

PERCEPTIONS OF THE
PRINCIPAL'S PERSONALITY:
A STUDY OF THE RELATIONSHIPS
TO ORGANIZATIONAL CLIMATE

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
EUGENE HOWARD BERENDS
1969



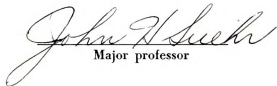
LIBRARY
Michigan State
University

This is to certify that the
thesis entitled
Perceptions of the Principal's Personality:
A Study of the Relationships to Organizational Climate

presented by
Eugene Howard Berends

has been accepted towards fulfillment
of the requirements for

PH. D. degree in Educ. Admin.


Major professor

Date May 12, 1969



OVERDUE FINES ARE 25¢ PER DAY
PER ITEM

Return to book drop to remove
this checkout from your record.

G-291
~~700~~
79 R003
JAN 03
~~40~~ 278
~~2 278~~
FEB 10 1996
046

R52

78

R44

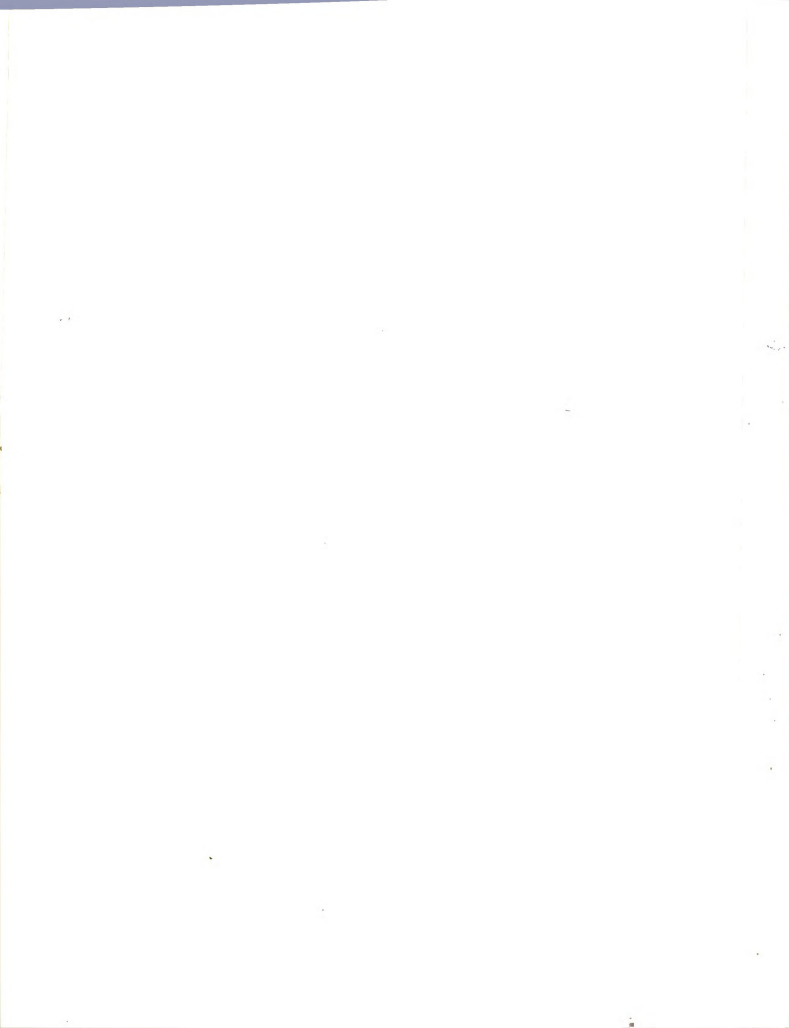
35

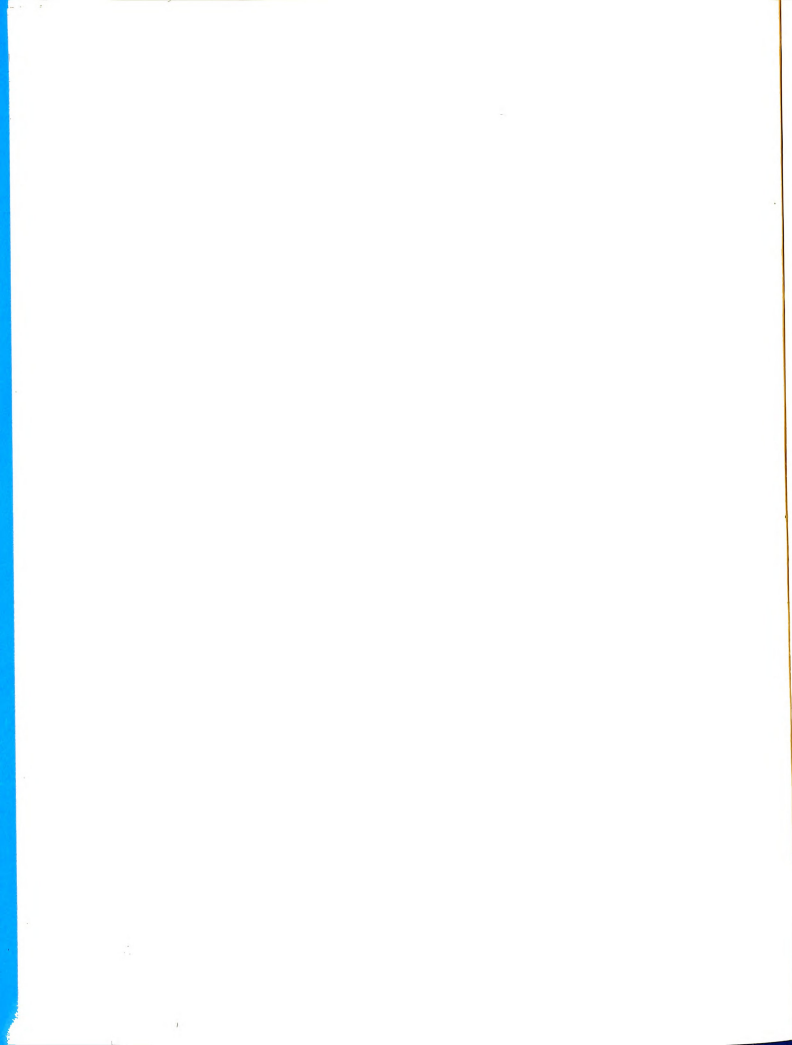
5

8

27

0





ABSTRACT

PERCEPTIONS OF THE PRINCIPAL'S PERSONALITY: A STUDY OF THE RELATIONSHIPS TO ORGANIZATIONAL CLIMATE

By

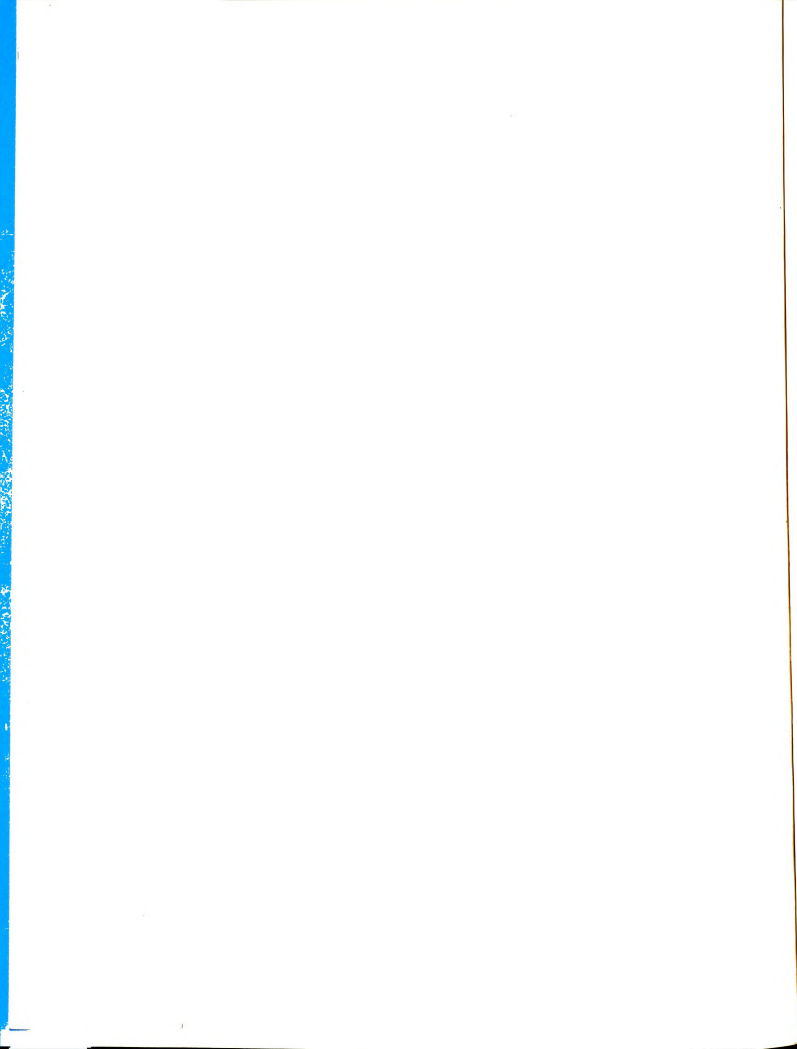
Eugene Howard Berends

There is general agreement among writers in educational administration that the creation of a wholesome emotional tone for the school is a major function of the principal. The literature on leadership and organizational climate indicated that: 1) the climate is important to learning and effective goal accomplishment, 2) the leader is a vital factor in determining the climate, and 3) perceptions of leaders and group members on climate are often incongruent.

If principal-staff perceptions of the organizational climate were often incongruent, the possibility existed that principal-staff perceptions of the principal might also be incongruent. Leadership appears to be not a matter of passive status or possession of traits, but a working relationship among members of a group. If leaders are to function effectively, then they need to understand themselves and be "aware" of how they are perceived by those with whom they interact. Organizational climates may well vary according to the way the person in authority is perceived.

This study was conducted in a midwest metropolitan community of approximately 200,000 population. Out of 53 elementary school units in the public school system, fourteen schools met the criteria of: 1) a K-6 elementary school with ten (10) or more classroom teachers, and 2) administered by full time principals who had served in their present positions for at least three years.

The three personality measures of the principals consisted of: 1) Cattell's Sixteen Personality Factor Test (The 16PF), 2) the 16 Polar Adjective Checklist as the principal perceived himself, and 3) the 16 Polar Adjective Checklist as the teachers perceived the principal. The perceptions of two traits were specifically selected as relevant to administrators, the "Trusting-Suspicious" dimension and the "Conservative-Experimenting" dimension.



ABSTRACT

PERCEPTIONS OF THE PRINCIPAL'S PERSONALITY: A STUDY OF THE RELATIONSHIPS TO ORGANIZATIONAL CLIMATE

By

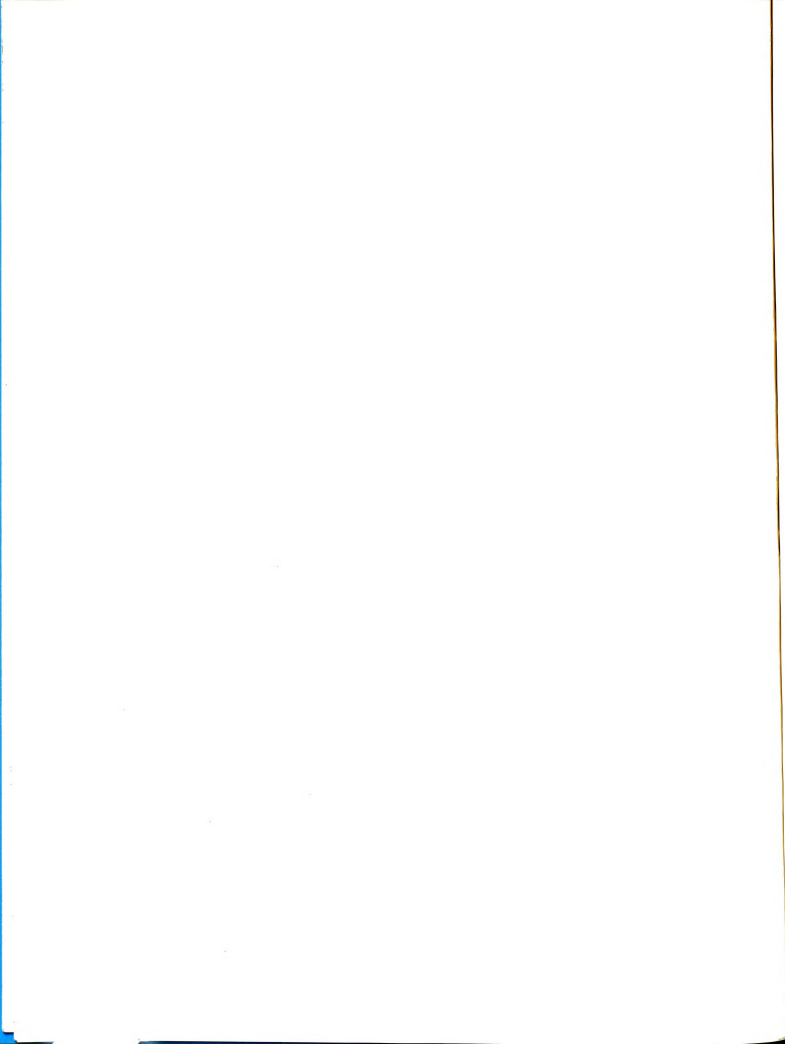
Eugene Howard Berends

There is general agreement among writers in educational administration that the creation of a wholesome emotional tone for the school is a major function of the principal. The literature on leadership and organizational climate indicated that: 1) the climate is important to learning and effective goal accomplishment, 2) the leader is a vital factor in determining the climate, and 3) perceptions of leaders and group members on climate are often incongruent.

