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A study of the relation of organizational climate to individually guided education programs in selected elementary schools in an eastern Virginia city school division

Theodore L. Forte

College of William & Mary - School of Education

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A STUDY OF THE RELATION OF ORGANIZATIONAL CLIMATE TO INDIVIDUALLY GUIDED EDUCATION PROGRAMS IN SELECTED ELEMENTARY SCHOOLS IN AN EASTERN VIRGINIA CITY SCHOOL DIVISION

The College of William and Mary in Virginia   ED.D.   1981

A STUDY OF THE RELATION OF ORGANIZATIONAL CLIMATE

TO INDIVIDUALLY GUIDED EDUCATION PROGRAMS IN

SELECTED ELEMENTARY SCHOOLS IN AN EASTERN

VIRGINIA CITY SCHOOL DIVISION

———————————

A Dissertation

Presented to the

Faculty of the School of Education

The College of William and Mary in Virginia

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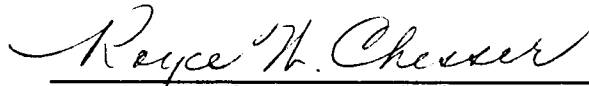
In Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Education

———————————

by

Theodore L. Forte

May 1981

APPROVAL SHEET

We the undersigned do certify that we have read
this dissertation and that in our individual
opinions it is acceptable in both scope and quality
as a dissertation for the degree of Doctor of
Education.

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DEDICATION

To my wife, Agnes, for the patience she has shown and the encouragement she has given.

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VIRGINIA CITY SCHOOL DIVISION

Chapter 1

Introduction

Research in the field of general education has
established organizational climate as a significant
contributor to professional and personal growth and
productivity (Taguiri, 1968). This trend has been
demonstrated in research conducted in related fields
also and can be generalized across the professions
where professional and personal growth and produc-
tivity are important outcomes (Taguiri, 1968).

Litwin and Stringer (1968) define organiza-
tional climate as

. . . a set of measurable properties of the

work environment, perceived directly or in-

directly by people who live and work in this

environment and assumed to influence their

motivation and behavior. (p. 1)

Individually Guided Education (IGE) is a
systematized approach to individualization of instruc-
tion for students and continuous professional growth
for teachers and administrators. This innovative
change process seeks to involve the school in

2

thirty-five objectives which have as their focus
general school climate and the performance of students,
teachers, parents, and administrators within the
educational environment (Paden, 1978).

Sorenson, Poole and Joyal (1976) note the
complexity of the IGE concept in their definition:

A comprehensive form of schooling that is an

alternative to the age-graded, self-contained

form of schooling, designed to produce higher

educational achievements and to attain other

educational objectives by taking into considera-

tion differences among students in rate of

learning, learning style, and other individual

characteristics. (p. 571)

Klausmeier and Pellegrin (1971) state that this
organizational structure was developed from a "syn-
thesis of theory and practice" emphasizing account-
ability by everyone involved in the education of the
student. Participants are not simply taught a new
method of teaching; they learn new methods and tech-
niques by practicing them, and by drawing on the
support, knowledge and expertise of their colleagues.
They are taught with the same processes that they are
expected to use (I/D/E/A, 1975). Open communication,
shared decision-making, a variety of staffing

patterns and horizontal and vertical instructional
organization are elements needed to carry out the
organizational administrative arrangements leading to
effective instructional programming for students of
the process (Klausmeier and Pellegrin, 1971).

Major components which comprise the IGE system
are:

1. Individualization of instruction

2. Facilitative environment

3. Shared decision-making

4. Multi-unit organization

5. Home-school-community involvement

6. Continuous improvement

A pioneer study, done by the Center for Advanced
Study of Educational Administration at the University
of Oregon, sought to describe working relationships
between staff and principal in IGE schools
(Pellegrin, 1969). A major conclusion of the research
was that teachers in IGE schools saw their environ-
ment as being "more free, less rigid, and more open
to experimentation" than do the teachers in non-IGE
schools (Pellegrin, 1969). Not only is IGE a teaching
method and a systematic way to reorganize the school,
but also it is a highly effective staff development
process (I/D/E/A, 1975). An atmosphere of flexibility,

open communication, and freedom to experiment with new
ideas appears to be essential if innovation and change
are to be fostered.

Theoretical Rationale

Numerous organizational theories posit "climate"
as an organizational outcome which is a result of
multiple factors. The basic principles of organiza-
tion which undergird the IGE organizational form are
identified in what analysts term as "open" organi-
zation. Involvement in decision making, low stratifi-
cation, informal relationships, innovativeness,
professional authority, and autonomy are all
characteristics of this organizational structure
(Hage, 1965, pp. 289-320). According to such
theorists as Getzels (1968), and Hage (1965), the
structure of an organization makes a difference in
outcomes achieved by the organization. Since organi-
zational structure is a part of the total IGE process
and since the structure is different from that of the
traditional school, it follows that involvement in the
IGE process, along with appropriate leaders' behavior,
will bring about a more open climate. This study is
designed to determine whether involvement in the IGE
process has an influence on organizational climate.

Litwin (1968) points out that group interaction processes and leadership behavior are significant factors in the organization environment. He furthers his idea of group interaction by emphasizing ". . . the importance of the immediate informal work group in determining individual motivation and organizational performance" (p. 42). The philosophical theory of IGE has at its base the premise:

. . . everyone in an IGE School . . . analyzes what is being done, designs better ways of doing it, and then tries the new ways. Teachers are encouraged to explore and identify solutions to existing educational problems. . . . Everyone serves as a source for new ideas. Everyone listens and analyzes. (I/D/E/A, 1971, p. 15)

Leadership style appears to be critical as a determinant of the interaction process. The group interaction is directly related to participation, communication and motivation of the group and of the leader (Likert, 1961). Thus, group norms, attitudes and leadership styles may hinder or encourage behavior which allows for the greatest possible interaction of climate concepts (Litwin, 1968). Forehand (1968) stated a basic proposition regarding organizational climate as follows: "An individual with a

given task may behave differently depending on the conditions or the climate in which he works" (p. 65). The IGE structure allows leadership to shift as necessary, depending on the situation:

> Teachers . . . have a high degree of
> decision-making authority. Essentially, IGE
> calls for teachers to make numerous professional
> judgments formerly made by textbooks, curriculum
> guides, and administrative-supervisory personnel.
> These decision-making powers may, at times,
> necessitate alterations in patterns of school
> government. (I/D/E/A, 1975, p. 66)
>
> The characteristics of an organization are
> perceived, selected and interpreted by the
> participant; its demands are accepted in the
> light of the participant's motives and satis-
> fied to the extent permitted by his abilities.
> (Forehand, 1968, p. 66)

A school staff votes on acceptance into the IGE process and each staff member selects goals on which to work. Thus, "a system based on faith in teachers to fulfill their roles as professionals cannot be ordered; it must be freely chosen and actively supported" (I/D/E/A, 1975, p. 9).

This definition suggests that research in the area of organizational climate be conducted in terms of the interaction of the environment and personal variables. Forehand (1968) strengthened this concept by postulating that "behavior is influenced by properties of the environment in which it occurs" (p. 78). Schools, then, become uniquely advantageous environments in which to study such influences and therefore give the organizational climate heuristic value.

> Organizational climate would be reflected by attitudes, values, communication patterns, and relationships among members or between members and elements of the situation that affect system performance as the system attempts to cope with various exigencies that arise. (Sells, 1968, p. 93)

Many of the major goals of the IGE process are closely related to the variables cited by Sells. There are specific vehicles for various levels of communication which seem to lend themselves to an organizational climate conducive to productive interaction of staff.

The Organizational Climate Description Questionnaire of Halpin and Croft (1963) was chosen

to test the influence of the IGE process on organizational climate because the items included in the questionnaire deal with the teacher's ability to participate in shared and independent decision making. Since this concept is at the heart of IGE, a teacher possessing these abilities should be able to progress through the other IGE outcomes with a greater degree of success. Likewise, if the principal does not exhibit or is not viewed as exhibiting these same abilities, the administrator may not be able to lead the staff successfully to the accomplishment of the IGE outcomes.

Therefore, the IGE philosophy demands of those involved the belief that each person functions best in an atmosphere of trust and self-motivation. The OCDQ reveals the way an individual teacher perceives his working relationships not only with the principal, but also with professional peers in an effort to strive continually for self improvement. With this in mind, it was the intent of this study to test the influence of the IGE process on organizational climate explicitly from the teacher's viewpoint.

Justification and Need

Mitchell (1970) has stated:

Everyone suffers from inadequate, inappropriate
or non-fulfilling environments and everyone stands
to gain from their improvement. To study these
environments, their interaction with human needs,
and their effects on behavior would seem to be
the sine qua non of intelligent and responsible
educational leadership. (p. 389)

A plethora of research exists which clearly
indicates that organizational climate is an important
factor to consider when preparing for innovation and
change. Innovative processes in a social system which
could affect the organizational climate of the institu-
tion, as well as the behavior of the individuals who
make up that institution, should be studied (Litwin,
1968). Since IGE is labeled as a change process, the
need for continued analysis of the components of
organizational climate and their relationship to this
innovative process is warranted.

Summarizing the research on climate and IGE,
Zigarmi and Edeburn have maintained that "innovative
practices are more likely to succeed in an IGE school
than in a non-IGE school because of apparent existence
of a more positive organizational climate in an IGE

setting" (1978, p. 32). The authors caution against
generalizing their findings to other settings, since
it was not their intent to test null hypotheses related
to the topic of organizational climate. However, they
recommend that "this particular discovery warrants
further investigation" (1978, p. 32).

If it can be determined that the organizational
climate of schools involved in the IGE process is differ-
ent from the organizational climate of schools not
implementing this program, it can then be hypothesized
that the difference may be due in part to the I/D/E/A
change program, Individually Guided Education (IGE).

The interactive relationship between organiza-
tional climate and IGE as a change process does appear
to exist. Further, the need for investigating the
phenomenon of their interaction is supported in the
literature.

This investigation is essentially an extension of
a previous study conducted by J. B. Bolin (1975), in
which he strongly recommended further examination of
the relationship of the IGE process to organizational
climate. Dr. Bolin's work was completed in rural
Kentucky, using a single instrument, the OCDQ of
Halpin and Croft, as the indicator of school climate.
This investigation will be conducted in the

inner-city setting with an entirely different popula-
tion and sampling procedure. In addition to the OCDQ,
data have been gathered unobtrusively on teacher
absenteeism and turnover as current indices of school
climate.

Bolin's (1975) study produced positive evidence
of a higher level of esprit in IGE schools than in
non-IGE schools in his sample population. In identify-
ing the climate dimensions Halpin and Croft (1963) refer
to esprit as "morale." The teachers feel that their
social needs are being met more satisfactorily and
that they are enjoying a sense of job accomplishment.

Both Halpin and Tremko report open climates to
be more frequent in schools in middle-class socio-
economic settings and closed climates to be more
frequent in schools in lower-class socioeconomic
settings (Lake, 1973). If this information can be
generalized to include inner-city settings, the find-
ings of this study should support and possibly extend
the work of Halpin and Tremko. However, if open
climates are in existence in these inner-city schools,
then we can assume that it may be related to the IGE
process.

Purpose of the Study

The present investigation was designed to assess
the effect of the IGE process in three IGE schools in
an eastern Virginia city school division. Specifically,
the following research questions were examined:

1. What is the organizational climate of the
three selected IGE and non-IGE schools as perceived by
teachers?

2. Is the organizational climate in the three
IGE schools different from the climate in the three
non-IGE schools?

Null Hypothesis

Hypothesis--There is no significant difference
in the organizational climate of non-IGE schools and
IGE schools in an eastern Virginia city school divi-
sion as measured by the Organizational Climate
Description Questionnaire and as indicated by teacher
absenteeism and turnover.

Subhypotheses

1. Non-IGE schools were not significantly
different in disengagement from IGE schools.

2. Non-IGE schools were not significantly
different in hindrance from IGE schools.

3. Non-IGE schools were not significantly different in intimacy from IGE schools.

4. Non-IGE schools were not significantly different in esprit from IGE schools.

5. Non-IGE schools were not significantly different in aloofness in describing principals' behavior from IGE schools.

6. Non-IGE schools were not significantly different in production emphasis in describing principals' behavior from IGE schools.

7. Non-IGE schools were not significantly different in thrust in describing principals' behavior from IGE schools.

8. Non-IGE schools were not significantly different in consideration in describing principals' behavior from IGE schools.

9. Non-IGE schools were not significantly different in teacher absenteeism and turnover from IGE schools.

The IGE process, an approach to teaching/learning that provides a framework for individualization of instruction and continuous improvement, appears to have direct influence on the variables of the OCDQ used here as subhypotheses.

Upon examining the definitions of the sub-scales listed in Appendix C, it is clearly evident that strong influence on the organizational climate of an institution will be exerted by a process which seeks to reorganize and redirect the time, talents and energy of everyone involved, and to integrate the concepts of continuous progress and team teaching into a workable way of achieving a relaxed, personalized environment highly conducive to learning (IGE Implementation Guide, 1971).

Definition of Terms

Administrators

Principals in the schools chosen for the study.

Administrative Behavior

A term which speaks to the relationship of principals to their staffs. Stated more specifically in this study as:

1. Aloofness (subtest 5 on OCDQ)--Characterizes the behavior of the principals as formal and impersonal. A "by-the-book person," the principal is guided by rules and policies and prefers to keep to himself, thereby maintaining a distance from his staff.

2. Production emphasis (subtest 6 on OCDQ)-- Characterizes principal behavior as a close supervisor

of staff. A highly directive "boss," he supports the concept of one-way communication.

   3. Thrust (subtest 7 on OCDQ)--Characterizes principal behavior in terms of efforts to move the organization forward. Different from the production variable in approach, this principal attempts to stimulate his staff to be motivated through the example which he personally sets rather than by close supervision.

   4. Consideration (subtest 8 on OCDQ)--Characterizes principal behavior as having the inclination to treat staff humanely, doing something extra in human terms.

Climate

   The sum of absolute differences between the profile for a school and the prototypic profile developed by Halpin and Croft (1963).

Clue-in Conference

   A one-day workshop conducted to inform school staffs about the IGE process. Schools make their initial commitment to participate in the process on the basis of this conference.

Group Behavior (Teacher Behavior)

   Individual or collective traits or characteristics of staffs. The instrument used in this study

measures four group behavior items:

      1. Disengagement (subtest 1 OCDQ)--Refers to teachers not focusing on task, not being "in step" with the rest of the staff.

      2. Hindrance (subtest 2 OCDQ)--Refers to the principal's contribution to teacher "burn-out." An over-burdening with routine tasks, committee demands, and general busy work required by the principal. The principal is a hindrance to work rather than a facilitator.

      3. Esprit (subtest 3 OCDQ)--Teachers feel their social needs are being met and they are enjoying a sense of accomplishment in their jobs.

      4. Intimacy (subtest 4 OCDQ)--Refers to the sense of satisfaction felt by teachers as they interact with others in the organization. This speaks to social needs and is not necessarily associated with task orientation.

I/D/E/A

The acronym for Institute for the Development of Educational Activities, Inc. Affiliated with the Charles F. Kettering Foundation, I/D/E/A was established in 1965 to encourage change in elementary and secondary education.

IGE Clinical Workshop

The training program designed by I/D/E/A to prepare educators for participation in the IGE process. The program includes trust building and communication modules as well as a model for individualizing instruction, continuous progress education, and team teaching. A concerted effort is made to redirect and reorganize the time, talents, and energy of all involved in the process into a workable way of achieving a relaxed, personalized environment, highly conducive to learning (IGE Implementation Guide, 1971).

IGE Facilitator

A person designated by the school system to monitor the implementation and continuation of the IGE process in the school system. The trainer is provided advanced training in the process by I/D/E/A.

IGE Outcomes

Thirty-five objectives identified by I/D/E/A which are the focus of initial training and ongoing staff development. (Appendix H contains a listing of the thirty-five outcomes.)

IGE School

Refers to any of the three elementary schools implementing the IGE process in the Eastern Virginia

City School Division involved in the study. To be
considered an IGE school, the staff must have partici-
pated in the clue-in conference, secured at least 80
percent staff commitment to implement, participated
in the Clinical Workshop, and begun to implement the
outcomes.

