

A COMPARISON OF MOBILE WITH NON - MOBILE
ELEMENTARY SCHOOL PRINCIPALS ON THE BASIS
OF SCHOOL CLIMATE

Dissertation for the Degree of Ph. D.

VUTI LAOSUNTHORN

MICHIGAN STATE UNIVERSITY

1975



This is to certify that the

thesis entitled

A COMPARISON OF MOBILE WITH NON-MOBILE
ELEMENTARY SCHOOL PRINCIPALS ON THE BASIS
OF SCHOOL CLIMATE

presented by

Vuti Laosunthorn

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Major professor

Date April 1, 1975

MT 2-1768 2B

Q-288

F 05





144
693188

ABSTRACT

A COMPARISON OF MOBILE WITH NON-MOBILE ELEMENTARY SCHOOL PRINCIPALS ON THE BASIS OF SCHOOL CLIMATE

By

Vuti Laosunthorn

This study was designed to determine if there are significant differences between school principals who transfer from place to place, and the principals who never move or are unlikely to move to principalships in different places. Because the principal is often held to be the key agent for change in today's elementary schools an examination of the leadership and school climate differences takes on importance.

This study was concerned with two groups of principals, a mobile group and a non-mobile group. The mobile principal group was made up of those who came to their present position from a principalship in another school and have been in their present position not more than two years but no less than one year. The non-mobile group of principals was made up of those who have served in their present school principalship for at least ten years.

Thirty principals in both groups were identified in the six counties studied, and the climate of organization was measured by responses from teachers of each school, using the Organizational Climate Description Questionnaires by Halpin and Croft. Multivariate analysis was used to analyze the data. No statistically significant differences were found at the .05 level with degree of freedom 8 and 21 in any one of the eight climate dimensions.

Profiles were drawn for each of the schools and for the composite of the mobile and of the non-mobile principal groups' schools. The composite profiles confirmed the great similarity between the two groups, both of which rather closely conformed to the Open Climate profile. No different clustering of characteristics distinguished the individual profiles between the two groups.

This study was designed to find support for a recommendation to boards of education and superintendents of schools about the values of a rotation system for principals as compared to the regular system.

The findings, after analysis by statistical and profile-comparison methods, fail to support a recommendation. No significant differences in the organizational climate were found between the schools with mobile principals and those with non-mobile principals.

A COMPARISON OF MOBILE WITH NON-MOBILE
ELEMENTARY SCHOOL PRINCIPALS ON THE
BASIS OF SCHOOL CLIMATE

By

Vuti Laosunthorn

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements for
the degree of

DOCTOR OF PHILOSOPHY

School of Education

1975

ACKNOWLEDGMENTS

For his counsel, trust, and support, I express my appreciation to Dr. Archibald B. Shaw, advisor, and chairman of my doctoral committee. I also wish to express appreciation to the other members of the committee, Dr. Walter F. Johnson, Dr. Christopher Sower, and Dr. Norman T. Bell for their help and willingness to serve in this capacity.

For invaluable assistance with the methodological procedures of this study, I am most grateful to Dr. Andrew Porter and his staff in the office of Research Consultation.

This study could not have been carried out without the cooperation of the Superintendents, Principals, and Teachers. To all of them I am grateful.

I express my heartfelt thanks to my country.

Finally, to my Heavenly Father, Song Laosunthorn, and my beloved mother, Pratuang Laosunthorn. Also my little sister, Maneerat Laosunthorn, who takes responsibilities for me while I am away, and Chantavit Chaemchaeng who is a true "helpmeet," whose encouragement and faith have been inspirational to me, I gratefully express my appreciation.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	vi
Chapter	
I. THE PROBLEM	1
Introduction	1
Statement of the Problem	2
Significance of the Study	5
Hypotheses	7
Limitations of the Study	9
Definition of Terms	10
Review of the Literature	11
Overview	11
II. REVIEW OF RELATED LITERATURE	12
Introduction	12
Leadership	12
Organizational Climate	16
Leadership and Climate	22
Rotation of the Principal	28
Successors: Career-Bound and Place-Bound	44
Summary	53
III. RESEARCH PROCEDURES	55
Introduction	55
Population and Methodology of the Study	55
Instrumentation	59
Techniques	63
IV. ANALYSIS OF THE DATA	71
Introduction	71
Analysis of the Data	71
Comparisons of Profile	78
Summary	84

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	86
Introduction	86
Summary	86
The Design	87
Analysis of Survey Instrument Data	89
Conclusion	90
Recommendations for Further Study	92
BIBLIOGRAPHY	93
APPENDICES	97

LIST OF TABLES

Table	Page
1. Over-all Survey Findings	57
2. Participants in this Study	58
3. Means of Raw Scores	65
4. Means of Raw Score of Whole and Selected Teachers in the Building	66
5. The Means Total of Mobile Principal, Whole and Selected Staff versus Non-Mobile Principal, Whole and Selected Staff	67
6. The Means Total of Whole Staff, Mobile and Non- Mobile Principal versus Selected Staff, Mobile and Non-Mobile Principal	68
7. The Means Total of Four Cells	69
8. Mobile Principal, Whole Staff versus Selected Staff	70
9. Non-Mobile Principal, Whole Staff versus Selected Staff Means	70
10. Means Total of Mobile versus Stable Principal Groups	72
11. Standard Deviation of Mobile and Non-Mobile Principal Groups	73
12. Profile Characteristics of Organizational Climate	74

LIST OF FIGURES

Figure	Page
1. Profile of the Composite Mobile and Non-Mobile Groups	79
2. Comparison Between Profiles of Composite Mobile and Open Climate	80
3. Comparison Between Profiles Composite Mobile and Closed Climate	81
4. Comparison Between Profiles of Composite Non-Mobile and Open Climate	82
5. Comparison Between Profiles of Composite Non-Mobile and Closed Climate	83

CHAPTER I

THE PROBLEM

Introduction

In the future the quality of elementary education will be linked increasingly to the professional preparation, social vision, and consistent courage of elementary school principals. Motivated by good will and an understanding of the value of cooperative effort he will seek to release within the individual school the potential contributions of classroom teachers, the staff of the central administration, the technical resource personnel, the parents, and the general community leadership. Each of these has his own field of expertise; working together they can assure to all children increasingly better educational opportunities. The principals' role is a strategic one of coordinating these resources as they serve the school and, ultimately, American society as a whole.¹

Since the future depends so much upon the elementary school principal, it may be useful to look at how the elementary principals behave and act in their schools and how the leadership may make the school climate in some schools different from others.

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

¹"The Elementary School Principalship in 1968,"
Department of Elementary School Principals, NEA, 1968,
p. 9.

the climate of a school as a composite personality with its dominant characteristics being very much like the dominant 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 the principal can and/or should influence the school climate are discussed.

This study assumes that the principal does play a major role in determining the emotional climate of the school.

Statement of the Problem

In spite of fifty years of research, little is known about whether a principal who transfers from one building to another becomes more expert in the principalship. There also rarely is found any article written about what happens to principals and their schools when they stay in one school for long periods of time. Within a single school system there also are few guidelines for superintendents or boards of education to follow in deciding whether they should renew a principals' contract except when particular principals have made mistakes. There is often only some feeling of emotion against or

trust from the superior in judging the principals' behavior. Many principals are judged by superiors according to their characteristics, education, personality, and how they behave rather than on more objective facts or evaluation. Therefore, there is only little for the school board to know as to whether a principal's contract should be renewed. The only thing the board knows may be that this particular principal has served a particular elementary school well, with no trouble or any real big problems, in which case the board may assume he is best fitted for this particular school. Many principals may have been assigned to the same place for more than ten years because they have not made any trouble for the school. This does not mean that he is demonstrably the best principal for the school but rather that he is perceived to be a good fit for the school. Many researchers find that leaders who stay in one place may build themselves an empire in that place.

On the other hand many researchers have found that principals who have been assigned to a school for the first or second years meet a lot of problems because of the need to adjust their personalities and characteristics to the new environment. Over a period of time they may be adjusted so fully that some lost their innovativeness and energy to make change and improvement. In other words he has become settled in and too comfortable with things

as they are. Some educators have proposed periodic rotation of principals for this reason. But this practice has been criticized, by Eugene Jennings:

Unfortunately, some leaders override the unique features of a position by maintaining a style that was useful in previous positions, ignoring the differences that inhere in the new position.²

In the literature can be found both advocates for and opponents to the proposal that leaders should be periodically transferred to improve the climate of the organization and their effectiveness. There are few cases in which planned periodic transfers of principals from one elementary school to another actually have taken place. The effects on the schools themselves of such a practice are therefore difficult to assess directly. It is proposed that pertinent and useful information may be found by studying the climate of schools in two categories: those in which the principal has served ten or more years; and those in which the principal has come from a different principalship and has served one to two years.

The problem in this study, then, is to discover the relationship between the climate of elementary schools that are led by newly moved principals and those where the principal has served ten years.

²Eugene E. Jennings, The Mobile Manager: A Study of the New Generation of Top Executives (Boston: McGraw Hill Book Co., 1967), p. 60.

Significance of the Study

A growing body of social science research relates productivity, whether in industry or in school, to such intangible realities as group climate and group cohesiveness.³

O. F. Peterson has stated that climate has a vital effect on group life.

The organizational climate determines the vigor with which the group tackles its problems. When the atmosphere is one of tension, where members are afraid to say what they think such a climate will tend to stifle group effectiveness.⁴

Wiles suggests that the difference between a dull disagreeable place which both teachers and pupils dislike and avoid as much as possible and the type of school where teachers like each other and enjoy being with pupils lies in the difference in the way the principal works with people and sets the stage for the relationships of others.⁵

There have been many personality studies of leaders, attempting to determine characteristic "leadership traits" such as forcefulness, intelligence, thoughtfulness, decisiveness, fairness, and the like. Stogdill's excellent

³Leland P. Bradford and Dorothy Mial, "The Individual and the Group," National Elementary Principal 34, No. 4.

⁴O. F. Peterson, "Leadership and Group Behavior," Leadership in Action No. 2 (Washington, D.C.: National Training Laboratories, NEA, 1961), p. 29.

⁵Kimball Wiles, Supervision for Better Schools (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1950), p. 13.

summary clearly documents the failure to identify traits that are universal in successful leaders. He concludes that "leadership is not a matter of passive status, or of a mere possession of some combination of traits. It appears rather to be a working relationship among members of a group."⁶

This situation according to Myers may vary from place to place. In fact, every time that principal moves from one building to another he meets different kinds of situations because of differences in the environment.⁷ According to the assumption of the above, the principal will remain the leader of the school wherever he moves. But his characteristics may change to adjust to new situations. This change in leader characteristics may improve or not improve school climate.

Since we do not know enough on which to base a policy of moving principals from one school to another or of letting them stay in one school whatever happens, therefore, it is important to study this problem to discover any information that would be useful to the boards or superintendents in deciding about transferring principals to different buildings.

⁶Ralph Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology 25 (January, 1948), 35-71.

⁷Robert B. Myers, "The Development and Implications of a Conception for Leadership Education" (Ph.D. dissertation, University of Florida, 1954).

If it is discovered that within the same period of ten years the principal who has not moved from his building has created a better atmosphere than others, this might recommend that there should not be too much transferring. Principals who have hard times in the first few years in the school should be continued there until they have clearly failed or have succeeded in establishing the desired climate. It would also recommend that principals should sign contracts for at least two to three years or more.

If, however, in a school wherein a principal with the same length of experience as the first but who has served in more than one school, regardless of the reasons for the move, there has been created a better climate, it might be desirable policy that principals should move every two to three years or it may support further the assumption that we should rotate principals, transferring them so that they would have equal opportunity and more experience to improve the school climate.

Hypotheses

Research Question

The primary question of interest is: Is there a significant difference between mobile and non-mobile elementary school principals in the organizational climate created in their schools?

General Hypothesis

There are no significant differences between elementary schools with mobile principals and schools with non-mobile principals as measured by the Organizational Climate Description Questionnaire.

Test Hypotheses

1. There is no significant difference on the Disengagement scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
2. There is no significant difference on the Hindrance scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
3. There is no significant difference on the Esprit scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
4. There is no significant difference on the Intimacy scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
5. There is no significant difference on the Alloofness scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
6. There is no significant difference on the Production Emphasis scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
7. There is no significant difference on the Trust scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.
8. There is no significant difference on the Consideration scale between schools with mobile and schools with non-mobile principals as measured by the OCDQ.

Limitations of the Study

1. This study is limited to the school districts in six counties in central Michigan: Ingham, Clinton, Eaton, Calhoun, Jackson, and Livingston.

2. In those six counties there are fifty school districts. The study is limited to the elementary schools in those local school districts in which the superintendent of schools will authorize participation, and is further limited to elementary schools whose principal will cooperate.

3. Among the many measures that might be applied to assess the quality of leadership effectiveness of principals, the instrument selected was the Organizational Climate Description Questionnaire, prepared by Halpin and Croft and used extensively in research studies. Hence the study is limited to the organizational climate in the elementary schools in the selected area as measured by this instrument, and conclusions will be limited to comparisons of this dimension of the effectiveness of the two groups of elementary principals in the sample.

4. The evidence of organizational climate is limited to that which can be derived from teacher answers to the instrument in schools in which the instrument responses are to be returned in a sealed envelope through the principal's office to the researcher.

5. The applicability of findings from this study will be limited because:

- a. The school districts in the test area are all within the area of Michigan State University and hence can be said to be representative only of the counties involved.
- b. The elementary schools studied and the school districts involved do not constitute a statistically representative sample of school and district sizes.
- c. The socio-economic range is less than representative.

Definition of Terms

Elementary School Principal

Full-time administrator of a public school enrolling pupils in all or some combination of grades kindergarten through seven.

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.

Non-mobile Principal

Refers to a principal who has served in his present school for at least ten years.

Mobile Principal

Refers to a principal who has transferred from one school to another at least once in the past ten years, for whatever reasons. The study is confined to mobile principals who are in their second year in their present school.

Review of the Literature

A review of the literature will include:

(1) Literature on Leadership; (2) Literature on Organizational Climate; (3) Literature on Leadership and Climate; (4) Rotation of the Principal; and (5) Successors: Career-bound and Place-bound.

Overview

In Chapter I, the nature of the problem to be studied has been identified. In Chapter II, the literature relevant to the study is reviewed in essentially a thematic approach. The research methodology, instrumentation, and techniques are described in Chapter III. In Chapter IV the research findings are presented in chart form and an analysis of the multivariate is made. The summary of the findings with conclusions and implications for further study concludes with Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

An abundance of literature dealing with leadership as it relates to organizational climate has appeared during the past ten to fifteen years. The trend has moved from the so-called "trait" approach to leadership, to the treatment of leadership as a "process" or "function." Needless to say, the act of leading is contingent upon the presence of someone to be led--a group or organization. A growing interest in organizations, then, has been a natural consequence of the shift in emphasis from studies of their traits to studies of their behavior as they interact with those whom they lead.