If principal-staff perceptions of the organizational climate were often incongruent, the possibility existed that principal-staff perceptions of the principal might also be incongruent. Leadership appears to be not a matter of passive status or possession of traits, but a working relationship among members of a group. If leaders are to function effectively, then they need to understand themselves and be "aware" of how they are perceived by those with whom they interact. Organizational climates may well vary according to the way the person in authority is perceived.

This study was conducted in a midwest metropolitan community of approximately 200,000 population. Out of 53 elementary school units in the public school system, fourteen schools met the criteria of: 1) a K-6 elementary school with ten (10) or more classroom teachers, and 2) administered by full time principals who had served in their present positions for at least three years.

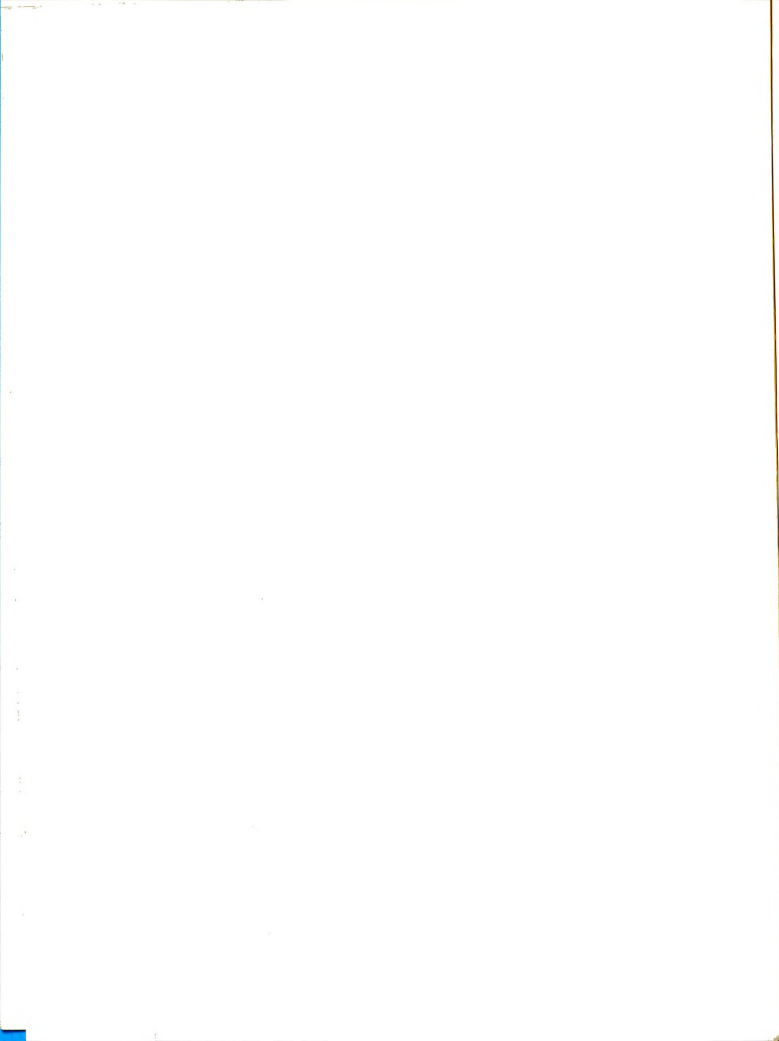
The three personality measures of the principals consisted of: 1) Cattell's Sixteen Personality Factor Test (The 16PF), 2) the 16 Polar Adjective Checklist as the principal perceived himself, and 3) the 16 Polar Adjective Checklist as the teachers perceived the principal. The perceptions of two traits were specifically selected as relevant to administrators, the "Trusting-Suspicious" dimension and the "Conservative-Experimenting" dimension.



Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ) was used to define six climates ranged along a continuum of Open, Autonomous, Controlled, Familiar, Paternal, and Closed. A sampling of "student climate" was obtained from 5th grade students on a 10-item questionnaire measuring "feelings" about school life.

Pearson product-moment (r) correlations were obtained for each trait perception, student response, climate type and climate profile subtests to test the five null hypotheses posited for this study. The major findings of this study were:

- a. Organizational climate scores relate primarily to teachers' perceptions of the principal's personality, not to the principal's perception of himself, nor how the principal measures on a standardized personality test.
- b. The quality of "Trusting" on the "Trusting-Suspicious" dimension as perceived by teachers is positively related to the "Open" Climate and negatively related to the "Closed" Climate.
- c. The quality of "Conservative" on the "Conservative-Experimenting" dimension as perceived by teachers is negatively related to "Open" Climate and positively related to "Closed" Climate.
- d. Student responses about "Effort in School" were positively related to OCDQ Climate profile scores of "Esprit" and "Intimacy" (teacher behavior) and negatively related to "Production Emphasis" (close supervision by principal).



11-14-69
G 58870

PERCEPTIONS OF THE PRINCIPAL'S PERSONALITY:

A STUDY OF THE RELATIONSHIPS TO ORGANIZATIONAL CLIMATE

By

Eugene Howard Berends

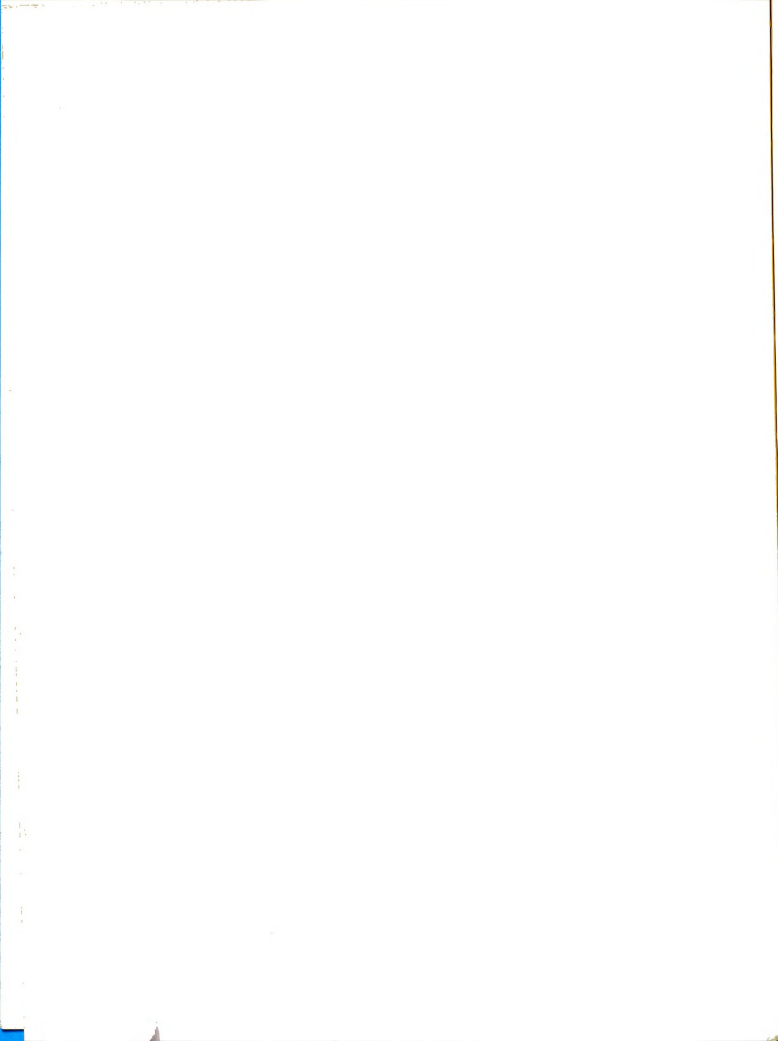
A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1969



ACKNOWLEDGMENTS

For his counsel, trust, and support, I express my appreciation to Dr. John H. Suehr, advisor, friend, and chairman of my doctoral committee. I also wish to express appreciation to the other members of the committee, Dr. Richard L. Featherstone, Chairman of the Department of Administration and Higher Education, Dr. Keith P. Anderson, and to Dr. James B. McKee for their help and willingness to serve in this capacity.

My thanks also to Natalie Sproull and Larry Lezotte, Research Assistants in the School for Advanced Studies, for the willing help provided throughout this study. To Miss Ina Lovell, Director of Elementary Education for the Grand Rapids Public Schools and to each of the elementary principals of the fourteen participating schools, I express my gratitude for the cooperation and helpfulness in arrangements for the research to be conducted.

To my beloved wife, Eileen, who is a true "helpmeet", whose encouragement and faith have been inspirational to me, I gratefully express my appreciation. Without her, this study would not have come to pass. And to Andrea, Nancy, Kurt, Lisa, and Keith, who have waited so patiently for their father to "get done with school so you can play with us", my acceptance of that offer.

Finally, to my Heavenly Father, who throughout my life has been exceeding kind to me, I acknowledge my debt to Him, and say with the Psalmist, "Bless the Lord, O my soul, and forget not all his benefits" (Psalm 103:2).

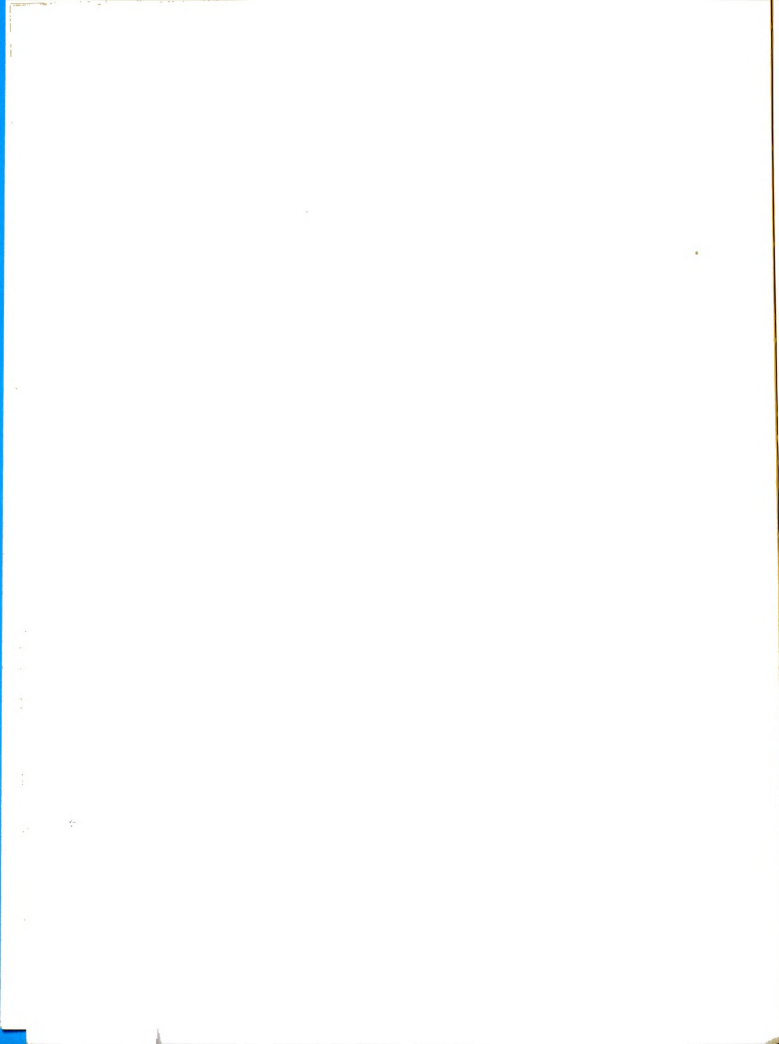


TABLE OF CONTENTS

CHAPTER

I. THE PROBLEM	1
Statement of the problem	2
Significance of the study	2
Hypotheses	5
Limitations of the study	6
Assumptions of this study	7
Definition of terms	7
Overview	8
II. REVIEW OF THE LITERATURE	9
Literature on Organizational Climate	9
Literature on Leadership and Climate	16
Literature on Perceiving of Self and Others	28
Summary	36
III. RESEARCH PROCEDURES	38
The Population	38
Methodology of the Study	42
Instrumentation	43
Organizational Climate Description Questionnaire (OCDQ)	43
Sixteen Personality Factor Test (16PF)	44
Sixteen Polar Adjectives Checklist	47
Questionnaire for Students	48
Technique	49

