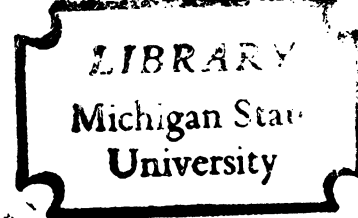


THE PRINCIPAL'S DIVERGENT THINKING  
ABILITY IN INTERPERSONAL RELATIONSHIPS: ITS  
RELATEDNESS TO THE ORGANIZATIONAL CLIMATE  
OF SELECTED HIGH SCHOOLS

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
CHESLEY LEON HARGRAVE

1969

THESIS



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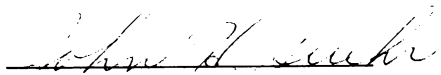
THE PRINCIPAL'S DIVERGENT THINKING  
ABILITY IN INTERPERSONAL RELATIONSHIPS;  
ITS RELATEDNESS TO THE ORGANIZATIONAL  
CLIMATE OF SELECTED HIGH SCHOOLS

presented by

Chesley Leon Hargrave

has been accepted towards fulfillment  
of the requirements for

Ph.D degree in Education

  
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## ABSTRACT

# THE PRINCIPAL'S DIVERGENT THINKING ABILITY IN INTERPERSONAL RELATIONSHIPS: ITS RELATEDNESS TO THE ORGANIZATIONAL CLIMATE OF SELECTED HIGH SCHOOLS

by Chesley Leon Hargrave

### Statement of the Problem

This research attempted to relate the principal's understanding of interpersonal relationships to the organizational climate of the school. Its significance lay in the continuing effort to find areas through which educational leadership may be enhanced.

### The Sample

The population consisted of twenty-four Michigan public high schools with a total classroom faculty of 1188 teachers. A random sample of one-fourth of each school's faculty was used to represent each school's total faculty response.

### Instrumentation

The principal's divergent thinking ability in interpersonal relationships was measured by factor analytically developed tests of Behavioral-Divergent-Production; defined operationally as creative ability to interpret verbal and non-verbal interpersonal behaviors

through written productions of various structured situations.

The organizational climate of each school was measured with the Organizational Climate Description Questionnaire which consists of sixty-four items. This instrument measures eight dimensions of climate (Esprit, Disengagement, Hindrance, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration). These dimensions become the basis for identifying six types of climates on an "open-closed" continuum. These types of climate are called open, autonomous, controlled, familiar, paternal, and closed.

#### Procedures and Findings

Each principal was given a fifty-two minute battery consisting of five factor tests of Behavioral-Divergent-Production. He also completed a biographical data form.

One-fourth of the faculty of each school determined the type of school climate its school received by completing the Organizational Climate Description Questionnaire.

The Pearson product-moment correlation technique was used in testing all four hypotheses.

The first Null hypothesis that no significant relationship exists between the principal's divergent thinking

ability in interpersonal relationships and the type of school climate was accepted.

The second Null hypothesis that no significant relationship exists between the principal's divergent thinking ability in interpersonal relationships and the total number of years he has been a principal was accepted.

Null hypothesis three that no significant relationship exists between the principal's divergent thinking ability in interpersonal relationships and the amount of graduate credit earned was rejected. A correlation beyond the 5 percent level of significance was accepted as an indication that a real relationship exists between these two variables.

The fourth Null hypothesis that no significant relationship exists between the "openness" of the school climate and the age of the faculty was accepted.

Additional findings of this study were:

1. Sixteen of the twenty-four schools were rated by their faculties as having closed climates; five were rated as having familiar climates; two received ratings most similar to a paternal climate; and one school was rated as having mixed characteristics of familiar, paternal, and closed climates.

2. No relationship exists between the age of the principal and the type of climate in the school.

### Conclusions

1. A low but positive relationship does exist



between the principal's understanding of interpersonal relationships and the "openness" of the school climate.

2. The older principal is likely to have less understanding of interpersonal relationships than is his younger counterpart.

3. The more hours of graduate credit a principal earns the more "sensitive to others" he tends to become.

### Recommendations

Within the limitations of this study the following recommendations seem warranted:

1. The graduate school should study differentially the kinds of experiences offered principals to determine whether some experiences increase one's "sensitivity" to others" more than other experiences.

2. The Behavioral-Divergent-Production Tests used in this study show promise as feasible pencil and paper tests for measuring "sensitivity to others" and should be used in further studies of this nature.

3. Studies designed to replicate or refute the relationship between the BDP Tests and graduate credit earned as found in this study should be conducted.

4. Studies should be conducted to determine whether the climates of the public high schools of Michigan are as closed as the sample of schools in this study would indicate.

THE PRINCIPAL'S DIVERGENT THINKING ABILITY IN  
INTERPERSONAL RELATIONSHIPS: ITS RELATEDNESS TO THE  
ORGANIZATIONAL CLIMATE OF SELECTED HIGH SCHOOLS

By

Chesley Leon Hargrave

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The writer wishes to express sincere gratitude to the twenty-four principals whose participation made this study possible.

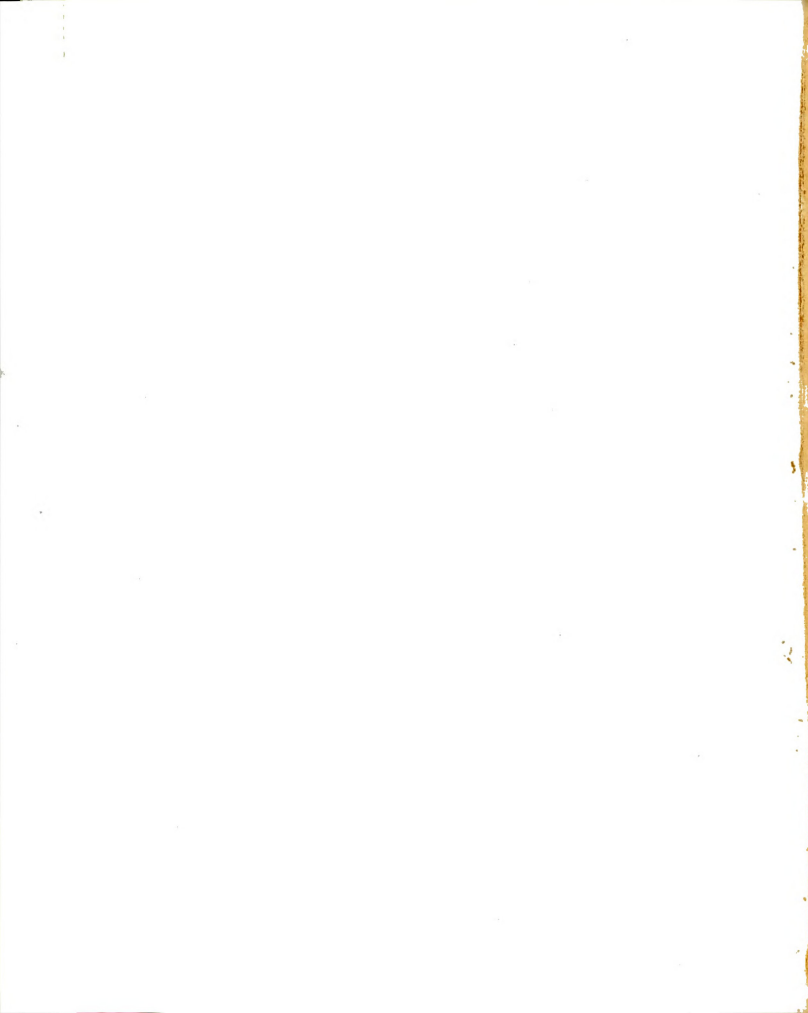
Appreciation for the helpful assistance of the following committee members is acknowledged: Dr. Dale Alam, Dr. Van Johnson, and Dr. James McKee.

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November 1969

Chesley Leon Hargrave



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## CHAPTER I

### THE PROBLEM

#### Introduction

Most writers in educational administration today agree that the principal can and should play a major role in determining the school's emotional climate. Some see the climate of a school as a composite personality with its dominate characteristics being very much like the dominate personality characteristics of the principal.

After taking into account the recent loss in power of the principalship and the concomitant increase in teacher power, the position of the principal still affords the opportunity to have a significant impact on the learning environment. However, disagreement among writers arises when the questions of how much can and/or should the principal influence the school climate.

This study assumes that the principal does play a major role in determining the emotional climate of the school. It focuses primarily on the relationship between the organizational climate of the school and the principal's divergent thinking in interpersonal relationships. Several additional variables that could have an influence on the school's climate will be studied. These variables are: age of the principal, years in present position, education of principal, and age of the staff.

### Statement of the Problem

The major purpose of this study is to investigate the possibility that a relationship exists between the organizational climate in selected high schools and the principal's divergent thinking abilities in interpersonal relationships.

The organizational climate of the school as perceived by the teachers will be assessed using Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ). This instrument identifies six types of organizational climates which distribute themselves on an 'open-closed' continuum. The types of climates identified by the OCDQ are: 1) open, 2) autonomous, 3) controlled, 4) familiar, 5) paternal, and 6) closed.

The principal's divergent thinking abilities in interpersonal relationships will be measured by using some recently developed Divergent Production Behavioral Tests. These experimental tests were developed by J. P. Guilford and associates at the University of Southern California. They are theoretically constructed to measure some of the abilities necessary for interpreting mental and physical attitudes in others. Many writers in educational administration consider this ability essential to effective leadership.

### Significance of the Study

The crucial influence of administrative personnel's behavior to the emotional climate of the school has been corroborated by numerous investigators: Margolin,<sup>1</sup> Johnson and Marcum,<sup>2</sup> and Halpin and Croft.<sup>3</sup> Wiles contends that the difference between a dull and disagreeable place which both teachers and pupils dislike and the type of school where teachers like each other and enjoy being with students lies in the difference in the way the principal works with people and sets the stage for the relationships of others.<sup>4</sup>

An efficient work group, whether in a school, an industrial establishment, or an office, is more than a collection of individuals. Groups have a personality and a unity that grows and changes according to the pressure upon them. Whatever the supervisor does, has an effect not only on the individuals but also on the group as a whole.

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<sup>1</sup>Rueben J. Margolin, in Henry C. Lindgren's Educational Psychology in the Classroom, 2d ed. (New York: John Wiley & Sons, 1962), pp. 548-49.

<sup>2</sup>Johnson and Marcum, Research Findings Reported, Education U. S. A., National School Public Relations Association (February 17, 1969).

<sup>3</sup>Andrew W. Halpin, Theory and Research in Administration (New York: The MacMillan Company, 1966), pp. 131-249.

<sup>4</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950), p. 13.

Bradford and Lippitt maintain, "To an extent greater than usually realized the personality and efficiency of a work group depend upon the supervisor."<sup>5</sup>

Stogdill's survey of 124 studies of leaders which attempted to find universal "leadership traits" such as intelligence, sociability, initiative, popularity and the like clearly points up the failure of this approach. He concludes:

A person does not become a leader by virtue of possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers.<sup>6</sup>

Six years later Myers analyzed more than two hundred studies of leadership that had been made in the previous fifty years. His conclusions are substantially in agreement with Stogdill. Myers states:

The research indicates that the personal characteristics of leaders differ according to the situation. Leaders tend to remain leaders only in situations where the activity is similar. No single

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<sup>5</sup>Leland P. Bradford and Ronald Lippitt, "Building a Democratic Work Group," Leadership in Action, No. 2, National Training Laboratories, NEA, Washington D. C., 1961, pp. 52-61.

<sup>6</sup>Ralph M. Stogdill, "Personal Factors Associated with Leadership, A Survey of the Literature," Journal of Psychology, 25: 35:71 (January 1948), quoted by Edgar L. Morphet, Roe L. Johns and Theodore L. Reller in Educational Organization and Administration, 2nd. ed. (New Jersey: Prentice-Hall, Inc., 1967), p. 124.

characteristic is the possession of all leaders.<sup>7/</sup>

The area of interpersonal relationships, sometimes called social intelligence, has long been recognized as an important area of concern for those who manage or supervise others. Unlike our progress in the measurement of academic intelligence, our progress in measuring social intelligence remains very limited. Only within the past few years has this area of ability begun to emerge as a challenge worthy of the social scientist's research efforts. This has come about largely as a result of increased interest in research on creativity, particularly creativity in solving social problems.