Leadership

Literally hundreds of studies on leadership have been reported. Stogdill, one of the foremost authorities on the subject, reviewed 124 of these. As a result of his exhaustive survey, he concluded that:

leadership is not a matter of passive status, or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and

demonstration of his capacity for carrying cooperative tasks through to completion.⁸

After a series of studies of leadership, Stogdill and Shartle similarly reported that leadership is not a "unitary human trait, but rather a function of a complex of individual, group, and organizational factors in interaction."⁹ Gibb, who has devoted over twenty years to the study of leadership, concurs with Stogdill and Shartle. In 1947 he wrote, "There is no one leadership type of personality Leadership resides not exclusively in the individual but in his functional relationship with other members of his group." After several years and much research, he reiterated his findings: ". . . that numerous studies of personalities of leaders have failed to find any consistent pattern of traits which characterize leaders."¹⁰

If it is true, as Stogdill, Shartle, Gibb, Halpin, and others have concluded, that leadership is not basically a sum of personality traits, what is it?

Bass, in his summary of the various definitions of leadership, mentions an unpublished paper by Bentz in

⁸R. M. Stogdill, Leadership and Structures of Personal Interaction (Columbus: Bureau of Business Research, The Ohio State University, 1957), p. 66.

⁹Ibid., p. 286.

¹⁰C. A. Gibb, "The Principles and Traits of Leadership," Journal of Abnormal and Social Psychology (1947), 267-284.

in which the author lists no less than 130 definitions of leadership which he gleaned from a sampling of literature prior to 1949.¹¹ Although one can find almost as many definitions of leaders and leadership as there are authors on the subject, the idea of leadership as influence seems basic to most. As Bass says: ". . . it (leadership) has been equated with any positive influence act; with behavior required to direct a group and with behavior making a difference among groups."¹²

It is this act or behavior of the leader upon which Stogdill and his associates in the Ohio State Leadership Studies focus in their definitions. They define a leader in several ways:

. . . as an individual who exercises positive influence acts upon others . . . an individual who exercises most influence in goal setting or goal achievement of the group or organization . . . an individual in a given office or position of apparently high influence potential . . .¹³

For Hemphill, on the other hand, leadership acts do not include acts of influence occurring outside of mutual problem-solving, nor do they depend upon "the intent of one person to influence others, but upon the

¹¹B. M. Bass, Leadership, Psychology, and Organizational Behavior (New York: Harper and Bros, 1960), p. 87.

¹²Ibid., p. 89.

¹³R. M. Stogdill and C. L. Shartle, "Methods for Determining Patterns of Leadership Behavior in Relation to Organization Structure and Objectives," Journal of Applied Psychology (1948), 121-122.

demonstration of a relation between the act and subsequent consistency in interaction."¹⁴ He defines leadership acts as those that "initiate structure-in-interaction in the process of mutual problem-solving."¹⁵ The concept "structure-in-interaction" is further defined by Hemphill as "a consistency in behavior occurring during interaction that permits the prediction of the behavior that will occur in future interaction."¹⁶ Stogdill clarifies interaction by defining it as "a relationship between two or more persons in which the behavior of each is determined by the behavior of the other."¹⁷

Hemphill differentiates between leadership acts, acts of leaders, and the leadership role. Leadership acts are a restricted group of acts, while acts of leaders include all acts, not just those involving leadership. Associated with the leadership role are esteem and prestige, as well as a certain expectancy of leadership acts. Since the success of attempted leadership acts often depends upon the esteem in which the leader is held, it

¹⁴J. K. Hemphill, "Administration as Problem Solving," in Administrative Theory in Education, ed: A. W. Halpin (New York: The Macmillan Company, 1958), pp. 98-99.

¹⁵Ibid., p. 111.

¹⁶Ibid., p. 96.

¹⁷Stogdill, op. cit., p. 4.

is an important variable, one which should be given serious consideration.¹⁸

Organizational Climate

Francis Cornell is credited with the first use of the term "organizational climate." In 1955 Cornell used the term in discussing socially perceptive administration. He defined the term as "a delicate blending of interpretations (or perceptions as social psychologists would call it) 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."¹⁹

From a four-year study involving four school systems Cornell concluded from the data that:

1. changes 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.²⁰
3. the environment of administration (that is the climate or atmosphere of the organization) may be more important than specific administrative activity.

¹⁸Hemphill, op. cit., pp. 111-112.

¹⁹G. F. Cornell, "Socially Perceptive Administration," Phi Delta Kappan 36 (March, 1955), 219-223.

²⁰N.B. This particular conclusion of Cornell furnishes the rationale for this study. If no two school systems are alike in their organizational climate it may be that a principal who is a leader may learn from his experiences, either good or bad, serving a succession of schools.

4. individual teachers react differently to administrative decision and organizational relationships.²¹

Three years after Cornell's study, Argyris used the term in a case study of a bank. He defined "organizational climate" in terms of a "homeostatic state" of the formal, informal and personality variables in an organization.²²

Most of the studies of organizational climate in schools conducted since 1963 are indebted to Halpin and Croft for translating the concept of organizational climate into measurable dimensions and for developing the instrument for their measurement.²³ One impetus for their interest in climate stemmed from their dissatisfaction with the concept of "morale" and its loose usage. They observed

that "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 a single face does violence to the phenomena that we seek to understand.²⁴

²¹Ibid., p. 222.

²²Chris Argyris, "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly II (March, 1958), 501-520.

²³Andrew W. Halpin and Con B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963).

²⁴Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 142.

Statements about the "morale" in a school simply failed to tell them enough about the school's organizational climate.

The major impetus for their research into organizational climate was provided by their observations of how schools differ. They noted:

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 attitude 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 nor 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 the individual what Organizational Climate is to the organization.²⁵

The instrument which Halpin and Croft constructed was called the Organizational Climate Description Questionnaire. It contained 64 Likert-type items which were

²⁵Ibid., p. 131.

assigned to eight subjects delineated by factor-analytic methods. Four of the subtests pertain primarily to characteristics of the group, as a group, the other four to characteristics of the principal as a leader. The behavior tapped by each subtest is paraphrased as follows:²⁶

OCDQ SUBTESTS: Principal's Behavior

1. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teacher in an informal fact-to-face situation.
2. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task-oriented.
3. Thrust refers to behavior marked not by close supervision of the teachers, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give of themselves any more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
4. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

OCDQ SUBTESTS: Teacher's Behavior

1. Disengagement indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.

²⁶Ibid., pp. 150-151.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busywork.
3. Esprit refers to "moral." The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teacher's enjoyment of friendly social relations with each other.

From the scores on these eight subtests they then constructed for each school a profile. The profiles were factor analyzed to determine whether the profiles themselves would cluster in a fashion that would allow differentiating "meaningful" types of Organizational Climates. Halpin and Croft were able to discriminate six Organizational Climates, and found that these could be ranked in respect to the school's score on morale in which teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job. The social interactions which characterize these six climates were explained by Halpin and Croft, and only two extremely different climates are summarized below:²⁷

1. The Open Climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both group and the

²⁷Ibid., pp. 174-181.

leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all the members.

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

This study by Halpin and Croft emphasized the relationship between the behavior of the principal and the type of climate found in his school. The "closed" climate appears to be related to the principal who had high scores on "aloofness" and "production emphasis" and low scores on "thrust" and "consideration." The principal with scores high in "thrust" and "consideration" and low on "aloofness" and "production emphasis" was found in the schools with "open" climate. The terms "open" and "closed" used for the two extremes of the continuum were influenced by the work of Rokeach²⁸ and his concepts concerning the open and closed mind.

Lonsdale defined organizational climate as the "global assessment of the interaction between the

²⁸Milton Rokeach, The Open and Closed Mind (New York: Basic Books Co., 1960).

task-achievement dimension and the needs-satisfaction dimension within the organization, or in other words, of the extent of the task-needs integration.²⁹ He notes that in general usage the term has a psychosocial flavor which reflects more concern with the needs-satisfaction dimension than with the task-achievement dimension, but the meaning that gives relatively equal attention to both is preferred.

Leadership and Climate

Over the past 50 years, there have been hundreds of studies made comparing the physical, intellectual, or personality traits of leaders and followers. The trait theory seeks to determine "what makes a successful leader" from the leader's own personal characteristics. Frequently, these studies come up with a list of traits that make for "good" leadership. On the whole, this approach to leadership has been disappointing. Lippitt notes that "only 5 percent of the traits in over 106 such studies appeared in four or more studies."³⁰ Stogdill also documents the failure to identify traits that are universal in successful leaders. He concludes that "leadership is not a matter

²⁹Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," Behavioral Science and Educational Administration, 63rd Yearbook, National Society for the Study of Education, ed: Daniel E. Griffiths (Chicago: University of Chicago Press, 1964), p. 166.

³⁰Gordon Lippitt, "What Do We Know About Leadership," Leadership in Action, No. 2 (Washington, D.C.: National Training Laboratories, 1961), p. 7.



of passive status, or of a mere possession of some combination of traits. It appears rather to be a working relationship among members of a group."³¹

Other reviews of the literature by Gibb and Jenkins have confirmed the failure to find universal traits.³² In different studies, different or contradictory traits in leaders are found related to whatever criterion of success is used. Differences in the situations or in the groups, from study to study, seem partly to be responsible. Gibb concludes that "leadership is relative always to the situation."³³

As if to confirm Gibb's assessment, Davis contends that in spite of the disagreement regarding traits and the measurement difficulties involved, there is some agreement that traits are related to leadership success. While he conceded that the correlation is very often meager and fluctuates from group to group, he suggests that the following general traits are somewhat related to successful business leadership: intelligence, social maturity

³¹Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology 25 (January, 1948), 35-71, quoted by Harold J. MacNally in "Theory and Practice in Administration," National Elementary Principal 41, No. 4 (January, 1962), p. 9.

³²Donald C. Pelz, "Leadership Within a Hierarchical Organization," Leadership in Action, No. 2 (Washington, D.C.: National Training Laboratories, 1961), p. 43.

³³Ibid., p. 43.



and breadth, inner motivation, and human relations attitudes.³⁴ Davis adds that while certain personal traits do not guarantee good leadership, they do cause a probability greater than chance alone.

Having become a leader, how does one get to be an effective leader? Fiedler suggests there are a limited number of ways in which one person can influence others to work together toward a common goal.

He can coerce them or he can coax them. He can tell people what to do and how to do it, or he can share the decision-making and concentrate on his relationship with his men rather than on the execution of his job.

Of course, these two types of leadership behavior are gross oversimplifications. Most research by psychologists on leadership has focused on two clusters of behavior and attitudes, one labeled autocratic, authoritarian and task-oriented, and the other as democratic, equalitarian, permissive and group-oriented.

The first type of leadership behavior, frequently advocated in conventional supervisory and military systems has its philosophical roots in Frank W. Taylor's "Principles of Scientific Management" and other early 20th Century industrial engineering studies. The authoritarian, task-oriented leader takes all responsibility for making decisions and directing the group members. His rationale is simple: "I do the thinking and you carry out the orders."

The second type of leadership is typical of the "New Look" method of management advocated by men like Douglas McGregor of M.I.T. and Rensis Likert of the University of Michigan. The democratic,

³⁴Keith Davis, Human Relations at Work (New York: McGraw-Hill Book Co., 1962), pp. 105-108.

group-oriented leader provides general rather than close supervision and his concern is the effective use of human resources through participation.³⁵

Gross and Herriott in the study of the executive professional leadership of elementary school principals found a positive relationship between the principals' rating on the EPL (Executive Professional Leadership) Index and the factors of staff morale, the professional performance of teachers, and the pupils' learning.³⁶

Hamachek makes a strong case for the personal aspect of leadership which bears upon this particular research study. He notes the tendency to view the principal's role as change-agent and decision maker just from an organization or power framework rather than from a person or personal framework. What he refers to as a rather simple-minded but crucial concept is this:³⁷

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, not simply as desirable administrative characteristics, but as desirable personal characteristics as well.

³⁵Fred E. Fiedler, "Style or Circumstance: The Leadership Enigma," Psychology Today, March, 1969, p. 41.

³⁶Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools (New York: John Wiley and Sons, 1965), pp. 150-151.

³⁷Don. E. Hamachek, "Leadership Styles, Decision-making and Principals," The National Elementary Principal 45, No. 5 (April, 1966), 27.

While Hamachek does not ignore the leader's position or the social setting, he says the focus should be more specifically on the man. Though job and social setting both play a part, he stresses the fact it is the man who ultimately determines his position, his status, and his decisions.

The man we want to look at is a leader. He's called a principal, but that is just the label we assign his role within a specific leadership context. Like a quarterback, he is sort of field general, the responsible agent for the unfolding flow of events--someone people can either boo or cheer depending on how things go. For whatever else it is, leadership is 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 leader-agent and decision-maker it is first necessary to understand the personality of the leader in relation to their personality of the followers and then to relate these variables to the characteristics of the situation.³⁸

A considerable number of doctoral dissertations have been developed from the pioneer study of Organizational Climate by Halpin and Croft. Some attempted to replicate the study, others to associate the climate with such variables as teachers characteristics, pupil achievement, perceptions of the climate, job satisfaction, and personality of the principal.

An early study by Morris using the OCDQ endeavored to determine if a Canadian sample of schools would

³⁸Ibid., p. 28.

demonstrate a distribution of climates similar to that found by Halpin and Croft in their original work. Using a sample of 146 Canadian schools, both elementary and secondary, he found that overall distribution of climates 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 Canadian secondary schools, and even more so in the combined school.³⁹

Anderson's study of 81 Minnesota Elementary schools tested the personality variables of the principal in relation to the organization climate. His conclusions were . . . principals in schools with high morale were more apt to have earned their undergraduate degrees from teachers colleges, plan on remaining in their present positions, have served in more principalships, credit their success to their knowledge of elementary education rather than to their ability to get along with subordinates, and have been reared in smaller communities than their counterparts in schools with low morale.⁴⁰

³⁹Derek V. Morris, "Organizational Climate of Canadian Schools," The CSA Bulletin 3 (June, 1964), 3-7.

⁴⁰Donald P. Anderson, "A Study of the Relationships Between Organizational Climate of Elementary Schools and Personal Variables of Principals" (Ph.D. dissertation, University of Minnesota, Minneapolis, 1964).

There is almost no study to show what brought trouble to the principal who had to be moved or demoted. There is very little study to show why principals have moved or get promoted. But there are some studies which suggest that the rotation of the principal every once in a while may improve the education system and reduce pressure in some school districts.

Rotation of the Principal

Willard Fox said "Once a superintendent has a principal comfortably assigned to a building, it often is tempting to let him stay put." This temptation has been resisted in Spokane, Washington and Covina, California. The results have been better performance and a fresher attitude on the part of principals.⁴¹

Allowing a principal to stay where he is is an almost painless way for a superintendent to handle appointments--and permanent assignment of principals does have some values. But challenge and incentive to professional growth usually are not among them.

Rotation of principals requires those involved to face challenges they might never know if they are encouraged or allowed to remain in the same schools until they

⁴¹Willard Fox, "Don't Let Principals Sit Out Tenure in One Place, Say Two Districts," Nation's Schools 74 (July, 1964), 31.

retire--challenges of new personnel and new facilities and an opportunity to take a fresh look at their jobs.