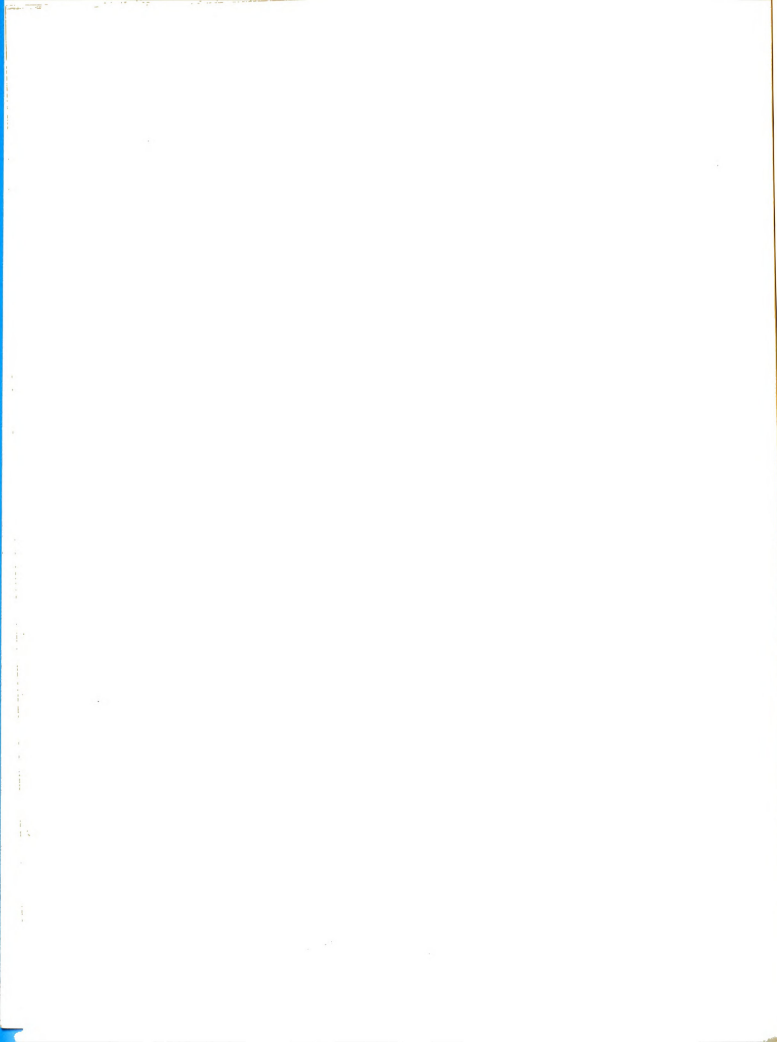
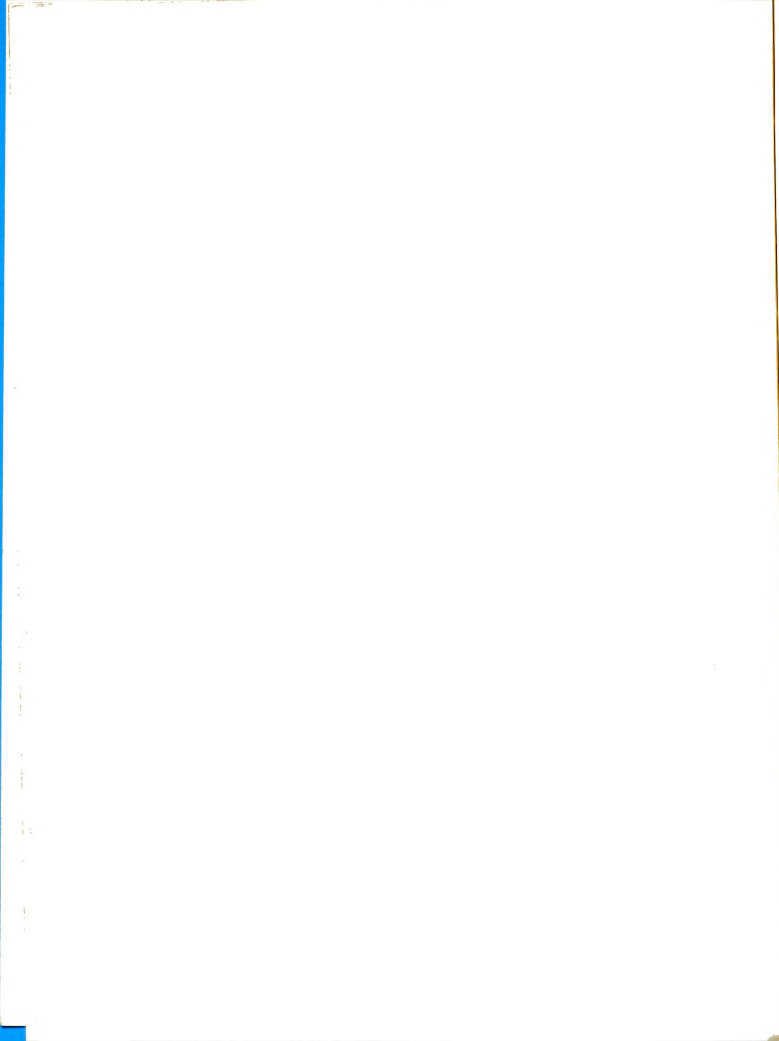


TABLE OF CONTENTS

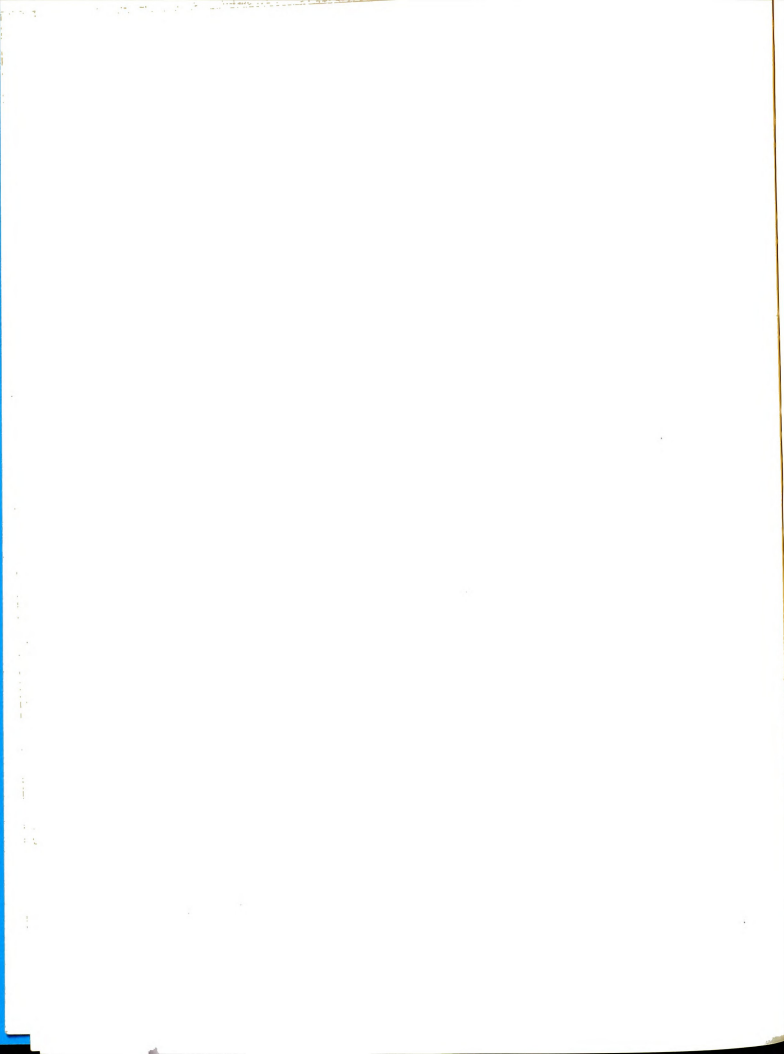
CHAPTER		
IV.	ANALYSIS OF THE DATA	51
	Analysis of the data	51
	Summary	66
V.	SUMMARY, FINDINGS, AND CONCLUSION	71
	Summary	71
	Findings	72
	Conclusion	74
	BIBLIOGRAPHY	78
	APPENDIX	83



LIST OF TABLES

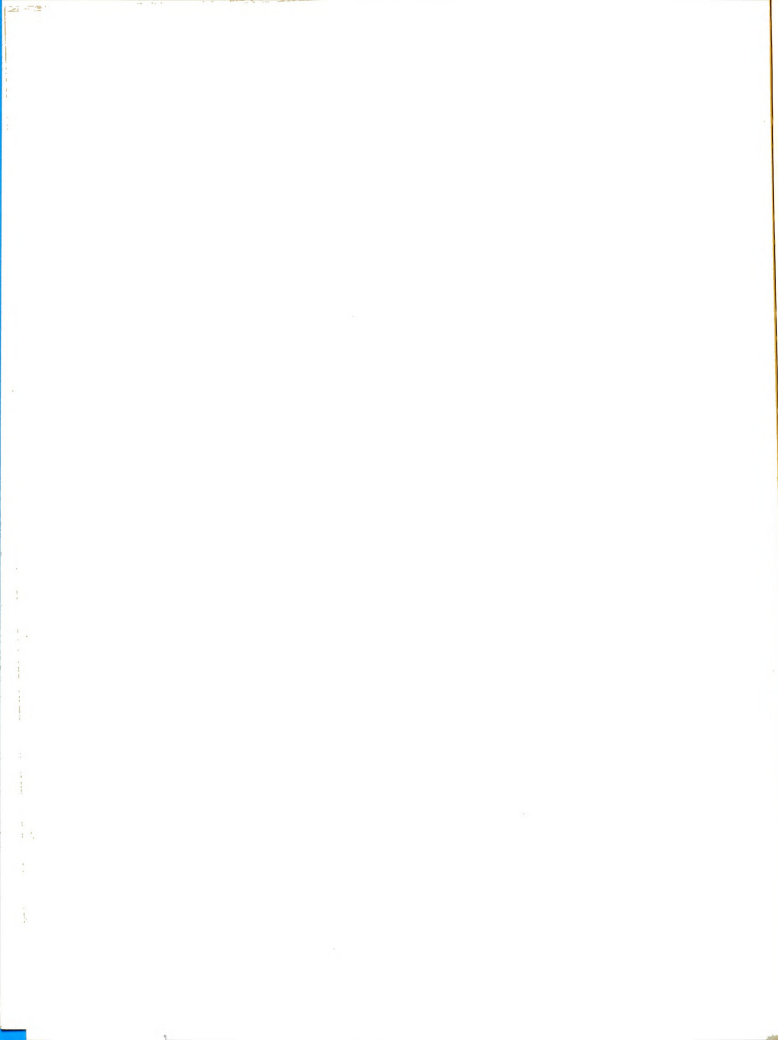
TABLE

I. Number of Participants in this Study.	40
II. Characteristics of the Experimental Principal Group with Respect to Demographic and Biographical Factors	41
III. Correlations Between Perceptions of Teachers and Principals on 16 Polar Adjectives Checklist	52
IV. Direction of Differences in Teacher-Principal Perceptions	53
V. Correlations of Organizational Climate with Perceptions on the "Trusting-Suspicious" Dimension of Personality.	55
VI. Correlations of Organizational Climate with Perceptions on the "Conservative-Experimenting" Dimension of Personality	57
VII. Correlations of Organizational Climate with Student Responses on Questionnaire	61
VIII. Correlations of OCDQ Climate Profile Scores with Student Responses on Questionnaire	63
IX. Organizational Climate Similarity Scores of Experimental Schools	85
X. Organizational Climate Profile Scores of Experimental Schools	86
XI. Profile Characteristics of Organizational Climate	87



APPENDIX

Letter to teachers in participating Schools	83
Table IX - Organizational Climate Similarity Scores	
of Participating Schools	84
Table X - Organizational Climate Profile Scores of	
Participating Schools	85
Table XI - Profile Characteristics of Organizational Climate . . .	86
Questionnaire for Teachers	87
Questionnaire for Principals	94
Questionnaire for Students	99
16 PF Test Profile	101
16 PF Test	102



CHAPTER I

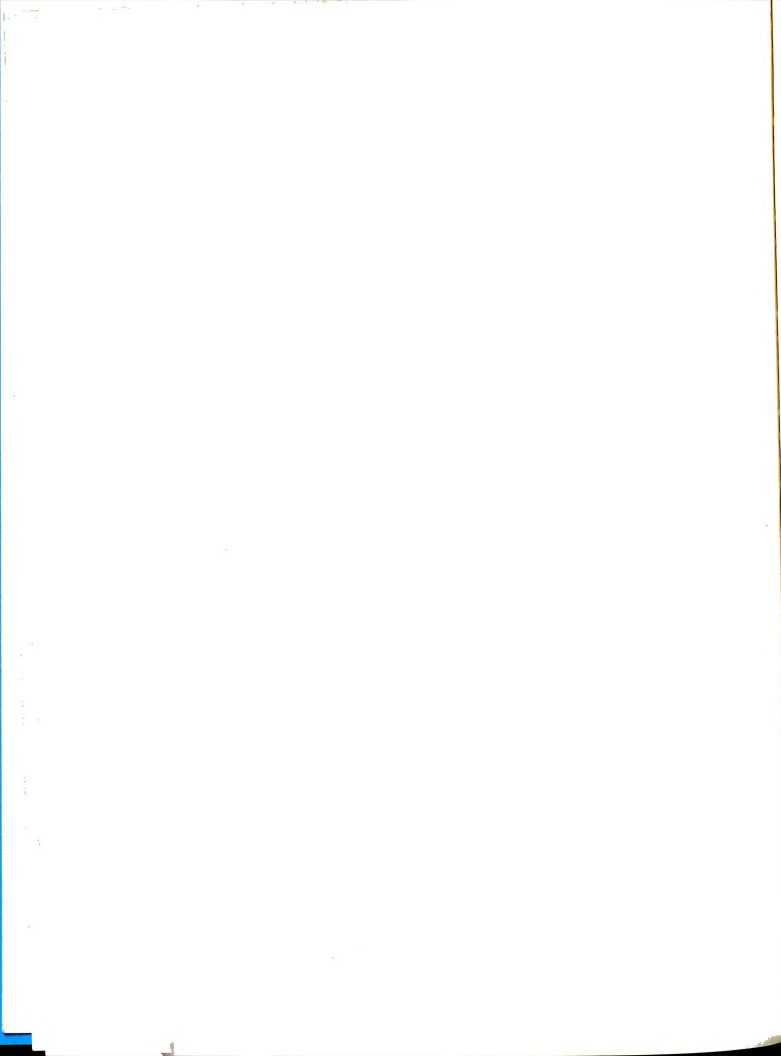
THE PROBLEM

Introduction

There is general agreement among writers in educational administration that the creation of a wholesome emotional tone for the school is a major function of the principal. The principal, through the use of status his position gives him, can establish or prevent the establishment of a climate which permits the maximum growth in human relations.