Present tests of personality assess only some of the general characteristics of interpersonal relationships as these tests focus mainly on the intrapersonal relationships of the subject.

J. P. Guilford and associates have developed some new instruments within the last two years which are designed to assess one's ability to solve social problems creatively (social intelligence).<sup>8</sup> Guilford states;

In dealing with coping behavior as a technical

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<sup>7</sup>Robert B. Myers, "The Development and Implications of a Conception for Leadership Education" (unpublished doctoral dissertation, University of Florida, 1954).

<sup>8</sup>J. P. Guilford, Mona Hendricks, and Ralph Hoepfner, "Solving Social Problems Creatively," The Journal of Creative Behavior, Vol. 2, No. 3, (Summer 1968), p. 165.

psychological problem, we should recognize at the outset that readiness for solving problems in the area of interpersonal behavior depends upon abilities quite different from those needed for solving problems in other areas.<sup>9</sup>

Guilford's structure-of-intellect model posits four basic kinds of information or four different languages: 1) figural information which is the language of the artist and composer, 2) semantic information, the most used language of the writer or scientist, 3) the language of symbols used by the mathematician and the modern logician, and 4) the "behavioral" language. Behavioral language is communicated through expressive actions. This area includes the perceptions, thoughts, feelings and intentions of individuals as expressed in their verbal and non-verbal behavior. Those who depend relatively more upon the behavioral language would be anyone who has much to do with influencing or managing others such as the principal, salesman, foreman or others in leadership positions.<sup>10</sup>

Of course, all persons use all four areas of information to some extent in meeting the demands of various situations. However, the assumption is that one's occupation and life style demand more frequent and specialized use of one particular area than is true for the other areas. The significance of this study focuses upon this assumption,

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<sup>9</sup>Ibid., p. 155.

<sup>10</sup>Ibid., pp. 155-156.

namely, that the principal's role calls for the predominant use of the area of "behavioral" language. The principal's divergent thinking abilities in the area of "behavioral" language will be measured by means of pencil and paper tests, and these measures will be correlated with the school's organizational climate and selected biographical data.

### Hypotheses

Four hypotheses were formulated for this investigation. They are stated in the customary null form as follows:

Hypothesis one:

There is no significant relationship between the principal's divergent thinking in interpersonal relationships, as measured by the Behavioral-Divergent-Production Tests, and the type of the organizational climate of the school as measured by the OCDQ.

Hypothesis two:

There is no significant relationship between the principal's divergent thinking in interpersonal relationships, as measured by the Behavioral-Divergent-Production Tests, and the total number of years he has been a principal.

Hypothesis three:

There is no significant relationship between the principal's divergent thinking in interpersonal relationships, as measured by the Behavioral-Divergent-Production Tests, and the amount of graduate credit earned.

Hypothesis four:

There is no significant relationship between the "openness" of the organizational climate of the school, as measured by the OCDQ, and the age of the faculty.

### Assumptions of the Study

There are two basic assumptions underlying this study. First, it is assumed that the concept of organizational climate does exist and is measureable. Secondly, there is the assumption that the principal plays a crucial role in determining the organizational climate of the school.

### Limitations of the Study

The Behavioral-Divergent-Production tests used in this study are classified as experimental and will restrict the kinds of generalizations that can be drawn from the study. The selected sample of schools used in the study will tend to limit broad conclusions about all schools. Finally, the Organizational Climate Description Questionnaire was developed prior to the recent rise in teacher power and militancy. This could mean that some items of the instrument are responded to with a different frame of reference than was true of the teachers responding in the development of the OCDQ. No attempt was made to assess this possibility.

### Definition of Terms

High School Principal--the full-time administrator of a public school enrolling pupils in all or some combination of grades 9 through 12.

Organizational Climate--as used in this study, derives from Halpin's statement, "what personality is to the individual, the climate is to the organization." Climate is the result of the complex interaction of the feelings, beliefs, attitudes,

and values both conscious and unconscious of members within a job setting.

Behavioral-Divergent-Production Tests--are tests designed to measure one's divergent (creative) abilities to interpret verbal and non-verbal interpersonal behaviors (responses) through written productions of various structured situations.

Social Intelligence--one's ability to interpret various interpersonal behaviors and respond meaningfully to another's behavior.

### Overview

The nature of the problem to be investigated has been identified in Chapter I. In Chapter II a review of relevant and related literature has been presented. Chapter III is a presentation of the research methodology, instrumentation, and techniques used in the study. A presentation of the findings of the investigation is included in Chapter IV. A summary of the findings with conclusions, implications, and recommendations are found in the concluding Chapter V.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

During the past decade there has been a steady increase in the volume of literature written on the "climate" of educational, business, research, and other social organizations. Earlier writings in this domain dealt with the concepts of "morale" and "democratic" factors of leadership. The relationship of climate to leadership is an area of increasing concern to students of administration. This chapter presents a review of the literature on organizational climate, its interaction with leadership, and interpersonal perception.

#### I. LITERATURE ON ORGANIZATIONAL CLIMATE

The term "organizational climate" is relatively new. In 1955 Cornell first used the term in an article on socially perceptive administration. In that article he defined the term as "a delicate blending of interpretations by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization."<sup>11</sup>

In this same article Cornell reports these findings from a four year study of four school systems: (1) changes

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<sup>11</sup>Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappa, XXXVI (March 1955), pp. 219-223.



in the educational operations of a school system are determined by a complex of factors; (2) no two school systems are alike in their organizational climate; (3) the environment of administration (that is, the climate or atmosphere of the organization) may be more important than specific administrative activity; and (4) individual teachers react differently to administrative decision and organizational relationships.<sup>12</sup>

Cornell's perspective on the organizational climate and related conclusions reached in this study provided impetus for research to move from the limiting concept of "morale" to a concept of total interaction of an organization or "climate." However, not until 1962 with Halpin and Croft's pioneer study on the organizational climate of schools was it possible to assess the climate of schools in some quantifiable dimensions.<sup>13</sup> These researchers say dissatisfaction with the concept of "morale" and its loose usage was a factor contributing to their interest in the concept of climate. They contend:

"Morale," whatever it may or may not be, is not unidimensional in its structure. Whatever is being described by the term "morale" is multifaceted; any attempt to describe this "something" as if it had but

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<sup>12</sup> Ibid., p. 222.

<sup>13</sup> Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963).



a single face does violence to the phenomena that we seek to understand.<sup>14</sup>

These authors felt that, typically, statements about a school's "morale" were incomplete and did not tell enough about the school's total organizational climate.

Another major impetus for their research into organizational climate was the result of their observations of how schools differ. They comment:

Anyone who visits more than a few schools notes quickly how schools differ from each other in their "feel." In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students, who thus are given at least a fighting chance to discover that school can be a happy experience. In a second school the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority, and yet he wears this cloak poorly because the attitudes he displays to others vacillates randomly between the obsequious and the officious. And the psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teachers a mood of despair. A third school is marked by neither joy or despair, but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal, and students alike are acting out parts. The acting is smooth, even glib, but it appears to have little meaning for the participants; in a strange way the show just doesn't seem to be "for real." And so, too, as one moves to other schools, one finds that each appears to have a "personality" of its own. It is this "personality" that we describe here as the "Organizational Climate" of the school. Analogously, personality is to

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<sup>14</sup>Andrew W. Halpin, Theory and Research in Administration (New York: The MacMillan Company, 1966). p. 142.

the individual what Organizational Climate is to the organization." <sup>15</sup>

Halpin and Croft developed, through factor analysis, an instrument which they called the Organizational Climate Description Questionnaire, consisting of sixty-four items which became eight subtests. Four of the subtests pertain to the principal as a leader and the other four to the characteristics of the faculty as a group. The eight dimensions of organizational climate are briefly paraphrased below:

#### OCDQ SUBTESTS

##### Teacher's Behavior

1. Disengagement refers to the teachers' tendency not to work together. Their behavior is perfunctory with respect to task-oriented situations.
2. Hindrance refers to the teachers' feeling that the principal burdens them unnecessarily with routine duties and "busywork".
3. Esprit refers to "morale". They feel that their social and task-accomplishment needs are being met.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other.

##### Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He prefers to be guided by rules and policies

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<sup>15</sup>Ibid., p. 131.



rather than to deal with the teachers in an informal, face to face situation.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He tends to be very directive and is not sensitive to feedback from the staff.
7. Thrust refers to the principal's behavior which is characterized by his attempt to motivate the teachers through the example which he sets personally, rather than through close supervision. This behavior is usually viewed favorably by the staff.
8. Consideration refers to behavior by the principal which is characterized by his treatment of the teachers "humanly". He tries to do a little something extra for them in human terms.<sup>16</sup>

Profiles for each school were constructed from the scores of the eight subtests. By applying factor analysis, it was found that these profiles could be classified into six major clusters, each of which could be used to depict a different type of Organizational Climate. These six Organizational Climates were then ranked on a continuum of "openness" to "closedness".<sup>17</sup> A summary of the behavior characterizing each of the six climates is presented below:

1. The Open Climate depicts a situation in which the members enjoy extremely high Esprit. Its main characteristic is the "authenticity" of the behavior that occurs among all the members. The members enjoy friendly relations, obtain considerable job satisfaction, and are motivated to overcome difficulties and frustrations. They are

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<sup>16</sup>Ibid., pp. 150-151.

<sup>17</sup>Ibid., pp. 166-173.



proud of their school, but apparently feel no need of an extremely high degree of Intimacy.

The principal's behavior can be characterized as genuine. He is flexible and can meet the demands of the situation whether controlling and directing the activities of others or going out of his way to help satisfy the social needs of another. He has confidence in himself and others and does not need to monitor the teachers' activities too closely. He is in control of the situation and clearly provides leadership for the staff.

2. The Autonomous Climate is best characterized as one in which leadership acts emerge primarily from the group. The principal gives the teachers almost complete freedom to provide their own structures-for-interaction. There is a relatively high degree of Esprit and Intimacy. Satisfying social needs takes precedence over task-achievement need satisfaction.

The principal remains aloof from the teachers and runs the organization in a businesslike and rather impersonal manner. He sets an example by working hard himself. He is genuine and flexible but his range of administrative behavior, as compared to that of the principal in the Open Climate, is more restricted.

3. The Controlled Climate is characterized, above everything else, as highly task-oriented and impersonal. The teachers are there to get the job done and expect directives telling them how to do it. There is an excessive amount of routine reports and busywork, which seems to be accepted as a necessary part of the job. Everyone is too busy to indulge in social-need satisfaction, in fact, social isolation is common. Nevertheless, Esprit is slightly above average and is probably the result of task-accomplishment satisfaction. Authentic behavior is lacking because the group is disproportionately preoccupied with task accomplishment.

4. The Familiar Climate is characterized by the conspicuously friendly manner of both the principal and the teachers and the lack of control or direction. The principal makes the work as easy as possible for the teachers through procedural help and not burdening them with routine reports and busywork. Social-needs satisfaction is extremely high while task-achievement is very low. Esprit



is average and stems almost entirely from social-needs satisfaction.

The behavior theme of the principal is, essentially, "Let's all be a nice happy family." He is reluctant to be anything other than considerate lest he may destroy this "happy family" feeling.

5. The Paternal Climate is characterized mainly as one in which the principal feels that he must initiate all leadership acts and know every thing about everything that is going on. He does much of the busywork himself thus relieving the teachers of these chores. The teachers have given up trying, and let the principal take care of things as best he can. The teachers do not work well together and are split into factions. Inadequate social-needs satisfaction and task-accomplishment result in low Esprit. The climate is partly closed.

6. The Closed Climate is the least genuine of all. The principal is ineffective in directing the activities of the teachers; at the same time is not inclined to look out for their personal welfare. He is highly aloof and impersonal. His frequent cry is "Let's work harder," and sets up rules and regulations about how to get things done. The teachers view him as a "phony".

The teachers do not work well together. Task-accomplishment and social-needs satisfaction are both minimal and is reflected in low Esprit. At the same time the principal seems incapable of doing anything constructive about the situation.<sup>18</sup>

By analyzing both the overt and covert behaviors that relate to the process of interaction, of the principal and the faculty, Halpin and Croft were able to identify and conceptualize, in measureable terms, various kinds of school climates.

