-economic areas in Benghazi, Libya?

The research was directed to the testing of the following hypotheses:

- H_{01} There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate between teachers and principals.

- Ho₂ There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate among teachers in the four types of schools (boys' elementary, girls' elementary, boys' intermediate, girls' intermediate).
- Ho₃ There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate among teachers in schools located in high socio-economic and low socio-economic areas.
- Ho₄ There is no statistically significant mean difference in perceptions on the eight subtests of organizational climate among school principals in boys' and girls' schools.

1. Testing of the first hypothesis indicated that there was significant difference in perceptions of teachers and principals for the dimensions of Esprit, Intimacy, Production Emphasis, Thrust, and Consideration. The principals perceived themselves to be emphasizing production which is characterized by close supervision of their school staff. The principals also considered their schools to be more open than did the teachers. Therefore, Ho₁ was rejected.

2. Testing of the second hypothesis indicated that there was significant difference in the perceptions of three of the subtest dimensions of organizational climate among teachers in elementary boys' schools, elementary girls' schools, intermediate boys' schools, and intermediate girls' schools. They differed significantly for the dimensions of Hindrance, Intimacy, and Consideration.

Also, teachers in girls' schools tended to view their schools as having more open climates than those in boys' schools.

3. Testing of the third hypothesis indicated that there was not significant difference in perceptions of the eight subtest dimensions of organizational climate between school teachers in schools located in low and high socio-economic areas. The relationship between teachers and principals appeared to be better in schools located in high socio-economic areas than those located in low socio-economic areas. The schools in high socio-economic areas seemed to have better school climates than the schools located in low socio-economic areas.

When the second and third hypotheses are tested with a three-way analysis of variance using sex of school (boys'/girls'), grade level, and socio-economic status as independent variables and were computed to determine the interaction among these factors, significant interactions were found in five of the subtests: Disengagement, Hindrance, Intimacy, Aloofness, and Consideration. Therefore, H_{02} and H_{03} were rejected.

4. Testing of the fourth hypothesis indicated that principals in boys' schools and principals in girls' schools did not differ significantly except for the subtest Consideration. The principals in girls' schools perceived their schools' climates to be more open than principals in boys' schools. Therefore, H_{04} was not rejected.

Summary

The findings of the study were as follows:

1. The perceptions of principals and teachers can be described as reasonably satisfactory, but formal in character.
2. The interaction among teachers in elementary and intermediate boys' and girls' schools is greater in low than in high socio-economic areas.
3. The schools in the high socio-economic areas are more open in climate than the schools in low socio-economic areas.
4. The atmosphere in boys' schools is more rigid in character than that of girls' schools.
5. Teachers in girls' schools perceived their schools' climates to be more open than those in boys' schools.
6. The principals in girls' schools perceived their schools' climate to be more open than principals in boys' schools.

Theoretical Considerations

1. The Secretariate of Education (Ministry) should delegate some of their authority to the local schools and should encourage teacher participation in curriculum development.
2. The Secretariate of Education (Central Organization) should make effort to encourage students in universities to teach after their graduation.

3. Elementary school teachers should be encouraged to take courses to complete their college degrees.
4. Colleges of education and teacher training institutes should take the initiative in providing students training in administration.
5. The school district should encourage interaction between teachers and principals. Principals should continue to evaluate the teachers, but the teachers should also evaluate the principals and both evaluations should be considered by the school districts.
6. Community involvement in school affairs should be encouraged.
7. Measures which should be considered to reduce the teacher shortage include:
 - a. An increase in teacher salaries so as to motivate teachers and encourage those performing administrative roles without administrator qualifications in central organization to transfer to teaching positions.
 - b. Consolidation of the small schools into larger schools within the school district.
 - c. Accurate projections of school enrollment to determine how many teachers are needed each year.

- d. Encouragement of teachers to teach in rural areas through provision of better facilities and salaries in the schools in rural areas.
 - e. Consolidation of the schools of some of the villages into larger educational centers--to be located between the villages.
 - f. Establishment of each new school on the basis of careful surveys to determine the areas where the school is needed.
- 10. Additional research directed to exploring the relationship between teachers and principals to provide more information about the organizational climates of schools in Libya.
 - 11. Initiate studies to investigate the organizational climate of high schools and universities in Libya.

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APPENDIX A

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE AND THE ARABIC VERSION OF THE OCDQ

Abdullah B. Alarafi
College of Education
University of Garyounis
Benghazi, Libya

Dear Teacher/Principal¹:

I am presently preparing for my doctor research in general educational administration. The research is concerned with the teacher-principal perception of the organizational climate in elementary and intermediate public schools in Benghazi, Libya. The research is closely related to the interactions between teachers and principals.