Individually Guided Education

An approach to education that provides a frame-
work for individualization of instruction and continu-
ous improvement. It is achieved through a staff
development program designed to reorganize and redirect
the time, talents, and energy of everyone involved in
the process. The concepts of multi-age grouping,
continuous progress, and team teaching are all inte-
grated into a workable way of achieving a relaxed,
personalized environment, highly conducive to learning
(IGE Implementation Guide, 1971).

League of Schools

An organizational unit comprised of approximate
equal numbers of two or more student age groups and a
cross section of staff who plan, implement, and
evaluate their program of instruction.

Non-IGE School

Any elementary school having had the opportunity
to implement the IGE process but that made a specific
choice not to do so. The prerogative to choose against
IGE followed the staffs' participation in the clue-in
conference and the school system's commitment to permit
voluntary implementation of IGE in all schools.

Learning Community Leaders

Designated by the principal or elected by fellow
teachers, the unit leader represents his/her community
on the PIC. He/she is responsible for the coordination
of the total educational program for his/her learning
community.

PIC, Program for Improvement Committee

The decision making body of the IGE school
comprised of learning community leaders and the
principal in the local school. The PIC works to solve
problems between units, coordinates school-wide
inservice, provides a two-way communication system
within the school, and seeks to ensure continuity of
educational goals and objectives throughout the
school.

Teacher

A full time certificated staff member in the

schools surveyed.

Open Climate

An energetic organization moving toward defined goals at the same time providing individual satisfaction of social needs (Halpin, 1966).

Closed Climate

A lack of satisfaction in either task achievement or social needs (Halpin, 1966).

Limitations of the Study

The following limitations must be taken into consideration when interpreting the findings of this study:

1. None of the IGE schools in the sample had implemented all thirty-five outcomes of the IGE process.

2. One of the three IGE schools did not experience the IGE training in the same manner as did the other two schools in the population.

3. There is a lack of long term data which would provide a more accurate picture of teachers' perceptions of climate relative to implementation level of the outcomes of IGE.

4. There are no established climate norms in the IGE process with which to compare teacher

perceptions of climate.

     5. Only teachers were assessed in the study. Students and parents were not canvassed.

     6. The non-IGE schools were familiar with the IGE process and the thirty-five outcomes.

Organization of the Study

The remainder of this study has been organized into four chapters as follows: A review of the relevant literature to this study is presented in Chapter 2. Chapter 3 contains the research design and methodology, followed by data presentation analysis and discussion in Chapter 4. Chapter 5 contains the findings, conclusions, and summary of the study, as well as recommendations for further research.

Presentations by tables and graphs include: (1) Group descriptions; (2) Individual school and school type questionnaire responses; (3) Climate similarity scores for both groups; (4) Climate similarity scores for individual schools; (5) t-score of total of subtests; (6) An analysis of variance of the eight subtests (OCDQ) across all six schools; (7) An analysis of the teacher absenteeism and turnover data; and (8) A post hoc procedure to probe the differences between mean scores of the eight subtests

of the OCDQ.

In addition, appendices are included to cover such items as: (1) Organizational Climate Description Questionnaire; (2) An explanation of the scoring service; (3) Brief summaries of the six types of organizational climates; (4) Test items grouped by subtests; (5) IGE outcomes; (6) Letters of permission; and (7) Personal vita.

Chapter 2

Review of Related Literature

Introduction

The purpose of this chapter is to present a
review of the literature as it relates to organiza-
tional climate, Individually Guided Education, and the
principal's leadership behavior. Though this study
relates specifically to IGE and the effects it has on
organizational climate, this writer would be derelict
to ignore the many studies which have taken a close look
at leadership and organizational climate. Therefore,
the available research on leadership and organizational
climate was examined and those studies selected for
reporting have been considered philosophically similar
to the leadership style and organizational goals of the
IGE process.

Organizational Climate

The complexity of the concept of organizational
structure is emphasized by theorists who note its
interactive relationship with both individual members
and environmental (climate) conditions. The impact

of climate conditions is reported by Kimberly (1975),
in his study of 123 rehabilitation organizations. He
offers the following conclusion based upon his
research: ". . . the unity of a general theoretical
perspective which views organizational structure as a
product of a set of interacting constraints, both
internal and external . . . (Kimberly, 1975, p. 7).

Using Hage's "An Axiomatic Theory of Organiza-
tions" as a theoretical base, Murphy, Bishop and
George (1975) conducted research to determine the
organizational properties of schools. Their conclusion
was that the organizational structure within schools
is a multi-dimensional construct and that the dimen-
sions were orthogonal (1975).

In addition to direct theoretical research or
organizational structure, numerous empirical studies
were conducted which related selected characteristics
to each other. Among these were job satisfaction,
effectiveness, innovation, and climate.

In an examination of the relationship between
organizational structure and teacher motivation in
multi-unit and non-multi-unit elementary schools,
Herrick (1974) found no significant differences
between the two types of schools regarding formulation,
size, and complexity. However, he did find signifi-
cant differences in centralization, stratification, and

motivation. His conclusions state that multi-unit schools were less centralized, less stratified, and had more highly motivated teachers than non-multi-unit schools. The study also addressed the dimensions of decision making with IGE schools showing more staff involvement in the decision making process and emphasizing decentralization (Herrick, 1974).

George and Bishop (1971) researched the relationships of teacher personality and organizational structure with organizational climate and concluded:

. . . in a small, less bureaucratic, innovative district, a preponderance of teachers exhibit low anxiety and perceive low organizational structure. . . . In a larger, traditional, and more bureaucratic district, the teachers perceive high organizational structure. (p. 474)

Owens (1970) relates that schools differ not only in architecture, socioeconomic status and ethnic population, but also in "feel," tone, climate, and atmosphere.

Research conducted by Halpin and Croft (1966) in the field of organizational climate encompassed elementary schools in six different regions of the United States. Equating school climate with personality, the researchers describe this "feel" of a

school on a continuum somewhat between open and
closed. Accordingly, this can be done by studying the
ways in which open and closed climates differ.

Open climate infers the existence of:

. . . an energetic, lively organization which
is moving toward its goals, but which is also
providing satisfaction for the individuals'
social needs. Leadership acts emerge easily
and appropriately as they are required. The
group is not preoccupied exclusively with
either task-achievement or social needs satis-
faction; satisfaction on both counts seems to
be obtained easily and almost effortlessly.
Contrariwise, the Closed Climate marks a situa-
tion in which the group members obtain little
satisfaction in respect to either
task-achievement or social needs. There seems
to be nothing going on in this organization.
Although some attempts are made to move the
organization, they are met with apathy; they
are not taken seriously by the group members.
In short morale is low, and the organization
seems to be stagnant. (Halpin, 1966, pp. 189-
190)

Halpin and Croft (1963) feel so strongly about the importance of the idea of openness of school climate that implication is made as to openness being more effective as an evaluative criteria than many existing measures now in use.

Zigarmi and Edeburn state:

> The concept of climate should be important to administrators and teachers because their collective perceptions of school climate may be an indicator of satisfaction level for themselves and kids. (1978, p. 3)

Halpin and Croft (1963) feel that a special individuality or intangible personality can be found in every school.

Writing of issues in the 1970s which cause educators to be concerned about the influence which the school has upon people who are associated with it, Bolin (1975) cites low teacher morale, as demonstrated by teacher demands and militancy, and student dissatisfaction with school, as evidenced by high dropout rates, demonstrations, and in some cases, violence, as examples of conditions existing during this time.

In Bolin's (1975) study, there were no significant differences on overall scores of the Organizational Climate Description Questionnaire of Halpin

and Croft in IGE and non-IGE schools. However, the IGE schools did exceed the non-IGE schools in the subscale of Esprit and scored below the non-IGE schools in the subscale of Production Emphasis.

Gauthier (1975) compared Individually Guided Education (IGE) schools and non-IGE schools and found no significant relationship between school management climate and school organizational structure. Using the Organizational Climate Inventory developed by Owens and Steinhoff, Kelly (1973) found no differences in overall scores and national norms.

From their literature review, Zigarmi and Edeburn (1978) found "the studies that have shown differences in scores between IGE and non-IGE schools have reported on very specific dimensions of organizational climate" (p. 32). Decision making, communication, and compatibility are prevalent areas.

Litwin (1968) conducted a study regarding the influence of leadership style and organizational climate on the motivation and behavior of organization members. Among the major conclusions derived from the study are the following:

1. Distinct organizational climate can be created by varying leadership style. Such climates can be created in a short period of time, and their

characteristics are quite stable.

2. Once created, these climates seem to have significant, often dramatic effects on motivation, and correspondingly on performance and job satisfaction.

3. Organizational climates may effect changes in seemingly stable personalities.

4. Organizational climate is an important variable in the study of human organizations (Litwin, 1968).

The above findings support the assumption that the leadership behavior of principals is a key factor in determining organizational climate. The IGE process seeks to change the role of the principal from the traditional "boss" concept to one of a facilitator highly skilled in the art of communication and shared decision making, both important variables in creating open climate.

The review of the literature presented in this study points rather conclusively to the fact that staff morale, motivation, staff involvement in shared decision making and cause-effect relationships of leadership style and climate have great bearing on organizational climate. All of the above are addressed throughout the thirty-five IGE outcomes.

The present study was designed to support and/or elaborate on previous findings that involvement in the IGE process brings about a more effective climate for teaching and learning.

Leadership Behavior of Principals

The literature is replete with studies which examine leadership and delineate a number of dimensions which comprise leadership behavior. The theory and research, although exceedingly diverse in origin and purpose, support the notion of a dual leadership scheme which could be generalized as concern for organizational tasks and concern for individual needs and relationships.

Expanding on the work of Hemphill and Coons (1950), Halpin and Winer (1952) identified two dimensions basic to effective leadership--"initiating structure," and "consideration."

They define these characteristics as follows:

Initiating structure refers to the leader's behavior in delineating the relationship between himself and members of the group, and in endeavoring to establish well defined patterns of organization, channels of communication, and methods of procedure. Consideration refers to behavior indicative of

> friendship, mutual trust, respect, and warmth
>
> in the relationship between the leader and
>
> members of his staff (p. 39).

This two-dimensional theory suggests that a successful
organization is predicated upon considerations of the
system and its environment, as well as the individual
and his/her satisfaction.

In identifying four management leadership systems
and a principle by which organization members could
guide their relationships with one another, Likert
(1961) drew heavily from the extensive research find-
ings of the Institute for Social Research at the
University of Michigan. He defined the "principle of
supportive relationships" in the following manner:

> . . . The leadership and other processes of
>
> the organization must be such as to ensure a
>
> maximum probability that in all interactions
>
> and all relationships with the organization
>
> each member will, in light of his background,
>
> values, and expectations, view his sense of
>
> personal worth and importance (p. 103).

From this principle, he then identified the four
system types, of which System 4 is applicable here as
it supports the Individually Guided Education concept.

In System 4, leaders had complete confidence
and trust in subordinates in all matters--allowed

group participation and involvement in goal setting,
improving methods and assessing progress; allowed
information to flow up, down, and among peers; allowed
decisions to be made throughout the organization; and
established goals by means of group participation
(Likert, 1967).

Additionally, Likert (1967) maintained that
System 4 was applicable to every kind of organization,
including schools, and that the closer the management
system of an administrator was to System 4, the better
results obtained.

He further delineated the System 4 construct in
this description:

> The human organization of a System 4 firm is
> made up of interlocking work groups with a
> high degree of group loyalty among the members
> and favorable attitudes and thrust among
> peers, superiors, and subordinates. Consid-
> eration for others and relatively high levels
> of skill in personal interaction, group
> problem solving, and other group functions
> also are present. These skills permit effec-
> tive participation in decisions on common
> problems. Participation is used, for example,
> to establish organizational objectives which

are in satisfactory integration of the needs
and desires of all the members of the organi-
zation and of persons functionally related to
it. Members of the organization are highly
motivated to achieve the organization's goals.
High levels of reciprocal influence occur,
and high levels of total co-ordinated influence
are achieved in the organization. Communica-
tion is efficient and effective. There is a
flow from one part of the organization to
another of all the relevant information impor-
tant for each decision and action. The
leadership in the organization has developed
a highly effective social system for inter-
action, problem solving, mutual influence,
and organizational achievement. This leader-
ship is technically competent and holds high.
performance goals. (Likert, 1976, p. 16)

Stine (1975) used the Blake-Mouton Managerial
Grid in his examination of the management styles of
principals and their relationship to organizational
climate in elementary schools. In his findings, a
significant relationship between the principal's
managerial style and his/her perceptions of organiza-
tional climate was indicated. Utz (1972) identified

a positive linear relationship between principals' effectiveness and leadership style as perceived by teachers.

One criterion of the success of an organization is its ability to respond to the needs of its environment. Further evidence supports the theory that successful organizations are led by leaders who themselves are successful (Bolin, 1975). In an article written for American Education, Goldhammer and Becker (1970) state unequivocally that the principal is the key to quality in the school.

Gates, Hersey and Blanchard (1976) continue to remind us that faculty perceptions of the principal's behavior, in fact, determine how effective the principal will be as a leader and as a catalyst for change (1976). Morris (1961) feels that the principal has greater power over what occurs in the school than any other individual. Bolin (1975) states, "Without the agency of the principal, the school organization would at best remain static" (p. 29).

Hansen and Liles (1965) state that the principal is a facilitator. He/she provides the setting and facts necessary for making wise decisions, for helping personnel know and understand each other, and developing a good physical and psychological environment

wherein people can work productively together.

The inclusion of staff in the formulation of policy and goals may sometimes be difficult; but with the faculty taking an active part in decision making, they are more likely to view the principal as a co-worker in achieving the overall objectives of the school. Anderson (1972) agrees that this action promotes a democratic atmosphere with mutual trust and a spirit of free inquiry.

Although faced with accusations which picture administrators as influencing the status quo rather than acting as change agents (Owens, 1970), and comments which suggest that the principalship has outlived its usefulness and should be abolished (Thurman, 1969), Goldhammer (1970) insists that principals are necessary. Goldhammer continues by stating that organizational studies prove that "a leaderless organization is a desperate organization, one that cannot mobile its resources to achieve its ends" (p. 34). He further states that the principal can build into an organization the stability that becomes the base for change (1970).

Saxe (1963) sees principals of the future as having the skill to coordinate school and community resources into a "functioning whole" for the purpose

of educating that particular group at a particular time (p. 294).

In a study which relates the leadership behavior of principals, measured by the Leadership Behavior Description Questionnaire of Hemphill and Coons, with organizational characteristics, measured by Likert's Profile of a School-T, Fietler and Long (1971) claim ". . . significant proportions of variance in leader behavior subscales are accounted for by particular organization practices" (p. 11).

There is no question that the role of the principal for the future is secure and, in fact, continually developing as to its functionality in the educational process (Bolin, 1975).

IGE Research

Educational change requires dynamic leadership that provides for a positive and supportive climate which encourages goal achievement. In order for objectives to be accomplished, high emphasis must be placed on the variables of staff morale and staff attitudes as they relate to organizational climate, atmosphere, or tone. The IGE process seeks to do this.

IGE research has been conducted in four major areas--organizational change, roles and relationships,

decision making, and outcomes. Conclusions derived
from this research are supportive of the IGE process
and can be summarized to foster: (1) more open school
climate, (2) more positive teacher attitudes, (3) more
positive student self-concept, (4) increased decentral-
ization, (5) greater participation in the decision
making process, (6) a higher level of cooperation, and
(7) better communication (Lipham, 1977).

All of the above variables have a direct influ-
ence on organizational climate; therefore, a summary of
pertinent research relative to the teacher's involvement
in decision making, professional development, motivation,
staff morale, and cause-effect relationships of leader-
ship style and climate in an IGE setting are presented.

In an effort to prove that teacher involvement
in and satisfaction with decision making were related
to job satisfaction in IGE schools, Feldman (1976)
conducted a study using three basic theories as its
foundation--general system, social system, and decision
theories.

The school was considered as a general system,
transforming inputs to outputs. The relationship
between the variables was analyzed by integrating deci-
sion theory with social system theory and the framework
for analyzing effectiveness and/or productivity of the

variables was provided by social system theory.

The Decision Involvement Analysis Questionnaire and the Teacher Job Satisfaction Survey were used to measure the independent and dependent variables. The coefficient alpha reliability of the two instruments is as follows: (1) .8478, and (2) .8457.