Principals with high scores on Thrust and Consideration and low scores on Aloofness and Production Emphasis

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<sup>18</sup>Ibid., pp. 174-181.

are likely to be associated with schools with Open Cli-  
mates. Principals with high scores on Aloofness and  
Production Emphasis and low scores on Thrust and Consider-  
ation are most likely to be found in schools with Closed  
Climates. This study focuses on the relationship between  
the principal's measured potential for interpreting inter-  
personal behavior and the school climate.

## II. LITERATURE ON LEADERSHIP TRAITS, BEHAVIORS, AND SITUATIONAL FACTORS

The enigma of "what makes a successful leader" has  
been a phenomena of concern to the scholar for centuries.  
Machiavelli's exposition on the subject, in the early six-  
teenth century, is a classic example of one of the earlier  
attempts, through intelligent guesswork, to identify behav-  
ioral characteristics that make for a successful leader.<sup>19</sup>  
There have been hundreds of studies since Machiavelli's  
time comparing the intellectual, physical, and psychologi-  
cal traits of leaders and followers. These studies have  
frequently culminated in another list of traits related  
to "good" leadership.

One of the serious limitations of the trait theory  
approach to the study of leadership can be attributed to  
the fact that there seems to be an almost endless number  
of traits that can be studied. Prior to 1940 Bird compiled

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<sup>19</sup>Niccollo Machiavelli, The Prince, trans. by George  
Bull (Baltimore Maryland: Penguin Books). 1944-164.



a list of 79 traits from approximately 20 psychologically oriented studies.<sup>20</sup> In a more recent compilation Lippitt found only 5 percent of the same traits in 106 leadership studies appeared in four or more studies.<sup>21</sup> After reviewing 124 leadership studies focused on personal characteristics of leaders Stogdill concluded that: "Leadership is not a matter of passive status, or a mere possession of some combination of traits. It appears rather to be a working relationship among members of a group."<sup>22</sup> Sanford reaches similar conclusions and says:

From all these studies of the leader we can conclude, with reasonable certainty, that:

- (1) there are either no general leadership traits or if they do exist, they are not to be described in any of our familiar psychological or common-sense terms,
- (2) in a specific situation, leaders do have traits which set them apart from followers, but what traits set what leaders apart from what followers will vary from situation to situation.

It looks as if any comprehensive theory of leadership will have to find a way of dealing, in

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<sup>20</sup>C. Bird, Social Psychology (New York: Appleton-Century), 1940, p. 87.

<sup>21</sup>Gordon Lippitt, "What Do We Know About Leadership?" Leadership in Action, No. 2, National Training Laboratories, Washington D. C., 1961, p. 7.

<sup>22</sup>Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, 25;35-71 (January 1948). p. 35.

terms of one consistent set of rubrics, with the three delineable facets of the leadership phenomenon:

- (1) the leader and his psychological attributes,
- (2) the follower with his problems, attitudes and needs,
- (3) the group situation in which followers and leaders relate with one another.

To concentrate on any one of these facets of the problem represents over-simplifications of an intricate phenomenon.<sup>23</sup>

Halpin believes:

We will greatly increase our understanding of leadership phenomena if we abandon the notion of leadership as a trait and concentrate instead upon an analysis of the behavior of leaders.<sup>24</sup>

Admittedly, the situation can have some rather powerful determinative effects. Halpin warns against over-emphasizing these effects when he says:

The question never is one of whether the results of a leader's efforts are determined either by the situation or by specific behaviors of the leader. Rather must we phrase our question in a different form. How much of the variance in group productivity is associated with variance in Situational Variable A? How much of variance in Situational Variable B? How much of the variance in productivity is associated with variance in, for example, the consideration of the leader? With variance in the leader's skill in Initiating Structure in his interaction among group numbers?<sup>25</sup>

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<sup>23</sup>Fillmore H. Sanford, Current Trends: Psychology in the world Emergency (Pittsburg: University Pittsburg Press 1952), pp. 45-59.

<sup>24</sup>Andrew W. Halpin, Theory and Research in Administration (New York: The MacMillan Co., 1966), p. 81.

<sup>25</sup>Ibid., p. 83.

Acknowledging the impossibility of measuring all of the behavior of any individual Halpin and associates chose to study extensively two dimensions of leader behavior. They called these dimensions "Initiating Structure" and "Consideration." Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in establishing 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.<sup>26</sup>

These researchers have also developed an instrument called the Leadership Behavior Description Questionnaire (LBDQ) to measure the specific behaviors embodied in the concepts of Consideration and Initiating Structure. Halpin states:

By measuring the behavior of leaders on the Initiating Structure and the Consideration dimensions, we can determine by objective and reliable means how specific leaders differ in leadership style, and whether these differences are related significantly to independent criteria of the leader's effectiveness and efficiency.<sup>27</sup>

After years of study and research on leadership Fiedler concludes:

Man becomes a leader not only because of his

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<sup>26</sup>Ibid., p. 86.

<sup>27</sup>Ibid., p. 88.

personality attributes, but also on the basis of various situational factors (what the job requires, who is available, etc.) and the interaction between the leader's personality and the situation. While the leader is frequently chosen from among the group's most intelligent members, intelligence alone will not suffice. Likewise, the tall and big, the dominate, the aggressive, the masculine, and the visible are more likely to be chosen as leaders. But these and similar traits have turned out to be rather poorly correlated with the attainment of leadership status. Rather, if one is to rise to a position of leadership, it may be more useful to have the specific ability and knowledge which are directly related to the job; and for a substantial number of business executives, it has been more useful to own 51 percent of the company stock.

Furthermore he states:

...the attainment of a leadership position turns out to be a matter of personality to only a limited extent, and certainly to a much lesser degree than the layman believes to be the case and that the psychologist thought likely not too long ago.

Like numerous other researchers on leadership, Fiedler has studied leadership styles which fall into two major categories. Grossly oversimplified, these are represented at one extreme by task-oriented behaviors (directive, autocratic, authoritarian) and at the other extreme by relationship-oriented behaviors (democratic, equalitarian, permissive).

In reporting a summary of four of these studies he says:

In all four studies the group situations were ordered on the basis of their favorableness for the

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<sup>28</sup>Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Company 1967), pp. 10-11.

leader, and each of these provided evidence that the task-oriented leader tends to perform best in situations which are very favorable while the relationship-oriented leader tends to perform best in situations intermediate in favorableness. Three of the studies also indicate that the task-oriented leader's style is relatively more effective in very unfavorable situations.<sup>29</sup>

A comparison of the behaviors of the successful and unsuccessful leaders shows that the successful leaders decrease in the intensity of their interaction with group members, that they become less directive, less involved and structuring, and less considerate in unfavorable group-task situations.<sup>30</sup>

A system of classification for interacting group situations has emerged from Fiedler's research. This system postulates three factors of major importance in determining the degree to which the leader can wield power and influence. They are: (1) the leader's position power, (2) the structure of the task, and (3) the interpersonal relationship between leader and members.

The task structure and the position power of the leader are group attributes which are determined by the organization. The interpersonal relationship which the leader establishes with his men is at least in part dependent upon the leader's personality. His effective relations with group members, the acceptance which he can obtain, and the loyalty which he can engender are however, related to the type of person he is and the way in which he handles himself in critical turning points of his group's career.<sup>31</sup>

Fiedler seems convinced that dialogue regarding the successful or unsuccessful leader is rather pointless. He

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<sup>29</sup>Ibid., p. 180.

<sup>30</sup>Ibid., p. 196.

<sup>31</sup>Ibid., pp. 22-29.

puts it this way:

Except perhaps for the unusual case, it is simply not meaningful to speak of an effective leader or of an ineffective leader; we can only speak of a leader who tends to be effective in one situation and ineffective in another. If we wish to increase organizational and group effectiveness we must learn how to build an organizational environment in which the leader can perform well.<sup>32</sup>

Hamachek places major emphasis on the interpersonal relationships of the leader without ignoring the situational factors. He states:

The kind of leader (or principal) one is depends on the kind of man or woman one is. If I say to a principal that he must have social sensitivity and action flexibility to be successful, this would matter not a whit unless he was a socially sensitive flexible individual to begin with...unless he valued these... as desirable personal characteristics...<sup>33</sup>

Whatever else leadership is, leadership is a relation. It is a relation insofar as it involves interactions between two or more persons, one of whom makes decisions, the other of whom must abide by or follow these decisions. In order to understand the leadership process...it is first necessary to consider the personality of the leader in relation to the personality of the followers and then to relate these variables to the characteristics of the situation.<sup>34</sup>

Margolin reviewed the content of discussions carried on as part of a mental-health institute for teachers held

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<sup>32</sup>Ibid., p. 261.

<sup>33</sup>Don E. Hamachek. "Leadership Styles, Decision-Making and the Principal," The National Elementary Principal, Vol. XLV No. 5 (April 1966), p. 27.

<sup>34</sup>Ibid., p. 28.

at Brookline, Massachusetts and reached these conclusions about the crucial role played by administrative personnel in determining the emotional climate of the school:

One factor clearly emerged...The pattern or tone for the human relationships in the school is distinctly set up by the administrator, and this pattern frequently extends to the community. This is especially evident when frustrated teachers express their aggression against parents, making fruitful parent-teacher relations very difficult....Authority relationships constitute the fulcrum upon which levers can be applied for transmitting forces that lead to good or bad mental-hygiene practice in the school.<sup>35</sup>

In discussing Halbin and Croft's pioneer work on assessing organizational climates, Lonsdale predicted in 1964 that we would see many studies in this area within the next few years. His prediction is borne out by the increase in dissertations completed in this area.<sup>36</sup>

Only those dissertations most pertinent to this study are reviewed here.

Morris used the OCDQ in studying 146 Canadian elementary and secondary schools to determine if Canadian schools demonstrate a distribution of climates similar to

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<sup>35</sup>Ruben J. Margolin, "New Perspectives for Teachers, Mental Hygiene," 37:394-424 (1953), quoted in Lindgren, Henry C., Educational Psychology in the Classroom (New York: John Wiley and Sons 1962), pp. 548-549.

<sup>36</sup>Richard C. Lonsdale, NSSE Yearbook, LXIII, Part II (Chicago: The National Society for the Study of Education 1964), p. 170.

those found by Halpin and Croft concluded:

1. The overall distribution of climate in Alberta Schools was similar to that in the Halpin and Croft Study. There seemed to be a greater tendency among the Canadian elementary schools toward "openness" while the reverse was indicated for the secondary schools, and even more so in combined schools.
2. Teacher satisfaction and teacher perception of school effectiveness and principal effectiveness varied directly with the "openness" of school climates.<sup>37</sup>

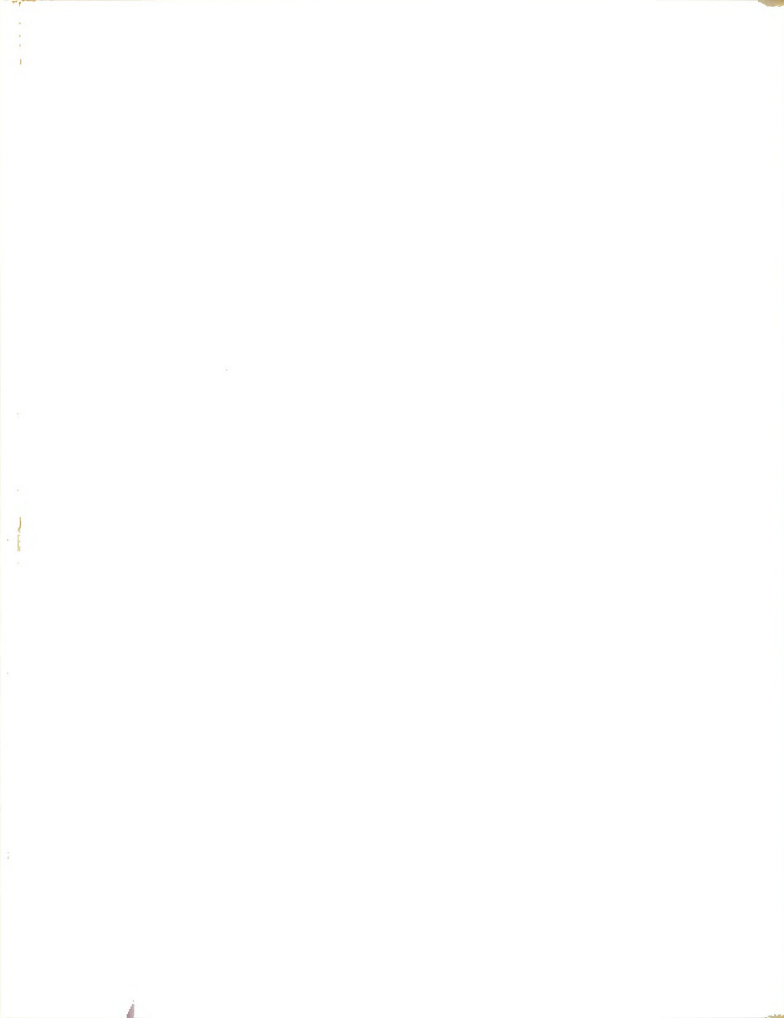
Sargent investigated 33 Minnesota High Schools using the OCDQ, Cattell's Personality Factor Questionnaire, and the Study of Values. He concluded that the degree of openness of high school climate could not be predicted from personality characteristics. His study also indicated that teachers and principals perceived climate dimensions, except for aloofness, significantly different. Principals saw the various dimensions more favorably than did the teachers.<sup>38</sup>

In a study of twenty elementary schools Cook investigated the relation of the principal's behavior to the school climate. He used the Leadership Behavior Description (LBDQ) and the OCDQ. The LBDQ measures two dimensions

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<sup>37</sup>Derek V. Morris, "Organizational Climate of Canadian Schools," The CSA Bulletin III (June 1964), pp. 3-7.