There is no doubt that the education in our schools needs drastic changes and improvements for better quality of education all over the country. Such improvements depend largely upon teachers and principals as well as upon the administrators in central educational agencies.

Therefore, I hope that the teachers and principals in boys' and girls' schools cooperate in this aspect by answering all the items carefully with absolute frankness and objectivity. You do not need to write your name on the questionnaire. Your answer will be in strict confidence and no one will see it except the investigator himself.

I appreciate your cooperation and concern.

Sincerely yours,

Abdullah B. Alarafi

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE¹

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.

¹Permission was obtained from Macmillan Company.
(See Appendix D.)

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 interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

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

BIOGRAPHICAL INFORMATION

1. The name of your school: _____
2. Location of your school: _____

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

- | | | | |
|-------------------------------------|------------|----|-------|
| 3. Position | Teacher | 1. | _____ |
| | Principal | 2. | _____ |
| 4. Your school is an elementary | Boys | 1. | _____ |
| | Girls | 2. | _____ |
| 5. Your school is an intermediate | Boys | 1. | _____ |
| | Girls | 2. | _____ |
| 6. Sex | Man | 1. | _____ |
| | Woman | 2. | _____ |
| 7. Years of experience in education | 0 - 3 | 1. | _____ |
| | 4 - 10 | 2. | _____ |
| | 11 - 18 | 3. | _____ |
| 8. Years at this school | 1 - 2 | 1. | _____ |
| | 3 - 5 | 2. | _____ |
| | 6 - 10 | 3. | _____ |
| 9. In-Service training | None | 1. | _____ |
| | 0 - 3 mos. | 2. | _____ |
| | 3-12 mos. | 3. | _____ |

THE OCDQ ITEMS

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

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

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

15. School supplies are readily available for use in classroom.	1	2	3	4
16. Student progress reports require too much work.	1	2	3	4
17. Teachers have fun socializing together during school time.	1	2	3	4
18. Teachers interrupt other faculty members who are talking in staff meetings.	1	2	3	4
19. Most of the teachers here accept the faults of their colleagues.	1	2	3	4
20. Teachers have too many committee requirements.	1	2	3	4
21. There is considerable laughter when teachers gather informally.	1	2	3	4
22. Teachers ask nonsensical questions in faculty meetings.	1	2	3	4
23. Custodial service is available when needed.	1	2	3	4
24. Routine duties interfere with the job of teaching.	1	2	3	4
25. Teachers prepare administrative reports by themselves.	1	2	3	4
26. Teachers ramble when they talk in faculty meetings.	1	2	3	4
27. Teachers at this school show much school spirit.	1	2	3	4
28. The principal goes out of his way to help teachers.	1	2	3	4
29. The principal helps teachers solve personal problems.	1	2	3	4
30. Teachers at this school stay by themselves.	1	2	3	4

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

31.	The teachers accomplish their work with great vim, vigor and pleasure.	1	2	3	4
32.	The principal sets an example by working hard himself.	1	2	3	4
33.	The principal does personal favors for teachers.	1	2	3	4
34.	Teachers eat lunch by themselves in their own classrooms.	1	2	3	4
35.	The morale of the teachers is high.	1	2	3	4
36.	The principal uses constructive criticism.	1	2	3	4
37.	The principal stays after school to help teachers finish their work.	1	2	3	4
38.	Teachers socialize together in small select groups.	1	2	3	4
39.	The principal makes all class-scheduling decisions.	1	2	3	4
40.	Teachers are contacted by the principal each day.	1	2	3	4
41.	The principal is well prepared when he speaks at school functions.	1	2	3	4
42.	The principal helps staff members settle minor differences.	1	2	3	4
43.	The principal schedules the work for the teachers.	1	2	3	4
44.	Teachers leave the grounds during the school day.	1	2	3	4
45.	The principal insures that teachers work to their full capacity.	1	2	3	4
46.	Teachers help select which courses will be taught.	1	2	3	4