There is considerable evidence that those in leadership positions are often unaware of the image they present to the staff with whom they work. The leader may see himself functioning in a prescribed role or manner, but the behavior is perceived or the motivation is interpreted in a conflicting manner by others. This is not a new phenomenon in education or in psychology.

This research study focuses on the veteran principals of fourteen urban elementary schools. Across sixteen basic dimensions of personality, measurements were made of how they were perceived by classroom teachers, how they perceived themselves, and how they scored on a standardized test of these personality dimensions. The congruence or incongruence of these perceptions are noted in relation to differing organizational climates. Student feelings about the value of school life are also examined in connection with factors comprising a school's organizational climate.



Statement of the Problem

The purpose of this study will be to measure perceptions of the principals in a selected number of elementary schools, and to assess the relationship to the organizational climate existing in those schools as perceived by the classroom teachers and students.

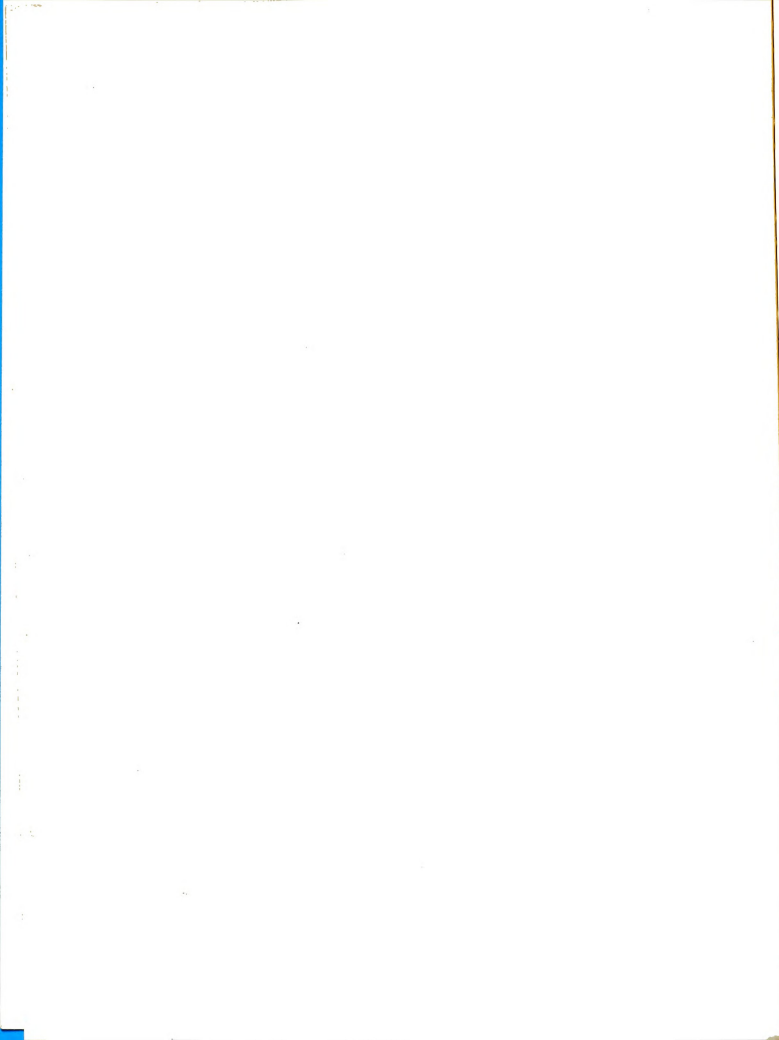
The basic personality characteristics of the principals will be measured three ways: 1) how he is perceived by the classroom teachers in his building, 2) how he perceives himself, and 3) how he would measure on these same dimensions with a standardized personality test.

A measurement of the organizational climate in the school as perceived by the teachers will be obtained using Halpin and Croft's Organizational Climate Description Questionnaire. (OCDQ). This device identifies six types of organizational climates ranged on an "Open-Closed" continuum. The OCDQ Climate types are designated: 1) Open, 2) Autonomous, 3) Controlled, 4) Familiar, 5) Paternal, and 6) Closed.

Assuming that a climate which affects the esprit and task commitment of teachers may have a measurable impact on students, a sampling of student "feelings" about school life will be compared to the characteristics of the organizational climate.

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.¹ 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."² 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 the way the principal works with people and sets the stage for the relationship of others.³

The crucial role played by administrative personnel in determining the emotional climate of the school has been confirmed by numerous studies, (Margolin,⁴ Peabody,⁵ Johnson and Marcum,⁶ Halpin and Croft⁷).

¹Leland P. Bradford and Dorothy Mial, "The Individual and the Group" National Elementary Principal, Volume XLI, No. 4, January 1962, p. 30

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

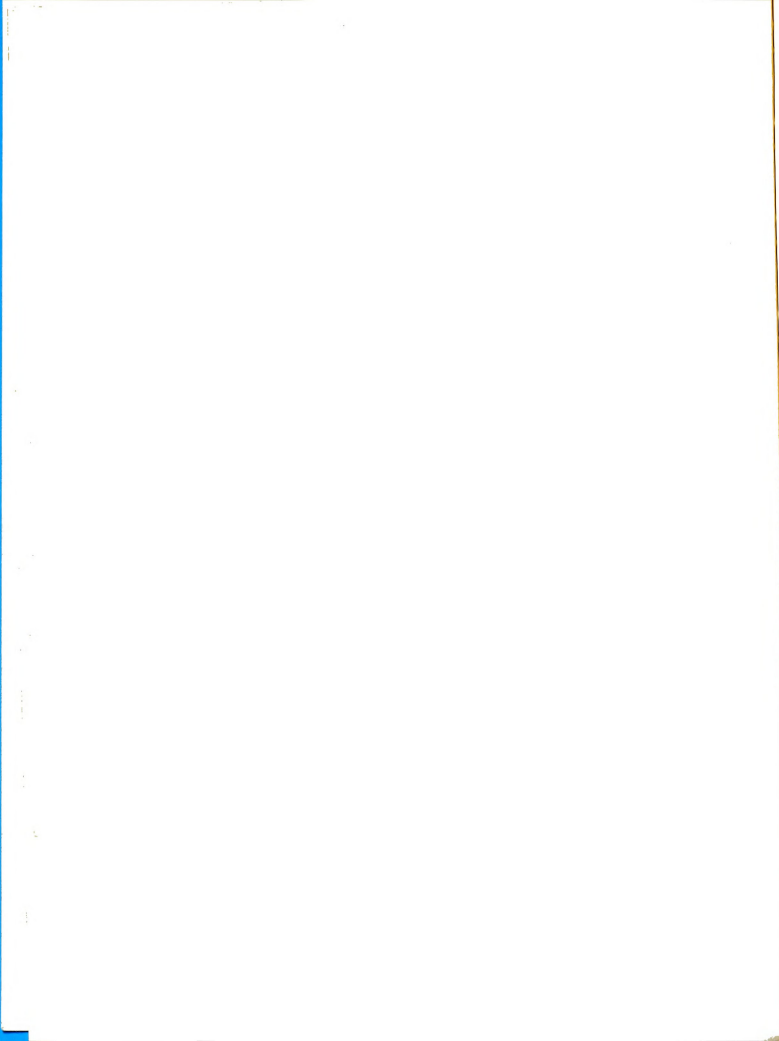
³Kimball Wiles, Supervision For Better Schools, New York, Prentice-Hall, Inc., 1950, p. 13

⁴Reuben J. Margolin, in Henry C. Lindgren's Educational Psychology in the Classroom, 2nd ed., New York, John Wiley & Sons, 1962, pp. 548-49

⁵Robert L. Peabody, "Perception of Organizational Authority: A Comparative Analysis," Administrative Science Quarterly, Vol. 6, No. 4, March 1962, pp. 463-482

⁶Johnson and Marcum, Research Findings Reported, Education U.S.A., National School Public Relations Association, February 17, 1969

⁷Andrew W. Halpin, Theory and Research In Administration, New York, MacMillan Company, 1966, pp. 131-249



Any efficient work group, whether in a school, an industrial establishment or an office is more than a collection of individuals. It has a personality and unity that grows and changes according to the pressure upon it. Whatever the supervisor does has an effect not only on the individual but also on the group as a whole. "To an extent greater than usually realized" say Bradford and Lippitt, "the personality and efficiency of a work group depend upon the supervisor."⁸

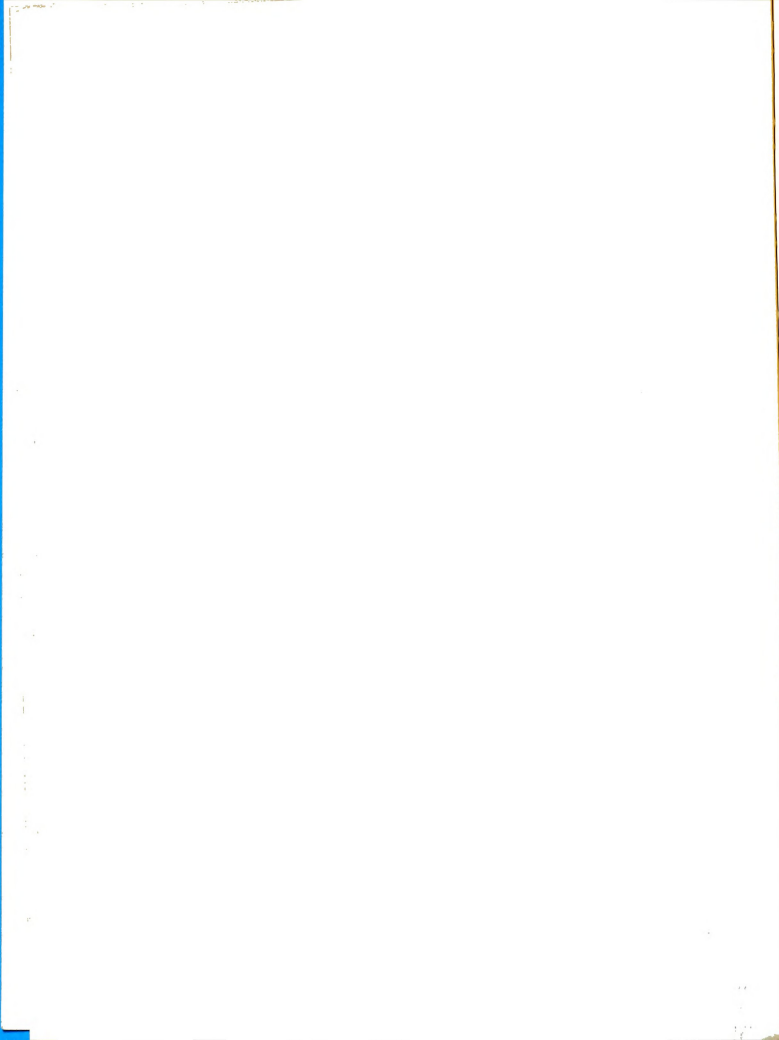
There have been many personality studies of leaders, attempting to determine characteristic "leadership traits" such as forcefulness, intelligence, thoughtfulness, decisiveness, fairness, and the like. Stogdill's excellent summary clearly documents the failure to identify traits that are universal in 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."⁹

Rather than simply noting the personality characteristics of principals, this study will investigate the congruence between how he perceives himself, and how he is perceived by his staff along personality dimensions, not role or task dimensions.

Overstreet points out that most people are not even conscious of having

⁸Leland P. Bradford and Ronald Lippitt, "Building A Democratic Work Group", Leadership In Action, No. 2, National Training Laboratories, NEA, Washington D. C. 1961 pp. 52-61

⁹Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature" Journal of Psychology 25:35-71: January 1948



a picture of themselves and of the possibility that there may be a discrepancy between what they are and what they think they are.¹⁰

Studies of leadership behavior on role performance by various types of leaders have revealed significant discrepancies of perception between the leaders and their subordinates (Hemphill,¹¹ Halpin,¹² Cummins¹³). If, as the present research suggests, that the climate is so important to the productivity of the school, and the principal as a person is so vitally involved in the establishment of the climate, then any light shed on a possible relationship between these factors has value for administrators. If the skill of an administrator to realistically perceive himself as he is perceived by others does relate to climate, this data would have significance for practicing administrators, for colleges of education faculties who design programs for prospective administrators, and for boards of education who hire administrators.

Hypotheses

Five hypotheses were formulated in the investigation of the concepts under consideration. Stated in the null form, they are as follows:

Null Hypothesis 1.