<sup>38</sup>James C. Sargent, "An Analysis of Principal and Staff Perceptions of High School Organizational Climate" (unpublished doctoral dissertation, University of Minnesota, Minneapolis, 1966).



of leader behavior; (1) Initiating Structure, which refers to leader behavior aimed at defining patterns of organization, channels of communications and methods of procedure, and (2) Consideration, which refers to leader behavior aimed at meeting social and personal needs.<sup>39</sup>

Cook concluded:

1. The leadership behavior of the principal is instrumental in determining the climate of his school.
2. The mean size of the teaching staff was significantly smaller in the Open Climate than any other climate, and was significantly larger in the Controlled Climate than in any other climate.
3. The age of teachers may be a significant factor in determining a school's organizational climate. Teachers in "open" schools were significantly older than teachers in any other climate and teachers were significantly younger in "closed" schools.<sup>40</sup>

Winter investigated the relationship between organizational climate and certain personal status factors of elementary staff members using the OCDQ and personal status factors. He found six personal status factors which showed significant relatedness to organizational climate. These were: (1) age, (2) total teaching experience, (3) experience within the same school, (4) degree

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<sup>39</sup>Halpin, op. cit., p. 86.

<sup>40</sup>Edward V. Cook, "Leadership Behavior of Elementary School Principals and the Organized Climate of the Schools Which They Administer" (unpublished doctoral dissertation, Rutgers--The State University, New Brunswick, New Jersey, 1965). Reported in Dissertation Abstracts, XXVII (August 1966), pp. 345-346.

held, (5) assignment, and (6) certification. Sex of the staff, sex of the principal, location of the school, and size of the staff showed no relatedness to climate.<sup>41</sup>

Wiggins utilized the OCDQ, Fundamental Interpersonal Relationship Orientation-Behavior (FIRO-B), and the Survey of Interpersonal Values (SIV) in a study of leader behavior characteristics and organizational climate. One of the conclusions he reached was that; "Generally, leader behavior and organizational climate were not shown to be significantly related. However, a significant relationship was found between the FIRO-B of the principal and the OCDQ..."<sup>42</sup>

Farber used the OCDQ, Dogmatism Scale, and selected biographical characteristics in studying certain factors and their relationship to organizational climate. Some of his findings were: (1) the degree of dogmatism in the principal and teachers is not related to the organizational climate, (2) sex of principal or teachers is not related to the organizational climate, (3) size of student body

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<sup>41</sup> James A. Winter, "An Investigation of the Relationship of Organizational Climate and Certain Personal Status Factors of Elementary School Professional Staff Members" (unpublished doctoral dissertation, George Peabody College, 1968), reported in Dissertation Abstracts, XXIX (January 1969), p. 2083.

<sup>42</sup> Thomas W. Wiggins, "Leader Behavior Characteristics and Organizational Climate" (unpublished doctoral dissertation, Claremont Graduate School, 1968), reported in Dissertation Abstracts, XXIX (February 1969), p. 2504.

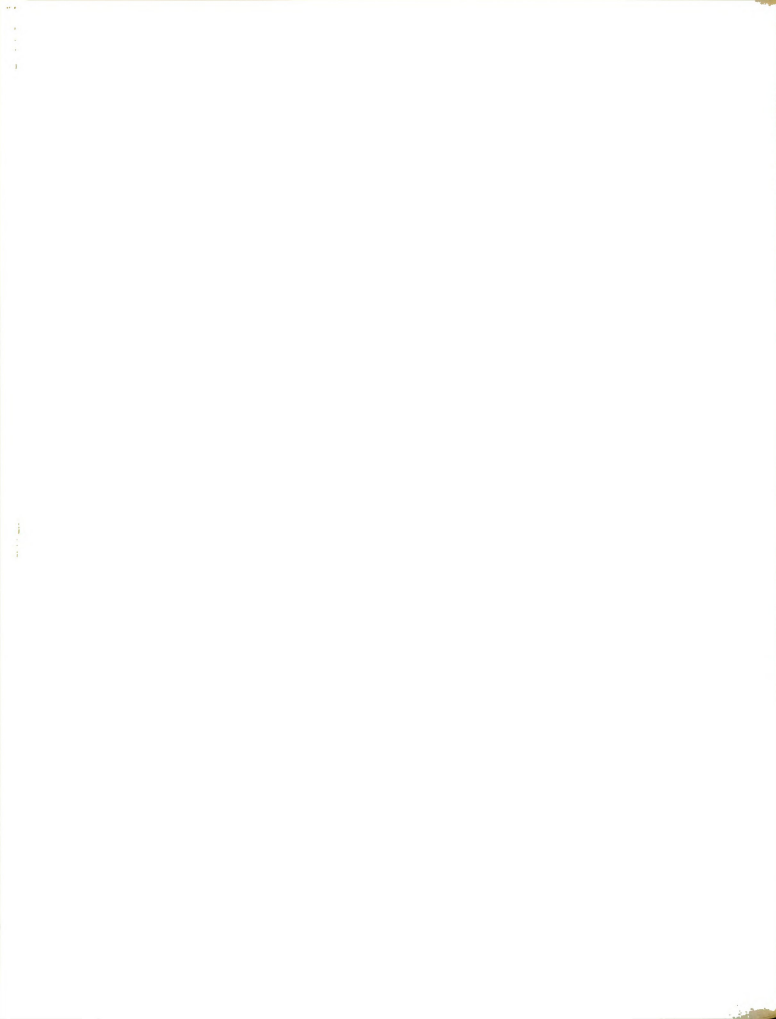
is not related to the organizational climate, (4) total years in present position or experience of the principal is not related to the organizational climate, and (5) the number of years a teacher remains in a school is related to a more open climate.<sup>43</sup>

In a study of fourteen public elementary schools using the OCDQ, The Sixteen Personality Factor Test, The Sixteen Polar Adjective Check List, selected biographical data, and a student questionnaire Berends reported these findings:

1. No significant correlation exists between the way principals perceive their personality and the way teachers perceive the principal along dimensions of personality.
2. Principals tend to perceive their personality in a more favorable manner than do their staffs.
3. The quality of "Trusting" as perceived by the teachers in the principal's personality, is positively related to the "Open" Climate score on the OCDQ scale.
4. The quality of "Conservative" as perceived by the teachers in the principal's personality is negatively related to the "Open Climate" score on the OCDQ scale.
5. The quality of "Trusting" as perceived by the teachers in the principal's personality,

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<sup>43</sup>Bernard E. Farber, "Organizational Climate of Public Elementary Schools as Related to Dogmatism and Selected Biographical Characteristics of Principals and Teachers and Selected School and School Community Characteristics" (unpublished doctoral dissertation, Wayne State University, 1968), reported in Dissertation Abstracts, XXIX (April 1969), p. 3368.



is negatively related to the "closed" Climate score on the OCDQ scale.<sup>44</sup>

This section of the review on leadership clearly points out that leadership is multi-dimensional and complex. It generally supports the position that leadership is a function of the interaction between the leader's behavior patterns, his various traits, and the situation. The exact role each of these factors play in producing predictable leader behavior is still largely unknown. However, the research indicates that each factor's influence changes in relation to every other factor as the would-be leader moves from one situation to another.

### III. LITERATURE ON LEADERSHIP, SENSITIVITY TO OTHERS, AND RELATED IDEAS

The need to increase our capabilities for understanding others has steadily increased in importance with the increase in population and the complexity of world society. This is especially true in the field of education and the helping professions. Meeting this need has placed new demands upon leadership in all fields of endeavor. However, it seems that the high school principalship would be one of the leadership positions most demanding sensitivity to others.

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<sup>44</sup>Eugene H. Berends, "Perceptions of the Principal's Personality: A Study of the Relationships to Organizational Climate," (unpublished doctoral dissertation, Michigan State University, 1969), pp. 72-73.



Sensitivity to others (the ability to accurately sense what others think and feel) is variously referred to in the literature as social perceptiveness, empathy, and social intelligence. In this section only literature on 'sensitivity to others' which has relevance for leadership is reviewed.

In discussing some of the consequences resulting from inadequate empathetic skills, Katz maintains:

He finds it difficult to communicate both ideas and feelings. He misses the feedback of the data he needs to assess his own behavior and lacks the sense of mutuality which he requires in order to maintain his self-esteem. The judgments he makes of others are out of harmony with the judgments of other group members or associates. He tends to misconstrue the attitudes of others at the same time he feels that others do not respond to him...satisfactorily. As he fails to contact others in a meaningful and sensitive way, he fails to sustain an inner sense of integration and self acceptance.<sup>45</sup>

Stogdill's review, mentioned earlier, caused him to conclude that some of the most searching studies of leadership reveal the capacity for ready communication as one of the skills consistently associated with leadership.<sup>46</sup>

Combs emphasizes the importance of sensitivity to others in this manner:

It is probable that failure to understand how things seem to other people is the most persistent source of difficulties in human relationships. To

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<sup>45</sup>Robert L. Katz, Empathy Its Nature and Uses (New York: The Free Press of Glencoe, 1963), pp. 110-111.

<sup>46</sup>Stogdill, op. cit., p. 44.



understand human behavior...it is necessary to understand the behavior's perceptual world, how things seem from his point of view.<sup>47</sup>

Smith says, "Most of what we know about people we have learned informally. The sensitive people are simply those who have learned the most. Motivation is the first essential: Men learn what they want to learn."<sup>48</sup> In general, studies have used different measures of sensitivity and of personality, thus the results are not comparable. Nevertheless, Smith says, "The pattern is clear, the sensitive are more intelligent, more tolerant, and above all more independent but responsible and considerate in their relations with others."<sup>49</sup>

Pelz holds the position that human relations skills alone are by no means related in a one-to-one fashion with worker satisfaction. Another significant element he believes is the extent to which the leader is able to mediate upward the point of view and desires of those whom he directs.<sup>50</sup>

Bass mentions several skills which he believes are essential to successful leadership. He sees flexibility,

<sup>47</sup> Arthur Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, Inc., 1965), p. 13.

<sup>48</sup> Henry C. Smith, Sensitivity to People (New York: McGraw-Hill Book Co., 1966), p. 177.

<sup>49</sup> Ibid., p. 178

<sup>50</sup> Donald C. Pelz, "Influence: A Key to Effective Leadership in the First-line Supervisor," Personnel (1952), 29, pp. 209-217.

the ability to communicate easily with subordinates, and being particularly sensitive to the needs of subordinates as essential skills of a leader.<sup>51</sup>

Included in the ability to solve the group's problems is the ability to understand, appreciate, and exhibit sensitivity to those problems, according to Bass. He states:

The actual success displayed by an individual in estimating the tendencies of others is not only a matter of aptitude. Empathic success should increase with increased motivation to attend to clues. It should also increase with information available about others' behavior. In objective terms, successful leadership is promoted by the would-be leader's ability to estimate the group's attitudes, motives, and present level of effectiveness.<sup>52</sup>

The literature on leadership abounds with statements of suggestion and fact that the interpersonal perception ability of the would-be leader is associated positively with effectiveness of leadership. Many different approaches for increasing one's sensitivity or interpersonal perception capabilities have been tried with varying degrees of success. These approaches range from lectures through discussion groups, role-playing, audio-visual methods, to the latest approach of increasing one's sensitivity through the T-Group method.