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

47.	The principal corrects teachers' mistakes.	1	2	3	4
48.	The principal talks a great deal.	1	2	3	4
49.	The principal explains his reasons for criticism to teachers.	1	2	3	4
50.	The principal tries to get better salaries for teachers.	1	2	3	4
51.	Extra duty for teachers is posted conspicuously.	1	2	3	4
52.	The rules set by the principal are never questioned.	1	2	3	4
53.	The principal looks out for the personal welfare of teachers.	1	2	3	4
54.	School secretarial service is available for teachers' use.	1	2	3	4
55.	The principal runs the faculty meeting like a business conference.	1	2	3	4
56.	The principal is in the building before teachers arrive.	1	2	3	4
57.	Teachers work together preparing administrative reports.	1	2	3	4
58.	Faculty meetings are organized according to a tight agenda.	1	2	3	4
59.	Faculty meetings are mainly principal-report meetings.	1	2	3	4
60.	The principal tells teachers of new ideas he has run across.	1	2	3	4
61.	Teachers talk about leaving the school system.	1	2	3	4
62.	The principal checks the subject-matter ability of teachers.	1	2	3	4

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

- | | | | | |
|---|---|---|---|---|
| 63. The principal is easy to understand. | 1 | 2 | 3 | 4 |
| 64. Teachers are informed of the results of a supervisor's visit. | 1 | 2 | 3 | 4 |

***** (تعليمات بشأن وضع العلامات) *****

• ****

العبارات الأتية - المذكورة فيما بعد - والتي سترد أمام - موضوعات البيان - اعتباراً من الصفحة الرابعة - هي التي سيتم التركيز عليها عند وضع العلامات من قبل الاخوة مدراء المدارس والمدرسين والمدرسات :

- * العبارة رقم ((١)) : نادر الحدوث . * العبارة رقم ((٢)) : يحدث أحياناً .
- * العبارة رقم ((٣)) : يحدث غالباً . * العبارة رقم ((٤)) : كثير الحدوث .

• ****

رقم	موضوعات البيان				ملاحظات
	١	٢	٣	٤	
١	يُنادي والمدرسون بعضهم بعضاً بأسمائهم الأولى	٢	٣	٤	

خطوات الاجابة على المثال السابق : **موضوع البيان :** ((ينادي والمدرسون بعضهم بعضاً بأسمائهم الأولى)) - في هذا المثال يجب على الشخص الذي يتولى الاجابة أن يقرأ الموضوع بعناية ، ثم عليه أن يختار العبارة التي تنطبق على الموضوع ، ولتكن العبارة ((يحدث غالباً)) - في هذه الحالة يشخ د ائرة على رقم : ((٣)) .
ومن الطبيعي أنه يجوز أيضاً اختيار إحدى العبارات الأخرى وذلك حسب الذ يراه المجيب يحدث في مدرسته .

ومكذا - أخى المتعاون معنا - تأمل أن تشرح علامتك بموضوع . كما عليك التأكد من أنك قد وضعت العلامة على الرقم الدال على العبارة المقصودة دون ترك أي موضوع بدون اجابة .
إن العلامة المقترحة - كما في المثال السابق - هي أن تشرح د ائرة على الرقم الدال على العبارة التي تدل على أقرب تخمين لتكرار السلوك المراد وصفه .
أخى المدير ، أختي المديرة . أيتها الاخوة المدرسون والمدرسات :

إن تعاونكم معنا - يدل على الوعى التربوى لديكم ، كما يعطيها القوة والحماة لهذا الجهد خدمة للمعلم والعلماء .

ملاحظة : يمكن استخدام قلم الرصاص أو قلم الحبر - عند وضع العلامات .

• ****

ط:س.م

*** (معلومات عامة - دليل الباحث) ***

• ****

(١) - أسم المدرسة:

(٢) - الموجه:

• ****

١ مدير	الوظيفة	١
٢ مدرس		
١ ذكر	المدرسة ابتداء	٢
٢ انثى		
١ ذكر	المدرسة اعدادية	٣
٢ انثى		
١ ذكر	الجنس (المقصود من الشخص المشترك في الاجابة)	٤
٢ انثى		
١	من سنة الى ٣	٥
٢	عدد سببي الخبرة في التعليم من ٤ الى ١٠	
٣	من ١١ الى ١٨	
١	من سنة الى ٢	٦
٢	عدد المعلمين في هذه المدرسة من ٣ الى ٥	
٣	من ٦ الى ١٠	
١ لاشي	الدورات التدريبية	٧
٢ فاشي		
٣ ١٢ شهر		

• ****

*** / خُطَّاتُ الاجابة ***

• ****

أخى المسامح معنا فى البحث : على اليمين توجد الموضوعات المراد
الاجابة عنها ، وعلى اليسار توجد أكثر من اجابة - وما عليك فى حالة وضع
العلامة إلا أن تختار الاجابة التى تعتقد أنها الأكثر انطباقا عليك -
ثم تكتب دائرة على الرقم الدال والموجود على يسار الصفحة رقم ((٣)).

• ****

ط: م. م.