Data collection included information from forty-one instructional units meeting specific criteria and selected at random from a national population of 959 IGE schools in thirteen different states. Using Pearson product-moment correlations and multiple regression equations to test the hypotheses of the research, Feldman concluded that as teachers became more involved in decision making, they experienced a high degree of job satisfaction.

Nerlinger (1975) examined the relationship of teachers' involvement in decision making, their representation in the communication process, and the effectiveness of the instructional unit in IGE schools. The theoretical base for this study was the model of administration as a social process which states that one's need-dispositions and role expectations ideally converge to produce effective behavior.

Seven hypotheses were developed to test the relationship and extent of involvement in the

decision making process and representation to the effectiveness of the instructional unit as perceived by certain teacher groups.

Two instruments were developed to measure the three main variables: (1) The Decision Involvement and Representation Index, composed of twenty-five decision items to be assessed by the extent of involvement of the instructional unit in the decision making process; and (2) The Instructional Research Unit Operations Questionnaire. Determined by a test of internal consistency, the coefficient alpha reliability of the total decision involvement scale was .9203. This instrument showed a reliability coefficient of .9589.

Forty-eight randomly selected instructional units in IGE schools in twelve states were used in this study. Statistical analysis of data was done through the use of Pearson product-moment correlations, multiple regression equations, and t-tests.

To summarize the major conclusions, it was found that teachers in IGE schools feel that their values are appropriately represented through the decision making structure of IGE schools.

Holmquist (1976) investigated and described decision making in IGE schools using four conceptual frameworks--rational decision process, individual

traits and values, group interaction, and organizational structure. To show the relationship of the concepts, one to another, data were collected from three successful and diverse IGE schools, including primary documents, interviews, and transcripts of Professional Improvement Committee meetings and Learning Community meetings. Using the four theoretical approaches to decision making as categories, the researcher severed each sentence in the data and placed it in as many of the categories as appropriate. These were refined and finally defined and related to one another. Again, using the four theoretical frameworks, the decision processes at each school were described, compared, and contrasted within and across schools.

A new model of decision making emerged which was used to examine the decision processes observed in the three schools. It was concluded that the kind and quality of decisions made by teachers in IGE schools are more powerful and relevant as they relate to the instruction process.

Teachers are more satisfied, highly motivated and productive in the supportive atmosphere of IGE schools (Paden, 1978). Herrick (1974) examined the relationship of teacher motivation to performance and organizational variables. The researcher chose the

IGE schools and non-IGE schools in the State of Wisconsin for the population of this study. A random sample of forty schools from each sub-population with thirty-four IGE and thirty-eight non-IGE schools chose to participate. A random sample of fifteen teachers from each school supplied the data.

Concluding that teachers are more highly motivated in IGE schools than non-IGE schools, Herrick (1974) suggested that in order to bring about higher levels of teacher motivation, every effort should be made to involve teachers in the decision making process in the schools.

Teacher morale, job satisfaction, and productivity are boosted by the supportive atmosphere created by the IGE process (Paden, 1978). The Gallup Survey identified the ability to communicate, to understand, and to relate as important qualities of the ideal teacher. Teachers with these characteristics appear to flourish in the receptive climate of IGE schools where they are continually involved in making decisions which affect them (Paden, 1978).

Comparing teacher perceptions of school climate, Kelly, Wood, and Jaekel (1973) found that high implementation involvement in the IGE process tended to produce (1) more commitment and self-achievement,

(2) more teachers who rate school climate as practical
and friendly, (3) more respect for individual integrity
and democracy, (4) more concern for organization and
orderliness, (5) more interest in staff development,
and (6) overall, a more open climate.

Gresso's (1974) comprehensive study of organi-
zational climate in IGE schools as it relates to
implementation of the process was conducted to ascer-
tain whether a more open organizational climate would
be reflected in high implementation IGE schools than in
low implementation IGE schools. Furthermore, this
study sought to ascertain whether teacher and principal
behaviors as perceived by teachers were more consistent
to openness under the same conditions as above.

Using the OCDQ of Halpin and Croft, Gresso
tested eighty elementary teachers from five high
implementation schools and sixty-six elementary
teachers from five low implementation schools in seven
states. Each of the schools had been in the program
a minimum of two years.

Crucial to IGE program development has been the
monitoring system designed to assess progress in improv-
ing the use of the thirty-five outcomes. This has been
accomplished by using teacher self-assessment forms
tested for validity and reliability between 1970 and
1972 (Paden, 1978).

Teachers are asked to judge the degree to which each of the IGE concepts has been implemented. Based on the responses of the first year, each additional year of implementation is measured. A school attaining an average outcome score of 60 or better, using a 0-100 scale, is considered to have high implementation of the IGE concepts (Paden, 1978).

The findings revealed that higher implementation schools were more autonomous and open, and teachers had higher morale. The principal's leader behavior was stronger and the level of consideration towards staff was greater. A more paternalistic, closed climate in which the staff felt control for control's sake was prevalent in low implementation schools. Principals were more aloof and were more of a hindrance to teachers in their efforts to perform their duties.

The relationship of IGE to the learning climate of pupils was the topic of a study by Nelson (1972). The basis of this work was drawn from social system theory and instructional theory as it relates to self concept and learning climate. The research addressed this question: Is the organizational structure in the IGE school characterized by a different learning climate from that found in the traditional self-contained organizational structure?

Working with an experimental-control group
design, a sample of 566 students in thirteen IGE
schools in Wisconsin was compared with 410 students in
twelve traditionally organized elementary schools, also
in Wisconsin. The instruments employed consisted of
five attitudinal variables concerned with learning
climate and pupil attitude toward (1) himself as a
learner, (2) other pupils, (3) teachers, (4) instruc-
tion, and (5) school. An analysis of pupils' attitudes
toward the school plant, school administration, and the
community was included. Data on attendance and tardi-
ness were also collected. The School Morale Scale and
Semantic Differential of Self Concept as a Learner were
used to collect data on pupil attitudes. After a
multi-variate analysis of the five learning climate
measures was performed and then after computing uni-
variate f's for these measures, attendance and tardi-
ness data were analyzed using a t-test of mean
differences.

Pupils in IGE schools scored significantly
higher on measures of learning climate and on attitude
toward self-concept, thereby allowing for a conclusion
that pupils in IGE schools generally have a more
favorable learning climate than pupils in traditional
type organized schools.

Zigarmi and Edeburn (1978) attempted to assess the attitudes of teachers toward staff development as part of a Title IV-C evaluation. The participants, 127 elementary teachers, were members of faculties of sixteen elementary schools in three upper-midwestern suburban school districts. Three of the sixteen buildings were IGE schools and had been involved in the IGE process for a minimum of two years. Degree of IGE implementation was not ascertained.

The Staff Development School Climate Questionnaire developed by the researchers contained subtests dealing with five dimensions--communication, advocacy, innovativeness, decision making, and attitude toward staff development. Internal consistency reliability coefficients were quite acceptable: communication, 84; innovativeness, 87; advocacy, 83; decision making, 81; and attitude toward staff development, 92.

Since the instrument was administered in the spring of the first year of the program, the intent was evidently to gather assessment data on the progress of the program. However, marked differences in raw scores were noted between IGE and non-IGE schools.

Using the analysis of variance to test the significance of differences between IGE and non-IGE scores, it was found that IGE participants manifested higher

mean scores on all subtests. These findings appear to support the work of other researchers--Feldman (1974), Herrick (1974), on decision making, and Gresso (1974), on the communication dimension.

Many studies have been conducted on the topic of leadership of the principal in IGE schools. Of particular interest here is information reported by Mendenhall (1977) and Gramenz (1974). The purpose of the Mendenhall (1977) study was to determine the relationship of organizational structure and leadership behavior to staff satisfaction in IGE schools. Four major theories served as the basis for the conceptual and theoretical foundations of the study--general system theory, social system theory, organization theory, and leadership theory.

Forty-one IGE elementary schools in thirteen different states were included in the study. Data were collected from four questionnaires: The Structural Dimensions Questionnaire, The Decision Involvement Analysis Questionnaire (Coefficient Alpha, .8662), The Leadership Questionnaire and the Job Satisfaction Questionnaire (Coefficient Alpha, .9485).

Pearson product-moment correlations and multiple stepwise linear regression were used to test the hypotheses. The major conclusion was when leader

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behavior is high in goal emphasis, interaction facilitation, support, and work facilitation, the staff is high in job satisfaction.

Drawing from the theories of social system, leadership, and Hage's axiomatic theory of organization, Gramenz (1974) studied the relationships of principal leader behavior and organizational structure of IGE schools to instruction and research unit effectiveness.

The survey instrument used by the researcher consisted of three parts: (1) The Principal Leader Behavior Description, (2) Organizational Structure, and (3) I and R Unit Operations Questionnaire. The hypotheses were tested by the Pearson product-moment correlation and stepwise linear regression analysis.

Gramenz (1974) reached the conclusion that when the principal exhibits instrumental, supportive, and participative leadership, the instructional program is viewed as effective. In addition, supportive and instrumental leadership effectiveness were predictors of Learning Community unit effectiveness.

During 1972-1974, Belden Associates designed and conducted a two-year study on the Change Program for IGE at the request of the Kettering Foundation.

The report represents the findings of an attitude study conducted among school

administrators, teachers, students, and parents
involved with schools using the I/D/E/A Change
Program for Individually Guided Education. (Paden,
1975, p. 4)

Four standard interview protocol attitude ques-
tionnaires for gathering data from the participants
were developed. Interviewers, trained by Belden
Associates, collected the data during face-to-face
interviews with the participants. The work of each
interviewer was checked by the firm for consistency and
quality. By recontacting participants approximately
10 percent of each interviewer's work was verified.

From a random sample of IGE schools, taking into
consideration urbanity and IGE implementation level,
127 administrators, 244 teachers, 1,215 students, and
1,215 parents were interviewed.

In processing the data, the size of the sample
was adjusted by upweighting both sets of interviews,
thereby achieving proportionality. The 1972-1973
response frequencies were doubled and the 1973-1974
response frequencies tripled, bringing the sample into
proper balance. Answers to open-ended questions were
grouped into categories. Following a training
session, written instructions were given to all workers
in the firm office. Completed interviews were then

edited and systematically coded. Questionnaires were edited for form, completeness, and logic. Each editor-coder's work was checked for accuracy and comparability. Tabulations were made by the computer and punching of data cards was verified systematically to insure accuracy. All frequencies and percentages in the report were checked for consistency and accuracy.

Conclusions from the Belden study pertinent to this research are as follows:

1. General attitudes of administrators, teachers, parents, and students are positive toward IGE. They support the inservice training, the educational concepts, the organization, and the overall effects of the program.

2. Administrators, teachers, and students in schools that have participated in IGE for three or more years feel more positive about the educational concepts of IGE than those in the program only one or two years.

3. Administrators, teachers, parents, and students are more positive about the program in schools that have implemented most of the IGE outcomes. The degree of implementation is consistently related to positive feelings, effects on students, acceptance, and commitment to the program.

4. In general, the attitudes of administrators,
teachers, parents, and students in urban and
non-urban schools are equally positive.

5. The majority of teachers believe IGE pro-
cesses work equally well for slow and fast
learners and for culturally advantaged and
culturally different learners.

6. In general, reactions to the program are
equally positive in schools that have primarily
non-white. (p. 21)

In a four-year study of IGE principals conducted
by I/D/E/A, it was found

Almost nine out of ten principals in 1976-77
perceived relationships among teachers had
grown stronger and more independent with their
involvement with IGE. . . . In addition, eight
out of ten credit IGE for helping teachers to
develop warm, healthy attitudes toward their
students. (1978)

Bolin hypothesized that there would be no signi-
ficant differences between IGE and non-IGE schools in
terms of school climate. Using the OCDQ of Halpin and
Croft (1963), eight additional hypotheses were posited
according to the eight subscales of the instrument.
These subhypotheses were also stated in the null.

The questionnaire was administered to the faculty of each of twelve schools. Eighty-seven percent of the possible respondents participated. The t-test was employed to test for significance at the .05 level. An analysis of the data showed no significant difference in organizational climate of IGE and non-IGE schools.

Further comparisons revealed a significant difference in Esprit, IGE schools over non-IGE schools, and Production Emphasis, non-IGE schools over IGE schools. Analysis of the climate similarity scores pointed up the fact that neither group possessed a clearly defined climate type according to the descriptions provided by Halpin and Croft (1963).

Bolin stated the following conclusions:

1. There was little or no relationship between a school's participation in the /I/D/E/A change program and open climate.

2. Schools with higher group morale as measured by subtest 3 (esprit) were more willing to under-take change but schools with a higher degree of leader directedness as measured by subtest 6 (production emphasis) were less willing to undertake change.

3. IGE schools and non-IGE schools shared many similar perceptions of organizational climate. (p. 85)

The IGE process encourages participation in components such as shared decision making, interpersonal relationships, and developing self-concept and self-direction. Since these variables are related to the eight climate dimensions identified by Halpin and Croft, it becomes increasingly evident that there is an interactive relationship between the IGE process and the organizational climate.

It was the intent of this research to determine whether involvement in the IGE process has a direct influence on the organizational climate of a school.

Summary

Supportive data such as the results cited in the foregoing sections continue to reveal an interest on the part of researchers to study the relationship of the IGE process to organizational climate.

This study was designed to investigate the relationships between the utilization of the IGE process and teachers' perceptions of school climate. The IGE process stresses respect for others, shared decision making, increased interpersonal interaction, intellectual and professional development endeavors, and achievement as intended outcomes.

According to Kelly, Wood, and Jaekel (1973), the IGE model may be productive of an increase

in teacher perceptions of openness and a decrease in
teacher perceptions of a closed climate.

> While further studies are needed to more accu-
> rately delineate the relationships between
> teacher perceptions of building climate and the
> implementation of the IGE model, the prelimi-
> nary results suggest that the implementation
> of the IGE model does, in the eyes of teachers,
> lead toward the types of outcomes which are
> stressed by the model. (Kelly, Wood, and
> Jaekel, pp. 55-56)

With accountability an ever present by-word, to
be able to deliver what is promised has to be the test
of the process (Kelly, Wood, and Jaekel, 1973).

Chapter 3

Instrumentation

The development of the OCDQ provided a basis

for the identification and naming of the eight

dimensions that compose the Halpin-Croft

conceptual model of organizational climate.

(Hayes, 1973, p. 2)

It is appropriate for use with both elementary and

secondary schools, and may be administered to all

school personnel. Based on the assumption that a

". . . desirable organizational climate is one in which

it is possible for leadership acts to emerge easily

from whatever source . . . ," the scale attempts to

measure the "personality" of the school and addresses

interaction among teachers and between teachers and

principals (Halpin, 1966). Scores will be obtained on

eight subscales.

The first four subscales measure the following

aspects of teacher behavior:

Esprit (morale)

Intimacy (positive socio-emotional relations

among teachers)

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Disengagement (the degree of alienation)

Hindrance (the degree to which the teacher feels burdened by routine/administrative duties)

The last four subscales, on the other hand, reflect the principal's behavior:

Thrust (supportive, task-oriented behavior)

Consideration (shown to teachers and staff members)

Aloofness (formal, impersonal behavior)

Production emphasis (directive, autocratic supervision)

A profile can be derived from plotting the scores of the eight subscales. Six "climate profiles" along an "authenticity" continuum ranging from openness/ functional flexibility on one end to closedness/ rigidity on the other are proposed: (1) Open; (2) Autonomous; (3) Controlled; (4) Familiar; (5) Paternal; and (6) Closed. Vignettes of the six climate profiles appear in Appendix E.

The instrument contains sixty-four items and is self-administered. Scoring output includes raw sub- test scores for each subject, double standardized sub- test scores for each subject, mean subtest scores for the school building, and climate difference scores depicting how far the obtained climate differs from

each of the six climate types. Distributions of the
perceived climate types in each school building and a
general openness score are also generated (Lake, 1973).
Although an unusually explicit description of develop-
mental procedures for the OCDQ was prepared by Halpin
and Croft, only certain pertinent pieces of information
are necessary here.

From a pool of some 1,000 items, developed from
the Leadership Behavior Description Questionnaire, Anal-
ysis of Critical Incidents, the Hempbill Group Descrip-
tions Questionnaire, and interviews, Halpin and Croft
located items bearing on (1) task and socio-economical
orientation, (2) social control and need satisfaction
by both leader and group, and (3) leader behavior, group
behavior, procedural regulation, and personality orienta-
tion (Lake, 1973). After a first reduction of items to
600, the questionnaire was administered to 284 teachers
in seventeen schools, and further reduced to 160 items
(Lake, 1973). Through a series of cluster analyses of
responses from ninety-one teachers to the 160 item form,
the final sixty-four item questionnaire with its eight
subtests emerged (Lake, 1973).