A major problem facing those who would like to develop knowledge at a faster pace in this area is the lack of

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<sup>51</sup>Bernard M. Bass, Leadership, Psychology, and Organizational Behavior (New York: Harper and Brothers, 1960), pp. 420-421.

<sup>52</sup>Ibid., pp. 176-178.

valid standardized tests for measuring sensitivity. This predicament is described by Hatch in the following way:

In summary, research on the measurement of interpersonal perception processes has not, as yet, yielded an acceptable approach to the construction of an 'off-the-shelf' test of empathic sensitivity.<sup>53</sup>

There is general agreement in the literature that a principal cause for this deficiency in measuring instruments is that theorists and researchers have often used different theoretical conceptualizations of sensitivity and sensitivity process. They have further confounded the problem by applying these theoretical definitions in ways having little relevance to their theoretical statements.

Is sensitivity a specific or general ability? If it were specific, then one could draw no confident conclusions about a person's general sensitivity from his performance in one situation on a particular test of sensitivity. In other words, there would be no relationship of one's sensitivity from one situation to another.

Crow and Hammond had medical students make 15 different kinds of predictions about student attitudes toward each other and about patients they saw on sound film; their reticence, their vocabulary level, their scores on personality inventories, etc. These 15 measures of sensitivity were intercorrelated. Of the more than one hundred

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<sup>53</sup> Richard A. Hatch, The Sixth Mental Measurement Yearbook, Oscar K. Buros, editor (New Jersey: The Gryphon Press, 1965), p. 86.

correlations only a few were large enough to be significant and some were negative. This study failed to support the hypothesis of a general ability of interpersonal perceptiveness.<sup>54</sup>

In a more recent study Cline and Richards reached an opposing conclusion. They exercised great care in developing and pretesting their measures of sensitivity. They selected 10 film interviews; they had each interviewee complete several different inventories and scales; and they pretested all aspects of their measures for internal consistency. Consequently, the final measure of sensitivity had considerable generality. Perceivers good in judging one person were good in judging others, and perceivers who were accurate in making one kind of prediction were accurate in making other kinds.<sup>55</sup>

A number of studies show that those who are the most influential and effective members of groups have more accurate perceptions than other members and differentiate between people more sharply. Davitz found, "That while emotional meanings were interpreted more accurately from facial expressions than from speech, the same people were

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<sup>54</sup>W. J. Crow and K. R. Hammond, "The Generality of Accuracy and Response Sets in Interpersonal Perception," Journal of Abnormal and Social Psychology (1957), 54, pp. 384-390., quoted in Henry C. Smith, Sensitivity to People (New York: McGraw-Hill Book Co., 1966), p. 10-11.

<sup>55</sup>Ibid., p. 11.

best at interpreting both, suggesting a general factor of sensitivity."<sup>56</sup>

In a survey of 15 studies reporting 101 results concerning the relationship between leadership and empathy, Mann observed 74 percent of the results were positive. He concluded that while researchers have been unable to obtain results which are statistically significant they have obtained positive results with impressive consistency.<sup>57</sup>

In a study of military leadership Showel used a rather comprehensive test of accuracy to study the relationship between the squad leader's rated effectiveness and his knowledge about each of the ten trainees under him. Squad leaders were asked such questions as:

- (1) Has he had a pass during the past week?
- (2) What was his job before entering service?
- (3) What are his hobbies?
- (4) What is his first name?

The leaders were rated by their trainees, their sergeant, the platoon leader, and a standardized leader reaction test. An accuracy score was the correct number of answers each leader gave about his trainees. The leaders

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<sup>56</sup>J. R. Davitz, The Communication of Emotional Meaning (New York: McGraw-Hill Book Co., 1964), quoted in Michael Argyle, The Psychology of Interpersonal Behavior (Baltimore: Penguin Books 1967), p. 103.

<sup>57</sup>Robert D. Mann, "A Review of the Relationships Between Personality and Performance in Small Groups," quoted in Bernard M. Bass, Leadership, Psychology, and Organizational Behavior (New York: Harper and Brothers, 1960), pp. 169-170.

with the highest accuracy scores also received the best leader total scores from the four sources of ratings.<sup>58</sup> Again supporting the idea that sensitivity is a general rather than a specific ability.

It is not difficult to find studies which conclude that the best leaders do not necessarily know the most about the attitudes and personal lives of those they lead. However, most of these studies can be justly criticized for deficient methodology and the confounding of variables.

In a well designed and controlled study by Johnson similar conclusions to those of Showel's were reached. He used a measure of general stereotype accuracy and a measure of constructive leadership attitudes. He related the scores on these two scales of over one hundred men to a wide variety of demographic data, personality, and aptitude measures. High scorers were somewhat more intelligent, older, better listeners, and more open-minded. However, he found the largest difference was in leadership attitudes. He concluded that those most considerate and most concerned about effective group organization are best informed about the interests of these groups.<sup>59</sup>

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<sup>58</sup>Smith, op. cit., p. 116.

<sup>59</sup>Smith, op. cit., pp. 139-140.

In summary, section I of this review of the literature was concerned with studies and related ideas of organizational climate. There is general agreement that the interaction between individuals and groups within an organization does result in something called "climate." The point is made that this "climate" does have an impact upon all members of the organization. The idea that "climate" has measurable dimensions is presented. Much of this section is devoted to a review of Halpin and Croft's pioneer efforts in developing the Organizational Climate Description Questionnaire for measuring eight dimensions of school climates.

Section II deals with the interrelated questions of:

(1) What makes an effective leader? and (2) Is the leader's behavior determined primarily by his own personal attributes or is it determined primarily by the situation? This review points to the position that leader-behavior is a function of the interaction between the personal attributes of the leader and the demand characteristics of the situation.

Finally, in section III a review of literature on "sensitivity to others" and its relevance for leadership is presented. This section supports two assumptions: (1) that "sensitivity to others" is positively related to leader effectiveness and (2) that "sensitivity to others" is a general ability.



Section III is the most directly relevant section of this review to the major concern of this study. Essentially, this concern can be stated in question form as follows: Is the principal's ability to produce or generate statements and interpretations about interpersonal behavior, as measured by a pencil and paper test, related to the organizational climate of the school in which he is principal?

## CHAPTER III

### RESEARCH PROCEDURES

#### Introduction

There were three specific tasks necessary in carrying out this study:

1. Measure the organizational climate of the school.
2. Measure the principal's ability to interpret interpersonal relationships.
3. Collect selected biographical data in regard to the principal and the staff.

#### Population

A population of twenty-four (24) high schools roughly distributed according to population centers were selected to participate in the study. Only two schools whose participation was requested refused to participate. The criteria for the selection of participating schools were:

1. High schools enrolling students in at least three grades of 9 through 12.
2. High schools with enrollments between 600 and 2,000 students.
3. Administered by a full time principal who had served in his present position for at least the last three years. (This criterion wasn't applied to two new schools.)
4. Only schools of Michigan's lower peninsula were selected.



The rationale for selecting schools with enrollments between 600 and 2,000 was that most of the high schools in Michigan's lower peninsula have enrollments between these figures. "Inner-city" schools were not selected to avoid going through various authority levels of larger city systems for permission to include those schools in the study. Selected schools were primarily located in suburban neighborhoods near large metropolitan centers. Sociologically, they would fall into lower-middle and middle class family categories. There were no "very wealthy" nor "very poor" schools in the sample.

Twenty-four principals and a one-fourth sample of 1188 teachers participated in this study. All principals were white males with a median age of 46 years ranging from 35 to 59 years of age. Additional biographical data on the principals can be found in Table I. on page 41.

### I. METHODOLOGY OF THE STUDY

The Organizational Climate Description Questionnaire was handed to each teacher individually along with a form letter and an addressed, stamped envelope to be completed in privacy and mailed directly to the researcher. A copy of this letter can be found in the Appendix.

This approach was used for three reasons: (1) the questionnaire was completed within the last three weeks of

TABLE I

BIOGRAPHICAL CHARACTERISTICS OF THE PARTICIPATING  
PRINCIPALS IN THIS STUDY

1a. Sex	<table><tr><td>Male</td><td>Female</td></tr><tr><td>24</td><td>0</td></tr></table>		Male	Female	24	0															
Male	Female																				
24	0																				
1b. Age	<table><tr><td>20-29</td><td>30-39</td><td>40-49</td><td>50-59</td><td>60 or over</td></tr><tr><td>0</td><td>5</td><td>13</td><td>6</td><td>0</td></tr></table>					20-29	30-39	40-49	50-59	60 or over	0	5	13	6	0						
20-29	30-39	40-49	50-59	60 or over																	
0	5	13	6	0																	
1c. Educational Level	<table><tr><td>Bachelor Degree</td><td>M.A.</td><td>M.A. plus</td><td>Ed. Spec.</td><td>Ph.D. or Ed.D.</td></tr><tr><td>0</td><td>2</td><td>16</td><td>5</td><td>1</td></tr></table>					Bachelor Degree	M.A.	M.A. plus	Ed. Spec.	Ph.D. or Ed.D.	0	2	16	5	1						
Bachelor Degree	M.A.	M.A. plus	Ed. Spec.	Ph.D. or Ed.D.																	
0	2	16	5	1																	
1d. Number of Years in Present Position	<table><tr><td>1-4</td><td>5-9</td><td>10-14</td><td>15-19</td><td>20-24</td><td>25-29</td><td>30 or over</td></tr><tr><td>9</td><td>9</td><td>2</td><td>2</td><td>1</td><td>0</td><td>1</td></tr></table>							1-4	5-9	10-14	15-19	20-24	25-29	30 or over	9	9	2	2	1	0	1
1-4	5-9	10-14	15-19	20-24	25-29	30 or over															
9	9	2	2	1	0	1															
1e. Total Number of Years as a Principal	<table><tr><td>1-4</td><td>5-9</td><td>10-14</td><td>15-19</td><td>20-24</td><td>25-29</td><td>30 or over</td></tr><tr><td>5</td><td>5</td><td>6</td><td>4</td><td>2</td><td>0</td><td>2</td></tr></table>							1-4	5-9	10-14	15-19	20-24	25-29	30 or over	5	5	6	4	2	0	2
1-4	5-9	10-14	15-19	20-24	25-29	30 or over															
5	5	6	4	2	0	2															



the school year making total faculty participation difficult, (2) the total number of teachers represented (1188) would have increased the expense significantly, and (3) this procedure insured a high degree of confidentiality to the participants.

A follow-up letter was sent to every participant in schools where 90 percent of the questionnaires were not returned within two weeks after the close of school. This procedure was necessary since teachers were asked not to sign the questionnaire. A copy of this letter can be found in the Appendix. Table II shows the percentage of completed questionnaires returned for each school. (see p. 43)

The instrument for the principal was administered personally by the researcher within one month after the close of the school year. The instructions printed on the front of each test for administering the instruments were followed exactly.

## II. INSTRUMENTATION

The Organizational Climate Description Questionnaire (OCDQ) was used to measure the organizational climate of the schools participating in this study. This instrument was developed by Andrew W. Haplin and Don B. Croft for use in identifying and describing organizational climate dimensions of elementary schools. The questionnaire contains sixty-four items. These items consist of brief statements

TABLE II

## PERCENTAGE OF TEACHERS COMPLETING THE OCDQ

School No.	*No. of Teachers Asked to Complete OCDQ	No. of Teachers Who Completed the OCDQ	Percentage
1	14	14	100
2	6	6	100
3	15	15	100
4	15	13	87
5	10	9	90
6	18	14	78
7	15	12	80
8	15	14	93
9	15	13	87
10	16	15	94
11	10	9	90
12	15	13	87
13	15	13	87
14	9	8	88
15	12	10	83
16	10	8	80
17	10	8	80
18	15	12	80
19	13	11	84
20	12	11	92
21	16	13	81
22	28	21	74
23	23	20	87
24	20	14	70
	347	296	

Percent of teachers completing the OCDQ = 85

\*Each number in this column equals one-fourth of that school's total classroom teachers.



of situations involving interpersonal behavior and role performance of teachers and principals. Teachers are asked to decide how typical the described behavior is of his principal, fellow teachers, or his school in general. The responses are grouped for scoring into eight categories, each measuring one of the eight dimensions of organizational climate. Four of these dimensions (Disengagement, Hindrance, Esprit, and Intimacy) describe behavior of teachers and four (Aloofness, Production-Emphasis, Thrust and Consideration) describe the principal's behavior. The various dimensions of the OCDQ are described in greater detail in Chapter II. A copy of the instrument can be seen in the Appendix.