١	٢	٣	٤	ملاحظات الهياكل	ملاحظات الهياكل
٢٧	٢	٢	١	تسود المهرى المملوكة النالمة الفذ رسين في عذ ه المد رسمة	٤
٢٨	٢	٢	١	يحاول مد يز المد رسمة أن يتخطى مهامه ليساعد المد رسين العاملين معه	٤
٢٩	٢	٢	١	يساعد المد ير المد رسين في حل مشكلاتهم الشخصية	٤
٣٠	٢	٢	١	يتكفل المد رسون لوحدهم - بأنفسهم - في عذ ه المد رسمة	٤
٣١	٢	٢	١	يدير المد رسون أعمالهم بروج عالمية ونشاط وسريع	٤
٣٢	٢	٢	١	المد ير موقدة في عمله - حيث يوجد طين مرب مثلاً لشيرة	٤
٣٣	٢	٢	١	يؤد ي المد ير بعض الأعمال المصلحية للمد رسين	٤
٣٤	٢	٢	١	يتناول المد رسون الشا أو يحل المشروبات الخفيفة (كشر مرادة) بمفردهم داخل حجراتهم	٤
٣٥	٢	٢	١	البرون المحتوي للمد رسين عالية	٤
٣٦	٢	٢	١	المد ير يلجأ لاستخدام النقود البن	٤
٣٧	٢	٢	١	ييقن المد ير - بعد الدوام المد رسى ملكى يساعد المد رسين في أعمالهم	٤
٣٨	٢	٢	١	ينقسم المد رسون إلى مجموعات صغيرة عند تناولتهم الترفيه عن أنفسهم	٤
٣٩	٢	٢	١	يتولى المد ير بنفسه - ويضع كل القرارات الخادمة بتوزيع حصص الفصول	٤
٤٠	٢	٢	١	يتسلم المد رسون بالمد ير يومياً	٤
٤١	٢	٢	١	المد ير على د راية أثناء كلامه عن المهام المد رسية	٤
٤٢	٢	٢	١	يساعد المد ير المد رسين على حل المشكلات الثانوية	٤
٤٣	٢	٢	١	المد ير عwald ويوزع العمل على المد رسين	٤
٤٤	٢	٢	١	يترك المد رسون المد رسية أثناء الدوام اليوسى للمد رسية	٤
٤٥	٢	٢	١	يوجه المد ير نقد ه لعمل معين يدل توجيهه للمد رسين مباشرة	٤
٤٦	٢	٢	١	يقدم المد رسون المساعدة لاختيار المجموعات التي سيتم تدريسها	٤
٤٧	٢	٢	١	يحمل المد ير على تصحيح أخطاء المد رسين	٤
٤٨	٢	٢	١	يتكلم المد ير أكثر من اللازم	٤
٤٩	٢	٢	١	يوضح المد ير الأسباب الذ ودفعه للنقد أمام المد رسين	٤
٥٠	٢	٢	١	يساعد مد ير المد رسية المد رسين في الحصول على زيادة مرتباتهم	٤
٥١	٢	٢	١	تكلف المد رسين بأعمال إضافية يتشغلون بها	٤
٥٢	٢	٢	١	التواعد التي يضعها المد ير لا تقبل المناقشة إطلاقاً	٤

XX/

٤	٣	٢	١	مؤتمرات الهيئات	٢
٤	٣	٢	١	١	١
٤	٣	٢	١	٢	٢
٤	٣	٢	١	٣	٣
٤	٣	٢	١	٤	٤
٤	٣	٢	١	٥	٥
٤	٣	٢	١	٦	٦
٤	٣	٢	١	٧	٧
٤	٣	٢	١	٨	٨
٤	٣	٢	١	٩	٩
٤	٣	٢	١	١٠	١٠
٤	٣	٢	١	١١	١١
٤	٣	٢	١	١٢	١٢
٤	٣	٢	١	١٣	١٣
٤	٣	٢	١	١٤	١٤

*** / ومكثا - أخصي مدير المدرس ، أخصي مديرة المدرس -
 أخصي المدرس ، أخصي المدرسة • بعد أن أكملت ونفذت السجلات أمام
 المونسعات وحول الأقسام الدالة على عبارات المعينة •
 إتسنى لكبير الثقة في أنكم قد بذلت الوقت والجهد - للمساهمة معي في إنجاز
 البحث - الذي آمل أن يضم نفسه الجميع •

أشكركم على تعاونكم وإلى اللقاء في أعمال طيبة جديدة •
 • • • • •

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"عموميّة التدريس بكلية التربية"