Showing a .17 median subtest intercorrelation,
the subscales proved moderately independent (Lake, 1973).

A factor analysis of the subtest scores suggested
that a 3-factor solution was optional, covering
62% of the variance. The factors were labeled
Social Needs, Esprit, and Social Control.
Profiles were constructed via double-standardized
subtest scores and factor-analyzed. The three
profile factors emerging were labeled "authen-
ticity" (openness of leader and member behavior),
satisfaction (of task and socio-economic needs),
and leadership initiation (by leader and members).
It appears (Halpin and Croft, 1963) that the
Esprit subtest is most crucial in ordering the
six profiles along the presumed "open-closed"
continuum. (Lake, 1973, p. 210)

From its beginning in 1962, numerous attempts
have been made to determine the validity and
reliability of the OCDQ, yet the instrument remains in
its original format (Hayes, 1973).

The validity of the instrument has been
questioned in several studies. Using judges' ratings
of climate dimensions as criteria for measures of
validity of the OCDQ, McFadden (1966) attacked the
validity problem. Little agreement between the judges'
ratings and the OCDQ scores was found (Hayes, 1973).
Andrews termed the conceptual model as "language

gamesmanship." However, with the exception of Dis-

engagement, he found good stability of all the remain-

ing dimensions (Hayes, 1973).

Andrews concludes that the subtests of the OCDQ

have good construct validity, but criticizes the

"climate" scores; Brown (1965) criticizes the

notion of specific climates, though a climate

"continuum" similar to the Halpin-Croft one was

found in his study. McFadden (1966), in a study of

30 schools, did not find the prototypic profiles

reported by Halpin and Croft. Furthermore, there

was no significant agreement between

non-participant observers who (reliably) rated

schools using the OCDQ and teacher responses from

these schools, suggesting more validity problems.

However, Ford (1966) found that schools with

principals defined as psychologically healthy

(high scores on Shostrom's Personal Orientation

Inventory) tended to have higher scores on Thrust

and Consideration and lower scores on Hindrance.

Open-climate schools had principals with more

self-acceptance, more acceptance of own aggressive-

ness, and greater capacity for intimate contact

than principals in closed-climate schools.

In addition, Hughes (1968) did find that a
sample of 11 high-innovative schools in Ohio was
more similar to the open climate than to the
closed. Low-innovative schools (N=13) were more
like the closed climate. The subscales differ-
entiating high-innovative from low-innovative
schools were Disengagement, Esprit, and Thrust
(the latter at .10 level only).
Thus, the validity evidence for the climate
scores is somewhat supportive, but a good deal
of ambiguity about their interpretation does
remain. (Lake, 1973, p. 211)

Steinhoff found that the OCDQ "was able to make
fine distinctions between levels of the organization
and between individual schools, thereby attesting to
the validity of the instrument" (Lake, 1973).

The instrument is thoughtfully developed, and
represents a good blend of underlying concep-
tualization and empirical winnowing of items.
It should not be used to make predictions
about individuals, but seems quite workable
for examining the proposed dimensions of
climate at the level of the school building.
(Lake, 1973, p. 212)

Although the OCDQ is currently being reappraised by Hayes, Halpin and Croft stated,

. . . at this time there is no way to validate the dimensions of climate with respect to other organizational characteristics. It is possible, however, to determine the dependability of the subtests of the OCDQ and, indeed, of the climate profile. (Hayes, 1973, p. 29)

To provide estimates of reliability of the subtests, Halpin and Croft (1963) computed correlations between subtest scores for even and odd numbered teachers in their sample. By the use of a factor-analytic plan, Hayes (1973) has extended this procedure to provide an estimate of climate profile reliability (Hayes, 1973).

Bolin states that there is an "underlying assumption" and a "guiding principle," as stated by Halpin and Croft (1963), which serves to make the OCDQ an effective instrument for studying organizational climate in schools (1975).

In gathering materials for the OCDQ items, one point struck us forcibly: that an essential determinate of a school's effectiveness as an organization is the principal's ability or his lack of ability to create a climate in which

he and other group members can initiate and
consummate acts of leadership. One of our
guiding assumptions is that a desirable organi-
zational climate is one in which it is possible
for leadership acts to emerge easily. If an
organization is to accomplish its tasks,
leadership acts must be initiated. Such acts
can be initiated either by the designated
leader or by members of the faculty. In this
view, we have been supported by the central
findings that pervade all research in leader-
ship and group behavior; an effective group
must provide satisfaction to group members by
giving a sense of task accomplishment and by
providing members with the social satisfaction
that comes from being part of the group.
(p. 7)

The authors further make the point of the
importance of the relationship of perceptions to the
OCDQ by stating that group perceptions of leader
behavior are more important than how the leader really
behaves. Group members take their cue from their
perceptions of the leader's behavior and thus, the
organizational climate is defined (1963).

A copy of the OCDQ is included in Appendix A.

Methodology

This study is an ex post facto field study in which data were collected to examine variables of organizational climate as they exist within a functioning school organization. Data were collected and analyzed to determine whether there is a difference in organizational climate in three elementary schools using the IGE process and three elementary schools not involved in the process.

Population

The eastern Virginia city school division used in this research is comprised of sixty-six schools-- fourteen secondary schools, forty-six elementary schools, one vocational secondary school, and five auxiliary educational facilities. These facilities house the 41,907 students that make up the population of the school system. There are 21,181 male students and 20,726 female students. A study of racial balance reveals that there are 22,778 black students (55 percent), 17,576 white students (42 percent), and 1,553 students of other races (3 percent).

The teaching staff consists of 2,249 professional staff members--311 white males, 155 black males, five

males of other races; 967 white females, 816 black females, and four females of other races.

Of the forty-six elementary schools, six are presently implementing the IGE process. Through a process of assignment of numbers and blind draw, three of these elementary schools were chosen for this study by random selection. Three non-IGE schools were chosen in like manner and represent the comparison group.

A description of the groups who completed the questionnaire follows:

	IGE	Non-IGE
Number of participants	82	73
Average age of school faculty	33	35
Average teaching experience	10 years	12 years
Percent of teachers with BA or BS degree only	79%	78%
Percent of teaching staff with MA or MS degrees	21%	22%
Percent of school faculty, female	93%	95%
Percent of school faculty, male	7%	5%

Participants appeared to be well matched as to number, age, sex, degrees, and teaching experience. Since bussing is done to bring about racial balance in the schools, the socioeconomic status of the community

was not considered to be a factor in this study.

Since there are no important differences in significant demographic variables, there is no reason to suspect that any noted differences between the groups are due to these variables.

Sampling Procedures

All classroom teachers from each of the six schools identified above were selected for this study. Participants were fully informed as to the nature and purpose of this research and that the results would be made available to interested subjects upon request. Great care was taken to protect all participants from invasion of privacy which could arise from potentially sensitive or personal questions by making the question-naire completely anonymous. No persons or schools were identified in this study.

General Plan of the Study

The following procedures and sequence of activi-ties were used in the implementation of this study:

1. Approval of data gathering from the school district, April, 1980.

2. Permission to use and purchase of OCDQ, April, 1980.

3. Data from schools were collected by the researcher, May, 1980. All questionnaires were administered at special faculty meetings; common instructions were given regarding the importance of accurate and honest responses, and the purpose of the study and how data were utilized were explained.

4. Following compilation of data and computer processing, data were scored and analyzed by the researcher utilizing the OCDQ Scoring Service at the University of North Carolina. A description of this program is included in Appendix D.

Treatment of Data

The OCDQ items were divided into eight subtests for scoring. The raw score for each subtest is made up of the answers to the items for that subtest. Appendix C explains the interpretation of the eight subtests, while Appendix F shows the score assignment to each dimension of the prototypic profiles of Halpin and Croft.

An OCDQ Scoring Service, available through the University of North Carolina at Wilmington, under the direction of Andrew W. Hayes, was used to compute the completed data. Information provided included school means normatively standardized for the eight subtests, an openness score, a climate profile score for each

of the eight subtests, and climate similarity scores
for each of the six climates. Appendix D gives a
description of the Scoring Service and program output.

The scoring provided twice standardized scores,
normative and ipsative, arriving at climate similarity
scores which were computed by summing the differences
between a particular school's scores on the subtests
and the corresponding prototypic subtest scores derived
by the authors. Appendix G contains the comparison of
the ideal climate types. The prototypic climate most
closely related to the school being scored was
indicated by the smallest sum of differences among the
six climates. If a replication of the prototypic
profile were to be done, it would reveal a sum of
differences score of zero. Halpin (1963) has
described the six prototypic profiles. Appendix E
carries this description.

The classification of school organizations into
one of the six climate types is facilitated by climate
similarity scores. Originally, Halpin and Croft felt
the six climate types to be essential in the descrip-
tion of their findings and placed each type on a
continuum from open to closed. All six climates are
described in Appendix E.

Analyzing the climate similarity scores, it was determined which prototypic profile the climate profile was most like or unlike. By summing the absolute value of the difference between profile scores and each prototypic profile, the climate similarity scores were computed. The organizational climate of a school was indicated by the relative size of the scores, one for each climate type, with the lowest score indicating the most likely climate type of the school.

In addition, a climate profile score was computed for each school. Double-standardized school means, again normative and ipsative, were used to determine the degree to which each climate dimension was present in the school (Appendix F).

When analyzing data relative to the OCDQ, a number of researchers rely on what has been termed the "openness" score. These scores are computed by summing the once standardized scores of Esprit and Thrust and subtracting the Disengagement score. Information from a recent study done by Hayes (1973) reappraising the OCDQ recommends caution regarding the validity of the "openness score" when comparing schools.

To test the hypothesis and subhypotheses, a t-test was performed on the means of all raw scores of all subtests. In addition, a one-way analysis of

variance was performed across schools.

Summary

From a review of several hundred pieces of research using the OCDQ between the years of 1963-1973, Green (1976) reported this instrument to be very popular as evidenced by the proliferation of its use. From its inception, many attempts have been made to determine its reliability, to validate it, to factor analyze it, to discredit it, or to manipulate the items, yet it remains in its original form (Hayes, 1973).

Of the two major school climate instruments, the Organizational Climate Index (Stern, 1970) and the Organizational Climate Description Questionnaire (Halpin and Croft, 1963), the latter appears in the majority of school climate related research.

Taking into consideration the above information, this writer chose to use the OCDQ of Halpin and Croft for the following reasons:

1. The items on the questionnaire appear to address the intended outcomes of the IGE process (Appendix A).

2. The thirty-five IGE outcomes (Appendix H) appear to relate directly to the eight climate dimensions.

3. A perusal of school climate research over the past fifteen years reveals a proliferation of use of the OCDQ by other researchers.

4. Researchers seem to agree that the subtests of the OCDQ have good construct validity and dependability. Commenting on the OCDQ, Lake (1973) states that it seems quite workable for investigating the proposed climate dimensions at the school building level.

Chapter 4

Findings

<u>Introduction</u>

This chapter presents the findings to the generic question of the study: Is there a significant difference between non-IGE schools and IGE schools in terms of Organizational Climate as measured by the Organizational Climate Description Questionnaire and as indicated by teacher absenteeism and turnover?

<u>Hypotheses and Data Analysis</u>

The major hypothesis stated was: There is no significant difference in the Organizational Climate of non-IGE schools and IGE schools in an eastern Virginia city school district as measured by the Organizational Climate Description Questionnaire and teacher absenteeism and turnover. The subhypotheses address the problem of significant differences in non-IGE schools and IGE schools with reference to each of the eight subtests of the OCDQ: (1) Disengagement, (2) Hindrance, (3) Esprit, (4) Intimacy, (5) Aloofness, (6) Production Emphasis, (7) Thrust, and (8) Consideration.

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Designated as standardized climate profile scores, data on each individual participant were used to obtain a mean score for each of the eight subtests for the non-IGE and for the IGE schools. To compare non-IGE and IGE schools, scores produced by the OCDQ Scoring Service were analyzed with a t-test. Information presented in Table 1 consists of the eight subtests, mean scores of IGE and non-IGE groups, and comparative t-scores for each subtest.

Based on the t-score, -0.63, obtained from the comparison of the mean score in subtest one, Disengagement, there was no significant difference in group perception of faculty relationships in IGE versus non-IGE schools.

A nonsignificant t-score of 0.44 resulted from the comparison of the two groups on subtest 2, Hindrance. Both groups felt they had time to teach and were not burdened with administrative tasks.

Subtest 3, Esprit, revealed no significant difference in morale between the groups since the t-score was 0.03. Job accomplishment and social needs were adequately satisfied in both groups.

Subtest 4, Intimacy, showed a t-score of 1.60, which was not significant, indicating friendly relationships existing between faculty members with both groups.

Table 1

T-Value of Total of OCDQ Subtests

Subtest	Group	No. of Cases	Mean	Standard Deviation	t-Value	df
Disengagement	I	82	67.37	4.45	-0.63	153
	II	73	67.81	4.27		
Hindrance	I	82	72.96	7.47	0.44	153
	II	73	72.49	5.56		
Esprit	I	82	77.95	4.95	0.03	153
	II	73	77.93	4.43		
Intimacy	I	82	73.70	5.36	1.60	153
	II	73	72.45	4.30		
Aloofness	I	82	71.54	3.26	1.81	153
	II	73	70.60	3.16		
Production	I	82	72.18	4.91	1.78	153
	II	73	70.77	4.96		
Thrust	I	82	81.78	5.94	0.81	153
	II	73	81.08	4.62		
Consideration	I	82	74.87	7.73	2.63	153*
	II	73	72.01	5.38		

*Significant ($p < .05$)
t (5,149 df) = 1.96

A t-score of 1.81 proved subtest 5, Aloofness, not to be significantly different between the two groups, seemingly signifying a measure of teacher-administrator collegiality.

Subtest 6, Production Emphasis, produced a non-significant t-score of 1.78, suggesting a higher degree of leader domination on the part of the principal for both groups.

The t-score of 0.81 for subtest 7, Thrust, was not significant. In both groups, teachers viewed the principal as being task oriented and attempting to motivate them through the examples which he/she personally set in an effort to move the organization forward.

There was a significant difference on subtest 8, Consideration. Mean comparisons produced a t-score of 2.63 ($p < .05$) which showed a significant difference between non-IGE and IGE schools. Therefore, the null subhypothesis was rejected for this variable. Teachers in IGE schools perceived the principal's leadership behavior toward the group as more humane than did the teachers from the non-IGE schools.

Finally, a t-test was performed for the total of the subtests and produced a nonsignificant t-score of 0.96. IGE and non-IGE schools were not significantly different in Organizational Climate. The null

hypothesis was accepted.

A chi square was performed to determine whether there was a significant difference in absenteeism and teacher turnover between non-IGE and IGE schools. Data, spanning a two-year period of time, 1978-1980, were collected and analyzed. With reference to absenteeism, the chi square revealed a score of 29.313, which was significant at the 0.001 level of significance. Teachers in the IGE schools had a better rate of attendance which, at the 0.001 probability level, suggests that the difference was due to the IGE program and not chance. These data are presented in Table 2.

The test performance on data collected on teacher turnover, also spanning two years, 1978-1980, did not produce a significant difference. Specifically, these data included teacher requests for transfer. Table 3 depicts this information.

A one-way analysis of variance was used to test for significance among the mean scores for each of the eight subtests of the OCDQ across all six schools in the population sample. This information is presented in Table 4.

Table 5 summarizes the results of the one-way analysis of variance procedure for the mean scores of the eight subtest variables of the OCDQ.