He proposed that systematic rotation will give:

The challenge of new personnel--the morale level of the staff must be high if the principal is to provide a climate for effective instruction (a few districts may be startled to learn that a building principal's first responsibility is not to be an office manager: he is supposed to be an instructional leader). As the rotated principal approaches a new situation, he is bound to reflect upon past successes and failures in similar situations. And he is more likely to analyze all situations and seek new and better solutions. He will not be able to discriminate unknowingly or to have certain teachers as pets. The rotated principal has an opportunity to build a new team. He also can, and probably will, change.

Teachers will change, too, many will respond to this new leadership and perform their teaching duties more effectively. A newly rotated principal brings new ideas to the educational program, helping to eliminate the dulling effect of the predictable and the familiar. Certain neglected areas of curriculum development may well receive the needed active support of newly motivated personnel.

Meeting and working with pupils from a different area of the school district cannot help but broaden the understanding and appreciation of a newly rotated administrator--it reminds him of the complexity and variability inherent in teaching and learning.

The challenge of new surrounding--buildings usually reflect the personal and professional value systems of those who live and work in them. It's reasonable to expect that the newly rotated principal will ask for renovations, arrangements and modifications of the school plant equipment and facilities to which he's been assigned. As a result, space, equipment and facility utilization will have to be restudied--and needed changes will be reflected in improved morale and curriculum growth and enrichment.

This attention to change will stimulate the staff to do some rethinking and re-evaluating--something necessary to assure a dynamic corps of teachers.

The challenge of the principal's job--principals who are rotated can look forward to one or more new beginnings rather than to be rewarded by salary increments based solely upon years of service. These new beginnings can make the principal the central figure in a revitalized attack on problems of school public relations, needed curriculum experimentation and revision, and of tribute to increased community pride and participation in school affairs.

The responsibility of a principal encompasses more than the needs of a local school. His professional vision and loyalty must be extended to the entire district. Administrative experience in different buildings helps to ensure this.⁴²

There is nothing new about rotation plans. Warren E. Morgan, superintendent in charge of personnel for the Spokane, Washington schools mentioned that "Spokane has a policy of permitting elementary principals to remain in one building for a maximum of eight school years. This plan was adopted 20 years ago. It was felt at that time that we had principals who had become entrenched in their positions and were not amiable to suggestion or change."⁴³

The Covina Valley (California) School District has a well-defined policy. Schoolmen there believe that the rotation of principal from building to building every few years has a good effect on the over-all institutional program of the district. Superintendent Paul B. Salmon sees these benefits of the plan:

⁴²Ibid., pp. 31-52.

⁴³Ibid., p. 31.

The district can fill vacancies occurring in newly constructed school buildings with an experienced principal. Since different schools in Covina serve differing segments of population, principals, when they are rotated, get a chance to work with children of different backgrounds. Some principals work more easily and skillfully with one type of child than another;

After a principal has stayed in a building for a number of years and has made the hard decisions that he must make, it is inevitable that some people in his school attendance area will not like him. These people may form a hard core of dissenters who eventually may cause his downfall. By moving principals periodically, we give each a fresh start in making new enemies. We believe that this is good. Principals can work with teachers on recognized areas of strengths and weaknesses;

Transferring principals from building to building gives the district an opportunity to observe how different principals evaluate given school staffs. This had led Covina to help some principals who have needed help--and to recognize principals with special skills;

When a policy of regular rotation exists, no one asks why a principal was moved. It is easier to move a principal who may be in slight trouble without creating a furor in the community, or move a principal with different skills to an area where such skills need to be emphasized.⁴⁴

There is also sufficient evidence to support that:

1. Principals, like teachers, may fall into a routine.
2. Principals, like teachers, may reach a plateau in their particular role in a particular situation.
3. The anxiety the individual has may be replaced by assurance.
4. Anxiety is important in all learning experience.

⁴⁴Ibid., p. 52.

5. Success may be a deterrent to individual growth.
6. An individual may, after a period of time, feel that things have become humdrum in his position.
7. Each year may become a repetition of the former year-several years in the same principalship may not really be several years of experience.⁴⁵

Kraft gave four examples of why we need principal's rotation:

Exhibit A--Government

Recently, General Eisenhower had something to say about bringing "fresh blood" into government. During a taped interview which appeared, in part, in the newspapers he indicated that he has changed his mind about the two-term limitation on Presidents. At first he thought it "rather odd" but, as time went on, he became aware of the great power in the hands of one man. He also talked about the political machine that can perpetuate itself. In addition, he suggested "some limit, maybe 12 or 16 years," on the service of House members. It is his feeling that "this would keep more fresh blood rolling through all the time."

Exhibit B--Business

Companies will admit to keeping individual "books" on their administrative personnel, books which determine the future of the individual in that particular organization. It is quite common for individuals in such organizations to move every three or four years, often to a similar position in a different location. The ability to accomplish these assignments with a high degree of success is one of the most important criteria considered in keeping a man in line for bigger and better opportunities within the company. The company is concerned with making a profit. Therefore, it is concerned that effectiveness and efficiency of each of its operations is maintained at the highest possible level. The

⁴⁵Leonard E. Kraft, "The Rotating Principalship," The Clearing House 41, p. 462.

individual administrator has to continue to grow if he is to be of maximum value to the organization. The "books" very clearly show the company the growth patterns of each administrator.

Exhibit C--Military

The patterns of operation in the military services indicate that officers are often assigned to similar roles in new situations for two purposes:

1. to stimulate the growth of the individual,
2. to put new life into the unit.

Exhibit D--Entertainment

It is not unusual to learn that a certain movie star has decided to move into a different medium of expression such as the theater because he became bored with the routine of what he was doing. It is possible that this decision to change mediums and perhaps even the type of role played was motivated by the audience's lack of enthusiasm for the "same old thing." Not only does the audience get tired of the same old monotonous movements of the actor, but so does the actor himself.⁴⁶

From these examples it appears that the chief administrator might very well consider creating a few disturbances in his school system through the rotation of his building principalships. He added that the rotation of principalships will create new situations for the principal and teachers which will be advantageous to both. Old habits of operation will be disregarded and new patterns will evolve with new challenges. These new situations will upset the orderly experiences established by

⁴⁶ Ibid., p. 463.

both parties because of the give and take during the adjustment period. The injection of "new blood" into a school will play down the premium traditionally placed on order and stability and project a fresh look at new ways of doing things. It will stimulate the creativity of the individuals involved in each relationship.

He also suggested many factors that need to be considered such as:

1. previous experience,
2. performance of the individual principal in his current position,
3. age,
4. health,
5. rotation opportunities in a particular district at a given time,
6. willingness of the individual to change (and this may need to force some to move, others might be anxious to move),
7. the educational climate in the particular school and in the school district.⁴⁷

Nation's Schools found from their research that the principals themselves were both pro and con: 27 percent favored it for elementary principals and 21 percent for high school. One New York principal remarked that:

Tenure in one school district for a reasonable length of time is mandatory in order for a principal to build, operate and evaluate a program. It is also essential to the understanding and guidance of a faculty, which is the most crucial entity in education. But every building principal must face the time when tenure begins to breed in himself and his leadership, attitude and action, a feeling regarding whether he acts to reinforce his own, his staff's and his community's comfort, or

⁴⁷Ibid., p. 464.

whether he acts to enhance educational benefits for the children. One way to put new life into the situation is to change the principal to another location where he must begin all over again.⁴⁸

A Kansan, remarking that his is a small school, said succinctly: "I am the high school principal--been on this job for 37 years--but I still say rotate them (principals)."

According to a schoolman from Oregon:

One tends to offset the other, and, in my opinion, constancy has virtue. However, principals must keep refreshed and progressive. In cases of stagnation or community conflict, moving may be necessary. And if the principal fails to show ability to "keep up," he should be relieved of the job and placed where he can be successful. Rotation should not be a "cover-up" for incompetence, nor a device to permit perpetual community cantankerousness.⁴⁹

In Oregon,

It is stimulating for an administrator to meet new situations. It keeps him from getting into a rut.⁵⁰

Also Indiana,

Each year a teacher has a new beginning with a new group of students. It is easy to introduce new ideas and practices. A principal, remaining in the same school year after year, creates an image that is difficult to change with the existing staff.⁵¹

⁴⁸"School Principals Should Stay Put: Administrators Balk at 'Rotation,'" Nation's Schools 71 (May, 1963), 85.

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹Ibid.

Grossmot Union High School District, California, explains the strengths of a rotation policy in the following statements:

Professional growth. The principals we now have in our district have served with distinction and honor. Each has his own individual strengths which have greatly added to the educational balance of our district. But the greatest service to our district is performed when these individual strengths are shared with more than one school. Working with new faculties, solving new problems, and operating under varying conditions will stimulate the professional growth of the principal. And working under varying leadership will benefit the individual teacher.

Release of new forces by change. Innovation is often the response to new challenges. Any individual will tend to stay with those methods which have proven successful. On a short term basis, this leads to smooth and efficient leadership. But over a long period, when conditions do not change, when only the same problems crop up each year, when the same solutions seem always the best, efficiency may turn to stagnation. It is this which the new policy seeks to prevent.⁵²

Another reason offered by the respondent in Vallejo, California, is:

As an urban center, we have some schools which people consider "good" schools and others which people consider "bad." We believe that both teachers and principals profit from being required to change school communities on occasion. We believe it tends to avoid "getting into a rut." More importantly, it does provide us with a balanced staff for all elementary schools, in other words, all of the beginning teachers do not wind up in the "bad" schools.⁵³

⁵²Suzanne K. Stemnock, "Systematic Rotation of Principals Among Schools," Educational Research Service, Washington, D.C., November, 1973, p. 1.

⁵³Ibid.

There are some other respondents in Nation's Schools research not favoring rotation for many reasons. Most of them seem to have what has been described as 'place-bound' personalities. Some touched on other areas, such as rejecting not so much the concept of "rotation" but the term "systematic." Another schoolman from Wisconsin replied:

Principal gets to know the socioeconomic area if he remains in a particular school long enough, thus enabling him to adapt his program thoroughly to the community. The principal, in order to function as the educational leader of his school, can best improve the quality of instruction by a thorough knowledge of his teachers' capabilities and their performances. New ideas often take years to implement and perfect and rotations would reduce (their) chances to carry through to success.⁵⁴

In Edina, Minnesota, the superintendent argued that:

. . . We have found the advantages gained from rotating principals, i.e., dealing with different pressure groups within the new neighborhood, variances among staff programs in operation, can all be accomplished by collegial inservicing. We have found, however, that we lost some home identification with the school. Frequently, children are more aware of the principal's name, if he has been there for several years, than they are of any one teacher. The principal's knowledge of the family, of an older brother or sister, tends to create a very strong home-school tie. I believe the children unconsciously, in this situation, perceive the school as an extension of home and not a separate entity. Therefore, we have noticed a greater in schools where principals have served for several years versus those where they have continually

⁵⁴Nation's Schools, op. cit., p. 85.

moved. Additionally, respect toward the school property within the staff members tends to be on a higher plateau. . . .⁵⁵

In reply to a 1963 Nation's Schools poll of administrators' opinions, the following arguments against the rotation of principals were registered by 73 percent of the superintendents with reference to elementary school principals and 79 percent of the superintendents with reference to secondary school principals:

. . . Whatever gains might be made by rotation would be lost because of lack of continuity within the overall program.

. . . Stability comes from having a general plan and seeing it through. If a principal is professional he will not allow himself to become "stale."

. . . Rotation makes it impossible to establish and keep up personal relationships which are beneficial in child education.

. . . The principal, in order to function as the educational leader of his school, can best improve the quality of instruction by a thorough knowledge of his teachers' capabilities and their performance. New ideas often take years to implement and perfect, and rotation would reduce their chances to carry through to success.⁵⁶

Stemnock found in her research that most teachers and students support rotation, but superintendents and many principals do not favor it. However, the samples of board

⁵⁵Stemnock, op. cit., p. 1.

⁵⁶Ibid., p. 2.

policies and administrative regulations set out below indicate at least some very favorable action.⁵⁷

ADMINISTRATIVE REGULATION: Rotation of Administrators

- A. Purpose and Scope. This procedure sets forth the guidelines for implementing the rotation of assignments for administrators of Grossmont Union High School District. It is the intent of this procedure to provide administrators an opportunity for professional growth and revitalization. The district is committed to local school autonomy and recognizes the importance of administrative leadership in providing stability to the local school and community. It is not the intent of this procedure to establish set maximum time limits for assignment of administrators.
- B. Background. Subsequent to the board adoption of the rotation policy, a committee of teachers, administrators, and district staff was convened by the superintendent to develop guidelines for implementing the rotation policy. A position statement developed by the Grossmont Administrators' Association was adopted by this committee as a guideline statement. That statement is the essence of this procedure.
- C. Personnel Affected. Rotation of assignments is applicable to all levels of administrative staff with the following exceptions:
 1. Personnel who occupy positions requiring highly specialized areas of concentration, such as associate superintendents.
 2. Individuals having insufficient career longevity to make a meaningful contribution to a new position.
- D. Rationale.
 1. To assure a positive effect from rotation, a district commitment will be made to establish objective management evaluation procedures. Such an evaluation will involve both peer and self evaluation. Validity in rotation actions will be directly equated to the sophistication of the evaluation process developed and utilized by this district.

⁵⁷Ibid., pp. 8-10.

2. Decision for the rotation of personnel will give prime consideration to the needs of the students in the committees involved. Whenever possible, consideration will be given to the special competencies required of individuals involved, special programs in progress, and the overall needs of the Grossmont Union High School District.
3. The rotation of personnel will be considered primarily a lateral movement by position. Temporary assignment of an employee to a position is not a matter of rotation.
4. Rotation is assumed to be a positive personnel action which provides professional growth for the individuals involved.
5. The Grossmont Administrators' Association will be involved with the development of procedure concerning rotation in a manner consistent with other decision-making processes utilized by the district administration in personnel matters.
6. The rotation of personnel will occur as needed but not as a required annual or semi-annual process.

E. Rotation Guidelines.

1. To assure reasonable stability and the implementation of long term plans, administrators should normally be allowed a minimum of five years in a position prior to consideration for rotation.
2. Persons selected for rotation from one school to another should, if possible, be notified by March 15 of any school year. With such notification, the individuals concerned should become involved with cooperative planning during the second semester with those persons to be replaced. In the case of principal rotation, such cooperative planning will be encouraged in the area of budget and personnel for the ensuing school year.

3. Persons rotating will assume their new positions as of July 1, and individuals involved will be given the option of one month of employment prior to September 1, for orientation and planning purposes.
4. Every effort will be made to continually evaluate the rotational process with input from all levels, including the Grossmont Administrators' Association but with the understanding that the final decision in rotation matters rests with the superintendent and the Governing Board of the Grossmont Union High School District.
5. Potential assignments at principal-level positions will reasonably fall into the following categories:
 - a. Assumption of a district-level position.
 - b. Acceptance of a new position.
 - c. Assignment to another school.
 - d. A one-year inservice experience (shorter assignment by mutual agreement).
6. Principal-level reassignments may be initiated by the principal or superintendent. Assignments will be mutually agreed upon and approved by the Governing Board.
7. Reassignment at the vice principal level will normally occur as rotation to another site. A request for rotation can be initiated by the vice principal, principal, and/or the assistant superintendent, personnel. Final assignments will be mutually agreed upon by all parties involved, with the final approval of the superintendent and Governing Board. Under certain circumstances, reassignment experience at the district level.
8. This procedure shall not preclude the transfer of personnel as currently provided by the District Procedure #2121 in order to meet the personnel needs of the Grossmont Union High School District.