There is no relationship between the principals' perceptions of their personality traits and the classroom teachers' perceptions of those traits, as measured by the Sixteen Polar Adjective Checklist.

¹⁰ Harry A. Overstreet, in Elwood L. Prestwood, The High School Principal and Staff Work Together, Teachers College, Columbia University, 1957, p. 5

¹¹ John K. Hemphill, in Halpin op. cit., p. 96

¹² Andrew W. Halpin, op. cit., pp. 81-96

¹³ Robert E. Cummins, in Lindgren's op. cit., p. 549

Null Hypothesis 2.

There is no relationship between the "openness" of organizational climate as measured by the OCDQ and the teachers' perceptions of the "trustingness" of the principal as measured by the Sixteen Polar Adjective Checklist.

Null Hypothesis 3.

There is no relationship between the "openness" of organizational climate as measured by the OCDQ and the teachers' perceptions of the "conservativeness" of the principal as measured by the Sixteen Polar Adjective Checklist.

Null Hypothesis 4.

There is no relationship between the "openness" of organizational climate as measured by the OCDQ and the students valuing their school experience as measured by the responses on the Questionnaire for Students.

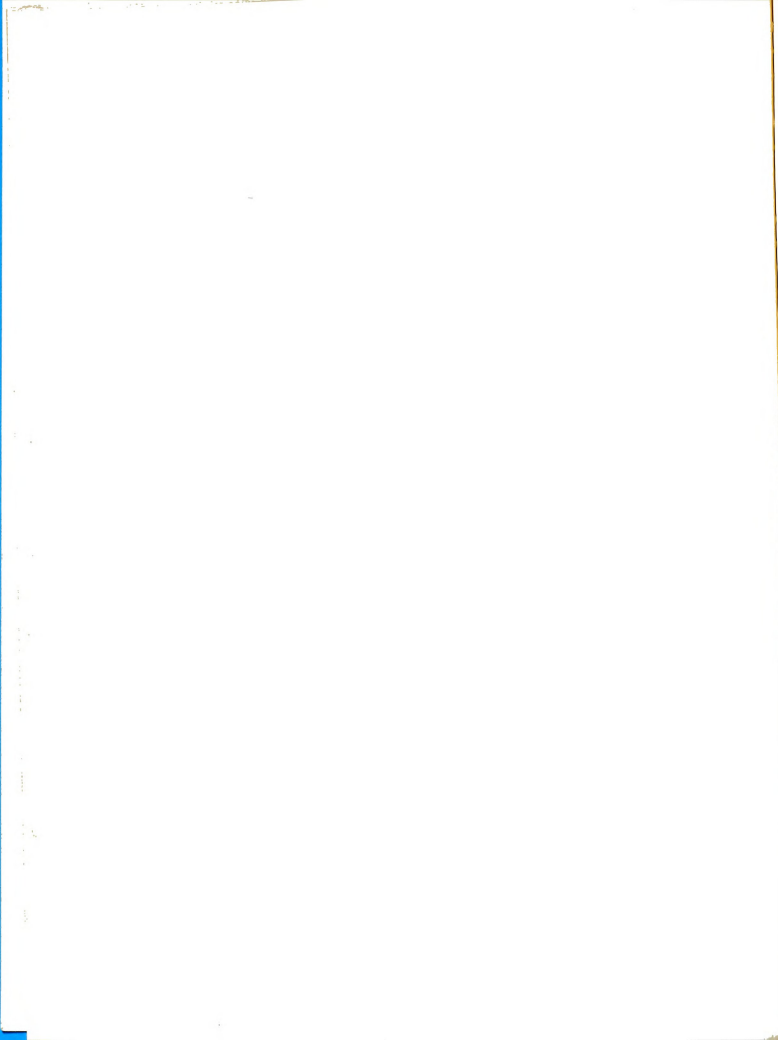
Null Hypothesis 5.

There are no relationships between the climate profile characteristics as measured by the OCDQ and the students valuing their school experience as measured by the responses on the Questionnaire for Students.

Limitations of the Study

To allow adequate time for the principal to leave his imprint on the interpersonal relationship patterns which are significant in establishing the "organizational climate", it was considered essential to this study to select principals with at least three years service in the school. The limited number of buildings with principals meeting this criterion, and the unanticipated imbalance in the ratio of female to male principals will diminish generalizations which may be drawn from this study.

Halpin and Croft's organizational climate study was completed in 1962, prior to the recent surge in teacher organization militancy. This phenomenon,



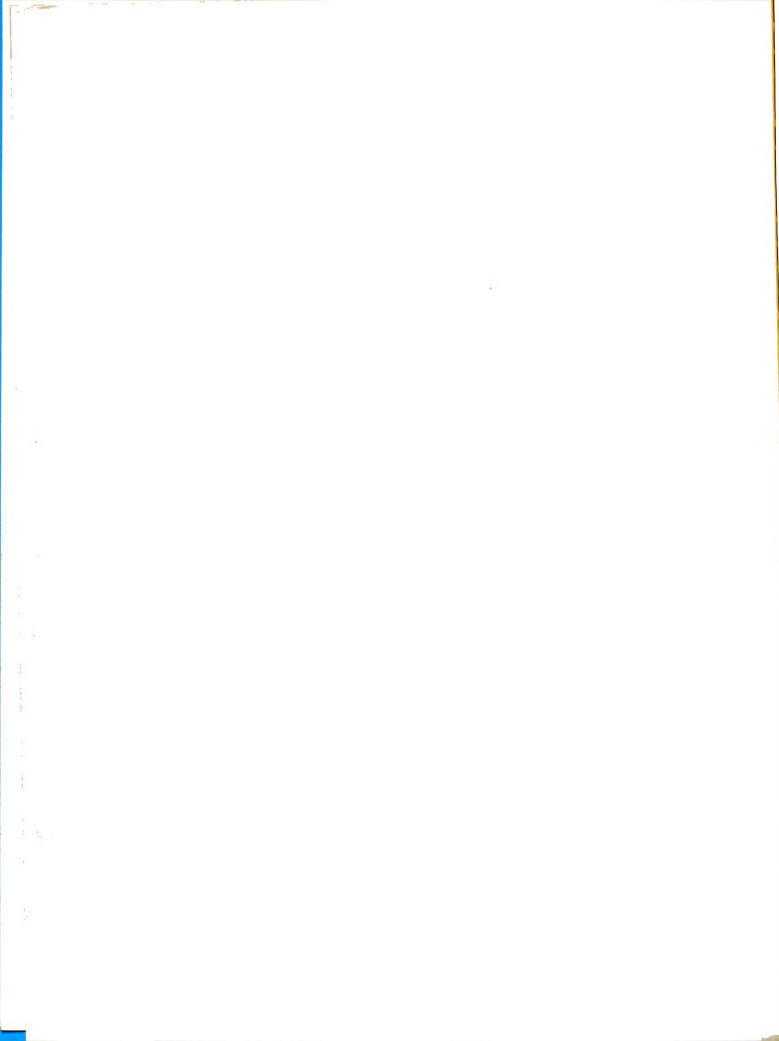
which has resulted in some shiftings of power and alterations in the roles of administrators and teachers, may have had some bearing on teacher responses to certain items on the OCDQ instrument. No attempt was made to measure this possibility.

In addition, there were a large number of first year teachers in several of the participating schools (Table I). No measurement was made whether first year teachers tend to perceive the climate in a significantly different way than the teachers of longer tenure. This may tend to limit generalizations which might be drawn from this study.

Assumptions of this Study

The two basic assumptions underlying this study are: 1) such a thing as "organizational climate" exists, and 2) the principal is a key determiner of that climate". Evidence to support these assumptions is provided in the review of the literature.

An additional assumption of this study suggests that the classroom teacher's perceptions of the personality traits of the principal do bear an approximation to the actual personality of the principal. This assumption is related in some measure to the proverb: "it is easier to fool those we work for than those who work for us." Yet for those in positions of leadership, an observation by columnist Sydney Harris may be applicable here: "It requires a secure sense of maturity to accept the fact that what people say about us is always true--not our truth, perhaps, but theirs and equally valid in the final equation of the personality."



Definition of Terms

Organizational Climate ---- Cornell defined it as "a delicate blending of interpretations (perceptions) 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. Halpin provides an analogy by terming it: "what personality is to the individual, the climate is to the organization". Climate is the interacting complex of the beliefs, feelings, and attitudes of group members within the job setting.

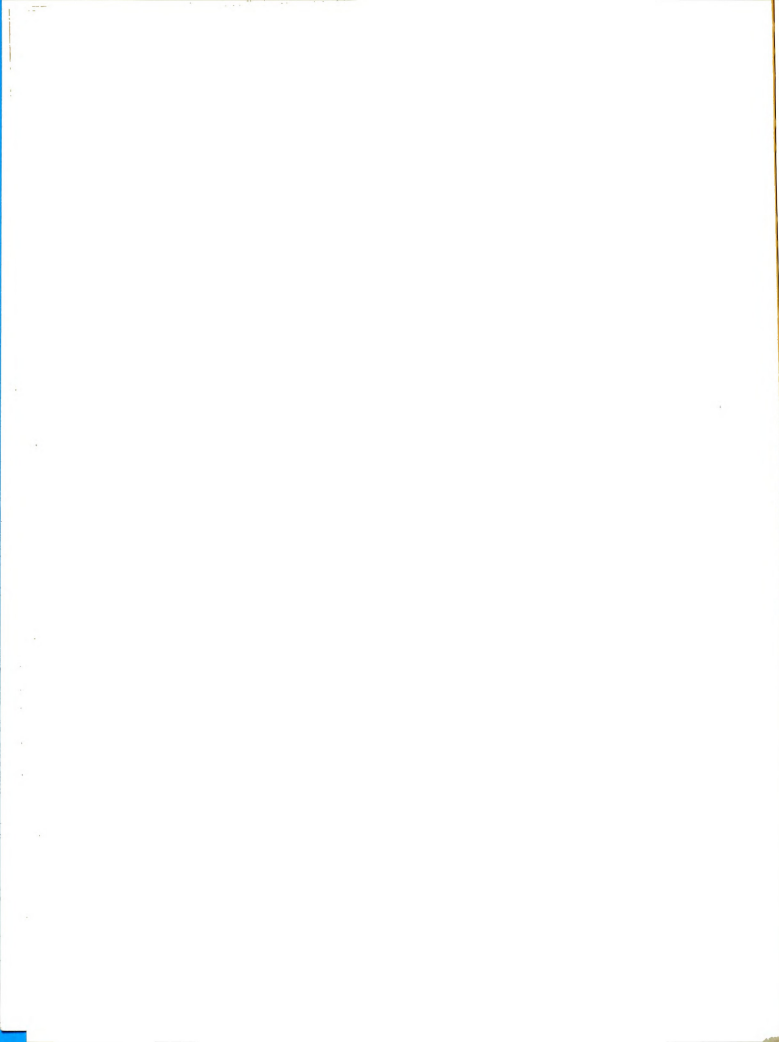
Elementary principal ---- the full-time administrator of a K-6 elementary school

Congruence of perception ---- the similarity of score on the Sixteen Polar Adjective Checklist scales between the principal's perception of himself, and the mean score of the teachers' perceptions of the principal.

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 correlations and supplemental data is made. The summary of the findings with conclusions and implications for further study concludes with Chapter V. Appendix A provides summary information on the climate profiles of the schools participating in the study as well as copies of all of the test instruments.



CHAPTER II

Review of the Literature

Introduction

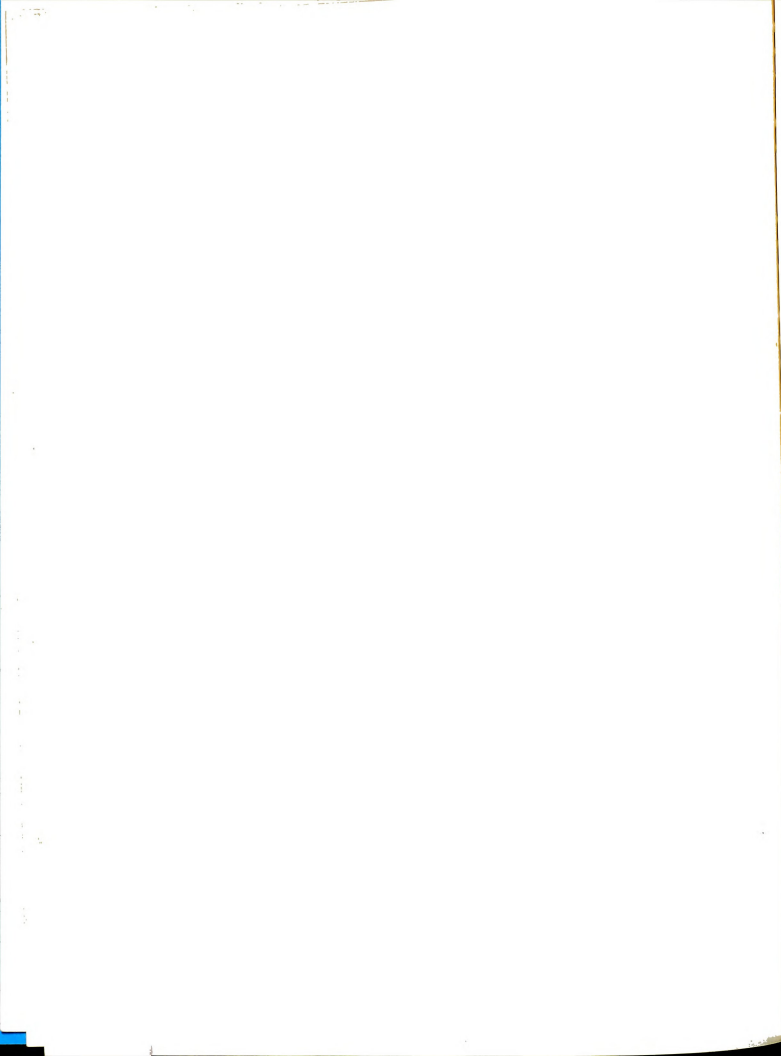
Much has been written in regard to the importance of "climate" or "morale" in educational, industrial, military and research organizations. Much research has revolved around attempts to analyze and define the many variables which relate to this domain. One area of increasing interest has been the relationship of leadership to the climate. The literature on organizational climate, its interaction with leadership and factors in social perception will be reviewed in this chapter.