Table 2

2X2 Contingency Table (x^2)

Absentees Vs Non-absentees in IGE and

Non-IGE Schools, 1978-79 - 1979-80

$$x^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right] = 29.313$$

1 df
0.001 probability level

	Absentees	Non-absentees	
I G E	Fe 1206.50 Fo 1125 81.5 difference	Fe 15,138.14 Fo 14,760 378.14 difference	15,885 Fo total (IGE)
N O N I G E	Fe 1140.50 Fo 1156 -15,50 difference	Fe 14,310 Fo 13,860 450 difference	15,016 Fo total (Non-IGE)
	2281	28,620	30,032 Fo total (IGE and Non-IGE)

Table 3

2X2 Contingency Table (x^2)

Transfers Vs Non-transfers in IGE and

Non-IGE Schools, 1978-79 - 1979-80

$$x^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right] = 0.5102$$

1 df

0.5 probability level

	Transfers	Non-transfers	
I G E	Fe 6.189 Fo 5 1.189 difference	Fe 75.81 Fo 77 -1.189 difference	82 Fo total (IGE)
N O N I G E	Fe 5.81 Fo 7 -1.189 difference	Fe 71,189 Fo 70 1.189 difference	77 Fo total (Non-IGE)
	12	147	159 Fo total (IGE and Non-IGE)

Table 4

One-Way Analysis of Variance for the Eight

Variables of the OCDQ Across All

Six Schools

Variable	SS	df	MS	f	Prob.
Disengagement (Teacher Characteristic)					
Between	396.94	5	79.39	4.68	0.001
Within	2524.96	149	16.95		
Total	2921.90	154			
f (5,149 df)= 3.14					
Hindrance (Teacher Characteristic)					
Between	2334.31	5	466.86	15.76	0.001
Within	4413.37	149	29.62		
Total	6747.68	154			
f (5,149 df)= 3.14					
Esprit (Teacher Characteristic)					
Between	754.43	5	150.89	8.50	0.001
Within	2644.05	149	17.75		
Total	3398.48	154			
f (5,149 df)= 3.14					
Intimacy (Teacher Characteristic)					
Between	1085.59	5	217.12	12.28	0.001
Within	2634.76	149	17.68		
Total	3720.35	154			
f (5,149 df)= 3.14					

Table 4 (continued)

One-Way Analysis of Variance for the Eight

Variables of the OCDQ Across All

Six Schools

Variable	SS	df	MS	f	Prob.
Aloofness (Principal Characteristic)					
Between	96.92	5	19.38	1.91	0.0955
Within	1514.63	149	10.17		
Total	1611.55	154			
f (5,149 df)= 3.14					
Production Emphasis (Principal Characteristic)					
Between	1077.67	5	215.53	11.79	0.001
Within	2723.04	149	18.28		
Total	3800.71	154			
f (5,149 df)= 3.14					
Thrust (Principal Characteristic)					
Between	897.03	5	179.41	7.60	0.001
Within	3519.36	149	23.62		
Total	4416.39	154			
f (5,149 df)= 3.14					
Consideration (Principal Characteristic)					
Between	2785.87	5	557.17	18.64	0.001
Within	4454.80	149	29.90		
Total	7240.67	154			
f (5,149 df)= 3.14					

Table 5

One-Way Analysis of Variance Summary Table

of the OCDQ Eight Subtests Across

All Six Schools

Subtest	f	df	Significance
Disengagement	4.68	5	0.001
Hindrance	15.76	5	0.001
Esprit	8.50	5	0.001
Intimacy	12.28	5	0.001
Aloofness	1.91	5	0.0955
Production	11.79	5	0.001
Thrust	7.60	5	0.001
Consideration	18.64	5	0.001

$f\ (5,149\ df) = 3.14$

Based upon the f ratios obtained from the statistical examination of the mean scores for all eight variables tested across schools, the null hypothesis was rejected at the .01 level of significance for all variables except variable five, Aloofness.

Because of its appropriateness of examining all possible linear combinations of group means, even for unequal group sizes, the Scheffe test was used to discover the differences between the mean scores of the seven significant variables by the analysis of variance. Means from group i and group j are considered significantly different at the .05 level of significance if their difference is greater than $K (4.77) \sqrt{\frac{1}{ni} + \frac{1}{nj}}$ where ni equals the number of responses from group i and nj equals the number of responses from group j and K is a multiplier which depends on the variable being tested. These data are given in Table 6. The value 4.77 is the Scheffe tabled value of 5 and 149 degrees of freedom. Any two means underlined by the same line are not significantly different. Schools 1, 2, and 3 are IGE schools and 4, 5, and 6 are non-IGE schools. Discussion of the results follows:

Variable 1--The analysis of variance for variable 1, Disengagement, produced an f ratio significant at the .01 level of significance. The Scheffe

Table 6

Scheffe Test on Differences Between

Pairs of Means for the Eight

Variables of the OCDQ

Variable	Value of K						
1	2.91	6 69.5	1 69.4	2 67.4	5 67.0	4 66.0	3 65.1
2	3.84	1 79.0	5 73.9	2 73.5	6 73.2	4 68.8	3 66.4
3	2.97	1 73.8	5 77.5	6 78.0	2 78.2	4 78.4	3 81.5
4	2.97	1 69.0	4 70.9	5 71.5	6 74.1	2 74.6	3 77.0
5	2.25	4 70.3	1 70.3	5 70.5	6 70.7	2 71.6	3 72.5
6	3.02	1 75.4	6 73.1	2 73.0	5 70.0	4 68.6	3 68.1

Table 6 (continued)

Scheffe Test on Differences Between

Pairs of Means for the Eight

Variables of the OCDQ

Variable	Value of K	Summary					
7	3.43	1 78.4	6 78.9	2 81.2	4 82.4	5 82.5	3 85.5
8	3.86	1 68.5	6 70.6	5 72.3	2 73.6	4 73.9	3 82.0

test revealed that the mean score for Disengagement was significantly lower for School 3 than for Schools 1 and 6. Teachers in School 3 tended to be more task oriented and seemed to work with greater team spirit than did their colleagues in Schools 1 and 6 where a lack of time on task and the ability to keep "in step" with the rest of the staff appeared to prevail.

Variable 2--For this variable, Hindrance, the Anova produced a significant f ratio at the .01 level. The Scheffe test found the mean score of School 3 to be significantly different from Schools 6, 2, 5 and 1, with School 3 showing a lower score for the Hindrance variable. Teachers in School 3 did not seem to perceive their principal as contributing to teacher "burn out" by requiring an overabundance of routine tasks, committee demands, and general busy work. The reverse was true in Schools 6, 2, 5 and 1. The principal tended to be viewed as a hindrance to work rather than a facilitator.

Variable 3--A significant f ratio was produced by the Anova for Esprit, Variable 3, at the .01 level of confidence. The Scheffe test revealed School 3 to be significantly different in Esprit from Schools 1 and 5. Teachers seemed to feel their social needs were being met and that they were feeling a sense of accomplishment in their jobs in School 3. The staffs of

Schools 1 and 5 appeared to experience less job satis-
faction.

Variable 4--The analysis of variance for Intimacy,
Variable 4, revealed an f ratio significant at the .01
level. Although this variable does not deal with task
orientation, it refers to the teachers' sense of satis-
faction as they interact with others in the school.
The Scheffe test revealed that School 3 was signifi-
cantly different in Intimacy from Schools 1, 4, and 5.
Schools 2 and 6 also showed a higher Intimacy score than
did School 1.

Variable 5--The one-way analysis of variance did
not produce a significant f ratio for Aloofness; there-
fore, the Scheffe test showed no significant differences
in mean pairs.

Variable 6--A significant f ratio for Variable 6,
Production Emphasis, was produced by the Anova. The
Scheffe test once again revealed that School 3 was
significantly different in Production Emphasis from
Schools 1, 2 and 6. Schools 4 and 5 were not signifi-
cantly different from School 3. In Schools 3, 4 and 5,
teachers did not tend to perceive their principals as
highly directive "bosses," whereas, in Schools 1, 2 and
6, the principals exhibited behaviors which teachers
seemed to perceive as highly supervisory in nature and

one-way in communication.

Variable 7--The one-way analysis of variance produced a significant f ratio for the variable, Thrust, at the .01 level of confidence. According to the Scheffe test, teachers in School 3 seemed to see their principal as setting the example in an attempt to move the organization forward. Teachers in Schools 1 and 6 appeared to feel closely supervised by the principal and seemed to experience the "do as I say" attitude instead of being motivated by example.

Variable 8--The one-way analysis of variance revealed a significant f ratio at the .01 level for the variable of Consideration. The Scheffe test showed a high degree of significance for School 3 over all other schools. The teachers tended to characterize their principal as having the inclination to treat staff humanely, doing something extra in human terms.

The Scheffe test brought other interesting data to the surface. From an examination of Table 6, the reader will notice that School 1 and School 3, both IGE schools, are at opposite ends of the scale for all variables. Assuming that all IGE schools had been trained in the process, this wide spread of means was unexpected. School 2, also an IGE school, maintained a "middle of the road" position, varying only slightly

from test to test. An explanation of this situation
may come in part from the method in which staffs were
selected and trained.

In School 1, it was the principal's enthusiasm
for the IGE program that encouraged the staff to
express willingness to participate in the process.
After having been involved in an IGE clinical workshop,
the principal and a cadre of teachers delivered the
training to all other staff members during the course
of a single school year. This necessitated numerous
extra meetings in order to complete the entire clinical
cycle, a fact not well received by the staff. Faculty
members were not given the opportunity to transfer to
another school if they were not in agreement with the
IGE philosophy.

School 2 was directed into the IGE process by a
former principal. When a new principal was assigned,
back-up work had to be accomplished before moving the
staff into higher implementation levels of the process.
Due to illness, the new principal was absent a period
of three months during the first year of the assign-
ment. The staff of School 2 was in place when the
program was initiated and training was delivered during
summer sessions over a two-year period of time by the
IGE facilitator.

School 3 was a new plant in which the principal
was allowed to interview and choose the staff.
Although the principal had been trained in the IGE
process previous to this assignment, the total staff
participated in the IGE clinical workshop over one
summer prior to the opening of the school. Teachers
were aware that this school was to be an IGE school
before they made applications to be interviewed for the
position. At the time the OCDQ was administered, all
IGE schools had been involved in the process for at
least three years. Although degree of implementation
was not a factor, School 3 had implemented the greatest
number of IGE outcomes (Appendix H), and had the
highest implementation level (an outcome score of 78)
of the three schools in this study.

Gresso (1974) concluded in his research on
organizational climate in IGE schools that the higher
the implementation level of the school in the IGE
process, the more open and autonomous the school would
be. He further stated that teachers had higher morale,
and principals showed strong leadership and greater
consideration toward teachers in high implementation
schools. The data examined here appear to support
Gresso's findings.

It should be noted that Schools 4, 5 and 6, the non-IGE schools, maintained an equidistant position in most of the eight subtests. Although these schools have had no formal IGE training, the use of many of the IGE outcomes is evident from an examination of plans of action and programs of study prepared by these schools. The informal involvement in many of the tenets of the IGE process by non-IGE schools would tend to close the gap of differences between IGE and non-IGE schools. Stated differently, the non-traditional has become the traditional.

Data collected and classified as climate profile and climate similarity scores revealed neither IGE schools nor non-IGE schools could be characterized as exhibiting any specific one of the six climate types described by Halpin and Croft (1963).

Information collected on teacher absenteeism showed a significant difference (.01) in teacher attendance in IGE schools. Data collected on teacher turnover did not produce a significant difference.

Climate Profile Data

Appendix G presents the prototypic profile for open and closed climate as defined by Halpin and Croft (1966). Information contained in Appendix G was used

to describe the ideal open and closed climate to which
the IGE and non-IGE schools participating in this study
were compared.

Figure 1 is a description of the responses of
IGE personnel to the OCDQ as compared to the prototypic
profiles developed by Halpin and Croft. Since profiles
were developed on the basis of a mean of 50 and a
standard deviation of 10, these same coordinates were
used to facilitate comparison.

The climate profile score was utilized to deter-
mine each of the dimensions of climate present for the
group. IGE schools as a group scored fifty-six on
Disengagement, fifty-five on Hindrance, forty-four on
Esprit, fifty-two on Intimacy, fifty-one on Aloofness,
fifty on Production Emphasis, fifty-one on Thrust, and
fifty-four on Consideration. The scores reported on
Disengagement, Hindrance, Esprit, Aloofness, Emphasis,
and Thrust for IGE schools as a group showed a tendency
toward the closed climate profile. The Intimacy and
Consideration scores for the IGE schools indicated a
tendency to be more like the open climate profile.

With the exception that responses of non-IGE
personnel to the OCDQ have been substituted, Figure 2
is a replication of the procedure described above.

Figure 1. Responses of IGE personnel to the eight subtests of OCDQ

Legend: Open Climate--solid line
Closed Climate--broken line
Non-IGE Schools--dotted line
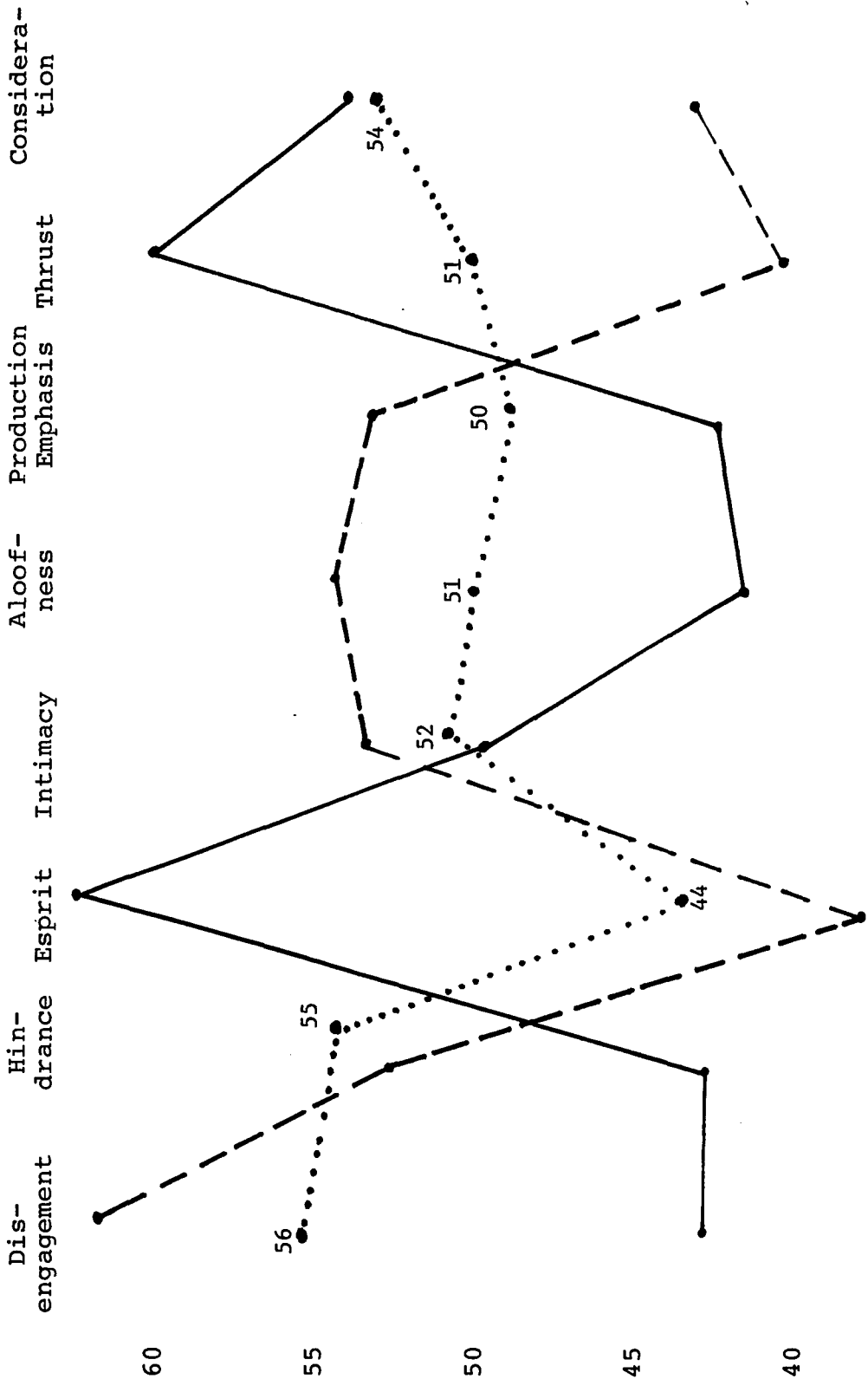Standard scores with mean of 50 and standard deviation of 10