--Grossmont Union High School
District, California

BOARD POLICY: Rotation of Administrative Assignments

The Board of Education encourages the rotation of administrative assignments for the professional improvement of personnel, as well as the good of the school district, at least once every three to five years.

--Willingboro, New Jersey

BOARD POLICY: Transfer of Principals

The Board of Education of the Baldwin Park Unified School District firmly believes that a periodic change in building administrators is educationally sound in that it provides the opportunity for self-renewal for the administrator and the staff. Therefore, the following guidelines are hereby adopted to help the administration implement this policy.

1. Principals shall be subject to transfer at the completion of their fifth year in any one assignment.
2. Principals who remain in one assignment longer than five years should be transferred not later than the completion of their seventh year.
3. Nothing in this policy shall prohibit the superintendent from transferring principals at any time when in his judgment it is in the best interest of the school district to do so.

--Baldwin Park, California

BOARD POLICY: Assignments and Appointments--
Certificated Personnel

The Superintendent is to make provision for the orderly transfer of administrators in a manner that will provide reasonable continuity of administrative leadership and the stimulation derived from change at regular intervals.

--Whitter Union High School
District, California

Stemnock's research has shown that there are 15 school systems that rotate principals on a regular basis, and according to the policies and guidelines submitted by the 15 responding school systems, the most frequently invoked interval for rotation is seven years. (Suggestions from the literature range from three years to 12 years as minimum periods between rotations.) Most of the policies that include a rigid time limit contain statements allowing exceptions, such as not within two years of retirement, or except when, in the judgement of the superintendent, the best interests of the school and its community would not be served by a transfer of its principal.

Other personnel policies that might be affected by a rotation policy are the participation of teachers in the selection of principals and the right of teachers to request a voluntary transfer if they feel they cannot work under the incoming principal. With regard to teacher participation in the rotation process, it is the policy that the incoming principal is not a new employee, is not receiving a "promotion," and therefore his rotation is not subject to teacher input. The matter concerning teacher requests for transfer as the result of principal rotation is one in which views are unaffected by the rotation policy. Requests for teacher transfers are handled on the same basis for all teachers; only if there is a vacancy in the

receiving school will a teacher be transferred. Otherwise, the teachers remain at the same school.

In one of the 15 systems the rotation to a smaller school has an effect on the salary received: a principal moved from a larger school to a smaller school is paid the amount designated for the smaller school. Another system reported that rotation to a larger school meant an increase in salary. In the remaining systems, the salary schedules do not include factors for size of school.⁵⁸

The following are 15 school systems that rotate principals on a regular basis, 1973 (see page 45).

Successors: Career-Bound and
Place-Bound

The terms "place-bound" and "career-bound" are meant to convey two important distinctions in the latent roles of the two types. (Latent describes a role or commitment that is not officially or normally a part of the position. It may be inactive or fully activated, but at least it has the potential of shaping the performance in the position.) The place-bound principal is more interested in place than career and the opposite is true for the career-bound principal. The place-bound principal, who places high value on residing in a specific community, wishes to continue receiving the rewards of long-time

⁵⁸Ibid., p. 5.

School Systems and 1971-72 Enrollments	Level of Principals Rotated	Frequency of Rotation	Board Policy?
ANCHORAGE, ALASKA (32,896)	Elementary, typically; junior high this year for the first time.	7 years	Yes
BALDWIN PARK, CALIF. (12,635)	Elementary	5 years	Yes
CHULA VISTA, CALIF. (16,644)	Elementary	7 years	No
CLARK COUNTY, NEVADA (74,747)	Elementary	7 years	Yes
DULUTH, MINN. (22,660)	Elementary	5 years	No Reply
EVERETT, WASH. (12,217)	Elementary	5 years	Yes
EUGENE, OREG. (20,553)	Elementary	10 years	No Reply
GROSSMONT UNION HIGH SCHOOL DISTRICT, CALIF. (29,251)	Secondary	As needed, but more than every 5 years	Yes
SALT LAKE CITY, UTAH (32,221)	Elementary	7 years	Yes
SHORELINE SCHOOL DISTRICT WASH. (15,431)	Elementary	7-9 years	No Reply
SPOKANE, WASH. (34,181)	Elementary	7 years	No Reply
VALLEJO, CALIF. (16,357)	Elementary	7 years	No
VENTURA, CALIF. (18,272)	Elementary	6-7 years	No Reply
WHITTIER, CALIF. (14,150)	Secondary	At discretion of super- intendent	Yes
WILLINGBORO, N.J. (14,647)	Elementary	3-5 years	Yes ⁵⁹

⁵⁹Ibid., p. 4.

community residence. On the other hand, the career-bound principal places greater value on a career as principal than on life in a specific community.

The place-bound principal has a history in the school system and, thus has an established part in the organization's informal operations and activities. His ties, commitments, friends, enemies, and obligations are known. Career-bound principals, however, do not have a history in the school system. They are "strangers" in the sociological sense of the word.

The fact that the place-bound principal has a history in the social organization of the school system and that the career-bound principal does not should not be viewed lightly. It might have significance for organizational effectiveness. Various team studies demonstrate that two characteristics of leaders are crucial for team effectiveness. One is that the leader must be acceptable to his followers; and, as Michels has observed:

Among the party leaders will be found men who have acquired fame solely within the ranks of the party, at the price of long and arduous struggles, but the masses have joined them when already full of honor and glory and possessing independent claims to immortality. Such fame won in other fields seems to them of greater value than that which is won under their own eyes.⁶⁰

⁶⁰Robert Michels, Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracies (New York: The Crowell-Collier Publishing Company, 1962), pp. 41-42.

This means that the leader must maintain a psychological distance between himself and his followers. Because of his history in the organization, the place-bound principal seems less likely than the career-bound principal to be able to maintain the amount of psychological distance from his subordinates necessary for effective organizational performance. Further, it can be argued on the grounds of past research that the place-bound principal is more likely to conform to the wishes of his subordinates than is the career-bound principal.⁶¹ Probably the most recent reference point of the man promoted from within is that of the man second in command.⁶² He probably has held such a position a few years before his succession. Small-group research indicates that people second in command will more likely conform to the judgment of others than people first or last in command. It seems reasonable to assume that whatever made the second in command more influenced by others could not or would not be readily unlearned, and that this pattern would carry over when the second in command moved to the top position within the same group.

⁶¹Fred E. Fiedler, Leader Attitudes and Group Effectiveness (Urbana: University of Illinois Press, 1958), Chapter 4.

⁶²O. J. Harvey and C. Consalvi, "Status and Conformity to Pressures in Informal Groups," Journal of Abnormal and Social Psychology 60 (1960), 182-187.

Carlson has described three categories of career-bound superintendents as "Hoppers."⁶³ Superintendents earn this name from frequent moves from one school district to another. In addition to these moves, hoppers have at least two other characteristics. First, their movements do not take them to larger districts. Each move is to a district similar to the one before. Second, hoppers always have an application out; they are always seeking a new superintendency. The way they relate to the school system while superintendent and some of their motives for moving are apparent in the comments of three superintendents:

He moves into a community and he's like a fire-cracker. He goes and he has done something. He has done something really worthwhile, but in the community he's led them too fast and they begin to back down on him a little bit and the first thing--he's a smart operator--he moves to the next hop--they'll move here and there and naywhere--but they keep moving. Now, they did something for the community but they did it too fast--but the next community looking at him says--"Well, he can do that and we're willing to take our chances on him. We'll grab him and go with him."

He just likes to start things and doesn't like to stick with it to the finish--to carry them through. He's usually a candidate and it satisfies something in his ego to be able to be accepted, even though it isn't anything of a promotion--here's another board that likes me--and that sort of thing.

. . . Well he came in very popular at first, but by the end of the term he was considered very unpopular, not only with the board but with his

⁶³Richard O. Carlson, School Superintendents: Careers and Performance (Columbus, Ohio: A Bell and Howell Company, 1973), pp. 43-45.

community. He seemed to have the ability to sell himself in a certain situation, but in other words, he didn't wear well. He made a good first impression but wasn't able to carry through over a period of time. This boy always moved far enough away that the local gossip didn't follow him too much.

"Specialists" make a longer, more systematic commitment to a community. But like a hopper, a specialist must leave once his task has been accomplished. The specialist earns a reputation for doing some task very well; he gains his satisfaction from doing a specific job. He moves among small districts where the superintendent is the whole administrative force, in systems lacking the size to warrant specialists in sub-superintendent posts. Specialists concentrate in areas such as buildings, finance, curriculum, public relations, and personnel.

A school board takes on a specialist for a specific job. When it is well along or finished the board needs somebody else or the man looks for a place to start the same process all over again. The reputation the specialist builds is important to him because his future positions depend on it. The hopper, on the other hand, tries to explain away his reputation by saying that the community was not ready for him.

For the "Statemen," commitment to a community differs. He usually stays from four to ten years and during this time moves all phases of the educational program as far as he can; at that point, he considers other jobs. He

takes pride in the fact he never is a candidate for a new superintendency; school boards come to him. Each time he moves he goes to a larger school system. He is careful, as is the specialist, about the impression he leaves behind, for his reputation is important. Because of his work quality and his concern for the long-range consequences of his acts for the whole educational program in the schools he serves, he is called a statesman.

Men who wait within the containing organization to be appointed its chief executive-men promoted from within have been labeled place-bound. They attach more value to the place of employment than they do to their career, thus they wait for the position to come to them. Men who do not wait--those who seek the position outside their containing organization--have been labeled career-bound. By seeking a position away from the home system, they indicate that a higher value is attached to the career than to the place of employment.

The place-bound successor traces a career which seems to be typified by gradually escalating occupational aspirations. He raises his aspirations as he successfully fills positions of increasing responsibility until one day he finds himself in the position. He is less active than his counterpart in preparing for the career; he tends to drag out the period of formal education and to acquire less than the maximum possible formal education, and to

secure it from universities of modest quality. Moreover, the place-bound successor is less progressive in his views about schooling than is his counterpart and he does not aspire to prominence in this chosen field like the career-bound man.

Career- and place-bound men also occupy different positions in the social structure of school systems. Place-bound men hold lower status in the social order and are less involved in the social network of interaction than are career-bound men. In addition, the vital flow of information about educational practices is largely managed by career-bound men. Furthermore, elected offices in the American Association of School Administrators are held more often, in proportion to the numbers, by career-bound men.

A superintendent, dissatisfied with the performance of the schools, hires a career-bound principal and gives him a mandate for change. Only when the superintendent is satisfied does he hire a place-bound man. And under this condition, no mandate for change is given.

The concepts of place-bound and career-bound men have proved useful in predicting the central pattern of action in the way the two types of successors relate to their containing school system. The differences in patterns of actions and relationships to the organization permit a tentative characterization of the two types. The unlike

performances label the place-bound men as an adaptive man and the career-bound man as an innovator. Both are conformists in the sense that they turn in a performance in keeping with the essential conditions of employment. But there is a marked difference. The place-bound man adapts or modifies himself to fit the office; his performance adds nothing new to the role. It is not creative. It is a stabilizing performance aimed at preserving the status quo. The place-bound man seems to derive status from the office; he does not bring status to it. He is like an understudy, a stand-in or stand-by. In a sense he inherits the office and performs within a framework already established.

The performance of the career-bound principal, on the other hand, does add something to the role. He is neither an understudy nor an inheritor. With succession from outside, the office rather than the person is modified. His performance changes the office and the relations of others to the office; therefore, it has been called creative.

The latent roles of the two types equip them for their unlike performances. The place-bound superintendent, wanting to stay in the community, adapts himself to survive. The career-bound superintendent does not necessarily want to stay; he is more committed to the occupation than to the place in which it is performed.⁶⁴

⁶⁴Ibid., p. 155.

Summary

The literature related to this study is extensive. This chapter has summarized some of the most relevant studies of the phenomenon of leadership. From these studies emerges the concept that leadership is not to be understood without recognizing the importance of the organizational setting. The interplay between the "leader" and the organization in which he acts led then to the efforts to identify certain characteristics of organizations, which came to be studied collectively as "climate." One instrument widely used to categorize organizations in terms of "climate" is the Organizational Climate Description Questionnaire.

Since this study is aimed very specifically at the elementary school principalship, an important research study made by Donald P. Anderson, reported in an unpublished dissertation, is cited here. Particularly important, of his findings, are those that show that high morale principals have served in more principalships and credit their success more to their knowledge of elementary education than to their ability to get along with subordinates.

In light of these findings, another field of literature was explored dealing with planned, periodic rotation of principals in the schools of a system. The number of studies is small, but their significance is so important that they were reproduced here in some detail.

In turn these led to an exploration of literature dealing with "place-bound" and "career-bound" school administrators.

CHAPTER III

RESEARCH PROCEDURES

Introduction

Considerable preliminary work preceded the actual testing of the hypotheses. The school districts were chosen; the schools were selected according to the definition of mobile and non-mobile principal; the instrument was developed and administered; and the methods of analyzing the data were developed. This chapter describes in detail the procedures followed.

Population and Methodology of the Study

The school districts in six counties near Lansing were chosen for the study. They are Ingham, Clinton, Eaton, Calhoun, Livingston, and Jackson counties. They include fifty school districts which among them operate 223 elementary schools. Letters (Appendix I) were sent to all fifty school district superintendents, of whom twenty-five agreed to participate and five refused. Twenty others did not answer. Two weeks later, follow-up requests were sent to the twenty school district superintendents who had not answered the first letter. Of these, six replied, five agreeing to participate, and one refusing. In the

replies from districts willing to participate was included information about the elementary principals in items of age, sex, number of years in the present principalship, and total number of years in elementary school principalship, for all principals within the district.

In the thirty cooperating districts information was given for 128 elementary schools. Of that number, 31 elementary schools met the criteria of the study for one of the two kinds of principals to be studied.

The criteria for the selection of participating schools were:

1. Principals who have served in more than one school as principal and have been in their present school at least one year but not more than two years. This particular group of principals was labeled "mobile principals."
2. Principals who have served at least ten continuing years or more in this position in this particular school. These were labeled "non-mobile principals."

Only 31 principals met either of these criteria, 18 as mobile and 13 as non-mobile principals.

A letter, Appendix II, accompanied with permission from the superintendent, was handed personally to each qualifying principal by the researcher. One in the non-mobile principal group refused to participate. All others cooperated.

Fifteen leeters and questionnaires (Appendix III) for regular elementary school teachers were handed to the

principal, and a week later were collected by the researcher. If the school was large enough to have more than 15 teachers the principal gave the questionnaires to one or two teachers from each grade. A total of 230 questionnaires were returned to the researcher from the 30 schools, from teachers both male and female, and aged 20-69. Over-all survey findings are shown in Tables 1 and 2.

TABLE 1.--Over-all Survey Findings.