I. LITERATURE ON 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."¹⁴

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

¹⁴ Francis G. Cornell, "Socially Perceptive Administration", Phi Delta Kappan, XXXVI (March, 1955) pp. 219-223



in their organizational climate; (3) the environment of administration (that is, the climate or atmosphere of the organization) may be more important than specific administrative activity; and (4) individual teachers react differently to administrative decision and organizational relationships.¹⁵

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.¹⁶

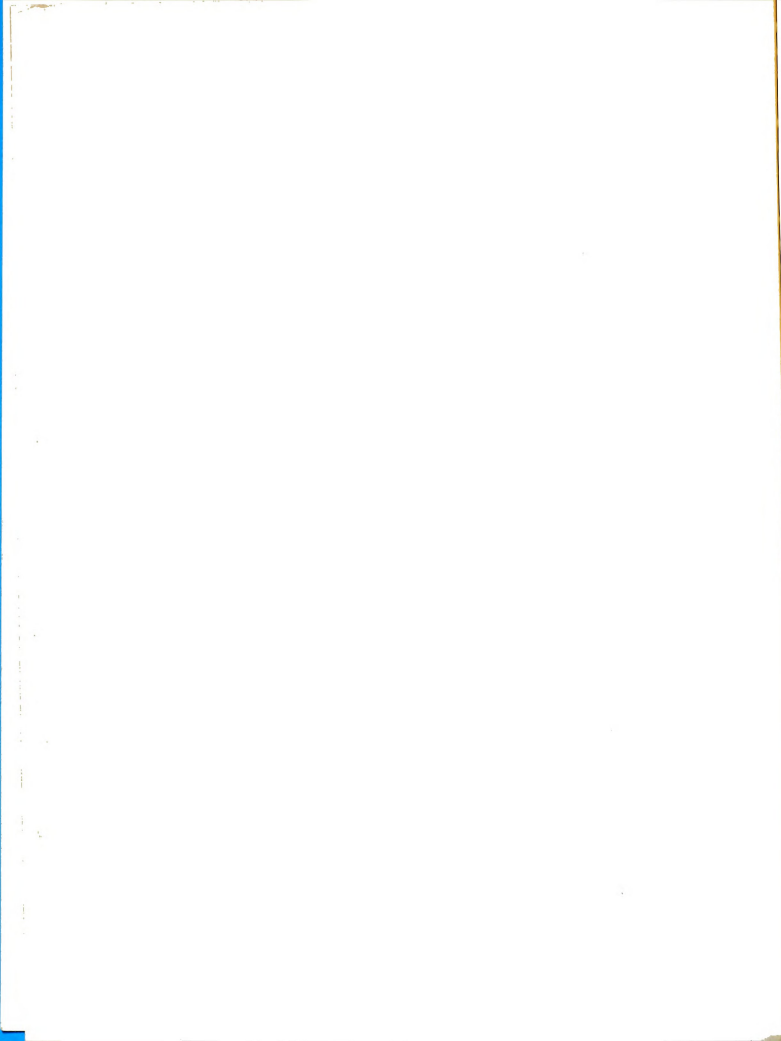
Most of the studies of organizational climate in schools conducted since 1963 are indebted to Halpin and Croft for translating the concept of organizational climate into measureable dimensions and for developing the instrument for their measurement.¹⁷ One impetus for their interest in climate stemmed 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 multi-faceted; any attempt to describe this 'something' as if it had but a single face does violence to the phenomena that we seek to understand".¹⁸

¹⁵ Ibid., pp. 222

¹⁶ Chris Argyris, "Some Problems in Conceptualizing Organizational Climate: A case Study of a Bank", Administrative Science Quarterly, II (March, 1958), pp. 501-20

¹⁷ Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, (Chicago: Midwest Administration Center, University of Chicago, 1963)

¹⁸ Andrew W. Halpin, Theory and Research In Administration, (New York: The MacMillan Company, 1966). p. 142



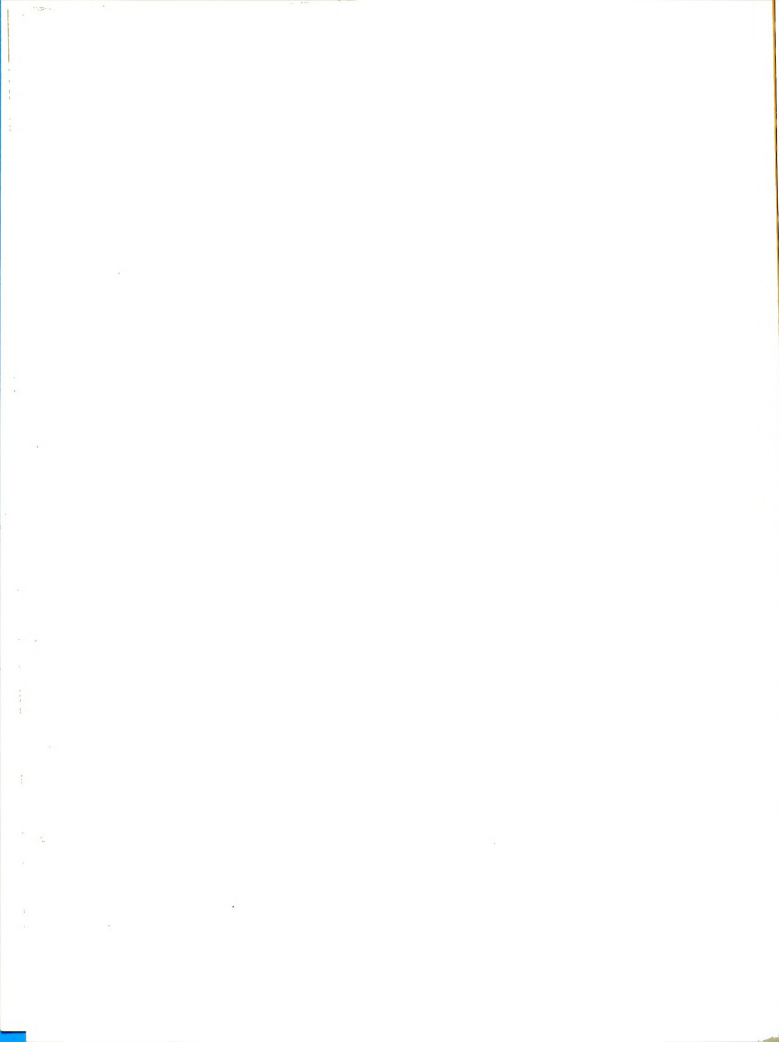
Statements about the "morale" in a school simply failed to tell them enough about the school's organizational climate.

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.¹⁹

The instrument which Halpin and Croft constructed was called the Organizational Climate Description Questionnaire. It contained 64 Likert-type items which were assigned to eight subtests delineated by factor-analytic methods. Four of the subtests pertain primarily to characteristics of the group,

¹⁹ Ibid., p. 131



as a group, the other four to characteristics of the principal as a leader. The behavior tapped by each subtest is paraphrased as follows:²⁰

OCDQ SUBTESTS

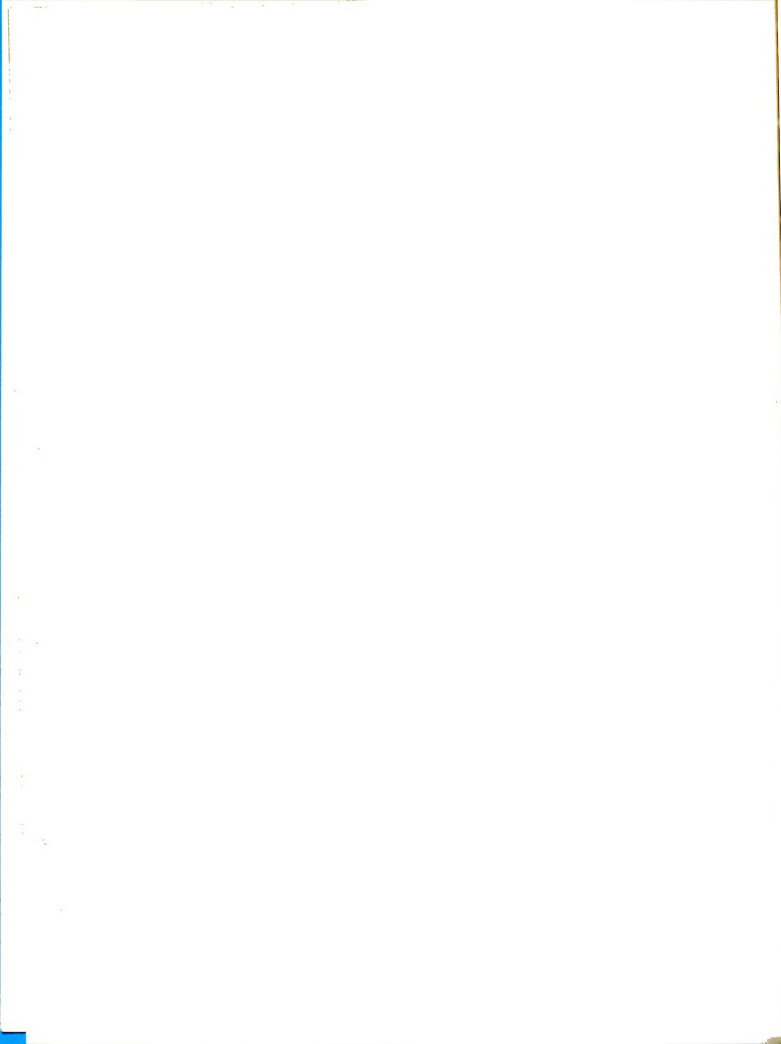
Teacher's Behavior

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 teachers' enjoyment of friendly social relations with each other.

Principal's Behavior

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

²⁰ Ibid., pp. 150-151



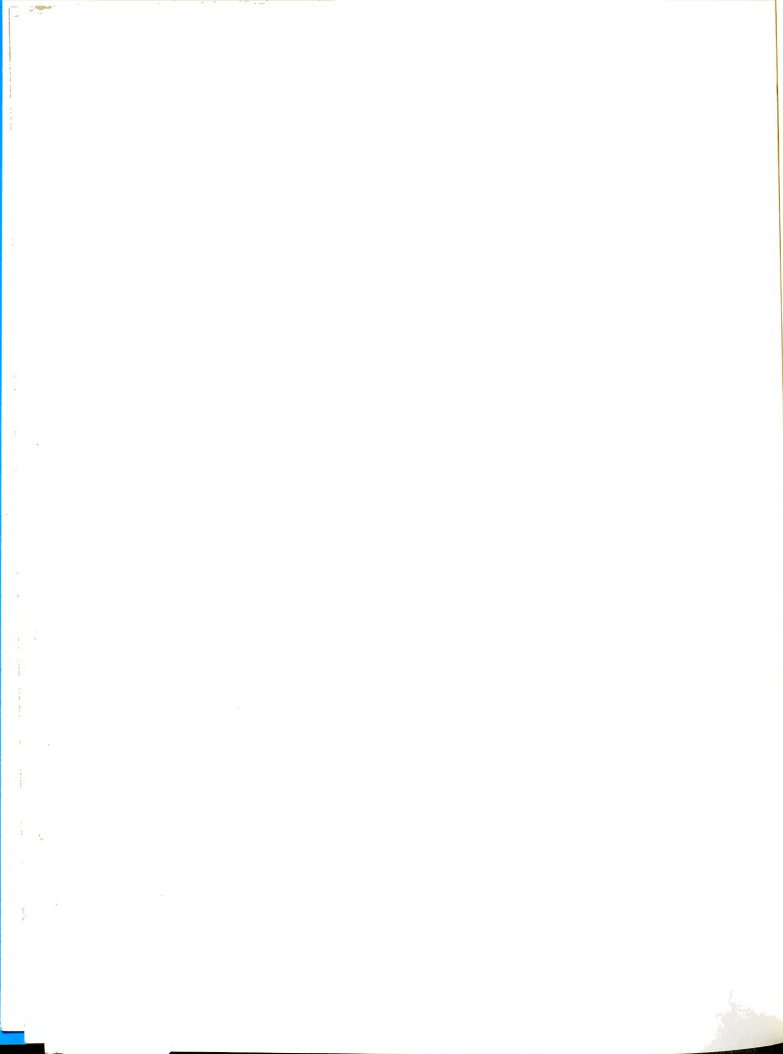
8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

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 Esprit.²¹ The social interactions which characterize these six climates are summarized below:²²

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 pre-occupied 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

²¹ Ibid., pp. 166-174

²² Ibid., pp. 174-181



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 come 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 Rokeach²³ and his concepts concerning the open and closed mind.