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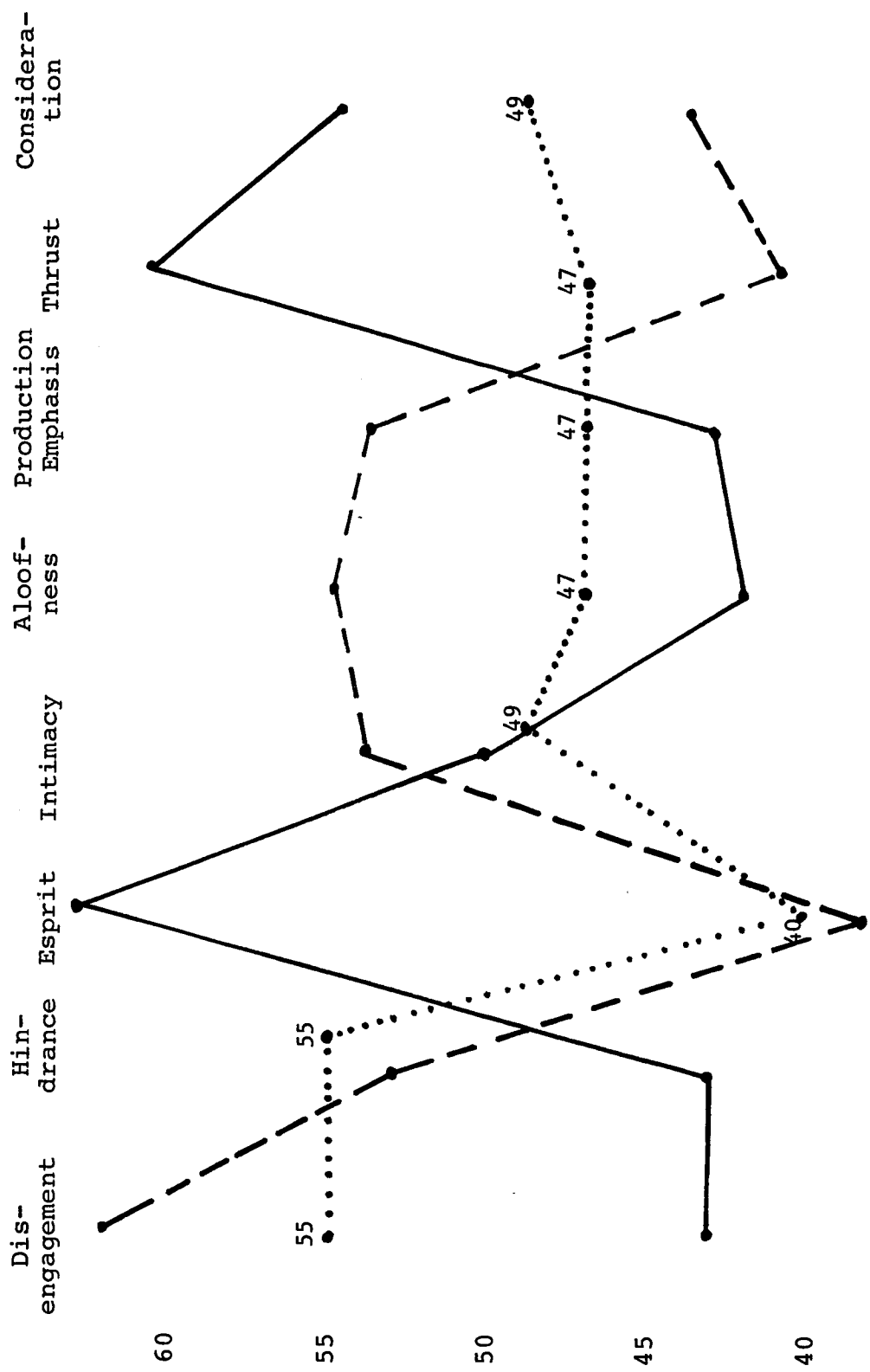
Figure 2. Responses of Non-IGE Personnel to the Eight Subtests of OCDQ

Legend: Open Climate--solid line
Closed Climate--broken line
Non-IGE Schools--dotted line
Standard scores with mean of 50 and standard deviation of 10

Climate profile scores achieved by non-IGE schools were as follows: fifty-five on Disengagement, fifty-five on Hindrance, forty on Esprit, forty-nine on Intimacy, forty-seven on Aloofness, forty-seven on Production Emphasis, forty-seven on Thrust, and forty-nine on Consideration. The scores reported on Disengagement, Hindrance, Esprit, Thrust, and Consideration for non-IGE schools as a group showed a tendency toward the closed climate profile. The Intimacy, Aloofness, and Production Emphasis scores indicated a tendency toward the open climate profile.

There were no observable significant differences in the profiles generated by IGE and non-IGE respondents as compared to the open climate profile described by Halpin and Croft (1966) except in three of the eight subtests. From the four subtests describing the perceptions of group characteristics, the non-IGE group more nearly approximated the prototypic open score for Intimacy. The remaining three subtests scores (Disengagement, Hindrance, and Esprit) produced no observable significant difference between IGE and non-IGE groups. From the four subtests describing leadership behavior, the IGE group more nearly approximated the prototypic open score for Consideration. The non-IGE schools tended to be more like the open climate

in Aloofness and Production Emphasis.

Climate Similarity Data

A climate similarity score was computed to indicate which prototypic profile the climate profile is most nearly like. From a comparison of the group means of climate similarity scores for IGE and non-IGE schools, data revealed both groups may be characterized by a tendency toward the closed climate profile. Table 7 provides the six climate similarity scores computed for each of the schools participating in the study with an indication of the climate type most likely to be present in the school described.

According to Bolin (1975),

. . . a school's climate is indicated by the size of the scores achieved for the six climate types. The smallest score determined the most likely climate type for the school. If a climate type is assigned to a school, it must be assigned on the basis that one of the scores is small enough to be characterized as being like one of the prototypic profiles. For classification purposes, the minimum score should be approximately forty-five. (p. 41)

Table 7

Group Mean Climate Similarity Scores for

IGE and Non-IGE Schools

	Open	Auton-omous	Controlled	Familiar	Paternal	Closed	Climate Type
IGE	91	89	88	70	74	63	Not Identi-fiable
Non-IGE	87	99	95	68	66	57	Not identi-fiable

"All climate similarity scores do not produce a maximum score of forty-five" (Hayes, 1980).

Explaining this phenomenon, Hayes states:

It is possible that more than one climate type exists in a school to the extent that a specific climate type cannot be clearly identified. Also, the climate which does exist is not totally representative of the six original climate types identified by Halpin and Croft (1980).

Based on the mean climate similarity scores for IGE and non-IGE schools shown in Table 7, neither group could be assigned to any of the six climate types. However, individual school climate similarity scores from which the means were derived allow climate type assignment. Table 8 summarizes this information. Dominant climate types were assigned and underscored using a maximum score of forty-five for classification purposes.

School 1 (IGE) clearly exhibited a closed climate type. School 2 (IGE) was characterized as not identifiable, but having a tendency toward a closed climate. School 3 (IGE) revealed a familiar climate type with a tendency toward a dual climate profile (autonomous score of forty-five).

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Table 8

Climate Similarity Scores by School

School Code	Open	Auton-omous	Controlled	Familiar	Paternal	Closed	Climate Type
IGE							
1	116	121	68	97	64	41	Closed
2	101	100	95	76	74	49	Not Identi-fiable
3	57	45	100	37	85	100	Familiar
Non-IGE							
4	66	97	103	59	62	80	Not Identi-fiable
5	87	89	88	70	76	63	Not Identi-fiable
6	108	111	95	76	59	27	Closed

The non-IGE group exhibited one clearly defined closed climate (School 6). The remaining two schools, 4 and 5, were characterized as not identifiable.

Summary

In this chapter, the statistical procedures used in analyzing the data collected for the study and the findings derived from them have been presented.

Data presented and analyzed revealed no significant differences in the organizational climate between the IGE and non-IGE schools participating in this study, as measured by the OCDQ. A significant difference was observed at the .05 level, however, for subtest eight (Consideration) with IGE schools achieving a higher score.

Data were collected and then classified as climate profile and climate similarity scores. Comparison was made to the prototypic profiles revealing that neither group, IGE or non-IGE schools, could be characterized as exhibiting any specific one of the climate types described by Halpin and Croft (1963).

Chapter 5

Conclusions

Summary

As stated in Chapter 1, this study was undertaken
to investigate the following major hypothesis and sub-
hypotheses regarding teacher perceptions of climate in
IGE schools and non-IGE schools in an eastern Virginia
city school system:

There is no significant difference in the organi-
zational climate of non-IGE schools and IGE schools.

1. Non-IGE schools were not significantly
different in disengagement from IGE schools.

2. Non-IGE schools were not significantly
different in hindrance from IGE schools.

3. Non-IGE schools were not significantly
different in intimacy from IGE schools.

4. Non-IGE schools were not significantly
different in esprit from IGE schools

5. Non-IGE schools were not significantly
different in aloofness in describing principals'
behavior from IGE schools.

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6. Non-IGE schools were not significantly different in production emphasis in describing principals' behavior from IGE schools.

7. Non-IGE schools were not significantly different in thrust in describing principals' behavior from IGE schools.

8. Non-IGE schools were not significantly different in consideration in describing principals' behavior from IGE schools.

9. Non-IGE schools were not significantly different in teacher absenteeism and turnover from IGE schools.

The Organizational Climate Description Questionnaire (OCDQ) was selected as the research tool for use in collecting the data for the study.

Using the eight variables of the instrument to define and measure organizational climate, Halpin and Croft (1963) categorized the subtests (variables) as follows: (1) Teacher behavior--Disengagement, Hindrance, Esprit, and Intimacy; (2) Principal behavior--Aloofness, Production Emphasis, Thrust, and Consideration. In addition, information regarding teacher absenteeism and turnover was analyzed.

To test the hypothesis and subhypotheses, a t-test was performed on the means of all raw scores of

all subtests. In addition, a one-way analysis of variance was performed across schools and when significant f ratios were produced, the Scheffe test was used to probe the differences between the mean scores of the eight variables of the OCDQ.

All elementary schools implementing the IGE program as developed by I/D/E/A and those schools which were not involved in the process were identified. From this population a regional sample of IGE and non-IGE schools was drawn. All schools sampled (100 percent) participated in the final collection of data. Of the 155 possible participants, 155 responses were collected.

The investigator continued to delve into the relationship of the IGE process and organizational climate by reviewing relevant literature in three specific areas: (1) Organizational Climate, (2) Individually Guided Education, and (3) Principals' Leadership Behavior. Readings considered philosophically similar to the goals of the IGE process were selected carefully for reporting.

The complexity of the concept of organizational structure was emphasized by theorists who noted its interactive relationship with both individual members and environmental (climate) conditions. Numerous

empirical studies were cited which related selected organizational climate characteristics to the IGE process. Among these were job satisfaction, effectiveness, innovation and shared decision making. The leadership behavior of the principal was noted as a key factor in determining organizational climate, as well as being related to the IGE process through changing the role of the principal from the traditional concept to one of a facilitator highly skilled in communication and shared decision making, both important variables in creating open climate.

Throughout the literature, researchers, conducting studies on the IGE process, made the point that educational change requires dynamic leadership that provides for a positive and supportive climate which encourages goal achievement.

Within the IGE setting, high emphasis appears to be placed on staff morale and attitudes which tend to produce more open school climate, more positive teacher attitudes, more positive student self-concept, increased decentralization, greater participation in the decision making process, a higher level of cooperation, and better communication (Lipham, 1977).

Chapter 3 focused on the instrument used for data collection (Organizational Climate Description

Questionnaire) and how data would be used to test the hypothesis and subhypotheses.

The presentation of data in Chapter 4, and an analysis of that information, revealed these findings:

1. No significant differences in teacher perceptions of organizational climate in IGE and non-IGE schools were found.

2. A significant difference was observed for subtest eight, Consideration, with IGE schools achieving a higher score.

3. The one-way analysis of variance produced an f ratio significant at the .01 level of confidence for seven of the eight subtests of the OCDQ.

4. By using the Scheffe test to compare all pairs of means of the seven subtests with significant f's, it was found that the IGE school implementing the greatest number of the thirty-five outcomes of the IGE process achieved a climate which tended to be more open than any of the other five schools.

5. Information collected on teacher absenteeism showed a higher degree of teacher attendance in IGE schools.

Conclusions of the Study

Consistent with the findings of this study, the following conclusions appear to be warranted:

1. The expressed willingness to become involved in the IGE process does not appear to affect teacher perceptions of school climate.

2. High implementation involvement in the IGE process appears to produce more favorable teacher perceptions of school climate.

3. Teachers employed in IGE schools in this sample had better attendance records than did teachers in non-IGE schools.

4. In IGE and non-IGE schools, teachers' perceptions of organizational climate appear to be similar.

5. Neither IGE nor non-IGE schools as a group could be characterized as one of the six climate types described by Halpin and Croft (1963).

Implications for Additional Research

1. Further studies are needed to delineate the relationships of teacher perceptions of organizational climate and the implementation of the IGE process.

2. The implementation level of the IGE process in schools should be considered in further climate

research.

3. Studies following schools over a period of time through a sequence of climate assessments and applying a pre-test, post-test situation are suggested.

4. When a school system decides to adopt the IGE model, data concerning the perceptions of organizational climate should be collected at regular intervals from teachers, students, and parents.

5. The results of this study should be used by schools to continue to improve school climate.

6. Additional studies are needed on the affects of organizational climate on pupil achievement.

The extensive research dealing with organizational climate and innovative programs, such as IGE, continues to report mixed findings. In spite of the degree of inconclusiveness, the principal is most often cited as the central force for initiating action in the school and for establishing working relationships with and among staff members (Bolin, 1975).

> The climate which exists in his office and the
> perceptions of the teachers in regard to leader
> behavior of the principal would in great part
> determine the total climate within a local
> school building. (Bolin, p. 19)

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APPENDICES

APPENDIX A

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. HALPIN and D. B. CROFT

1964 Edition

The items in this questionnaire describe typical behaviors or conditions that occur within 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 descriptive scale on which to rate the items is printed at the top of each page. Please read the Instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers and principals behave and of the various conditions under which they work. After you have answered the questionnaire, we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school; and we will construct from this description, a portrait of the Organizational Climate of your school.