-
1. Six counties--Ingham, Eaton, Clinton, Jackson, Calhoun, and Livingston.
 2. There are 50 school districts in the six counties and there are 223 elementary schools.
 3. In the 30 districts that were willing to participate, there were 128 elementary schools.
 4. Of these only 31 elementary principals fell in the two categories as mobile or non-mobile. One non-mobile principal refused to participate.
 5. An average of eight regular teachers answered questionnaires for each school, and the number of teachers answering questionnaires ranged from four to ten teachers per school.
 6. Male and female teachers were in the ratio 1:8.
 7. There are 12 males and six females in the mobile principal group.
 8. There are eight males and four females in the non-mobile principal group.
-

TABLE 2.--Participants in this Study: Number of Responses from Teachers.*

Building Number	Total No. of Class- room Teachers	No. of Teachers Responding	Level of Teaching	Responding						Range of Teachers' Ages
				Principal			Non- Mobile	Teachers		
				M	F	Mobile		M	F	
1	15	8	K-5		F	M		2	6	20-39
2	7	7	K-6		F	M		0	7	20-49
3	18	8	K-5	M		M		0	8	20-49
4	18	7	K-5	M		M		1	6	20-59
5	20	10	K-5	M		M		1	9	20-49
6	13	8	1-6	M		M		2	6	20-39
7	8	7	K-5		F	M		0	7	20-69
8	22	8	K-5	M		M		1	7	20-39
9	27	8	K-4	M		M		1	7	20-69
10	13	9	K-6	M		M		1	8	30-59
11	13	8	K-4	M		M		2	6	20-59
12	17	7	K-6		F	M		0	7	20-49
13	13	8	K-4	M		M		2	6	20-49
14	10	8	K-4	M		M		2	6	20-69
15	16	4	K-6		F	M		0	4	30-59
16	16	6	K-6		F	M		0	6	30-69
17	22	8	K-6	M		M		2	6	30-69
18	25	4	K-5	M		M		0	4	20-49
19	19	8	K-5	M			NM	0	8	20-69
20	21	8	K-5	M			NM	2	6	30-59
21	14	8	K-5		F		NM	2	6	30-59
22	8	8	K-5	M			NM	0	8	20-69
23	17	8	K-5	M			NM	0	8	20-59
24	8	8	1-4		F		NM	0	8	30-69
25	19	8	K-5	M			NM	1	7	20-49
26	20	7	K-5	M			NM	0	7	20-29
27	17	8	K-5	M			NM	0	8	20-59
28	15	8	K-5	M			NM	1	7	30-49
29	23	9	K-6		F		NM	1	8	20-59
30	9	9	K-5		F		NM	1	8	20-49
TOTAL	483	230	K-6	20	10	18	12	25	205	20-69

* Fifteen questionnaires were sent to each school.

Instrumentation

Organizational Climate Description Questionnaires (OCDQ)

The OCDQ was designed by Andrew W. Halpin and Don B. Croft, to be administered in elementary schools as a means of identifying and describing the organizational climate dimensions of elementary schools. The 64 items of the questionnaires are brief statements of situations involving interpersonal behavior of teachers and principals. The respondent is asked to decide in each instance how typical the described behavior is of principal, fellow teachers, or his school generally. The responses are grouped, for scoring, into eight categories, each measuring one of eight dimensions of organizational climate. In the survey form used, the OCDQ instrument is Items 1-64 and some general biographical data of teachers are Items 65-69. The teacher questionnaire is set out in Appendix III and the scoring in Appendix IV.

Permission to use the OCDQ was obtained from Mrs. Agnes Moran of the McMillan Company, New York. A description of the eight dimensions in which item responses are classified is presented below:

OCDQ SUBTESTS: Teacher's Behavior

1. Disengagement indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.

2. Hindrance refers to the teacher's feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busywork.
3. Esprit refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teacher's enjoyment of friendly social relations with each other.

OCDQ SUBTESTS: Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal face-to-face situation.
6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task-oriented.
7. Thrust refers to behavior marked not by close supervision of the teachers, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give of themselves any more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.
8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teacher "humanly," to try to do a little something extra for them in human terms.⁶⁵

The instrument contained 64 Likert-type items which were assigned to eight subtests delineated by factor-analytic

⁶⁵Eugene H. Berends, "Perceptions of the Principals Personality: A Study of the Relationships to Organizational Climates" (Ph.D. dissertation, Michigan State University, 1969).

methods. From the scores on these eight subtests profiles were constructed. The profiles were factor analyzed to determine whether the profiles themselves would cluster in a fashion that would allow differentiating "meaningful" types of Organizational Climates. Halpin and Croft were able to discriminate six Organizational Climates, and found that these could be ranked in respect to the school's score on esprit. The social interactions which characterize these six climates are summarized below.

1. The Open Climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all the members.
2. The Autonomous Climate is described best as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high Esprit results primarily from social-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.
3. The Controlled Climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed primarily toward task accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

4. The Familiar Climate is highly personal, but undercontrolled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."
5. The Paternal Climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, esprit among the members is low.
6. The Closed Climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not "moving"; esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. On the whole, the members' behavior can be construed as "inauthentic"; indeed, the organization seems to be stagnant.⁶⁶

This study by Halpin and Croft emphasizes the relationship between the behavior of the principal and the type of climate found in his school. The "closed" climate appears to be related to the principal who had high scores on "aloofness" and "production emphasis" and low scores on "thrust" and "consideration." The principal with scores high in "thrust" and "consideration" and low on "aloofness" and "production emphasis" was found in the

⁶⁶Ibid., pp. 13-14.

schools with "open" climate. The terms "open" and "closed" were used for the two extreme cases.

Techniques

The result of the OCDQ responses were tabulated into climate profile scores by the computer at the Michigan State University Computer Center.

Items were scored 1, 2, 3, or 4 according to teachers' responses: Rarely, Sometimes, Often, or Very Frequently, respectively. An exception was made in some of the items, which called for coding backward or negatively according to the scoring scheme for the OCDQ in Appendix IV.

Raw scores for each teacher were grouped according to climate dimension. In eight categories of climate, each dimension varied in the number of items and total score, which were set up according to each climate dimension established by Dr. Halpin and Croft as in Appendix IV. Mean scores were obtained for each dimension for each teacher responding.

For each school, raw scores were obtained and coded in computer data coding form for the individual teacher, and summed up on each subscale. Means were computed for all the responses in each school using total raw scores per item divided by the number of teachers' responses in each school, and divided again by the number

of items on each subscale. The means of raw scores are shown in Table 3.

The mean scores recorded are to be interpreted by placing them on the continuum from 1.0 (rarely) to 4.0 (very frequently. In the aggregate they reveal for example that in building 1M (with a mobile principal) the highest of raw score means are in Esprit, Intimacy, Thrust, and Consideration. These add up to show the open climate which was described by Halpin and Croft in Table 12. Each of the schools was treated similarly and a profile was built and measured against the profiles in the Organizational Climate scales as described by Dr. Halpin.

In the distribution of questionnaires two different procedures were used. Where the total number of teachers was 15 or fewer every teacher was given a questionnaire. Where the total number of teachers was greater than 15 the principal distributed them in such a way that at least two were given to teachers at each grade level. The data from the schools were then dealt with in four cells: mobile principal, whole staff; mobile principal, selected staff; non-mobile principal, whole staff; and non-mobile principal, selected staff.

Before the data for mobile and for non-mobile principals could each be combined, it was necessary to discover what if any influence on the data might be attributed to the fact of the principal's selection of

TABLE 3.--Means of Raw Scores.

Building Number*	Disengage-ment	Hindrance	Esprit	Intimacy	Aloof-ness	Production Emphasis	Thrust	Consider-ation
1M	1.438	1.729	3.325	2.893	1.875	2.214	2.722	2.646
2M	1.914	2.238	2.829	2.449	2.429	2.000	2.206	2.333
3M	1.562	2.438	3.238	2.518	2.167	2.214	3.847	2.833
4M	1.600	1.833	3.114	2.898	2.238	2.306	2.825	2.310
5M	1.580	2.033	3.120	2.743	1.867	2.214	3.411	2.200
6M	1.838	2.354	2.350	1.982	2.166	2.339	2.722	2.063
7M	1.829	2.000	2.971	2.531	2.683	2.265	2.984	1.905
8M	1.462	2.333	3.436	2.375	2.431	2.393	3.417	2.708
9M	1.913	2.229	2.563	2.250	2.139	2.250	2.458	2.042
10M	1.689	2.278	3.089	2.317	2.173	2.524	3.099	2.556
11M	1.763	2.083	2.538	2.000	2.194	2.321	2.611	2.104
12M	1.757	2.119	3.314	2.899	2.206	1.673	2.889	2.310
13M	1.775	2.125	3.050	2.571	2.264	2.625	3.319	2.292
14M	1.813	2.313	2.774	2.357	2.292	2.232	3.208	2.188
15M	1.800	2.125	2.725	2.179	1.972	1.643	2.361	1.500
16M	1.850	1.333	2.717	2.167	2.111	2.143	2.870	2.361
17M	2.375	2.271	2.813	2.750	2.431	2.643	2.694	2.875
18M	1.875	2.292	2.475	2.321	2.000	2.464	2.056	2.042
19NM	1.563	2.250	3.013	2.625	2.361	2.107	2.694	2.166
20NM	1.475	2.167	2.788	2.339	1.875	2.196	3.028	2.125
21NM	1.438	1.729	2.950	2.429	2.389	1.857	3.139	2.104
22NM	1.200	2.021	3.338	1.813	2.181	2.321	3.528	2.104
23NM	1.563	2.167	3.413	2.679	2.667	2.518	3.153	2.667
24NM	1.738	2.042	3.088	2.625	2.306	1.982	2.889	2.042
25NM	1.625	1.688	2.788	2.393	1.809	1.071	2.097	1.771
26NM	1.771	2.571	2.643	3.551	2.000	2.102	2.492	1.833
27NM	2.125	2.313	2.488	2.268	2.306	1.768	2.278	2.021
28NM	1.250	2.167	3.425	2.786	2.597	2.268	3.653	2.417
29NM	1.925	2.333	2.811	2.127	2.025	2.063	2.568	2.204
30NM	1.578	1.889	3.033	2.460	2.210	1.730	2.284	1.907

* M = Mobile

NM= Non-mobile

TABLE 4.--Means of Raw Score of Whole and Selected Teachers in the Building.

School Number*	Whole	Selected	Disengage- ment	Hindrance	Esprit	Intimacy	Alcof- ness	Produc- tion	Thrust	Consider- ation
1M	W		1.438	1.729	3.325	2.893	1.875	2.214	2.722	2.646
2M	W		1.914	2.238	2.829	2.449	2.429	2.000	2.206	2.333
3M		C	1.562	2.438	3.238	2.518	2.167	2.214	3.847	2.833
4M		C	1.600	1.833	3.114	2.898	2.238	2.306	2.825	2.310
5M		C	1.580	2.033	3.120	2.743	1.867	2.214	3.411	2.200
6M	W		1.838	2.354	2.350	1.982	2.166	2.339	2.722	2.063
7M	W		1.829	2.000	2.971	2.531	2.683	2.265	2.984	1.095
8M		C	1.462	2.333	3.436	2.375	2.431	2.393	3.417	2.708
9M		C	1.913	2.229	2.563	2.250	2.139	2.250	2.458	2.042
10M	W		1.689	2.278	3.089	2.317	2.173	2.524	3.099	2.556
11M	W		1.763	2.083	2.538	2.000	2.194	2.321	2.611	2.104
12M		C	1.757	2.119	3.314	2.899	2.206	1.673	2.889	2.310
13M	W		1.775	2.125	3.050	2.571	2.264	2.625	3.319	2.292
14M	W		1.813	2.313	2.775	2.357	2.292	2.232	3.208	2.188
15M		C	1.800	2.125	2.725	2.179	1.972	1.643	2.361	1.500
16M		C	1.850	1.333	2.717	2.167	2.111	2.143	2.870	2.361
17M		C	2.375	2.271	2.813	2.750	2.431	2.143	2.694	2.875
18M		C	1.875	2.292	2.475	2.321	2.000	2.464	2.056	2.042
19NM		C	1.563	2.250	3.013	2.625	2.361	2.107	2.694	2.166
20NM		C	1.475	2.167	2.788	2.339	1.875	2.196	3.028	2.125
21NM	W		1.438	1.729	2.950	2.429	2.389	1.857	3.139	2.104
22NM	W		1.200	2.021	3.338	1.813	2.181	2.321	3.528	2.104
23NM		C	1.563	3.167	3.413	2.679	2.667	2.518	3.153	2.667
24NM	W		1.738	2.042	3.008	2.625	2.306	1.982	2.889	1.042
25NM		C	1.625	1.688	2.788	2.393	1.819	1.071	2.097	1.771
26NM		C	1.771	2.571	2.743	2.551	2.000	1.071	2.492	1.833
27NM		C	2.125	2.313	2.488	2.268	2.306	1.768	2.278	2.021
28NM	W		2.250	2.167	3.425	2.786	2.597	2.268	3.653	2.417
29NM		C	1.925	2.333	2.811	2.127	2.025	2.063	2.568	2.204
30NM	W		1.578	1.889	3.033	2.460	2.210	1.730	2.284	1.907

* M = Mobile

NM= Non-mobile

teacher respondents. In Table 4 each school has been identified as to whether the whole staff was involved or whether the principal had selected the teacher respondents.

The 2x2 design was used to examine the significant differences, if any, in the two aggregate groups--mobile and non-mobile principals. The total of means for the above is shown in Table 5. These were subjected to the multivariate analysis process. The probability of type I error was .3821 with a .05 level of significance and a degree of freedom of 8 and 19.

TABLE 5.--The Means Total of Mobile Principal, Whole and Selected Staff versus Non-Mobile Principal, Whole and Selected Staff.

	Mobile	Non-Mobile	Difference
Disengagement	1.7685	1.6043	.1642
Hindrance	2.1181	2.1114	.0067
Esprit	2.9134	2.9815	-.6806
Intimacy	2.4556	2.4246	.3097
Aloofness	2.2021	2.2280	-.0259
Production	2.2479	2.0819	.1660
Thrust	2.8722	2.8169	.0552
Consideration	2.2927	2.1134	.1792

The mean scores were aggregated again in two groups--whole staff and selected staff. The total means are shown in Table 6. Multivariate analysis revealed a probability of type I error of .8417 with a .05 level of significance and a degree of freedom of 8 and 19.

TABLE 6.--The Means Total of Whole Staff, Mobile and Non-Mobile Principal versus Selected Staff, Mobile and Non-Mobile Principal.

	Mobile	Non-Mobile	Difference
Disengagement	1.7268	1.6844	.0424
Hindrance	2.1032	2.1248	-.0215
Esprit	2.8714	2.9936	-.1223
Intimacy	2.4390	2.4464	-.0073
Aloofness	2.1495	2.2606	-.1110
Production	2.1352	2.2170	-.0819
Thrust	2.6829	2.9779	-.2949
Consideration	2.1109	2.3051	-.1942

A third analysis included the means total in four cells: mobile principal aggregate, non-mobile principal aggregate, whole staff aggregate, and selected staff aggregate. The results of the multivariate analysis showed a type I error probability of .5055 at the .05 level of significance and a degree of freedom of 8 and 19.

TABLE 7.--The Means Total of Four Cells.