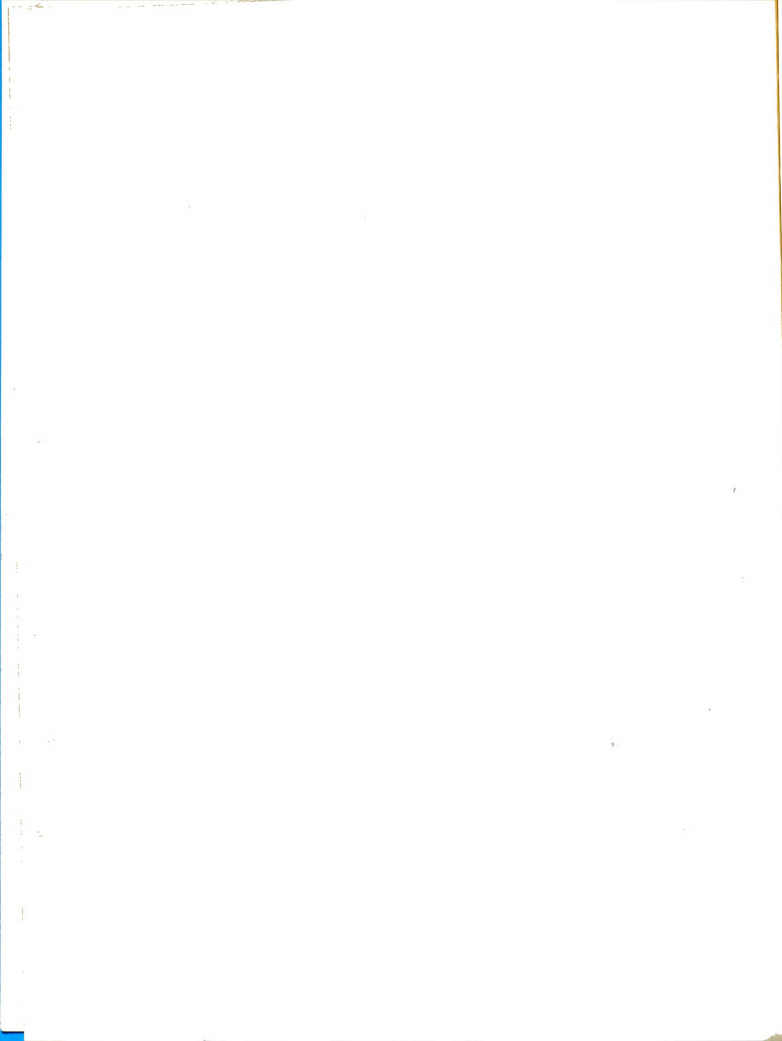
O. F. Peterson has stated that climate has a vital effect on group life.²⁴ The organizational climate determines the vigor with which the group tackles its problems. When the atmosphere is one of tension, where members are afraid to say what they think, such a climate will tend to stifle group effectiveness. It can erect barriers to communication which will isolate group members from one another and thus immobilize the group.

Lonsdale defined organizational climate as the "global assessment of the interaction between the task-achievement dimension and the needs-satisfaction dimension within the organization, or in other words, of the extent of the task-needs integration."²⁵ 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

²³ Milton Rokeach, The Open and Closed Mind, New York: Basic Books Co., 1960.

²⁴ O. F. Peterson, "Leadership and Group Behavior", Leadership in Action No. 2, National Training Laboratories, NEA. Washington, D.C. 1961, p. 29.

²⁵ Richard 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 U. of Chicago Press, 1964, p. 166.



relatively equal attention to both is preferred.

LITERATURE ON LEADERSHIP AND CLIMATE

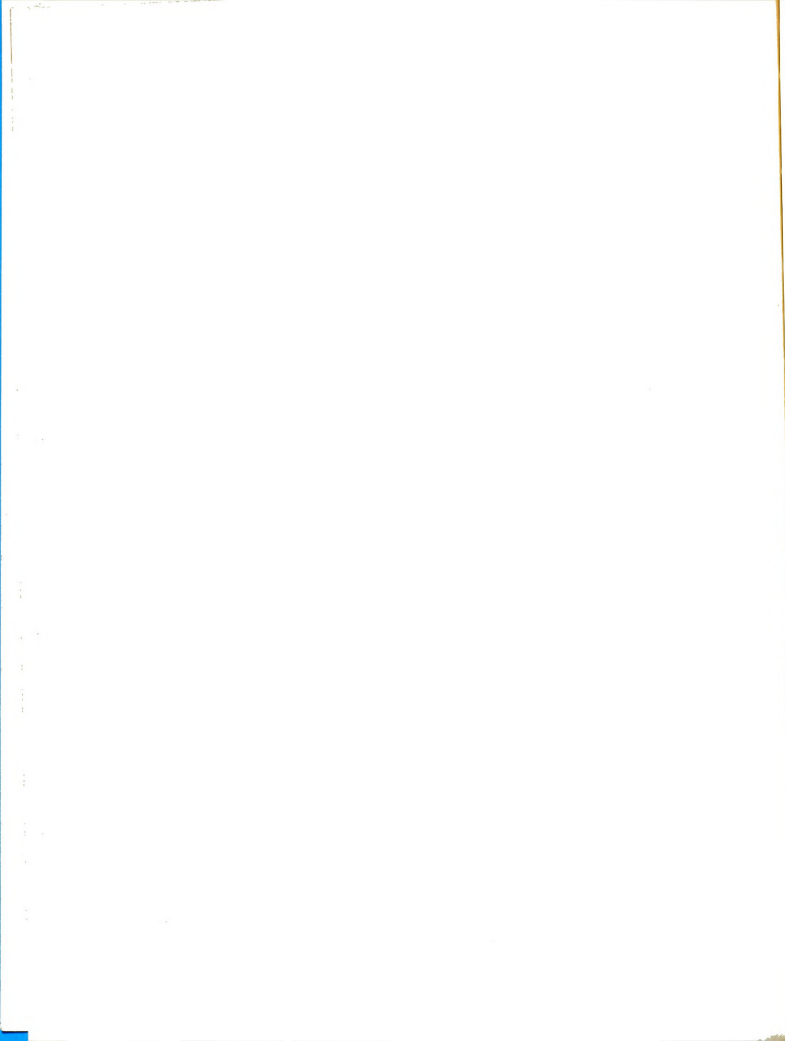
Over the past 50 years, there have been hundreds of studies made comparing the physical, intellectual, or personality traits of leaders and followers. The trait theory seeks to determine "what makes a successful leader" from the leader's own personal characteristics. Frequently, these studies come up 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."²⁶ Stogdill also 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."²⁷

Other reviews of the literature by Gibb and Jenkins have confirmed the failure to find universal traits.²⁸ In different studies, different or contradictory traits in leaders are found related to whatever criterion of success

²⁶ Gordon Lippitt, "What Do We Know About Leadership", Leadership in Action, No. 2, National Training Laboratories, Washington D. C. 1961, p. 7.

²⁷ Ralph M. Stogdill, "Personal Factors Associated with Leadership: A survey of the Literature", Journal of Psychology 25:35-71: January 1948. quoted by Harold J. MacNally in "Theory and Practice in Administration", National Elementary Principal, Vol. XLI No. 4, January 1962, p. 9.

²⁸ Donald C. Pelz, "Leadership Within A Hierarchical Organization", Leadership in Action, No. 2, National Training Laboratories, Washington D. C. 1961, p. 43.



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."²⁹

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 concedes 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 and breadth, inner motivation, and human relations attitudes.³⁰ Davis adds that while certain personal traits do not guarantee good leadership, they do cause a probability greater than chance alone.

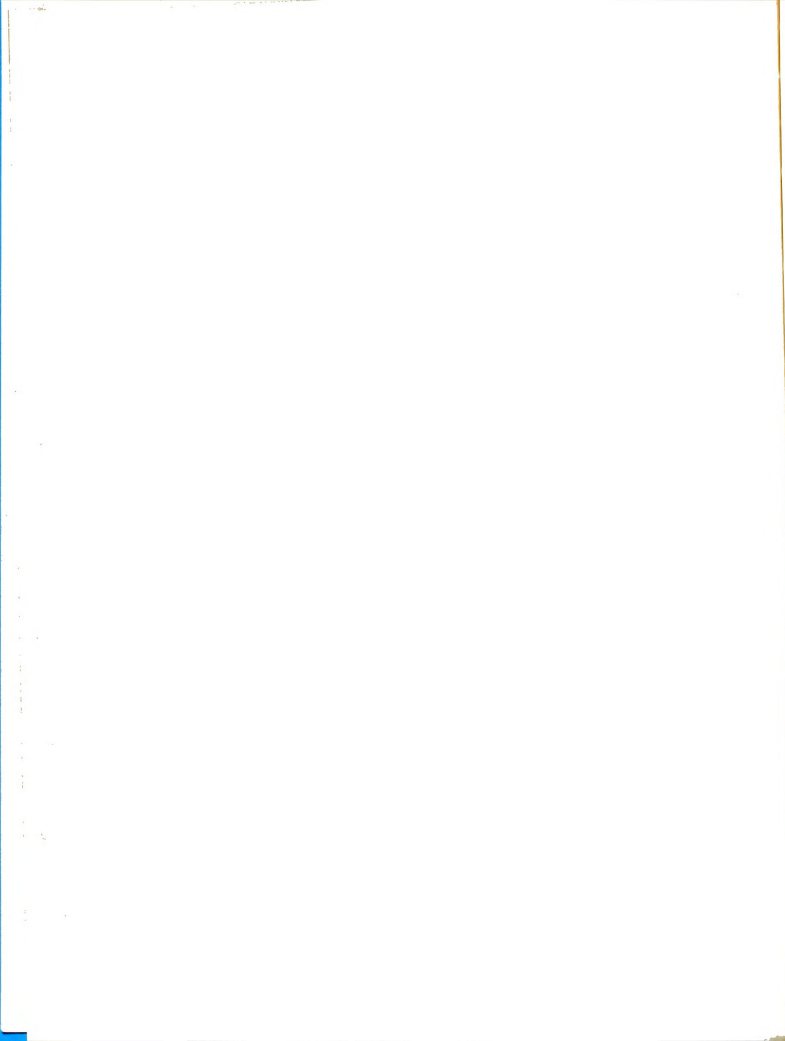
Fred E. Fiedler, social psychologist at the University of Illinois Group Effectiveness Research Laboratory makes the following observations:³¹

People who become leaders tend to be somewhat more intelligent, bigger, more assertive, more talkative than other members of their group. But these traits are far less important than most people think. What most frequently distinguishes the leader from his co-workers is that he knows more about the group task or that he can do it better. Becoming a leader, then, depends on personality only to a limited extent.

²⁹ Ibid . p. 43

³⁰ Keith Davis, Human Relations at Work, New York: McGraw-Hill Book Co. 1962, pp. 105-108.

³¹ Fred E. Fiedler, "Style or Circumstance: The Leadership Enigma" Psychology Today March 1969, p. 39



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.

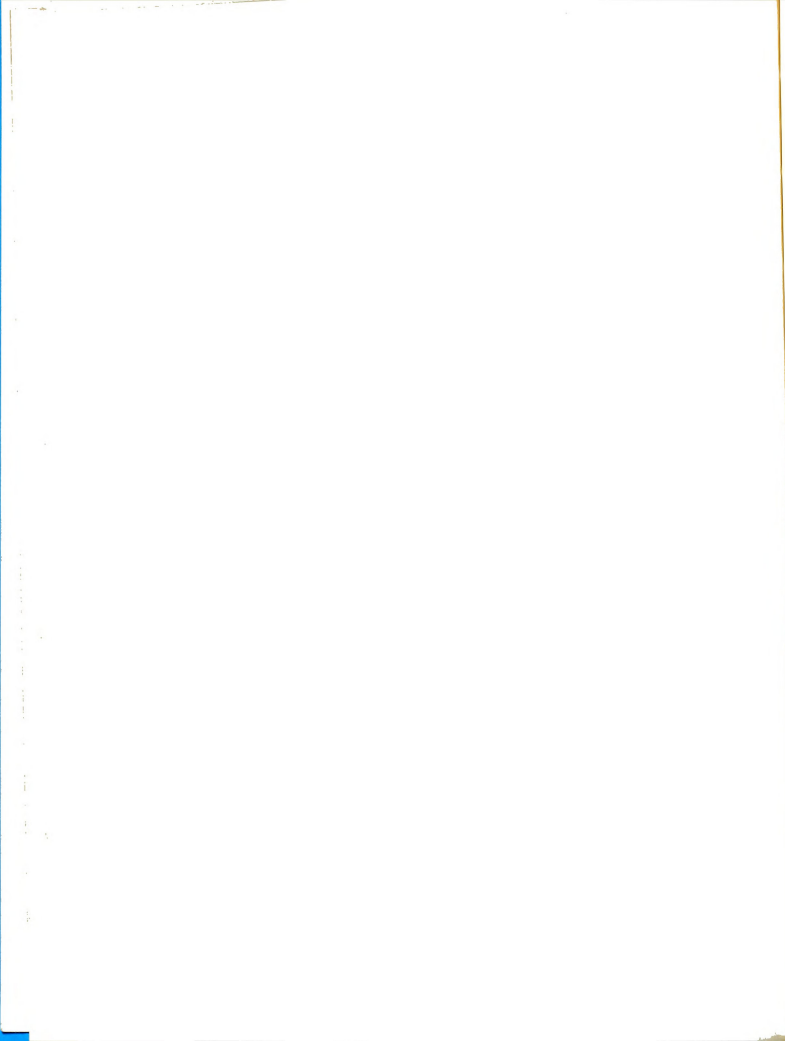
Of course, these two types of leadership behavior are gross oversimplifications. Most research by psychologists on leadership has focused on two clusters of behavior and attitudes, one labeled autocratic, authoritarian and task-oriented, and the other as democratic, equalitarian, permissive and group-oriented.