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

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

In this example the respondent marked 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 response clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

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

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

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

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

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

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

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

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

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

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

10. Teachers exert group pressure on non-conforming faculty members.   1 2 3 4

11. In faculty meetings, there is a feeling of "let's get things done."   1 2 3 4

12. Administrative paper work is burdensome at this school.   1 2 3 4

13. Teachers talk about their personal life to other faculty members.   1 2 3 4

14. Teachers seek special favors from the principal.   1 2 3 4

15. School supplies are readily available for use in classwork.   1 2 3 4

16. Student progress reports require too much work.   1 2 3 4

17. Teachers have fun socializing together during school time.   1 2 3 4

18. Teachers interrupt other faculty members who are talking in staff meetings.   1 2 3 4

19. Most of the teachers here accept the faults of their colleagues.   1 2 3 4

20. Teachers have too many committee requirements.   1 2 3 4

21. There is considerable laughter when teachers gather
    informally.   1   2   3   4

22. Teachers ask nonsensical questions in faculty meetings. 1   2   3   4

23. Custodial service is available when needed.   1   2   3   4

24. Routine duties interfere with the job of teaching.   1   2   3   4

25. Teachers prepare administrative reports by themselves.   1   2   3   4

26. Teachers ramble when they talk in faculty meetings.   1   2   3   4

27. Teachers at this school show much school spirit.   1   2   3   4

28. The principal goes out of his way to help teachers.   1   2   3   4

29. The principal helps teachers solve personal problems.   1   2   3   4

30. Teachers at this school stay by themselves.   1   2   3   4

31. The teachers accomplish their work with great vim,
    vigor, and pleasure.   1   2   3   4

32. The principal sets an example by working hard himself.   1   2   3   4

33. The principal does personal favors for teachers.   1   2   3   4

34. Teachers eat lunch by themselves in their own classroom. 1   2   3   4

35. The morale of the teachers is high.   1   2   3   4

.36. The principal uses constructive criticism.   1   2   3   4

37. The principal stays after school to help teachers finish
    their work.   1   2   3   4

38. Teachers socialize together in small select groups.   1   2   3   4

39. The principal makes all class-scheduling decisions.   1   2   3   4

40. Teachers are contacted by the principal each day.   1   2   3   4

41. The principal is well prepared when he speaks at school
    functions.   1   2   3   4

42. The principal helps staff members settle minor differences. 1   2   3   4

43. The principal schedules the work for the teachers.   1   2   3   4

44. Teachers leave the grounds during the school day.   1   2   3   4

45. The principal criticizes a specific act rather than a
    staff member.   1   2   3   4

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

46. Teachers help select which courses will be taught.   1   2   3   4

47. The principal corrects teachers' mistakes.   1   2   3   4

48. The principal talks a great deal.   1   2   3   4

49. The principal explains his reasons for criticism to teachers.   1   2   3   4

50. The principal tries to get better salaries for teachers.   1   2   3   4

51. Extra duty for teachers is posted conspicuously.   1   2   3   4

52. The rules set by the principal are never questioned.   1   2   3   4

53. The principal looks out for the personal welfare of teachers.   1   2   3   4

54. School secretarial service is available for teachers' use.   1   2   3   4

55. The principal runs the faculty meeting like a business conference.   1   2   3   4

56. The principal is in the building before teachers arrive.   1   2   3   4

57. Teachers work together preparing administrative reports.   1   2   3   4

58. Faculty meetings are organized according to a tight agenda.   1   2   3   4

59. Faculty meetings are mainly principal-report meetings.   1   2   3   4

60. The principal tells teachers of new ideas he has run across.   1   2   3   4

61. Teachers talk about leaving the school system.   1   2   3   4

62. The principal checks the subject-matter ability of teachers.   1   2   3   4

63. The principal is easy to understand.   1   2   3   4

64. Teachers are informed of the results of a supervisor's visit.   1   2   3   4

65. Grading practices are standardized at this school.   1   2   3   4

66. The principal insures that teachers work to their full capacity.   1   2   3   4

67. Teachers leave the building as soon as possible at day's end.   1   2   3   4

68. The principal clarifies wrong ideas a teacher may have.   1   2   3   4

69. Schedule changes are posted conspicuously at this school.   1   2   3   4

APPENDIX B

OCDQ ITEMS GROUPED BY SUBTESTS

I. Disengagement

    2. The mannerisms of teachers at this school are annoying.
    6. There is a minority group of teachers who always oppose
        the majority.
    10. Teachers exert group pressure on nonconforming faculty
        members.
    14. Teachers seek special favors from the principal.
    18. Teachers interrupt other faculty members who are talking ·
        in staff meetings.
    22. Teachers ask nonsensical questions in faculty meetings.
    26. Teachers ramble when they talk in faculty meetings.
    30. Teachers at this school stay by themselves.
    38. Teachers socialize together in small select groups.
    61. Teachers talk about leaving the school system.

II. Hindrance

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

III. Esprit

    3. Teachers spend time after school with students who have
        individual problems.
    8. Sufficient time is given to prepare administrative reports.
    12. Administrative paper work is burdensome at this school.
    16. Student progress reports require too much work.
    20. Teachers have too many committee requirements.
    24. Routine duties interfere with the job of teaching.

IV. Intimacy

    1. Teachers' closest friends are other faculty members at this
        school.
    5. Teachers invite other faculty to visit them at home.
    9. Teachers know the family background of other faculty
        members.

13. Teachers talk about their personal life to other faculty members.
17. Teachers have fun socializing together during school time.
25. Teachers prepare administrative reports by themselves.
57. Teachers work together preparing administrative reports.

V. Aloofness

34. Teachers eat lunch by themselves in their own classroom.
40. Teachers are contacted by the principal each day.
44. Teachers leave the grounds during the school day.
52. The rules set by the principal are never questioned.
54. School secretarial service is available for teachers' use.
55. The principal runs the faculty meeting like a business conference.
58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.
64. Teachers are informed of the results of a supervisor's visit.

VI. Production Emphasis

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

VII. Thrust

28. The principal goes out of his way to help teachers.
32. The principal sets an example by working hard himself.
36. The principal uses constructive criticism.
41. The principal is well prepared when he speaks at school functions.
49. The principal explains his reasons for criticism to teachers.
53. The principal looks out for the personal welfare of teachers.
56. The principal is in the building before teachers arrive.
60. The principal tells teachers of new ideas he has run across.
63. The principal is easy to understand.

VIII. Consideration

29. The principal helps teachers solve personal problems.
33. The principal does personal favors for teachers.
37. The principal stays after school to help teachers finish their work.
42. The principal helps staff members settle minor differences.
46. Teachers help select which courses will be taught.
50. The principal tries to get better salaries for teachers.

APPENDIX C

THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE

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 "busywork." The teachers
   perceive that the principal is hindering rather than facilitating
   their work.

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

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

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized
   as formal and impersonal. He "goes by the book" and prefers to be

guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomethetic 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 attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

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

APPENDIX D

OCDQ SCORING SERVICE

ANDREW E. HAYES

I have a computer program for scoring the Organizational Climate
Questionnaire (OCDQ). The program is designed to score the original
form of the questionnaire, developed by Andrew W. Halpin and
Don B. Croft. My scoring program performs the data analyses which were
designed by Halpin and Croft and described in the original report of
their research (Halpin's Chapter in Theory and Research in Administration
is an edited form of the original report and also contains a description
of the scoring procedure). The original data sample from 71 elementary
schools serves as the basis for standardizing all scores and the
prototypic profiles which were defined for each of the six climate types
are the basis for classifying each school according to climate.

The output from the program are:
1. School means normatively standardized. These means are computed
   for each of the eight subtests of the questionnaire. Raw scores
   are computed for each respondent within a school and means are
   computed for these raw scores. The raw means are then
   standardized using the means and standard deviations from the
   original sample of 71 elementary schools. The resulting
   standardized scores are converted to have an expected mean of
   50 and a standard deviation of 10.

2. Openness score. This score is computed from the normatively
   standardized school means simply by computing the sum of the
   Esprit and Thrust scores and subtracting the Disengagement
   score. (ESP + THR - DIS). The basis for this score is the
   second-order factor analysis which were performed by Halpin and
   Croft. One of the three factors which they identified was
   named Esprit and seemed to be the best single indicator of the
   degree of openness of a school. The subtests which contributed
   to the definition of that factor were Esprit, Thrust, and
   Disengagement. The signs associated with the subtests were
   positive for Esprit and Thrust and negative for Disengagement.

3. Climate profile. These are the double-standardized school means
   (standardized both normatively and ipsatively). This profile
   is used to compare with the prototypic profiles to determine
   which climate the school is most like. The scores which compose
   this profile can be used to determine the "amount" of each of
   the dimensions of climate which is present in the school.

4. Climate similarity scores. These "scores" indicate which prototypic profile the climate profile is most like or, for that matter, most unlike. These scores are computed by summing the absolute value of the differences between profile scores and each prototypic profile. Six scores result, one for each climate type. The climate of the school is indicated by the relative size of these scores with the lowest score indicating the most likely climate type for the school. If a school is to be assigned a climate type, one of the similarity scores must be small enough to say that the profile is, indeed, like one of the prototypic profiles. A maximum score size for the classification purposes should be about 45.

5. Double standardized scores. These are scores, for each respondent to the questionnaire, which have been standardized with respect to both the original Halpin-Croft data sample and the school group. The scores are for the individual what the climate profile is for the school.

6. Climate similarity scores for the individuals. These scores are the result of comparing the individual's double standardized profile of scores to each of the prototypic profiles. The process is the same as for the school climate similarity scores.

7. Raw scores. These scores imply are the means of the responses to the items which compose each subtest of the OCDQ. Before the computation is performed, however, each item response is added to 5 to transform the scale from 1 through 4 to 6 through 9. The resulting subtest mean can have a value from 6 through 9. For printing purposes, these means are multiplied by 10 and all further decimal values are rounded and dropped. Thus a subtest mean of 7.86 would be printed as 79. For purposes of interpretation, a raw score of 60 would correspond to a response of 1 on all subtest items (rarely occurs), 70 corresponds to 2 (sometimes occurs), etc.

APPENDIX E

VIGNETTES OF THE SIX ORGANIZATIONAL CLIMATES*

The Open Climate

The Open Climate depicts a situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping (low Disengagement). They are not burdened by mountains of busywork or by routine reports; the principal's policies facilitate the teachers' accomplishment of their tasks (low Hindrance). On the whole, the group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of Intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving." Furthermore, the teachers are proud to be associated with their school.

The behavior of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. In this respect his behavior can be viewed as genuine. Not only does he set an example by working hard himself (high Thrust) but, depending upon the situation, he can either criticize the actions of teachers or go out of his way to help a teacher (high Consideration). He possesses the personal flexibility to be genuine whether he be required to control and direct the activities of others or to show compassion in satisfying the social needs of individual teachers. He has integrity in that he is "all of a piece" and therefore can function well in either situation. He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. Nonetheless, the rules and regulations that he adheres to provide him with subtle direction and control for the teachers. He does not have to emphasize production; nor does he need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely. He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers (low Production Emphasis). Withal, he is in full control of the situation, and he clearly provides leadership for the staff.

The Autonomous Climate

The distinguishing feature of this Organizational Climate is the almost complete freedom that the principal gives to teachers to provide

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*Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), pp. 174-181.

their own structures-for-interaction so that they can find ways within the group for satisfying their social needs. As one might surmise, the scores lean slightly more toward social-needs satisfaction than toward task-achievement (relatively high scores on Esprit and Intimacy).

When the teachers are together in a task-oriented situation they are engaged in their work; they achieve their goals easily and quickly (low Disengagement). There are few minority pressure groups, but whatever stratification does exist among the group members does not prevent the group as a whole from working well together. The essential point is that the teachers do work well together and accomplish the tasks of the organization.

The teachers are not hindered by administrative paper work, and they do not gripe about the reports that they are required to submit. The principal has set up procedures and regulations to facilitate the teachers' task. A teacher does not have to run to the principal every time he needs supplies, books, projectors, and so on; adequate controls have been established to relieve the principal as well as the teachers of these details (low Hindrance). The morale of the teachers is high, but not as high as in the Open Climate. The high morale probably stems largely from the social-needs satisfaction which the teachers receive. (Esprit would probably be higher if greater task-accomplishment also occurred within the organization.)

The principal remains aloof from the teachers, for he runs the organization in a businesslike and a rather impersonal manner (high Aloofness). His leadership style favors the establishment of procedures and regulations which provide guidelines that the teachers can follow; he does not personally check to see that things are getting done. He does not force people to produce, nor does he say that "we should be working harder." Instead, he appears satisfied to let the teachers work at their own speed; he monitors their activities very little (low Production Emphasis). On the whole, he is considerate, and he attempts to satisfy the social needs of the teachers as well as most principals do (average Consideration).

The principal provides Thrust for the organization by setting an example and by working hard himself. He has the personal flexibility both to maintain control and to look out for the personal welfare of the teachers. He is genuine and flexible, but his range of administrative behavior, as compared to that of the principal in the Open Climate, is somewhat restricted.

The Controlled Climate

The Controlled Climate is marked, above everything else, by a press for achievement at the expense of social-needs satisfaction. Everyone works hard, and there is little time for friendly relations with others or for deviation from established controls and directives. This climate is overweighted toward task-achievement and away from social-needs satisfaction. Nonetheless, since morale is high (Esprit), this climate can be classified as more Opened than Closed.

The teachers are completely engaged in the task. They do not bicker, find fault, or differ with the principal's directives. They are there to get the job done, and they expect to be told personally just how to do it (low Disengagement). There is an excessive amount of paper work, routine reports, busy work, and general Hindrance which get in the way of the teachers' task-accomplishment. Few procedures have been set up to facilitate their work; in fact, paper work seems to be used to keep them busy (high Hindrance). Accordingly, teachers have little time to establish very friendly social relations with each other, and there is little feeling of camaraderie (low Intimacy). Teachers ordinarily work by themselves and are impersonal with each other. In fact, social isolation is common; there are few genuinely warm relations among the teachers. Esprit, however, is slightly above average. We infer that the job satisfaction found in this climate results primarily from task-accomplishment, not from social-needs satisfaction.

The principal is described as dominating and directive; he allows little flexibility within the organization, and he insists that everything be done "his" way (high Production Emphasis). He is somewhat aloof; he prefers to publish directives to indicate how each procedure is to be followed. These directives, of course, are impersonal and are used to standardize the way in which teachers accomplish certain tasks. Essentially, the principal says, "My way of doing it is best and to hell with the way people feel." Means and ends have already been determined; the principal becomes dogmatic when members of the group do not conform to his views. He cares little about how people feel; the important thing is to get the job done, and in his way. Accordingly, he does not seek to satisfy the group's social needs (low Consideration). Nevertheless, he is trying to move the organization by working hard (average Thrust), and he personally sees to it that everything runs properly. He delegates few responsibilities; leadership acts emanate chiefly from himself, rather than from the group. (Surprisingly, it seems that many school faculties actually respond well to this type of militant behavior and apparently do obtain considerable job satisfaction within this type of climate.)

The Familiar Climate

The main feature of this climate is the conspicuously friendly manner of both the principal and the teachers. Social-needs satisfaction is extremely high, while, contrariwise, little is done to control or direct the group's activities toward goal achievement.

The teachers are disengaged and accomplish little in a task-oriented situation, primarily because the principal exerts little control in directing their activities. Also, there are too many people trying to tell others how things should be done (high Disengagement). The principal does not burden the teachers with routine reports; in fact, he

makes it as easy as possible for them to work. Procedural helps are available (low Hindrance). The teachers have established personal friendships among themselves, and socially, at least, everyone is part of a big happy family (high Intimacy). Morale, or job satisfaction, is average, but it stems primarily from social-needs satisfaction. In short, the Esprit that is found in this climate is one-sided in that it stems almost entirely from social-needs satisfaction.

The behavioral theme of the principal is, essentially, "let's all be a nice happy family"; he evidently is reluctant to be anything other than considerate, lest he may, in his estimation, injure the "happy family" feeling (high Consideration). He wants everybody to know that he, too, is one of the group, that he is in no way different from anybody else. Yet his abdication of social control is accompanied, ironically enough, by high Disengagement on the part of the group.

The principal is not aloof and not impersonal and official in his manner. Few rules and regulations are established as guides to suggest to the teachers how things "should be done" (low Aloofness). The principal does not emphasize production, nor does he do much personally to insure that the teachers are performing their tasks correctly. No one works to full capacity, yet no one is ever "wrong"; also, the actions of members—at least in respect to task accomplishment—are not criticized (low Production Emphasis). In short, little is done either by direct or by indirect means to evaluate or direct the activities of the teachers. However, teachers do attribute Thrust to the principal. But in this context, this probably means that they regard him as a "good guy" who is interested in their welfare and who "looks out for them."

The Paternal Climate

The Paternal Climate is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. In our judgment, his behavior is nongenuine and he is perceived by the teachers as nonmotivating. This climate is, of course, a partly Closed one.

The teachers do not work well together, they are split into factions. Group maintenance has not been established because of the principal's inability to control the activities of the teachers (high Disengagement). Few Hindrances burden the teachers in the form of routine reports, administrative duties, and committee requirements, mainly because the principal does a great deal of this busywork himself (low Hindrance). The teachers do not enjoy friendly relationshiops with each other (low Intimacy). Essentially, the teachers have given up trying; they let the principal take care of things as best he can. Obviously, low Esprit results when the teachers obtain inadequate satisfaction in respect to both task-accomplishment and social-needs.

The principal, on the other hand, is the very opposite of aloof; he is everywhere at once, checking, monitoring, and telling people how to do things. In fact, he is no non-aloof that he becomes intrusive. He must know everything that is going on. He is always emphasizing all the things that should be done (Production Emphasis), but somehow nothing does get done. The principal sets up such items as schedules and class changes, personally; he does not let the teachers perform any of these activities. His view is that "Daddy knows best."

The school and his duties within it are the principal's main interest in life' he derives only minimal social-needs satisfaction outside his professional role. He is considerate, but his Consideration appears to be a form of seductive oversolicitousness rather than a genuine concern for the social needs of others. In a sense, he uses this Consideration behavior to satisfy his own social-needs. Although he preserves an average degree of Thrust, as evidenced by his attempts to move the organization, he nonetheless fails to motivate the teachers, primarily because he, as a human being, does not provide an example, or an ideal, which the teachers care to emulate.

The Closed Climate

The Closed Climate marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social-needs. In short, the principal is ineffective in directing the activities of the teachers; at the same time, he is not inclined to look out for their personal welfare. This climate is the most closed and the least genuine climate that we have identified.