	Mobile Whole	Mobile Selected	Non-Mobile Whole	Non-Mobile Selected
Disengagement	1.7671	1.7696	1.6624	1.5627
Hindrance	2.0165	2.1994	2.2420	2.0181
Esprit	3.8800	2.9402	2.8576	3.0700
Intimacy	2.4506	2.4595	2.4204	2.4276
Aloofness	2.1841	2.2165	2.0942	2.3236
Production	2.1949	2.2904	2.0396	2.1121
Thrust	2.7265	2.9887	2.6132	2.9624
Consideration	2.1509	2.4061	2.0470	2.1609

Fourth the mobile principal mean scores for the whole staff and the selected staff sub-sets were subjected to the same analysis. The probability of type I error was .8273 at the .05 level of significance with 8 and 19 degrees of freedom (see Table 8).

Last, the same sort of analysis was applied to the two sub-sets of non-mobile principal mean scores. Here the probability of type I error was .1746 at the .05 level of significance with 8 and 3 degrees of freedom (see Table 9).

TABLE 8.--Mobile Principal, Whole Staff versus Selected Staff.

	Mobile	Non-Mobile	Difference
Disengagement	1.7671	1.7696	-.0025
Hindrance	2.0165	2.1994	-.1829
Esprit	2.8800	2.9402	-.0602
Intimacy	2.4506	2.4595	-.0089
Aloofness	2.1841	2.2165	-.0324
Production	2.1949	2.2904	-.0956
Thrust	2.7265	2.9887	-.2622
Consideration	2.1509	2.4061	-.3553

TABLE 9.--Non-Mobile Principal, Whole Staff versus Selected Staff Means.

	Mobile	Non-Mobile	Difference
Disengagement	1.6624	1.5627	.0997
Hindrance	2.2420	2.0181	.2239
Esprit	2.8576	3.0700	.7876
Intimacy	2.4204	2.4276	-.0072
Aloofness	2.0942	2.3236	-.2294
Production	2.0396	2.1121	-.0725
Thrust	2.6132	2.9624	-.2492
Consideration	2.0470	2.1609	-.1138

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

In this chapter the data collected by the survey instruments are analyzed to test whether there are any significant differences in organizational climate in the schools led by mobile and non-mobile principals.

The key items related directly to the testing of the hypotheses of this study are provided in table form with the analysis.

Analysis of the Data

All data from the responses for the 18 mobile and 12 non-mobile principals were analyzed by the multivariate analysis process. The probability of type I error was .3368 with a .05 level of significance and a degree of freedom of 8 and 21. In this analysis no significant differences were found, as computed from means of raw scores, Table 3, and the means total of mobile versus non-mobile principal groups shown in Table 10.

From the statistical standpoint the total of cell means set out in Table 10 showed very little

TABLE 10.--Means Total of Mobile versus Stable Principal Groups.

	Mobile	Non-Mobile	Difference
Disengagement	1.7685	1.6043	.1642
Hindrance	2.1181	2.1114	.0067
Esprit	2.9134	2.9815	-.6806
Intimacy	2.4556	2.4246	.3097
Aloofness	2.2021	2.2280	-.0259
Production	2.2479	2.0819	.1660
Thrust	2.8722	2.8169	.0552
Consideration	2.2927	2.1134	.1792

difference in variation for each cell between the mobile and non-mobile principal groups. Moreover, because of the small differences in the sample means it seems unlikely that failure to find statistically significant differences was a result of lack of power. This means that if the sample population size was to be increased by a few more counties it is unlikely that any statistically significant differences would be found because the differences between the cells for mobile and non-mobile principals were very small.

For example, the largest difference between means for mobile and non-mobile principals is only .17925 in the item Consideration. This is not large compared to

observed standard deviations derived and set out in Table 11.

TABLE 11.--Standard Deviation of Mobile and Non-Mobile Principal Groups.

	Mobile	Non-Mobile
Disengagement	.210825	.262625
Hindrance	.267845	.255381
Esprit	.318808	.299702
Intimacy	.293391	.267712
Aloofness	.207160	.264966
Production	.269223	.229514
Thrust	.460446	.499679
Consideration	.344436	.245326

Each hypothesis in turn was tested against the data. Any differences between the mean scores of the two groups were analyzed to see the extent of their significance and their potential for contributing a measure of Profile Characteristics as developed by Halpin and Croft and set out in Table 12.

TABLE 12.--Profile Characteristics of Organizational Climate.

Open	Autonomous	Controlled	Familiar	Paternal	Closed
High Esprit	Relatively High Esprit	Relatively High Esprit	Average Esprit	Low Esprit	Low Esprit
Low Dis-engagement	Low Dis-engagement	Low Dis-engagement	High Dis-engagement	High Dis-engagement	High Dis-engagement
Low Hindrance	Low Hindrance	High Hindrance	Low Hindrance	Low Hindrance	High Hindrance
High Thrust	Relatively High Thrust	Average Thrust	Average Thrust	Average Thrust	Low Thrust
High Con-sideration	Average Con-sideration	Average Con-sideration	High Con-sideration	High Con-sideration	Low Con-sideration
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 Aloofness	Relatively High Aloofness	High Aloofness	Low Aloofness	Low Aloofness	High Aloofness
Average Intimacy	High Intimacy	Low Intimacy	High Intimacy	Low Intimacy	Average Intimacy

- Ho 1: There is no significant difference on the Disengagement scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

Although the null hypothesis is not rejected according to the multivariate analysis, examination of the differences in the sample means in Disengagement shows the mobile principal group to have a higher score, by only .16425, in Disengagement. According to the profile characteristics of organizational climate, this would mean that teachers might tend not to work together as well as in the stable principal groups. "They pull in different directions with respect to the task; they gripe and bicker among themselves." The difference is not statistically significant, however. It can not be interpreted as indicating any of the particular climates as described by Halpin and Croft.

- Ho 2: There is no significant difference on the Hindrance scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

Only .006694 difference in mean score between mobile and non-mobile principal groups makes these almost meaningless. It may be that mobile principal groups tend to a more closed or controlled climate than non-mobile groups, since according to profile characteristics of organizational climate, those with higher disengagement tend to be higher on hindrance.

- Ho 3: There is no significant difference on the Esprit scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

In the profile characteristics those higher in disengagement and hindrance will tend to be low in esprit. The mobile principal group shows .068056 score lower than non-mobile principal groups, a difference too small to be significant. The hypothesis is not rejected.

- Ho 4: There is no significant difference on the Intimacy scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

Intimacy scores in the mobile principal group were higher than in the non-mobile principal group by only .030973. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. In the mobile principal group schools, the scores were higher but by so little that the null hypothesis is not rejected.

- Ho 5: There is no significant difference on the Aloofness scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

It is of some interest that the sample mean of non-mobile principal groups were by .025889 a little higher than for the mobile principal group. Aloofness refers to the behavior of the principal as formal and impersonal. Yet the very minor difference between the groups is not significant and the null hypothesis is not rejected.

Ho 6: There is no significant difference on the Production Emphasis scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

The mobile principal group has a score in Production Emphasis that is .166027 higher than the non-mobile principal group. This difference is in the direction expected according to the profile in Table 7, that showed the closed organizational climate to be higher in production emphasis than open organizational climate. However again the difference is not significant and the hypothesis is not rejected.

Ho 7: There is no significant difference on the Thrust scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

The difference in Thrust in these two groups is only .05524, and the null hypothesis is not rejected. Neither can any tentative conclusion be drawn.

Ho 8: There is no significant difference on the Consideration scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

The mean score difference in Consideration, .1793, is the largest difference in mean scale scores is between non-mobile and mobile principal group in any of the categories. Yet one can not conclude that there is a difference in Consideration between these two groups of principals. We only are able to say that the mean score of mobile principal groups was somewhat higher than for the non-mobile groups.

Comparisons of Profile

Since the multivariate analysis showed no significant statistical differences, another type of analysis was undertaken. The composite mean scores for the mobile and the non-mobile principal schools were charted on a profile chart and their profile compared, as shown in Figure 1.

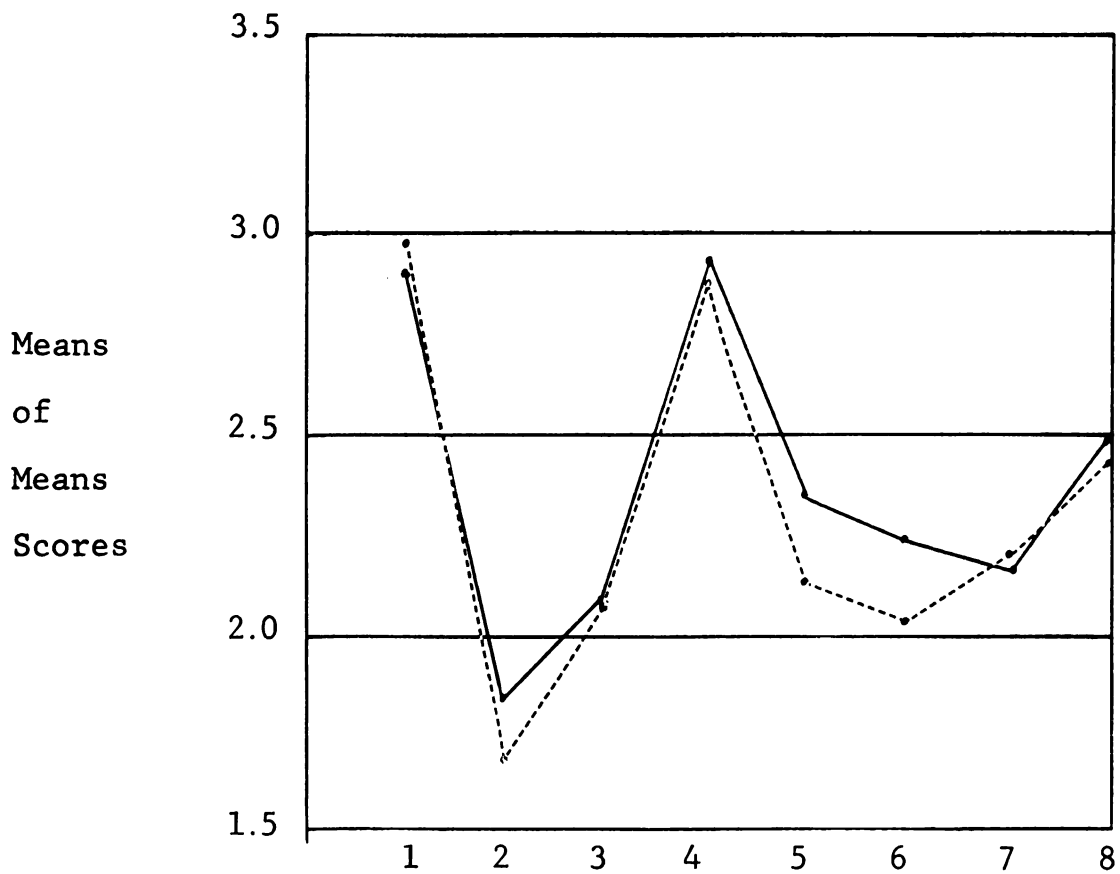
The remarkable similarity of the profiles of the two groups confirms the multivariate analysis of "no significant difference."

As a matter of interest, each of the two profiles was tested against each of the six profiles representing six meaningful types of Organizational Climate, characterized by Halpin and Croft as: Open, Autonomous, Controlled, Familiar, Paternal and Closed (for description of these, see pp. 61-62 above).

Figures 2, 3, 4 and 5 compare the mobile and the non-mobile profiles with the "Open" and with the "Closed" Climate profiles. It will be seen that each of them most closely fitted the "Open" Climate profile.

The same tests were made for each of the schools studied. Each school's mean of raw scores, from Table 3 above, was plotted on a chart to make a profile of its Characteristics of Organizational Climate. Similarly, a profile was drawn on transparent paper at the same scale for each of the six types of Organizational Climate.

Figure 1.--Profiles of the Composite Mobile and Non-mobile Groups.

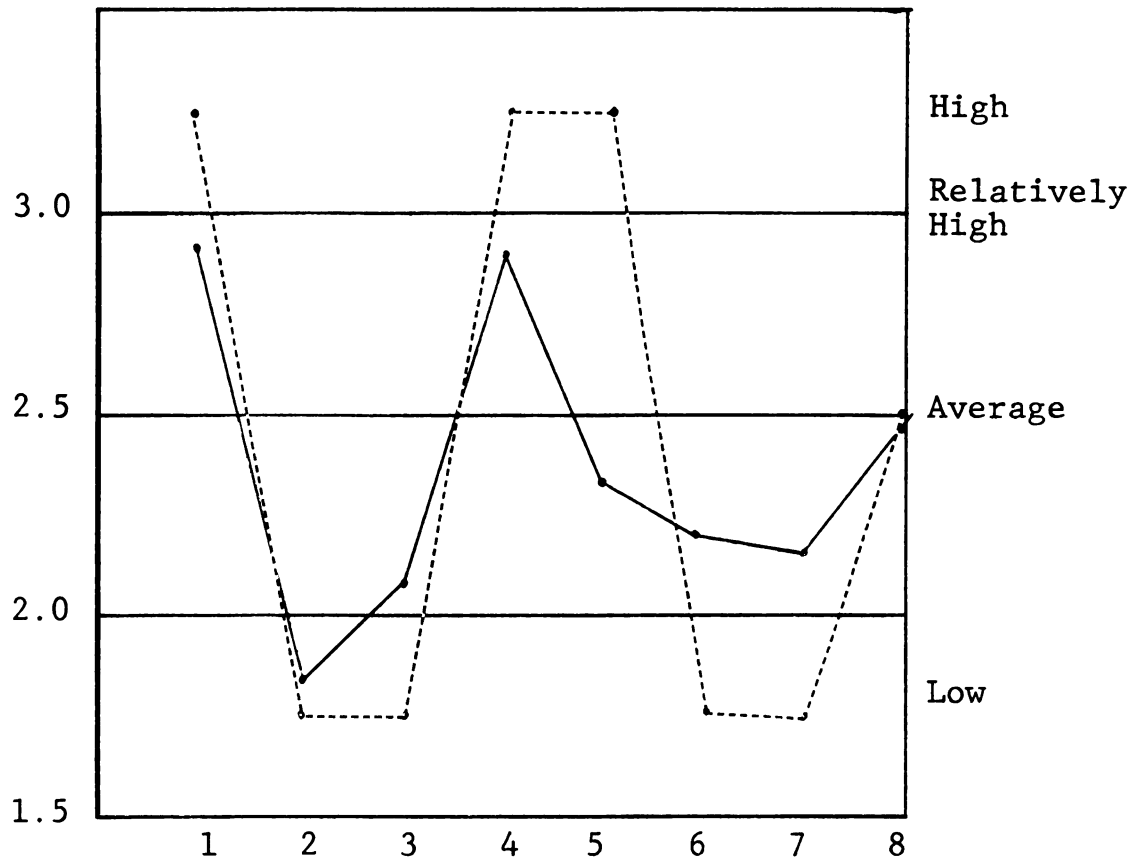


Profile Characteristics of Organizational Climate

———— Mobile Groups
 - - - - - Non-Mobile Groups

1. Esprit
2. Disengagement
3. Hindrance
4. Trust
5. Consideration
6. Production Emphasis
7. Aloofness
8. Intimacy.

Figure 2.--Comparison Between Profiles of Composite Mobile and Open Climate.