Although the OCDQ was originally designed for use with elementary schools it has proven useful and applicable in studying the organizational climate of high schools. Some studies using the OCDQ with high schools have been reviewed in Chapter II.

Permission to use the OCDQ was granted by Mr. Harry Cloudman of the MacMillan Company of New York. Scoring of the instrument was done by the New Mexico Testing Services, Inc., Las Cruces, New Mexico.

The Behavioral-Divergent-Production Test (BDPT) was used to measure the principal's ability to produce or generate statements and interpretations about both verbal and non-verbal behavior. The BDPT's are factor analytically

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developed tests. According to the authors, J. P. Guilford, Moana Hendricks, and Ralph Hoepfner, they are designed to measure items of information or mental constructs used by the individual in dealing with interpersonal relationships. These mental constructs are said to be in an operational category known as "divergent production" of which there are six kinds of items of information or "products." These six "products," which have their theoretical basis in Guilford's structure-of-intellect model, are: units, classes, relations, systems, transformations, and implications.<sup>60</sup> Guilford's research indicates that these "products" are basic elements of flexibility necessary in solving social problems involving interpersonal relationships.<sup>61</sup>

The DBPT's are classified as "experimental" tests since they are so new that there has not been time to validate them through empirical investigations. However, Guilford says that for the most part the factor analytical studies show these instruments to be measuring what they are theoretically supposed to measure. Thus confirming their construct validity through factor analysis.<sup>62</sup>

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<sup>60</sup>J. P. Guilford, The Nature of Human Intelligence (New York: McGraw-Hill Book Co., 1967).

<sup>61</sup>J. P. Guilford, Moana Hendricks, and Ralph Hoepfner, "Solving Social Problems Creatively," Journal of Creative Behavior, Vol. 2, No. 3 (Summer 1968), pp. 155-158.

<sup>62</sup>Personal communication (July 1969) from J. P. Guilford.



The test battery, as used in this study, consists of five individual factor tests with an average reliability coefficient of .77. Intercorrelations of the individual tests that make up this test battery are presented in Table III. The relatively low intercorrelations of individual tests and the relatively high correlations of each with the composite score supports Guilford's factor analytical findings for these tests. His findings indicate that each test does measure a different, but related factor of one's ability to cope with interpersonal relationships.

There is no reliability coefficient available for the composite score of the Behavioral-Divergent-Production Tests used in this study. Due to the type of responses required on these tests the split-half method of obtaining a reliability coefficient is not possible.

The tests were scored according to the instructions furnished by the Aptitudes Project Director. The scorer was supervised by this writer. The respondents were identified by number only on the test making it impossible for the scorer to identify the person whose test was being scored.

Permission to use these tests was granted by the Aptitudes Project at the University of Southern California. J. P. Guilford is Project Director and Ralph Hoepfner is Co-Director.

TABLE III  
CORRELATIONAL DATA ON  
BEHAVIORAL-DIVERGENT-PRODUCTION TESTS

Individual Tests	Intercorrelations					Reported Reliability
	1	2	3	4	5	
1. Varied Emotional Relations	---					.64
2. Expressing Mixed Emotions	.36	---				.78
3. Multiple Social Problems	.43	.50				.78
4. Alternate Picture Meanings	.51	.41	.58			.87
5. Creating Social Situations	.40	.43	.69	.57		.79
Total Battery	.71	.63	.80	.86	.75	---

Note: Raw scores from which these intercorrelations were derived can be found in the appendix.



### III. TECHNIQUE

The OCDQ responses were tabulated into climate similarity and climate profile scores at the New Mexico Testing Services, Inc., Las Cruces, New Mexico. A summary of the scores provided by this scoring service can be found in Tables VIII and IX in the Appendix.

The BDPT data obtained for each principal was programmed through the Computer Center at Michigan State University. A mean and standard deviation were calculated for the total distribution of principal test scores.

The following data were key-punched for each school in this study:

1. Organizational Climate

- a. The six OCDQ Climate Similarity Scores.
- b. The eight OCDQ Climate Profile Subtest Scores.

2. Principal

- a. Each principal's score on the BDPT.
- b. Each principal's age, educational status, years in present position, and total years as a principal.

3. Teacher

2. Ages of all members of each school's teaching faculty.

The Pearson product-moment correlation statistical procedure was computed measuring the relationship between these variables. The results of these relationships and their significance for each hypothesis tested in this study are discussed in detail in Chapter IV.



## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

The statistical analyses of all data for this study were done at the Computer Center at Michigan State University. The Pearson product-moment correlation technique was used in analyzing all data. The correlations of variables related directly to the testing of the hypotheses of the study are presented in table form as each hypothesis is discussed in this chapter.

#### I. ANALYSIS OF THE DATA

##### Hypothesis one:

There is no significant relationship between the principal's divergent thinking in interpersonal relationships, as measured by the Behavioral-Divergent-Production Tests, and the type of organizational climate of the school as measured by the OCDQ.

The theoretical basis for hypothesis one can be stated as---the more divergent or flexible a person is in his ability to make accurate interpretations of interpersonal behavior the greater is his potential for coping with more "open" communication systems. From this theoretical proposition it should follow that principals with greater potential for coping with more "open" communication



systems will tend to be associated with more "open" rather than more "closed" organizational climates.

The relationships between the Behavioral-Divergent-Production Tests and the various types of organizational climates are presented in Table IV. In studying Table IV we see that none of the correlations reach the 5 percent level of significance. On the basis of this information Null hypothesis number one is accepted.

However, careful examination of the correlations for each type of climate in Table IV indicates that "open" climate certainly approaches the 5 percent level of significance, receiving a correlation of .36 when a correlation of .40 is required for significance. Further, it can be noted that all correlations, except for "controlled" climate, are in the expected theoretical direction. These relationships are interesting due to the fact that none of the schools in this study was found to have either "open," "autonomous," or "controlled" climates while sixteen schools were found to have "closed" climates. For further information on climates found in these schools see Table VIII in the Appendix. Also, raw scores for the Behavioral-Divergent-Production Tests can be found in Table X in the Appendix.

#### Hypothesis two:

There is no significant relationship between the principal's divergent thinking in interpersonal relationships, as measured by the Behavioral-Divergent-

TABLE IV

CORRELATIONS OF ORGANIZATIONAL CLIMATE WITH BEHAVIORAL-  
DIVERGENT-PRODUCTION TEST SCORES

Organizational Climates	Behavioral-Divergent-Production Tests
Open	-.36
Autonomous	-.21
Controlled	.16
Familiar	-.17
Paternal	.01
Closed	.19

Organizational Climate Scores are weighted negatively. Thus, correlations with negative signs are to be interpreted as positive and correlations with positive signs are to be interpreted as negative.

Correlations for principal age is based on an N of 24 which requires a correlation of .40 to reach the 5 percent level of significance.

Production Tests, and the total number of years he has been a principal.

The theoretical basis for hypothesis number two derives from the proposition that---principals continue to develop their ability to interpret and understand interpersonal relationships with successive years of experience as a principal.

Item 5d in Table V indicates a non-significant negative correlation of  $-.11$  between the total number of years one has been a principal and his score on the BDP Tests. Related item 5c shows a non-significant correlation of  $-.20$  between years in present position and attained score on the BDP Tests. This finding lends further support to the proposition that no relationship exists between years of experience as a principal and the ability to interpret and understand interpersonal relationships.

Item 5b in Table V indicates a highly significant negative relationship of  $-.60$  between the principal's age and educational level (defined as graduate credit earned). Item 5a in the same table indicates that a significant positive relationship exists between the principal's educational level and BDP Test score. Also a negative relationship of  $-.36$ , which almost reaches the required level of significance, between age and the BDP Test is shown in Table V.

Summarizing the findings from Table V, we see when contrasted with the younger principal

TABLE V

CORRELATIONS OF BEHAVIORAL-DIVERGENT-PRODUCTION TESTS  
WITH SELECTED BIOGRAPHICAL DATA OF PRINCIPALS

Biographical Data of Principals	Educational Level	BDP Tests
5a. Educational Level	---	.47*
5b. Age	-.60*	-.36
5c. Years in Present Position	-.40*	-.20
5d. Total Years as Principal	-.41*	-.11

The correlations in Table V are based on an N of 24. A correlation of .40 is required for the 5 percent level of significance.

\*Indicates at least 5 percent level of significance.

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the older principal is likely to: (1) have been a principal longer, (2) have earned fewer hours of graduate credit, and (3) have achieved a lower score on the BDP Tests. A definite trend can be seen when all relationships in Table V are considered together. This trend suggests that a negative relationship may exist between length of experience as a principal and the ability to understand and interpret interpersonal behavior.

On the basis of the relationships presented above Null hypothesis number two is accepted.

#### Hypothesis three:

There is no significant relationship between the principal's divergent thinking in interpersonal relationships, as measured by the Behavioral-Divergent-Production Test, and the amount of graduated credit earned.

Intelligence test results have consistently shown significant gains in test scores associated with continuation of formal schooling. Studies of high school and college students, after an interval of one to four years, when re-tested typically show significant gains in I. Q. scores. Students with very high or very low I. Q.'s do not show such gains.<sup>63</sup>

An investigation of Table I (p. 41) reveals that the subjects in this study are mostly at the same educational level. These principals are much older than the high

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<sup>63</sup>Frank S. Freeman, Theory and Practice of Psychological Testing (New York: Henry Holt and Company, 1950), p. 482.



school and college students in the studies mentioned above (median age of 46 years) and are well beyond the grade level range where gains on ability tests are likely. Therefore, the relationship between these tests of social intelligence (BDPT's) and graduate credit earned was anticipated to be non-significant.

Item 5a in Table V indicates that a positive correlation of .47 was found between the educational level and the BDP Tests results of the principals in this study. This correlation is significant well beyond the 5 percent level.

This finding is interesting because the equality of educational level of these principals, as mentioned above, prevents using differences in educational level to account for this relationship. Data on the kinds of training or educational experiences, such as Sensitivity Training, psychotherapy, or academic course work which these principals have been exposed to was not available. Therefore, any attempt to establish a cause and effect explanation of this finding would be merely conjecture.

On the basis of this relationship Null hypothesis number three is untenable and must be rejected.

Hypothesis four:

There is no significant relationship between the "openness" of the organizational climate of the school, as measured by the OCDQ, and the age of the faculty.

Studies have consistently demonstrated that the faculty as well as the administration have some influence in



determining the organizational climate of the school.<sup>64</sup> For example, the emotional adjustment of teachers has long been recognized as having an important influence upon the learning climate within the classroom. In a recent study of elementary schools Cook found age of the faculty to be a significant factor in determining school climate.<sup>65</sup>

Present tenure laws and other factors tend to remove the variable of faculty age from administrative control except in the case of initial employment. Therefore, information on such an uncontrollable variable would be invaluable to those attempting to change the high school climate. Thus, the basis for including hypothesis four in this investigation.

Correlations between organizational climate and faculty age are presented in Table VI. A perusal of this table indicates that none of the six types of organizational climates yielded a significant correlation with age of the faculty. This same statement holds true for the age of the principal as can be noted in the same table.

This relationship is interesting in view of the differences in average age (approximately 10 years.) of the faculties in this study. (See Table VII in the Appendix

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<sup>64</sup>Halpin, op. cit.

<sup>65</sup>Cook, op. cit.



TABLE VI

CORRELATIONS BETWEEN ORGANIZATIONAL CLIMATE  
AND AGE OF FACULTY AND PRINCIPAL

Organizational Climates	Faculty Age	Principal Age
Open	-.11	.13
Autonomous	-.06	-.03
Controlled	.01	-.14
Familiar	-.08	.03
Paternal	.23	.28
Closed	.13	.03

Note: A non-significant correlation of .26 between faculty and principal age was found in this study.