جامعة قاريونس / البحرين •

• • • • •

APPENDIX B

THE ITEMS THAT COMPOSE THE EIGHT SUBTESTS OF ORGANIZATIONAL CLIMATE

OCDQ, FORM IV--ITEMS THAT COMPOSE FOUR SUBTESTS:

TEACHERS' BEHAVIOR¹

I. Disengagement

- 1.* The mannerisms of teachers at this school are annoying.
2. There is a minority group of teachers who always oppose the majority.
3. Teachers exert group pressure on nonconforming faculty members.
4. Teachers seek special favors from the principal.
5. Teachers interrupt other faculty members who are talking in staff meetings.
6. Teachers ask nonsensical questions in faculty meetings.
7. Teachers ramble when they talk in faculty meetings.
8. Teachers at this school stay by themselves.
9. Teachers talk about leaving the school system.
10. Teachers socialize together in small select groups.

II. Hindrance

11. Routine duties interfere with the job of teaching.
12. Teachers have too many committee requirements.
13. Student progress reports require too much work.
14. Administrative paper work is burdensome at this school.
15. Sufficient time is given to prepare administrative reports.**
16. Instructions for the operation of teaching aids are available.**

III. Esprit

17. The morale of the teachers is high.
18. The teachers accomplish their work with great vim, vigor, and pleasure.
19. Teachers at this school show much school spirit.
20. Custodial service is available when needed.
21. Most of the teachers here accept the faults of their colleagues.
22. School supplies are readily available for use in classwork.
23. There is considerable laughter when teachers gather informally.

¹Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), pp. 152-153.

24. In faculty meetings, there is the feeling of "let's get things done."
25. Extra books are available for classroom use.
26. Teachers spend time after school with students who have individual problems.

IV. Intimacy

27. Teachers' closest friends are other faculty members at this school.
28. Teachers invite other faculty members to visit them at home.
29. Teachers know the family background of other faculty members.
30. Teachers talk about their personal life to other faculty members.
31. Teachers have fun socializing together during school time.
32. Teachers work together preparing administrative reports.
33. Teachers prepare administrative reports by themselves.**

*These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV.

**Scored negatively.

OCDQ, FORM IV--ITEMS THAT COMPOSE FOUR SUBTESTS:

PRINCIPAL'S BEHAVIOR¹

V. Aloofness

- 34.* Faculty meetings are organized according to a tight agenda.
- 35. Faculty meetings are mainly principal-report meetings.
- 36. The principal runs the faculty meeting like a business conference.
- 37. Teachers leave the grounds during the school day.
- 38. Teachers eat lunch by themselves in their own classrooms.
- 39. The rules set by the principal are never questioned.
- 40. Teachers are contacted by the principal each day.
- 41. School secretarial service is available for teachers' use.**
- 42. Teachers are informed of the results of a supervisor's visit.**

VI. Production Emphasis

- 43. The principal makes all class scheduling decisions.
- 44. The principal schedules the work for the teachers.
- 45. The principal checks the subject-matter ability of teachers.
- 46. The principal corrects teachers' mistakes.
- 47. The principal insures that teachers work to their full capacity.
- 48. Extra duty for teachers is posted conspicuously.
- 49. The principal talks a great deal.

VII. Thrust

- 50. The principal goes out of his way to help teachers.
- 51. The principal sets an example by working hard himself.
- 52. The principal uses constructive criticism.
- 53. The principal is well prepared when he speaks at school functions.
- 54. The principal explains his reasons for criticism to teachers.
- 55. The principal looks out for the personal welfare of teachers.

¹
Ibid., pp. 153-154.

- 56. The principal is in the building before teachers arrive.
- 57. The principal tells teachers of new ideas he has run across.
- 58. The principal is easy to understand.

VIII. Consideration

- 59. The principal helps teachers solve personal problems.
- 60. The principal does personal favors for teachers.
- 61. The principal stays after school to help teachers finish their work.
- 62. The principal helps staff members settle minor differences.
- 63. Teachers help select which courses will be taught.
- 64. The principal tries to get better salaries for teachers.

*These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV.

**Scored negatively.

APPENDIX C

THE DEFINITION OF THE SIX CLIMATES

The six types of Organizational Climate placed on continuum were defined as follows:¹

1. The open climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all members.
2. The autonomous climate is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high esprit results primarily from social-needs satisfaction. Satisfaction from task-achievement is also present, but to a lesser degree.
3. The controlled climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed toward task-accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.
4. The familiar climate is highly personal, but uncontrolled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."
5. The paternal climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most

¹Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," Administrator's Notebook, Vol. II, March 1963, pp. 1-4.

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

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

APPENDIX D

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