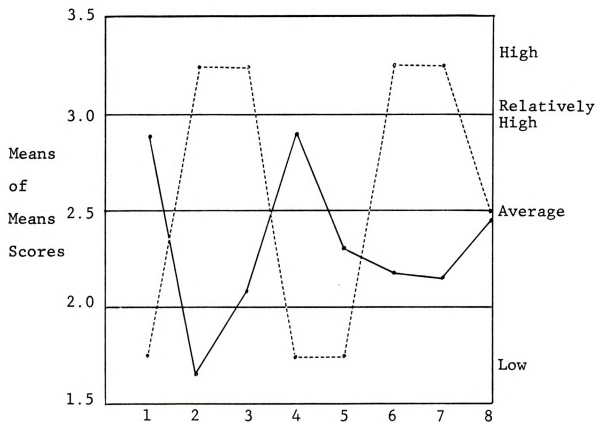


Profile Characteristics of Organizational Climate

_____ Mobile Groups
 - - - - - Open Groups

1. Esprit
2. Disengagement
3. Hindrance
4. Thrust
5. Consideration
6. Production Emphasis
7. Aloofness
8. Intimacy

Figure 3.--Comparison Between Profiles Composite Mobile and Closed Climate.

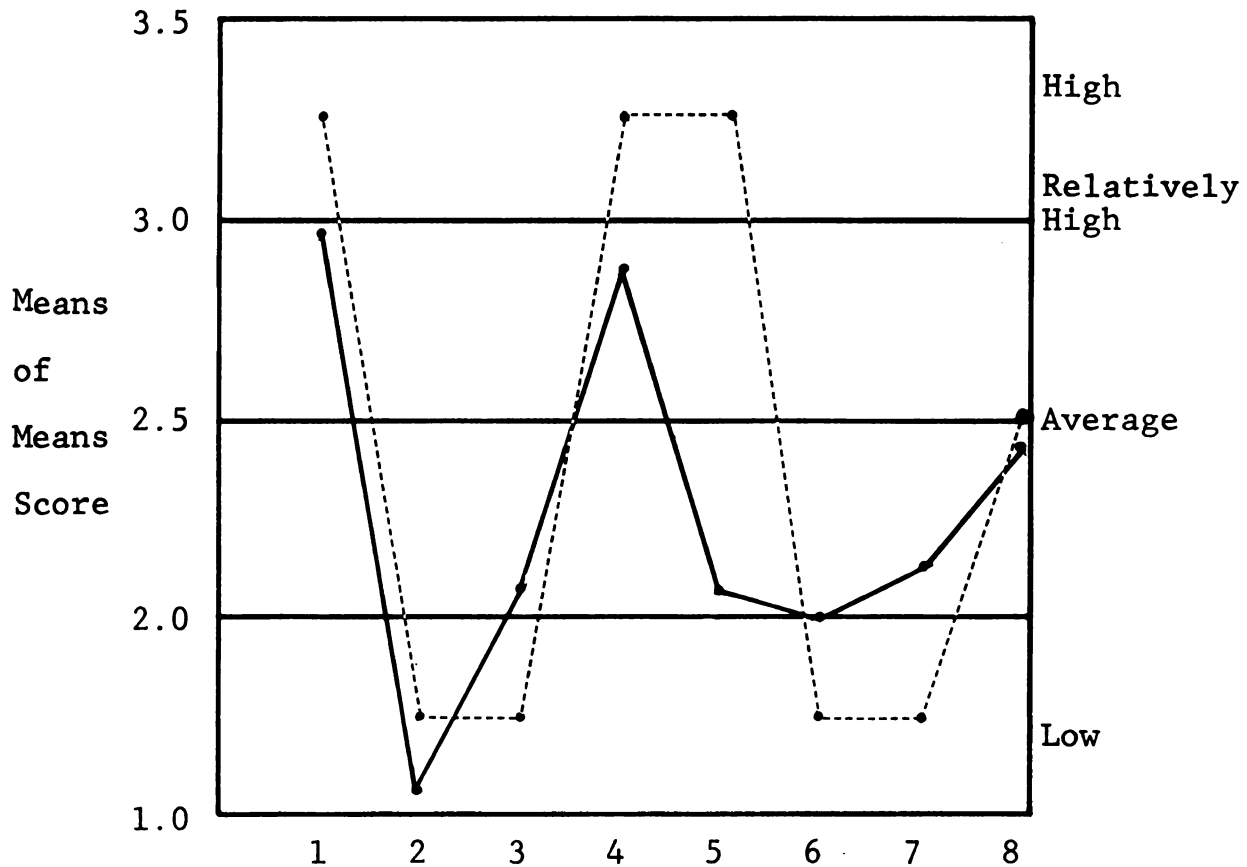


Profile Characteristics of Organizational Climate

—— Mobile
 - - - - Open

1. Esprit
2. Disengagement
3. Hindrance
4. Thrust
5. Consideration
6. Production Emphasis
7. Aloofness
8. Intimacy

Figure 4.--Comparison Between Profiles of Composite Non-Mobile and Open Climate.

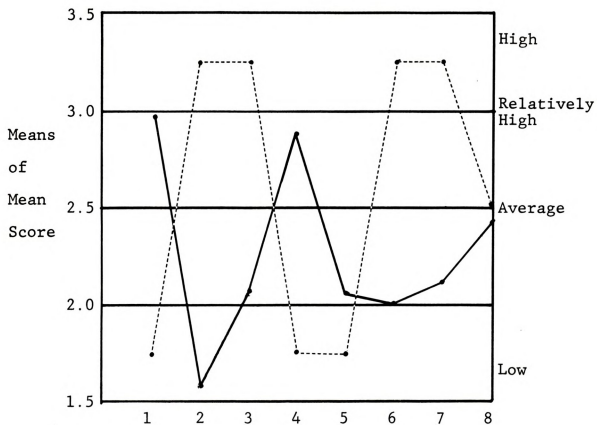


Profile Characteristics of Organizational Climate

———— Non-Mobile
 - - - - Open

1. Esprit
2. Disengagement
3. Hindrance
4. Thrust
5. Consideration
6. Production Emphasis
7. Aloofness
8. Intimacy

Figure 5.--Comparison Between Profiles of Composite Non-Mobile and Closed Climate.



Profile Characteristics of Organizational Climate

— Non-Mobile
 - - - Closed

1. Esprit
2. Disengagement
3. Hindrance
4. Thrust
5. Consideration
6. Production Emphasis
7. Aloofness
8. Intimacy

Then each of the transparencies was fitted over, in turn, each school's profile.

Three of the school profiles fit the Open Climate chart and nine most nearly matched the Autonomous Climate. None fitted the Closed Climate chart.

The findings from the multivariate analyses were confirmed again. No marked differences were found between the 18 Climate profiles of the mobile principal schools and the 12 Climate profiles of the non-mobile principal schools. Two mobile schools and one non-mobile school were characterized by Open Climate. Five mobile schools had climates best characterized as Autonomous, and four non-mobile schools similarly. The rest of the schools tended to be alike. No school's profile matched that for the Closed Climate.

The profiles themselves are not included here. A comparison of the distribution of mean scores for each school, listed in Table 3, with the Profile Characteristics set out in Table 12 will confirm these findings.

Summary

Since multivariate analysis showed as probability of type I error of .3368 with the degree of freedom 8 and 21, no null hypothesis was rejected. And because the multivariate analysis showed all differences to be not significant, it is improper and inappropriate to test each scale singly.

A study of the composite profiles of the two groups confirmed the findings from multivariate analysis. They do show similar correspondence with the profile for Open Climate. The individual school profiles show no marked difference between those in the mobile and in the non-mobile principal groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter summarizes the study from its inception through the interpretation of the data. A number of specific recommendations for possible actions and future study will also be presented.

Summary

This study was designed to find out if there are significant differences between the principal who transfers from place to place, often called a "career-bound principal" and the principal who never moves or is unlikely to move to principalships in different places, often called "place-bound." Because the principal is held to be the key agent for change or no change in the schools, and may be so into the future, an example of the leadership and school climate differences takes on importance.

The study developed from the descriptions of the elementary principal's role in curriculum development and administrative leadership found in educational and

general literature. Of special concern in this investigation was any evidence that might lead the head administrator such as the superintendent and board of education to be aware of the key role held by principals in charge, and the different role played by mobile and non-mobile principals, if there are differences.

The Design

This study was concerned with two groups of principals. The mobile principal group was made up of those who have been principals in more than one school. Those principals who have been in their present school and position not more than two years but no less than one year were selected to eliminate the effects of the first year's unfamiliarity on the one hand and long familiarity (approaching the non-mobile principal's) on the other.

The non-mobile group of principals was made up of those who had served in a particular school for at least ten years, which was considered long enough for the principal to have become set in his habits and influence with school, teachers, and students and less likely to institute change.

A review of the literature indicated that place-bound leadership tends to be conservative, hesitates to risk, tends toward Aloofness and is rarely willing to make changes in his life style. However, the evidences gathered

in this study leads to the conclusion that this is less likely to be true, at least in central Michigan's schools, since there no statistically significant differences were found in the organizational climate of these two groups of principals.

The school system sample population was chosen from Ingham, Clinton, Livingston, Calhoun, and Jackson counties in the state of Michigan.

The following eight hypotheses were constructed for statistical testing:

- Ho 1: There is no significant difference on the Disengagement scale between schools with mobile or with non-mobile principals as measured by the OCDQ.
- Ho 2: There is no significant difference on the Hindrance scale between schools with mobile or with non-mobile principals as measured by the OCDQ.
- Ho 3: There is no significant difference on the Esprit scale between schools with mobile or with non-mobile principals as measured by the OCDQ.
- Ho 4: There is no significant difference on the Intimacy scale between schools with mobile or with non-mobile principals as measured by the OCDQ.
- Ho 5: There is no significant difference on the Aloofness scale between schools with mobile or with non-mobile principals as measured by the OCDQ.
- Ho 6: There is no significant difference on the Production Emphasis scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

Ho 7: There is no significant difference on the Thrust scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

Ho 8: There is no significant difference on the Consideration scale between schools with mobile or with non-mobile principals as measured by the OCDQ.

The survey instrument was developed to provide the data necessary for analyzing the hypotheses. The climate of organization was measured by responses from teachers of each school. The principals were divided into two groups and were compared in dimensions of the instrument testing Organizational Climate.

Analysis of Survey Instrument Data

Multivariate analysis was used to analyze the data and found no statistically significant differences at the .05 level with degree of freedom 8 and 21 in every one of the climate dimensions.

Therefore, for the population tested, there is no difference in the climate or organization between those schools with principals who had moved recently from one principalship to another and those with principals who had been in the same place and position over a period of ten years.

If there had been statistically significant differences at .05 level, it would have been possible to look at each of the climate dimensions and compare each

one according to each hypothesis testing. There were none, and these studies were not made.

The findings were confirmed when profiles for the thirty schools individually and as composites for mobile and non-mobile groups were drawn. Comparison of the composite profiles revealed remarkable similarity, and each most nearly matched the Open Climate profile. The thirty individual school profiles showed no marked differences between the two groups.

Conclusion

The purpose of this study was to find support for a recommendation to boards of education and superintendents of schools about the values of a rotation system for principals as compared to the regular system, if this study were to reveal any statistically significant differences between the mobile and non-mobile principal groups.

This study promised to have importance because in the literature there are statements of the presumed advantages of rotation of principals. Educators go on record as favoring or opposing the idea of rotation. Also there is discussion on the presumed advantages of mobile and non-mobile principals. However, this study showed no differences between principals who move and those who stay in one school, in those schools on the

dimensions measured. The researcher started the study with an inclination to favor a system of principal rotation to get a better organizational climate and receptivity to change in an elementary school, but the findings do not support this thesis.

There is a lack of information about why mobile principals move. They may move because of difficulty with the school or community, because they are hoppers, or experimenters, or because they become bored. They may move because of economic necessity, or need to socialize, a desire to be close to their relatives-friends-parents, or as a promotion or even a demotion. If this kind of information were available, these variables might be studied to see how they might affect the subsequent climate in the school of the mobile principal, and how they affect the differences between mobile and non-mobile principals in their leadership of educational development.

There is another way to test the original assumptions open to those who are interested in this idea who want to improve their organizational climate. They might cooperatively undertake a rotational system within a group of school districts and replicate this study after ten years to see what if any differences are found between the schools in the rotation system and those not in such a system.

Recommendations for Further Study

It is recommended on the basis of this study that the possibility of the following studies be considered:

1. A study of organizational climate in a school district with a principal rotation system compared with the climate in other schools, controlled for principal characteristics such as educational level, socio-economic background, sex and age.
2. A depth descriptive study of the advantages, disadvantages, and problems found in a currently operating rotation system.
3. The perceptions held by superintendents and curriculum specialists of what the elementary principal's role should be in curriculum development.
4. A study replicating this study but either confined to or including non-public schools and schools at different levels of education.
5. A study to determine whether the personal characteristics of the principal are related to the effectiveness of a school's curriculum study program, or to the effectiveness of a curriculum director's leadership in the improvement of curriculum.
6. A study using different instruments to test other evidences of principal effectiveness than organizational climate, in schools with mobile and schools with non-mobile principals.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Anderson, Donald P. "A Study of the Relationships Between Organizational Climate of Elementary Schools and Personal Variables of Principals." Ph.D. dissertation, University of Minnesota, 1964.
- Argyris, Chris. "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank." Administrative Science Quarterly 2 (March, 1958), 501-520.
- Bass, B. M. Leadership, Psychology, and Organizational Behavior. New York: Harper and Bros, 1960.
- Berends, Eugene H. "Perceptions of the Principal's Personality: A Study of the Relationships to Organizational Climate." Ph.D. dissertation, Michigan State University, 1969.
- Carlson, Rochard O. School Superintendents: Careers and Performance. Columbus, Ohio: A Bell and Howell Company, 1977.
- Cornell, G. F. "Socially Perceptive Administration." Phi Delta Kappa, 36 (March, 1955), 219-223.
- Davis, Keith. Human Relations at Work. New York: McGraw-Hill Book Co., 1962.
- Fiedler, Fred E. Leader Attitudes and Group Effectiveness. Urbana: University of Illinois Press, 1958.
- Fiedler, Fred E. "Style or Circumstance: The Leadership Enigma." Psychology Today (1969).
- Fox, Willard. "Don't Let Principals Sit Out Tenure in One Place, Say Two Districts." Nation's Schools 74 (July, 1964), 31, 52.
- Gibb, C. A. "The Principles and Traits of Leadership." Journal of Abnormal and Social Psychology (1947), 267-284.