The teachers are disengaged and do not work well together; consequently, group achievement is minimal (high Disengagement). To secure some sense of achievement, the major outlet for the teachers is to complete a variety of reports and to attend to a host of "housekeeping" duties. The principal does not facilitate the task-accomplishment of the teachers (high Hindrance). Esprit is at a nadir, reflecting low job satisfaction in respect to both job satisfaction and social-needs satisfaction. The salient bright spot that appears to keep the teachers in the school is that they do obtain satisfaction from their friendly relations with other teachers (average Intimacy). (We would speculate that the turnover rate for teachers in this climate would be very high unless, of course, the teachers are too old to move readily to another job, or have been "locked into the system" by the attractions of a retirement system.)

The principal is highly aloof and impersonal in controlling and directing the activities of the teachers (high Aloofness). He emphasizes production and frequently says that "we should work harder." He sets up rules and regulations about how things should be done, and these rules are usually arbitrary (high Production Emphasis). But his words are

hollow, because he, himself, possesses little Thrust and he does not motivate the teachers by setting a good personal example. Essentially, what he says and what he does are two different things. For this reason, he is not genuine in his actions. He is not concerned with the social needs of teachers; in fact, he can be depicted as inconsiderate (low Consideration). His cry of "let's work harder" actually means, "you work harder." He expects everyone else to take the initiative, yet he does not give them the freedom required to perform whatever leadership acts are necessary. Moreover, he, himself, does not provide adequate leadership for the group. For this reason the teachers view him as not genuine, indeed, they regard him as a "phony." This climate characterizes an organization for which the best prescription is radical surgery.
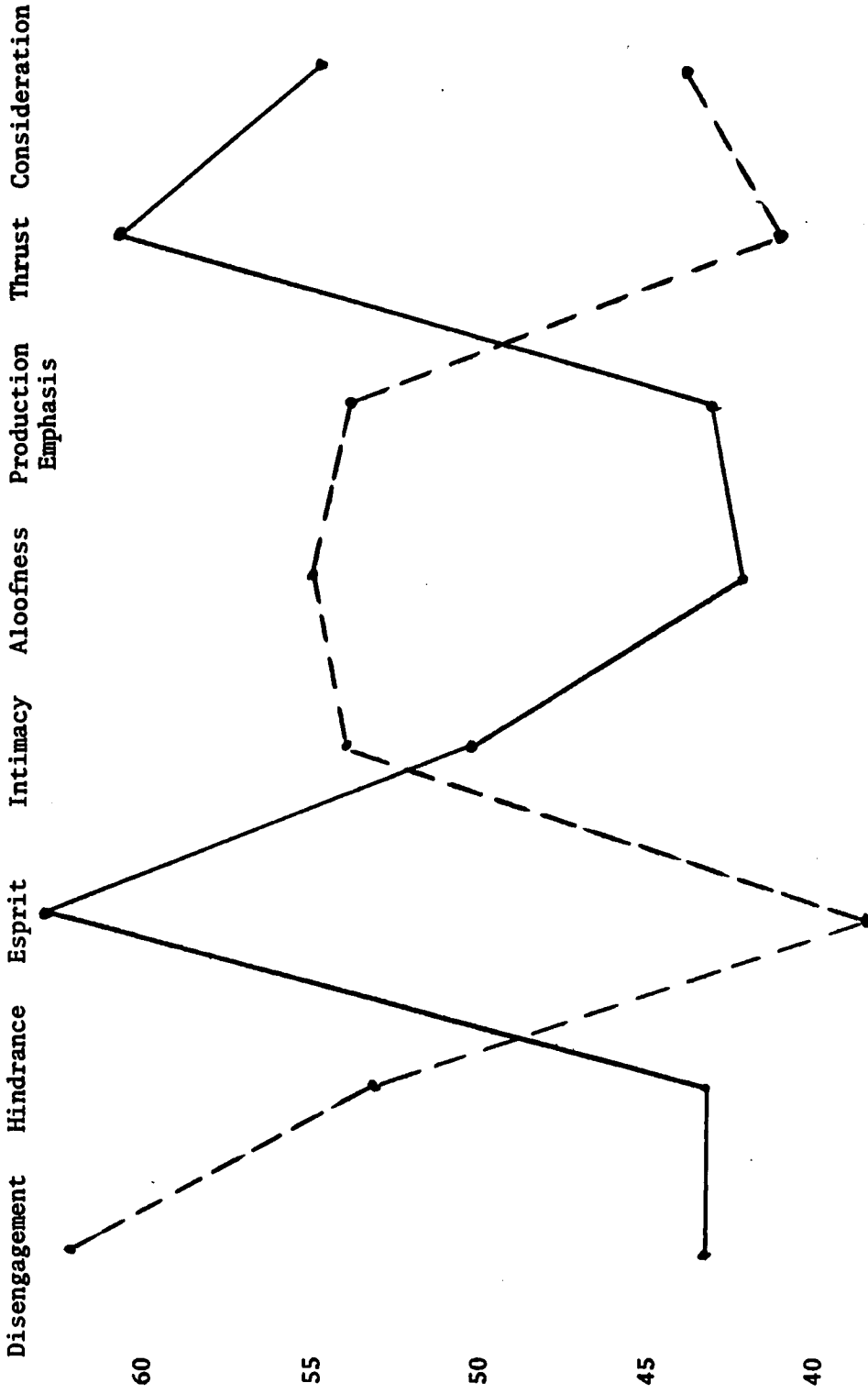
APPENDIX F

PROTOTYPIC PROFILE SCORES

Climates	Group's Characteristics				Leader's Characteristics			
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Open	43	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

Source: Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 174.

APPENDIX G

Comparison of an Open and a Closed Organizational Climate.

Source: Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan Company, 1966), p. 136.

APPENDIX H

Outcomes of IGE

1. All staff members have had an opportunity to examine their own
    goals and the IGE outcomes before a decision is made to partici-
    pate in the program.

2. The school district has approved the school staff's decision to
    implement the /I/D/E/A/ Change Program for Individually Guided
    Education.

3. The entire school is organized into Learning Communities with each
    Learning Community composed of students, teachers, aides, and a
    Learning Community leader.

4. Each Learning Community contains a cross section of staff.

5. Learning Community members have an effective working relationship
    as evidenced by responding to one another's needs, trusting one
    another's motives and abilities, and using techniques of open
    communication.

6. Each Learning Community is composed of approximately equal numbers
    of two or more student age groups.

7. Each student has an advisor whom he views as a warm, supportive
    person concerned with enhancing the student's self-concept; the
    advisor shares accountability with the student for the student's
    learning program.

8. Personalized in-service programs are developed and implemented
    by each Learning Community staff as a whole as well as by indi-
    vidual teachers.

9. The Learning Community maintains open communication with parents
    and the community at large.

10. Sufficient time is provided for Learning Community staff members
    to meet.

11. Learning Community members select broad educational goals to be
    emphasized by the Learning Community.

12. Role specialization and a division of labor among teachers are
    characteristics of the Learning Community activities of planning,
    implementing, and assessing.

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13. Each student's learning program is based on specified learning objectives.

14. A variety of learning activities using different media and modes is used when building learning programs.

15. Both student and teacher consider the following when a student's learning activities are selected.

> Peer relationships
> Achievement
> Learning styles
> Interest in subject area
> Self-concept.

16. Students pursue their learning programs within their own Learning Communities except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources.

17. Learning Community members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the Learning Community.

18. The staff and students use special resources from the local community in learning programs.

19. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment.

20. Each student (individually, with other students, with staff members, and with his parents) plans and evaluates his own progress toward educational goals.

21. Teachers and students have a systematic method of gathering and using information about each student which affects his learning.

22. The Program Improvement Council formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more Learning Communities.

23. The Program Improvement Council coordinates school-wide in-service programs for the total staff.

24. The school is a member of a League of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within League schools.

25. The school as a member of a League of IGE schools stimulates an interchange of solutions to existing educational problems and services as a source of ideas for new development.

26. The Learning Community analyzes and improves its operations as a functioning group.

27. Learning program plans for the Learning Community and for individual students are constructively critiqued by members of the Learning Community.

28. The Program Improvement Council analyzes and improves its operations as a functioning group.

29. Each student can state learning objectives for the learning activities in which he is engaged.

30. Each student accepts increasing responsibility for selecting his learning objectives.

31. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives.

32. Each student demonstrates increasing responsibility for pursuing his learning program.

33. The Program Improvement Council assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system.

34. Students are involved in decision making regarding school-wide activities and policies.

35. Teacher performance in the learning environment is observed and constructively critiqued by members of the Learning Community using both formal and informal methods.

APPENDIX I

DEPARTMENT OF PUBLIC INSTRUCTION
KNOX COUNTY
ADULT EDUCATION PROGRAM **RECEIVED**

MAR 31 1980

DIV. INSERVICE

EARL F. HOFFMEISTER, SUPERINTENDENT

P.O. Box 9660   Knoxville, TN 37920
Telephone 579-0860

APPENDIX H

March 28, 1980

Mr. Theodore L. Forte, Director
Human Relations and Staff Development
Norfolk Public Schools
P.O. Box 1357
Norfolk, Virginia 23510

Dear Mr. Forte:

I am pleased to know that you will be replicating the model which was used for my study of organizational climate in IGE schools in Kentucky. Your work will be a substantial additional to the knowledge which exists in the field and I heartily recommend your efforts. Please let me know if I can assist you during the course of your research.

A copy of the Oranizational Climate Description Questionnaire is attached. I have approximately 250 copies which I would be glad to give you if they would be helpful for data collection. Let me know if you want them.

Sincerely,

J.B. Bolin, Jr.

lml

Enclosure

APPENDIX J

April 3, 1980

Mr. Theodore L. Forte
Director of Human Relations and Staff Development
Norfolk Public Schools
School Administration Building
Post Office Box 1357
Norfolk, VA 23501

Dear Mr. Forte:

You have our permission to use, in the English language only, the
"Organizational Climate Description Questionnaire" from THEORY AND RESEARCH
IN ADMINISTRATION by Andrew W. Halpin, subject to the following limitations:

Permission is granted for usage of the material in the manner and for the
purpose as specified in your letter. Note: if your dissertation is published,
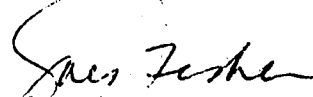other than by University Microfilms, it is necessary to reapply for permission;

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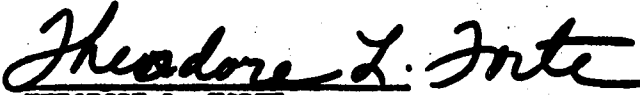Full credit must be given on every copy reproduced as follows:

If you are in agreement, please sign both copies of this letter in the space
provided below and return one copy and your remittance to this department.

Sincerely,

(Mrs.) Agnes Fisher
Contracts Supervisor

AGREED TO AND ACCEPTED:

THEODORE L. FORTE

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Vita

Theodore L. Forte

Personal

Home Address: 1867 Banning Road, Norfolk, Virginia   23518
Telephone: (804) 855-5745 (Home)
                 (804) 441-2780 (Business)
Date of Birth: May 10, 1932
Married--One Daughter

Earned Degrees

Bachelor of Music, University of Cincinnati, 1954
Master of Education, College of William and Mary, 1961
Certificate of Advanced Study, Administration, Curriculum,
   and Supervision, Old Dominion University, 1971
Additional Post Graduate Work, College of William and
   Mary, Old Dominion University, and the University of
   Virginia
Completed Class Work for Doctorate in Education,
   College of William and Mary

Educational Experience

Norview Junior High School, Norfolk, Virginia,
   Choral Director, 1957-59
Norfolk Collegiate Private School, Norfolk, Virginia,
   Classroom Teacher, 1959-64 (Also Served as Director of
   Student Activities)
Taylor Elementary School, Norfolk, Virginia,
   Elementary Music Instructor, 1964-65
School Administration Building, Norfolk, Virginia,
   Coordinator of Elementary Education, 1967-69
Camp Allen Elementary School, Norfolk, Virginia,
   Principal, 1969-71 (Open Space School)
School Administration Building, Norfolk, Virginia,
   Coordinator of Elementary Education, 1971-74
School Administration Building, Norfolk, Virginia,
   Director of Staff Development, 1974-78
School Administration Building, Norfolk, Virginia,
   Director of Human Relations and Staff Development,
   1978-Present
Adjunct Assistant Professor, Department of Educational
   Leadership, Old Dominion University

Courses Taught

Creative Problem Solving (Undergraduate),
   Old Dominion University

Language Arts in the Elementary School (Undergraduate),
   Old Dominion University
Problems in the Language Arts (Graduate),
   Old Dominion University
School Community Relations (Graduate),
   Old Dominion University
Elementary Principalship (Graduate),
   Old Dominion University
Facilitator for Individually Guided Education (IGE)
Instructor for Program for Effective Teaching
   (Madeline Hunter Model, UCLA)
Supervision of Instruction (Graduate),
   Old Dominion University

Professional and Academic Association Memberships

Kappa Delta Pi, Education Honor Fraternity
Member, Executive Committee, National Staff Development
   Council
Member, National Elementary Principals Association
Member, Association for Supervision and Curriculum
   Development
Member, American Association of School Administrators
Member, Norfolk Association of Central School
   Administrators
Past President, Tidewater Regional Supervisors Association

Professional Assignments and Activities

Consultant, Southern Association of Accreditation,
   Fairfax/Arlington County, Chesterfield County,
   Lynchburg, Hopewell, Warren County, and York County
Tidewater Educational Policy Committee, Old Dominion
   University--Present
Department of Educational Leadership and Services
   Advisory Committee, Old Dominion University--Present
Planning Council for Secondary School Conference,
   Old Dominion University--Present
President's Council for Vocational Education, Old
   Dominion University--Present
Chairman, Tidewater Regional Staff Development Directors
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A STUDY OF THE RELATION OF ORGANIZATIONAL CLIMATE TO INDI-
VIDUALLY GUIDED EDUCATION PROGRAMS IN SELECTED ELEMENTARY
SCHOOLS IN AN EASTERN VIRGINIA CITY SCHOOL DIVISION

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Purpose

This study was undertaken to investigate the follow-
ing major questions:

1. Is there a significant difference in the organi-
zational climate of IGE and non-IGE schools in an eastern
Virginia city school division?

2. Do IGE and non-IGE schools differ significantly
on each of the eight subtests identified by Halpin and
Croft (1963) in the Organizational Climate Description
Questionnaire--Disengagement, Hindrance, Esprit and Inti-
macy (teacher behavior), Aloofness, Production Emphasis,
Thrust, and Consideration (principal behavior)?

Scope of the Study

The Organizational Climate Description Questionnaire
(Halpin and Croft, 1963) was selected as the research
tool for use in collecting the data for the study. In
addition, information regarding teacher absenteeism and
turnover was analyzed. All faculty members in the six
schools sampled (100 percent) participated by completing
the OCDQ. The t-test was performed to test for signifi-
cance at the .05 level of confidence. A one-way analysis
of variance was employed across schools. When signifi-
cant f ratios were produced, the Scheffe test was used
to probe the difference between the mean scores of the
eight subtests of the OCDQ.

Findings

An analysis of the data revealed:

1. No significant differences in teacher percep-
tions of organizational climate in IGE and non-IGE schools
were found.

2. A significant difference was observed for sub-
test eight, Consideration, with IGE schools achieving a
higher score.

3. The one-way analysis of variance produced an
f ratio significant at the .01 level of confidence for
seven of the eight subtests of the OCDQ.

4. Using the Scheffe test to compare all pairs of means of the seven subtests with significant f scores, it was found that the IGE school implementing the greatest number of the thirty-five outcomes of the IGE process achieved a climate which tended to be more open than any of the other five schools.

5. Information collected on teacher absenteeism showed a significant difference in teacher attendance in IGE schools.

Conclusions

Consistent with the findings of this study, the following conclusions appear to be warranted:

1. The expressed willingness to become involved in the IGE process does not appear to affect teacher perceptions of school climate.

2. High implementation involvement in the IGE process appears to produce more favorable teacher perceptions of school climate.

3. Teachers employed in IGE schools in this sample had better attendance records than did teachers in non-IGE schools.

4. In IGE and non-IGE schools, teachers' perceptions of organizational climate appear to be similar.

5. Neither IGE nor non-IGE schools as a group could be characterized as one of the six climate types described by Halpin and Croft (1963).