Organizational Climate Scores are weighted negatively. Thus, correlations with negative signs are to be interpreted as positive and correlations with positive signs are to be interpreted as negative.

Correlations for faculty age in this table are based on an N of 19 and a correlation of .45 is required to reach the 5 percent level of significance.

Correlations for principal age is based on an N of 24 which requires a correlation of .40 to reach the 5 percent level of significance.



for more information on the average age of the participating faculties)

This finding is in conflict with Cook's finding reviewed on page 26 in this study. He used the OCDQ in a study of 20 elementary schools in New Jersey and found a significant relationship between faculty age and school climate. From this study he concluded that older, more stable, and the very young faculty members, with limited family responsibilities tend to be associated with more "open" climates. Faculty members between 30 and 40 years of age, with mortgages and family responsibilities tended to be associated with "closed" climates.<sup>66</sup>

On the basis of the relationships between faculty age and organizational climate Null hypothesis number four is accepted.

In summary, four Null hypotheses were tested and reported on in this chapter. Three of these hypotheses were concerned with the relationship between the principal's measured ability to cope with interpersonal relationships and the school climate; the total number of years he had been a principal; and the educational level attained by the principal. The fourth hypothesis focused on the relationship of faculty age to the organizational climate of the school.

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<sup>66</sup>Cook, op. cit.

Only one of the Null hypotheses was rejected. A significant relationship was found between the educational level of the principal and his score on a measure of ability to understand interpersonal relationships.



## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This chapter extracts from the preceding chapters the central ideas and elements of the study. A summary of the study design, the findings, and data upon which these findings are based is presented. Finally, some conclusions and recommendations will be noted.

#### Summary

This investigation was designed to assess the relationship between the organizational climate of the high school and the principal's understanding of interpersonal relationships. A total of 24 experienced principals participated in the study.

Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) was used to measure the organizational climate. This instrument delineates six climate types along an "open-closed" continuum. These climates designated (Open, Autonomous, Controlled, Familiar, Paternal, and Closed) were determined by the responses of classroom teachers in each high school.

The principal's understanding of interpersonal

relationships was measured with some recently developed tests called Behavioral-Divergent-Production Tests. These tests are designed to measure some of the abilities necessary for interpreting mental and physical attitudinal states in other persons.

A review of the literature on leadership, organizational climate, and sensitivity to others emphasized the following points:

1. Leadership is an important factor in determining the climate of an organization.
2. Leader-behavior is a function of the interaction between the personal attributes of the leader and the demand characteristics of the situation.
3. Climate has an impact upon all members of an organization.
4. Climate is the result of interaction between individuals and groups both within and outside an organization.
5. Sensitivity to others is a general ability that is positively related to leader effectiveness.

A total of 25 variables of organizational climate characteristics, tests of interpretations of interpersonal behavior, and biographical factors were correlated to provide the data for the findings of this study.

### Findings

During the planning stage of this study four experts in school administration, from the state of Michigan, were consulted regarding the sample of schools to be used in this investigation. There was unanimous agreement among

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these experts that if there were high schools in Michigan with open climates they would be found in this sample of schools.

A. One of the striking findings of this investigation can be seen by studying the Organizational Climate Similarity Scores of participating schools in Table VIII. This table indicates that on a continuum of six climates no faculty rated its school as having either an Open, Autonomous, or Controlled climate. This represents the "more open" end of the continuum. Instead, sixteen of the twenty-four schools were rated by their faculties as having closed climates, which represents the "more closed" end of the continuum. Two of the remaining eight schools received ratings most similar to a Paternal climate; five were rated as having Familiar climates; and one was rated as having mixed characteristics of Familiar, Paternal, and Closed climates.

According to the characteristics indicated in Table XI these teachers perceive the climate of their schools as characteristically low in Esprit, Thrust, and Consideration and high in Hindrance, Production Emphasis, Aloofness, and Disengagement and average in Intimacy.

Since the OCDQ was originally designed for and standardized on a population of elementary schools the immediate inclination is to suspect that this finding is the result of inadequate instrumentation. However, upon examination

of the various climate characteristics assessed by the OCDQ (Esprit, Hindrance, Aloofness, Thrust, Disengagement, Consideration, Production Emphasis, and Intimacy) it is difficult to argue that these same characteristics do not apply equally to the high school.

This investigator feels that there are sociological and psychological forces present in most high schools which operate to create relatively more "closed" than "open" climates. Some of these forces are:

1. Historically, schools have derived their organizational structure from a subordinate-superordinate model of human relationships. This results in parent-child types of interaction between student-teacher and teacher-principal.
2. Adults in general feel that the sexually and physically mature adolescent has great potential for "getting into trouble" if given the freedom in an open climate.
3. The adolescent is potentially a greater threat to faculty members and faculty members are similarly a greater threat to the principal in an open as opposed to a closed climate.

B. Another finding that deserves further study is the significant relationship found between the BDP Tests and the amount of graduate credit earned. No attempt was made to control for factors which might confound this relationship such as: (1) age, (2) intelligence, (3) institutions awarding the credit, or (4) types of experiences represented in earned credits such as training in Human Relations.

C. No significant relationship was found between the

principal's ability to understand interpersonal relationships and the organizational climate of the school. However, a positive relationship closely approaching the 5 percent level was found between the climate "openness" and the principal's ability to understand interpersonal relationships.

D. No significant relationship was found between the principal's ability to understand interpersonal relationships and the total number of years he had been a principal. There was a trend in the data indicating that the length of time one has been a principal may be negatively associated with understanding of interpersonal relationships.

E. No significant relationship was found between age of the faculty and the type of organizational climate in the school.

F. No significant relationship was found between age of the principal and the type of organizational climate in the school.

This finding suggests that it is the interaction of the principal with the situation that has meaning for the faculty and this interaction cannot be predicted from the principal's age.

### Conclusions

Few people would disagree with the proposition that the principal is an important influence in determining a



school's climate. However, influence exerted by the principal is often complex and difficult to assess separately from the influence of others. Relatively little is known about the influence of students, parents, and the community upon a school's climate.

Within the limitations of this study the following conclusions are made:

1. A low but positive relationship does exist between a principal's understanding of interpersonal relationships and the "openness" of the school climate.
2. The older principal is likely to have less understanding of interpersonal relationships than is his younger counterpart.
3. The more graduate hours of credit a principal earns the more "sensitive to others" he becomes.

### Recommendations

Within the limitations of this study the following recommendations seem warranted:

1. The graduate school should study differentially the kinds of experiences offered principals to determine whether some experiences increase one's "sensitivity to others" more than other experiences.
2. The Behavioral-Divergent-Production Tests used in this study show promise as feasible pencil and paper tests

for measuring "sensitivity to others" and should be used in further studies of this nature.

3. Studies designed to replicate or refute the relationship between the BDP Tests and graduate credit earned as found in this study, should be done.

4. Studies should be conducted to determine whether the climates of the public high schools of Michigan are as closed as the sample of schools in this study would indicate.



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## APPENDIX



TABLE VII

## AVERAGE AGES OF PARTICIPATING FACULTIES

School Number	Average Age of Faculty in Years
1	39.1
2	----
3	35.8
4	39.4
5	32.8
6	----
7	31.0
8	34.3
9	32.3
10	38.1
11	37.7
12	29.7
13	----
14	30.9
15	34.1
16	35.8
17	31.1
18	36.1
19	32.8
20	37.3
21	29.8
22	----
23	30.4
24	----

Ages for five faculties were not received in time for inclusion in the study.

TABLE VIII

ORGANIZATIONAL CLIMATE  
SIMILARITY SCORES OF PARTICIPATING SCHOOLS

School Number	OCDQ Climates					Closed
	Open	Auton- omous	Con- trolled	Famil- iar	Pa- ternal	
1	91	97	92	63	56	58
2	63	60	116	24	67	93
3	80	89	111	43	47	54
4	95	73	107	57	60	40
5	83	61	110	37	73	67
6	114	99	88	46	57	58
7	95	76	110	57	63	34
8	101	94	107	63	58	34
9	121	107	85	86	53	55
10	113	108	90	75	60	26
11	116	104	91	80	67	23
12	118	99	81	81	71	26
13	96	80	112	58	59	39
14	105	95	104	67	60	28
15	106	105	96	78	62	30
16	113	112	82	81	65	27
17	90	98	114	52	42	51
18	120	93	87	86	72	20
19	116	117	81	92	65	22
20	77	78	118	37	49	69
21	91	86	111	51	59	40
22	103	90	103	69	63	31
23	117	113	79	92	61	17
24	114	108	81	89	59	21

1. On this scale, the lowest score indicates the climate most like the one being investigated, thus School #20 is identified as having characteristics most similar to a Familiar Climate.

2. The higher score indicates farther away from the characteristics of that particular climate.

3. If two or three scores are very similar and are the lowest of the six, this indicates all of these characteristics are present in the school (as in School #1).



TABLE IX

ORGANIZATIONAL CLIMATE  
PROFILE SCORES OF PARTICIPATING SCHOOLS\*

School Number	OCDQ Subtests							
	Disenfranchisement	Hindrances	Esprit	Intimacy	Aloofness	Production	Thrust	Consideration
1	58	51	33	54	53	44	49	64
2	53	39	45	48	44	38	53	65
3	64	47	33	53	48	43	49	59
4	64	46	35	59	53	44	45	50
5	56	38	40	57	55	39	49	62
6	62	54	44	57	51	51	50	45
7	64	46	38	58	55	43	39	53
8	60	51	35	62	44	52	41	51
9	61	57	36	56	52	53	38	42
10	63	55	41	58	45	54	36	44
11	65	55	40	56	50	50	37	42
12	59	51	43	57	53	57	32	43
13	65	48	37	60	49	44	42	51
14	65	52	35	58	48	49	39	50
15	64	57	36	53	50	48	37	51
16	60	56	33	54	46	59	41	47
17	61	46	36	60	41	53	41	56
18	60	48	36	55	59	57	41	40
19	61	61	37	50	49	55	38	45
20	60	39	48	63	39	48	42	56
21	64	48	36	54	53	41	43	57
22	67	50	40	56	51	46	37	49
23	64	54	38	51	52	56	37	44
24	63	51	48	51	53	58	35	47

\*Scores are double standardized to a mean of 50 and a deviation of 10. The higher score indicates the greater measure of that particular characteristic.

TABLE X

PRINCIPAL'S RAW SCORE ON THE  
BEHAVIORAL-DIVERGENT-PRODUCTION TESTS

Principal Number	Subtests					Composite Score
	Varied Emotional Relations	Expressing Mixed Emotions	Multiple Social Problems	Alternate Picture Meanings	Creating Social Situations	
0	20	14	23	41	18	116
1	18	16	16	39	10	99
2	20	18	12	30	5	85
3	16	6	13	12	5	52
4	19	20	18	25	8	90
5	7	5	11	20	1	44
6	22	18	25	32	11	108
7	19	13	18	31	6	87
8	15	10	9	24	5	63
9	14	15	14	30	5	78
10	15	10	13	21	4	64
11	15	9	13	26	7	60
12	19	16	12	25	6	78
13	21	13	13	25	7	79
14	11	10	15	24	9	69
15	21	14	19	44	8	106
16	18	12	9	22	8	69
17	24	13	17	27	9	89
18	16	10	18	24	8	76
19	21	9	13	33	2	78
20	22	9	16	30	7	84
21	9	16	11	14	4	44
22	18	7	7	14	2	48
23	20	18	25	27	8	98

TABLE XI

## PROFILE CHARACTERISTICS OF ORGANIZATIONAL CLIMATE

OPEN	AUTON- OMOUS	CON- TROLLED	FAMILIAR	PATERNAL	CLOSED
High Esprit	Rela- tively High Esprit	Rela- tively High Esprit	Average Esprit	Low Esprit	Low Esprit
Low Disen- gagement	Low Disen- gagement	Low Disen- gagement	High Disen- gagement	High Disen- gagement	High Disen- gagement
Low Hind- rance	Low Hind- rance	High Hind- rance	Low Hind- rance	Low Hind- rance	High Hind- rance
High Thrust	Rela- tively High Thrust	Average Thrust	Average Thrust	Average Thrust	Low Thrust
High Consid- eration	Average Consid- eration	Average Consid- eration	High Consid- eration	High Consid- eration	Low Consid- eration
Low Produc- tion Emphasis	Low Produc- tion Emphasis	High Produc- tion Emphasis	Low Produc- tion Emphasis	High Produc- tion Emphasis	High Produc- tion Emphasis
Low Aloof- ness	Rela- tively High Aloofness	High Aloof- ness	Low Aloof- ness	Low Aloof- ness	High Aloof- ness
Average Intimacy	High Intimacy	Low Intimacy	High Intimacy	Low Intimacy	Average Intimacy

May 1969

Dear Fellow Educator:

Your principal has given me permission to include this school in the research for my doctoral dissertation to be completed this fall at Michigan State University.