- Gross, Neal and Herriott, Robert E. Staff Leadership in Public Schools. New York: John Wiley and Sons, 1965.
- Halpin, Andrew W. Theory and Research in Administration. New York: The Macmillan Company, 1966.
- Halpin, Andrew W. and Croft, Don B. The Organizational Climate of Schools. Chicago: Midwest Administration Center, University of Chicago, 1963.
- Hamachek, Don E. "Leadership Styles, Decision-making, and Principal." The National Elementary Principal 65 (April, 1966), 27.
- Hemphill, J. K. "Administration as Problem Solving." Administrative Theory in Education. New York: The Macmillan Company, 1958.
- Harvey, O. J. and Consalvi, C. "Status and Conformity to Pressures in Informal Groups." Journal of Abnormal and Social Psychology 60 (1960), 182-187.
- Jennings, Eugene E. The Mobile Manager: A Study of the New Generation of Top Executives. New York: McGraw-Hill Book Co., 1967.
- Kraft, Leonard E. "The Rotating Principalship." The Clearing House 41 (April, 1967), 462-464.
- Lippitt, Gordon. "What Do We Know About Leadership?" Leadership In Action, No. 2. Washington, D.C.: National Training Laboratories, 1961.
- Lonsdale, Richard C. "Maintaining the Organization in Dynamic Equilibrium." Behavioral Science and Educational Administration. 63rd Yearbook, National Society for the Study of Education, Ed. Daniel E. Griffiths. Chicago: University of Chicago Press, 1964.
- Michels, Robert. Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracies. New York: The Crowell-Collier Publishing Company, 1962.
- Morris, Derek V. "Organizational Climate of Canadian Schools." The CSA Bulletin 3 (June, 1964), 3-7.

- Myers, Robert B. "The Development and Implications of a Conception for Leadership Education." Ph.D. dissertation, University of Florida, 1954.
- Nation's Schools. "School Principals Should Stay Put: Administrators Balk at 'Rotation.'" Nation's Schools 71 (May, 1963), 85.
- Pelz, Donald C. "Leadership Within a Hierarchical Organization." Leadership in Action, No. 2. Washington, D.C.: National Training Laboratories, 1961.
- Peterson, O. F. "Leadership and Group Behavior." Leadership in Action, No. 2. Washington, D.C.: National Training Laboratories, 1961.
- Rokeach, Milton. The Open and Closed Mind. New York: Basic Books Co., 1960.
- Stemnock, Suzanne K. "Systematic Rotation of Principals Among Schools." Educational Research Service. Washington, D.C., November, 1973.
- Stogdill, R. M. Leadership and Structures of Personal Interaction. Columbus: Bureau of Business Research, The Ohio State University, 1957.
- Stogdill, R. M. "Personal Factors Associated with Leadership: A Survey of the Literature." Journal of Psychology 25 (January, 1948), 9.
- Stogdill, R. M. and Shartle, C. L. "Methods for Determining Patterns of Leadership Behavior in Relation to Organization Structure and Objectives." Journal of Applied Psychology (1948), 121-122.
- "The Elementary School Principalship in 1968." Department of Elementary School Principals, NEA, 1968.
- Wiles, Kimball. Supervision for Better Schools. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1950.

APPENDICES

APPENDIX I

MICHIGAN STATE UNIVERSITY
College of Education
Department of Administration and Higher Education
Erickson Hall

East Lansing
Michigan 48824
November 8, 1974

Dear Sir:

I am a foreign student presently working on a dissertation to complete my doctoral degree at Michigan State University. As part of my dissertation, I would like to ask your permission to do a research in elementary schools in your school district.

The purpose of the project is to study the relationships between several kinds of leadership and organizational behavior of teachers. All individuals participating will remain anonymous and school districts will not be identified by name in the dissertation. This research may be useful to other educators and especially to other developing countries, such as Thailand.

Specifically I want to find what differences may be related to the length of tenure of the principal in a particular school, to the amount of his or her overall experience as a principal and to the number of principalships he or she may have held. This is part of a much larger study that would support or refute the claim that rotating assignments for principals would be desirable.

If you approve your district's participation, as we hope you will, we'd appreciate having your secretary return the enclosed form listing a few facts about your principals that may be immediately available from your file.

There is a good deal of interest in which is the role of the elementary school principal in curriculum development and this study will be based on data from teachers in representative schools.

You will get a summary of the findings for the six-counties district, which we hope will be of sufficient interest to warrant your cooperation in our project. Thank you very much for any favorable consideration.

Sincerely,

Vuti Laosunthorn

410 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Archibald B. Shaw, Professor
Educational Administration
Michigan State University

School's Name	Principal's Name	Age	Sex	How many full years in this position?	How many years altogether as a principal?	How many different principalships altogether?	How many different principalships since 1964?
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				
			M				
			F				

APPENDIX II

November 24th, 1974

Dear Principal:

I am a foreign student presently working on a dissertation to complete my doctoral degree at Michigan State University. As part of my dissertation, I would like to ask your permission to do a research in your school.

The purpose of the project is to study the relationships between several kinds of leadership and organizational behavior of teachers. All individuals participating will remain anonymous and school districts will not be identified by name in the dissertation. This research may be useful to other educators and especially to other developing countries, such as Thailand.

Specifically I want to find what differences, if any, may be related to the length of tenure of the principal in a particular school, to the amount of his or her overall experience as a principal and to the number of principalships he or she may have held. This is part of a much larger study that would support or refute the claim that rotating assignments for principals would be desirable.

This study is being conducted with the knowledge and approval of your superintendent. If you approve your teachers' participation, as we hope you will, we'd appreciate having your teachers return the enclosed form to us.

After the completion of this study an abstract of the findings will be sent to you.

Sincerely,

Vuti Laosunthorn
410 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Archibald B. Shaw, Professor
Educational Administration
Michigan State University

APPENDIX III

November 245h, 1974

Dear Teacher:

I am a foreign student presently working on a dissertation to complete my doctoral degree at Michigan State University. As part of my dissertation, we had asked permission and approval of your superintendent and principal to conduct this research.

The purpose of the project is to study the relationships between several kinds of leadership and organizational behavior of teachers. All individuals participating will remain anonymous and school districts will not be identified by name in the dissertation. This research may be useful to other educators and especially to other developing countries, such as Thailand.

Specifically I want to find what differences, if any, may be related to the length of tenure of the principal in a particular school, to the amount of his or her overall experience as a principal and to the number of principalships he or she may have held. This is part of a much larger study that would support or refute the claim that rotating assignments for principals would be desirable.

There is a good deal of interest in the role the elementary school principal may play in curriculum development and this study will be based on data from teachers in representative schools.

This instrument is in 2 parts. Part I (Items 1-64) is the Organizational Climate Description Questionnaire (OCDQ) devised by Drs. Halpin and Croft and reproduced with permission of the Macmillan Company of New York. Part II (Items 65-69) provides some general biographical data of yourself. Please, return both parts to your principal in the sealed envelope enclosed.

As teachers we recognize the importance of your time, and have developed a questionnaire that will take as little of your time as possible. We are very grateful for your cooperation which is so valuable to this survey.

Sincerely,

Vuti Laosunthorn
410 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Archibald B. Shaw, Professor
Educational Administration
Michigan State University

MICHIGAN STATE UNIVERSITY
(Department of Educational Administration)

QUESTIONNAIRE FOR TEACHERS

PART I (OCDQ) Items 1-64

INSTRUCTION: Please answer them by marking one of the set of lines provided for each answer. Do not dwell too long on any one item, but answer it as you think the situation exists in your school. There are a total of 64 items that should not take more than a few minutes to answer.

As an individual you cannot be identified with this instrument.

	Rarely Occurs	Sometimes Occurs	Often Occurs	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 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.	_____	_____	_____	_____

Reprinted by Vuti Laosunthorn with permission of Macmillan Publishing Co., Inc. from Relating School Climate to Principals' Stability and Mobility as perceived by Teachers. ©Copyright by Andrew W. Halpin, 1966.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
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.	_____	_____	_____	_____

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
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 classroom.	_____	_____	_____	_____
35. The moral of the teachers is high.	_____	_____	_____	_____

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
36. The principal uses construc- tive 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. Teachers help select which courses will be taught.	_____	_____	_____	_____
46. The principal corrects teachers' mistakes.	_____	_____	_____	_____
47. The principal talks a great deal.	_____	_____	_____	_____
48. The principal explains his reasons for criticism to teachers.	_____	_____	_____	_____
49. The principal tries to get better salaries for teachers.	_____	_____	_____	_____
50. Extra duty for teachers is posted conspicuously.	_____	_____	_____	_____

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
51. The rules set by the principal are never questioned.	_____	_____	_____	_____
52. The principal looks out for the personal welfare of teachers.	_____	_____	_____	_____
53. School secretarial service is available for teachers' use.	_____	_____	_____	_____
54. The principal runs the faculty meeting like a business conference.	_____	_____	_____	_____
55. The principal is in the building before teachers arrive.	_____	_____	_____	_____
56. Teachers work together preparing administrative reports.	_____	_____	_____	_____
57. Faculty meetings are organized according to a tight agenda.	_____	_____	_____	_____
58. Faculty meetings are mainly principal-report meetings.	_____	_____	_____	_____
59. The principal tells teachers of new ideas he has run across.	_____	_____	_____	_____
60. Teachers talk about leaving the school system.	_____	_____	_____	_____
61. The principal checks the subject matter ability of teachers.	_____	_____	_____	_____
62. The principal is easy to understand.	_____	_____	_____	_____
63. Teachers are informed of the results of a supervisor's visit.	_____	_____	_____	_____
64. The principal insures that teachers work to their full capacity.	_____	_____	_____	_____

November 24th, 1974

Dear Principal:

I am a foreign student presently working on a dissertation to complete my doctoral degree at Michigan State University. As part of my dissertation, I would like to ask your permission to do a research in your school.

The purpose of the project is to study the relationships between several kinds of leadership and organizational behavior of teachers. All individuals participating will remain anonymous and school districts will not be identified by name in the dissertation. This research may be useful to other educators and especially to other developing countries, such as Thailand.

Specifically I want to find what differences, if any, may be related to the length of tenure of the principal in a particular school, to the amount of his or her overall experience as a principal and to the number of principalships he or she may have held. This is part of a much larger study that would support or refute the claim that rotating assignments for principals would be desirable.

This study is being conducted with the knowledge and approval of your superintendent. If you approve your teachers' participation, as we hope you will, we'd appreciate having your teachers return the enclosed form to us.

After the completion of this study an abstract of the findings will be sent to you.

Sincerely,

Vuti Laosunthorn
410 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Archibald B. Shaw, Professor
Educational Administration
Michigan State University

APPENDIX III

November 245h, 1974

Dear Teacher:

I am a foreign student presently working on a dissertation to complete my doctoral degree at Michigan State University. As part of my dissertation, we had asked permission and approval of your superintendent and principal to conduct this research.

The purpose of the project is to study the relationships between several kinds of leadership and organizational behavior of teachers. All individuals participating will remain anonymous and school districts will not be identified by name in the dissertation. This research may be useful to other educators and especially to other developing countries, such as Thailand.

Specifically I want to find what differences, if any, may be related to the length of tenure of the principal in a particular school, to the amount of his or her overall experience as a principal and to the number of principalships he or she may have held. This is part of a much larger study that would support or refute the claim that rotating assignments for principals would be desirable.

There is a good deal of interest in the role the elementary school principal may play in curriculum development and this study will be based on data from teachers in representative schools.

This instrument is in 2 parts. Part I (Items 1-64) is the Organizational Climate Description Questionnaire (OCDQ) devised by Drs. Halpin and Croft and reproduced with permission of the Macmillan Company of New York. Part II (Items 65-69) provides some general biographical data of yourself. Please, return both parts to your principal in the sealed envelope enclosed.

As teachers we recognize the importance of your time, and have developed a questionnaire that will take as little of your time as possible. We are very grateful for your cooperation which is so valuable to this survey.

Sincerely,

Vuti Laosunthorn
410 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Archibald B. Shaw, Professor
Educational Administration
Michigan State University

MICHIGAN STATE UNIVERSITY

(Department of Educational Administration)

QUESTIONNAIRE FOR TEACHERS

PART I (OCDQ) Items 1-64

INSTRUCTION: Please answer them by marking one of the set of lines provided for each answer. Do not dwell too long on any one item, but answer it as you think the situation exists in your school. There are a total of 64 items that should not take more than a few minutes to answer.

As an individual you cannot be identified with this instrument.

	Rarely Occurs	Sometimes Occurs	Often Occurs	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 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.	_____	_____	_____	_____

Reprinted by Vuti Laosunthorn with permission of Macmillan Publishing Co., Inc. from Relating School Climate to Principals' Stability and Mobility as perceived by Teachers. @Copyright by Andrew W. Halpin, 1966.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
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.	_____	_____	_____	_____

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
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 classroom.	_____	_____	_____	_____
35. The moral of the teachers is high.	_____	_____	_____	_____

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
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. Teachers help select which courses will be taught.	_____	_____	_____	_____
46. The principal corrects teachers' mistakes.	_____	_____	_____	_____
47. The principal talks a great deal.	_____	_____	_____	_____
48. The principal explains his reasons for criticism to teachers.	_____	_____	_____	_____
49. The principal tries to get better salaries for teachers.	_____	_____	_____	_____
50. Extra duty for teachers is posted conspicuously.	_____	_____	_____	_____

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
51. The rules set by the principal are never questioned.	_____	_____	_____	_____
52. The principal looks out for the personal welfare of teachers.	_____	_____	_____	_____
53. School secretarial service is available for teachers' use.	_____	_____	_____	_____
54. The principal runs the faculty meeting like a business conference.	_____	_____	_____	_____
55. The principal is in the building before teachers arrive.	_____	_____	_____	_____
56. Teachers work together preparing administrative reports.	_____	_____	_____	_____
57. Faculty meetings are organized according to a tight agenda.	_____	_____	_____	_____
58. Faculty meetings are mainly principal-report meetings.	_____	_____	_____	_____
59. The principal tells teachers of new ideas he has run across.	_____	_____	_____	_____
60. Teachers talk about leaving the school system.	_____	_____	_____	_____
61. The principal checks the subject matter ability of teachers.	_____	_____	_____	_____
62. The principal is easy to understand.	_____	_____	_____	_____
63. Teachers are informed of the results of a supervisor's visit.	_____	_____	_____	_____
64. The principal insures that teachers work to their full capacity.	_____	_____	_____	_____

PART II

Please, give the information about yourself asked for below:

65. Your sex Male _____
Female _____
66. Your age group 20-29 _____
30-39 _____
40-49 _____
50-59 _____
60-69 _____
67. How many different principals has this school
had since you have been here? _____
68. How many years have served at this school? _____
69. Total years of experience in teaching? _____

APPENDIX IV

SCORING FOR THE OCDQ - IV

Subscales

(I. Characteristics of the Group)

Disengagement (10 items)	2, 6, 10, 14, 18, 22, 26, 30, 38, 60
Hindrance (6 items)	4*, 8*, 12, 16, 20, 24
Esprit (10 items)	3, 7, 11, 15, 19, 21, 23, 27, 31, 35
Intimacy (7 items)	1, 5, 9, 13, 17, 25*, 56

(II. Behavior of the Leader)

Aloofness (9 items)	34, 40, 44, 51, 53*, 54, 57, 58, 63*
Production Emphasis (7 items)	39, 43, 46, 47, 50, 61, 64
Thrust (9 items)	28, 32, 36, 41, 48, 52, 55, 59, 62
Consideration (6 items)	29, 33, 37, 42, 45, 49

<u>Response</u>	<u>Score</u>
Rarely Occurs	1
Sometimes Occurs	2
Often Occurs	3
Very Frequently Occurs	4

* Scored Negatively

MICHIGAN STATE UNIV. LIBRARIES



31293103179689