The purpose of this study is to determine what relationships, if any, the creativity of the principal has to the organizational climate of the school.

One-fourth of this faculty, selected at random, are being asked to complete this questionnaire at the earliest convenience and mail it in the self-addressed envelope to my home.

Please do not sign the questionnaire.

I would truly appreciate your help in this study. Participating schools will be sent a summary.

Sincerely,

Chesley L. Hargrave  
1748 E. Grand River  
Okemos, Michigan



# FOLLOW-UP LETTER

Dear Mr.(s)

Your principal has given me your name and address as one of the teachers of (        ) High School who was asked to complete a questionnaire on the Organization Climate of your school.

The study is specifically designed so that teachers participating in the study cannot be identified individually. To date, I have (    ) of (    ) questionnaires completed and returned to me by mail. Thus, I am writing all participants from your school because a high percentage of completed questionnaires is essential to the study.

If you have not completed the questionnaire, I would very much appreciate your doing so in the near future so that I can proceed with the research. If you have misplaced the questionnaire, please indicate same on enclosed card and I will mail another to you immediately.

Thank you sincerely for your assistance in this study.

Chesley L. Hargrave  
1748 E. Grand River  
Okemos, Michigan



THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Read each statement, then check the number of the response (1,2,3, or 4) that best describes your school.

1. Rarely or never occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

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

14. Teachers seek special favors from the principal.
15. School supplies are readily available for use in classwork.
16. Student progress reports require too much work.
17. Teachers have fun socializing together during school time.
18. Teachers interrupt other faculty members who are talking in staff meetings.
19. Most of the teachers here accept the faults of their colleagues.
20. Teachers have too many committee requirements.
21. There is considerable laughter when teachers gather informally.
22. Teachers ask nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching.
25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.
29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigor and pleasure.
32. The principal sets an example by working hard himself.
33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their own classrooms.
35. The morale of the teachers is high.
36. The principal uses constructive criticism.

37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he speaks at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for the teachers.
44. Teachers leave the grounds during the school day.
45. The principal criticizes a specific act rather than a staff member.
46. Teachers help select which courses will be taught.
47. The principal corrects teachers mistakes.
48. The principal talks a great deal.
49. The principal explains his reasons for criticism to teachers.
50. The principal tries to get better salaries for teachers.
51. Extra duty for teachers is posted conspicuously.
52. The rules set by the principal are never questioned.
53. The principal looks out for personal welfare of teachers.
54. School secretarial service is available for teachers' use.
55. The principal runs the faculty meeting like a business conference.
56. The principal is in the building before teachers arrive.
57. Teachers work together preparing administrative reports.



58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.
60. The principal tells teachers of new ideas he has run across.
61. Teachers talk about leaving the school system.
62. The principal checks the subject-matter ability of teachers.
63. The principal is easy to understand.
64. Teachers are informed of the results of a supervisor's visit.
65. Grading practices are standardized at this school.
66. The principal insures that teachers work to their full capacity.
67. Teachers leave the building as soon as possible at day's end.
68. The principal clarifies wrong ideas a teacher might have.
69. Schedule changes are posted conspicuously at this school.

## MULTIPLE SOCIAL PROBLEMS

In each item of this test, two people of a typical family are described. You are to write as many different personal problems as you can that the two people can have with each other. The problems should involve the feelings, thoughts, and attitudes of the two people described. Look at the sample item:

What personal problems can the BROTHER and SISTER have with each other?

1. Sister makes fun of brother's friends
2. Brother and sister compete for attention of mother
3. Brother tries to dominate younger sister
4. Sister helps around house; brother doesn't (UNACCEPTABLE)
5. Jealousy (UNACCEPTABLE)

Answers 1, 2, and 3 are all acceptable problems that might occur between the brother and sister. No. 4 is unacceptable. It is not a personal problem occurring between two people, but a problem with the parents that one of them would have separately. Your answers should state problems that the two people have with each other. No. 5 is unacceptable because it is too general and could apply to any two people. Your answers should not be general problems but specific to the two people involved.

This test has 4 pages with 1 item per page. You will have 2 minutes to work on each page.

If you have questions, ask them now.

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## MULTIPLE SOCIAL PROBLEMS

What personal problems can the MOTHER and her SON have with each other?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

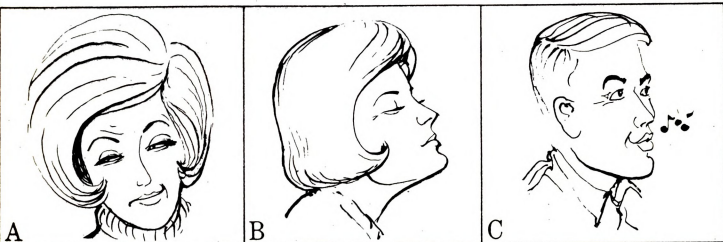
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## VARIED EMOTIONAL RELATIONS

In this test, you will be given many pictures of individuals. Choose as many sets of two pictures as you can, each showing a cause-effect relationship. Look at the sample item:



Relation 1. C and A

Relation 2. \_\_\_\_\_ and \_\_\_\_\_

Relation 3. \_\_\_\_\_ and \_\_\_\_\_

Notice that pictures C and A are one example of a cause-effect relationship and are entered on the line marked Relation 1. Picture A shows the next thing that would take place after what happens in picture C. The man whistling (C) is the cause; the coy girl (A) is the effect. Study the pictures carefully and see if you can find another cause-effect relationship, and mark it now under Relation 2. (A correct answer would be C - B; she snubs his advances.)

You are to choose many sets of two pictures each, each showing a cause-effect relationship. You may use a picture more than once.

This test has 2 pages with 2 minutes per page. Your score will be the number of different acceptable relationships you make.

If you have questions, ask them now.

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2  
VARIED EMOTIONAL RELATIONS

Choose as many different two-picture sets as you can that show cause-effect relationships and enter their letters on the lines below.



1. \_\_\_\_\_ and \_\_\_\_\_
2. \_\_\_\_\_ and \_\_\_\_\_
3. \_\_\_\_\_ and \_\_\_\_\_
4. \_\_\_\_\_ and \_\_\_\_\_

5. \_\_\_\_\_ and \_\_\_\_\_
6. \_\_\_\_\_ and \_\_\_\_\_
7. \_\_\_\_\_ and \_\_\_\_\_
8. \_\_\_\_\_ and \_\_\_\_\_

9. \_\_\_\_\_ and \_\_\_\_\_
10. \_\_\_\_\_ and \_\_\_\_\_
11. \_\_\_\_\_ and \_\_\_\_\_
12. \_\_\_\_\_ and \_\_\_\_\_



3  
VARIED EMOTIONAL RELATIONS

Choose as many different two-picture sets as you can that show cause-effect relationships and enter their letters on the lines below.



1. \_\_\_\_\_ and \_\_\_\_\_
2. \_\_\_\_\_ and \_\_\_\_\_
3. \_\_\_\_\_ and \_\_\_\_\_
4. \_\_\_\_\_ and \_\_\_\_\_

5. \_\_\_\_\_ and \_\_\_\_\_
6. \_\_\_\_\_ and \_\_\_\_\_
7. \_\_\_\_\_ and \_\_\_\_\_
8. \_\_\_\_\_ and \_\_\_\_\_

9. \_\_\_\_\_ and \_\_\_\_\_
10. \_\_\_\_\_ and \_\_\_\_\_
11. \_\_\_\_\_ and \_\_\_\_\_
12. \_\_\_\_\_ and \_\_\_\_\_



## ALTERNATE PICTURE MEANINGS

Facial expressions and gestures can have many different meanings. Each item in this test is a picture of a facial expression or a gesture. You are to look at the picture and then write as many different things as you can that a person might say if he felt as the person in the picture does.

Look at a sample item:



1. *Let me see. Where was I?*
2. *I wish he'd shut up!*
3. *I can't study anymore tonight.*
4. *Good Grief! What have I done?*
5. *Why doesn't he leave me alone?*

The sample responses include different statements that fit the expression in the picture. You could probably think of many more. For each picture in this test, write many different things that someone who felt like the person in the picture might say.

This test has 4 pages with 2 pictures on each page. You will have 3 minutes to work on each page.

If you have questions, ask them now.

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## ALTERNATE PICTURE MEANINGS

Write as many different statements as you can that fit the feelings of the person in the picture.

Item 1.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Item 2.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

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3  
ALTERNATE PICTURE MEANINGS

Write as many different statements as you can that fit the feelings of the person in the picture.

Item 5.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Item 6.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

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## ALTERNATE PICTURE MEANINGS

Write as many different statements as you can that fit the feelings of the person in the picture.

Item 7.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Item 8.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

STOP HERE

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1  
CREATING SOCIAL SITUATIONS

In this test three persons will be described who are together in some situation. An emotion or feeling of each person is included in the description. Using only the three characters mentioned, describe as many different situations as you can that could explain or add to all the given feelings. In each situation you describe, try to make each person play a new and different role. Look at a sample item:

- A. A fearful woman
- B. An angry man
- C. An unhappy child

1. C gets a bad report card; B, his father, is mad at C; and A, his mother, is afraid B will hurt C.
2. A has wrecked the car. B, her husband, is angry at her, and C, the child, is sad for his mother.
3. B comes home to find A with another man. He yells at her and C is unhappy his parents are fighting.
4. B had a flat tire on the road. A is afraid she left the store on. C missed a TV program. (UNACCEPTABLE)
5. B hits his wife, A, who is afraid. C is unhappy to see it. (UNACCEPTABLE)

You could probably think of different situations, involving still other relationships among the three characters, which would account for their feelings or emotions. Be sure that in the situations you describe, the three people are interacting with one another.

Notice that answer 4 is unacceptable because the three people are reacting not to one another, but each to an outside source. Notice that answer 5 is unacceptable because the situation does not lead to the feelings, i. e. it implies that the man is angry but doesn't explain the cause of his anger. Be sure the situations you write lead to or account for the feelings.

This test has 4 parts with 1 set of characters for each part. You will have 4 minutes to work on each part.

If you have questions, ask them now.

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Describe as many situations as you can that account for the feelings or emotions of all three people. Number each new situation.

- A. A surprised woman  
B. A grateful man  
C. A disappointed child

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

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## CREATING SOCIAL SITUATIONS

Describe as many situations as you can that account for the feelings or emotions of all three people. Number each new situation.

- A. An angry woman  
B. An amused man  
C. A frightened child

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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A. An embarrassed woman  
B. A shocked man  
C. A sad child

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5/5

1

1  
EXPRESSING MIXED EMOTIONS

In each item of this test two emotions are described. You are to write as many different things as you can that a person might say when he is feeling both emotions. Look at a sample item:

Write as many different things as you can that a person might say if he (she) were both JEALOUS and DISAPPOINTED.

1. You can have it. I don't want it anyway.
2. Yeah, Bill won; he always wins
3. He got it? But I expected to.
4. Look at that new car he just bought. (UNACCEPTABLE)
5. I didn't make it. (UNACCEPTABLE)

A person who is feeling both JEALOUS and DISAPPOINTED might say many other things in addition to the statements listed in the sample item. Notice that answers 4 and 5 are unacceptable. Each expresses only one of the given emotions. Number 4, "Look at that new car he just bought," is something a person might say if he were jealous. Number 5, "I didn't make it," is something a person might say if he were disappointed. Neither answer 4 nor 5 would be something a person might say if he were both jealous and disappointed.

REMEMBER: You should write many different things a person might say if he felt both emotions.

This test has 4 pages with 2 items per page. You will have 3 minutes for . each page.

If you have questions, ask them now.

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## EXPRESSING MIXED EMOTIONS

Write many different things that a person might say if he (she) felt both DELIGHTED and CONFUSED.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Write many different things that a person might say if he (she) felt both SAD and DISGUSTED.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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