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, group-oriented leader provides general rather than close supervision and his concern is the effective use of human resources through participation.³²

Fiedler's research identified three major factors that can be used to classify group situations: (1) position power of the leader, (2) task structure, and (3) leader-member personal relationships. These classifications measured the kind of power and influence the group gave its leader. Based on his studies,

³² Ibid. p. 41



he noted that leader-member relations emerged as the most important factor in determining the leader's influence over the group. Task structure rated second and position power as third.³³

Fiedler adds,

Under most circumstances, the leader who is liked by his group and has a clear-cut task and high position power obviously has everything in his favor. The leader who has poor relationships with his group members, an unstructured task and weak position power likely will be unable to exert much influence over the group.

The personal relationships that the leader establishes with his group members depend at least in part upon the leader's personality. The leader who is loved, admired, and trusted can influence the group regardless of his position power. The leader who is not liked or trusted cannot influence the group except through his vested authority. It should be noted that a leader's assessment of how much he is liked often differs markedly from the group's evaluation.³⁴

✓ A study by Peabody indicated that the way in which people in organizations perceived authority was a strong determinant of their behavior.³⁵

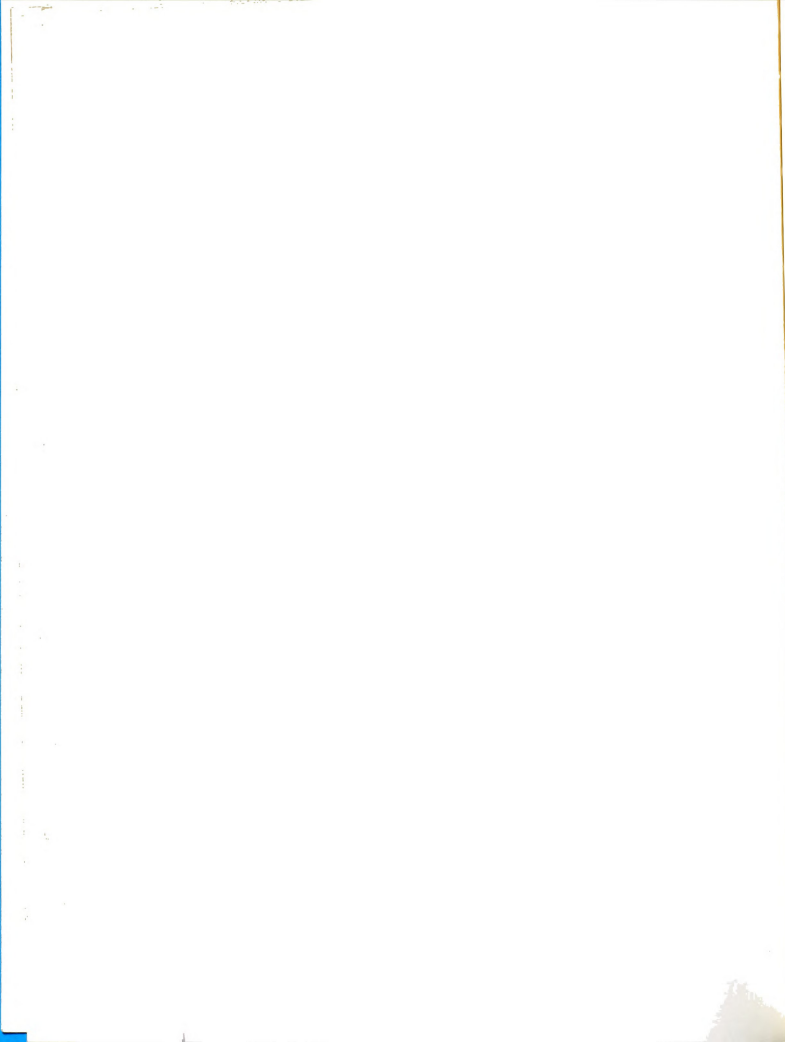
The crucial role played by administrative personnel in determining the emotional climate of the school is indicated in a study by Reuben J. Margolin.³⁶

³³ Ibid. p. 39

³⁴ Ibid. , p. 41 (underlining mine)

³⁵ Robert L. Peabody, op. cit. pp. 463-482

³⁶ R. J. Margolin, New Perspectives For Teachers. Mental Hygiene, 37:394-424 1953, quoted in Lindgren, Henry C., Educational Psychology In The Classroom, New York: John Wiley & Sons 1962 pp. 548-9 (underlining mine)



Authoritarian administration adversely affects interpersonal relations among colleagues. Often there is a resentment against authority for unfair distribution of teaching load. Professional jealousy becomes a festering sore, insidiously operating to the detriment of the school program. In this hostile atmosphere, no teacher can work closely with the administrator for fear of being thought by his colleagues as an "apple-polisher".

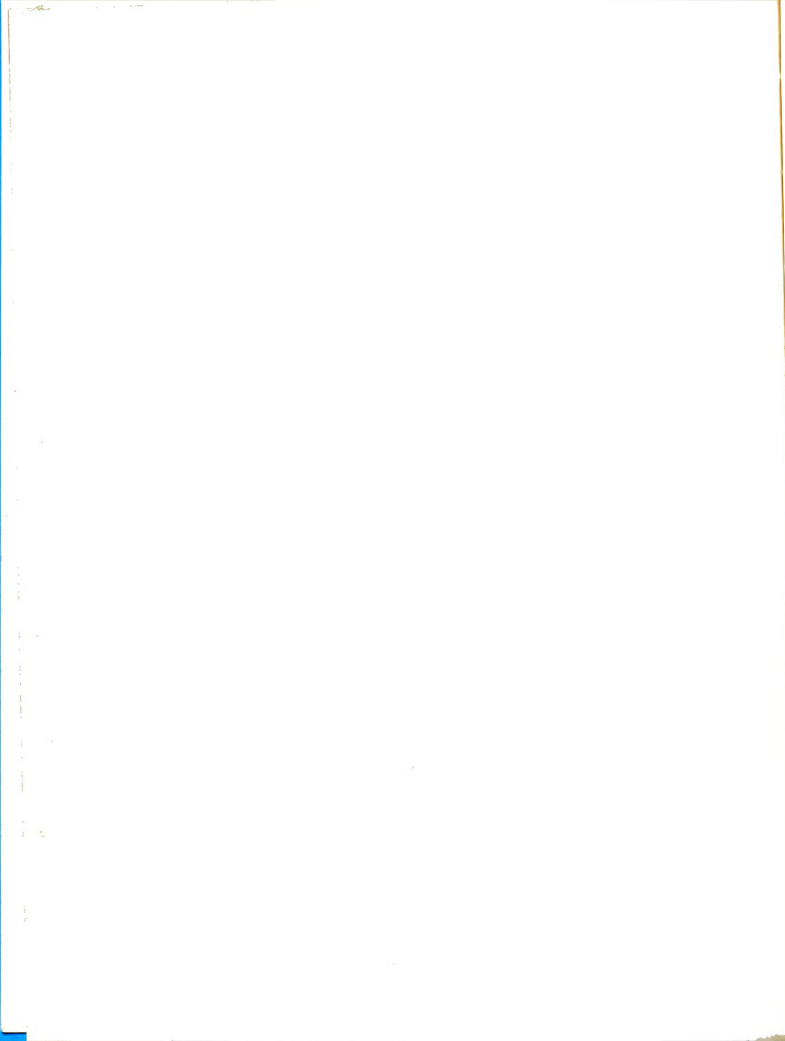
One factor clearly emerged. . . The pattern or tone for the human relationships in the school is distinctly set up by the administrator, and the pattern frequently extends to the community. This is especially evident when frustrated teachers express their aggression against parents, making fruitful parent-teacher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

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.³⁷

Bradford and Lippitt's studies confirm this relationship:

Any efficient work group, whether in an industrial establishment or an office, is more than a collection of individuals. It has a personality and a unity that grows and changes according to the pressure upon it. Whatever the supervisor does has an effect not only on the individual but also on the group as a whole. To an ex-

³⁷ Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools, 1965 New York: John Wiley & Sons. 150-1



tent greater than usually realized, the personality and efficiency of a work group depend upon the supervisor. 38

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 a 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: 39

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.

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 a field general, the responsible agent for the unfolding flow of events--someone people can either boo or cheer depending how things go. For whatever else it is, leadership is a relation.

38 Leland P. Bradford and Ronald Lippitt, "Building A Democratic Work Group" Leadership In Action, National Training Laboratories, NEA, Selected Readings Series No. 2, 1961 p.52

39 Don E. Hamachek, "Leadership Styles, Decision-Making, and Principal", The National Elementary Principal, Vol. XLV No. 5 April 1966 p.27

It is a relation insofar as it involves interactions between two or more persons, one of whom makes decisions, the other of whom must abide by or follow these decisions. In order to understand the leadership process and one's related roles as change-agent and decision-maker it is first necessary to consider the personality of the leader in relation to the personality of the followers and then to relate these variable to the characteristics of the situation.⁴⁰

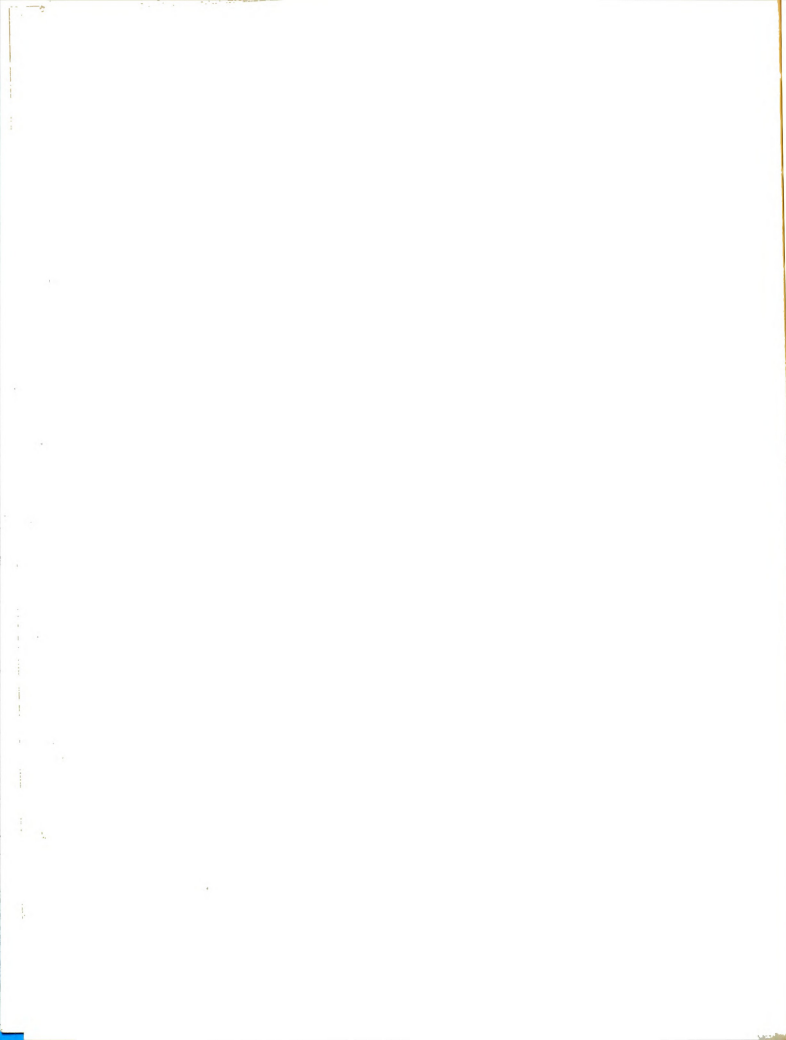
A considerable number of doctoral dissertations have developed from the pioneer study of Organizational Climate by Halpin and Croft. Some attempted to replicate the study, others to associate the climate with such variables as teacher characteristics, pupil achievement, perceptions of the climate, job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

Although a number of variables have been found to be associated with the climate, this is not to imply that a cause and effect relationship necessarily exists. Perhaps no more should be assumed than that organizational climate and certain other variables were associated and with some consistency.

Climate research that studied the personality characteristics of the principal and also those that measured separately the perceptions of climate by teachers and administrators are reviewed here.

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

⁴⁰Ibid., p. 28



climates similar to that found by Halpin and Croft in their original work. Using a sample of 146 Canadian schools, both elementary and secondary, his conclusions were:⁴¹

a. The 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 schools.

b. Teacher satisfaction and teacher perception of school effectiveness and principal effectiveness varied directly with the "openness" of school climates.

Anderson's study of 81 Minnesota Elementary schools tested the personality variables of the principal in relation to the organization climate. Utilizing the OCDQ, Cattell's Personality Factor Questionnaire and the Study of Values, his conclusions were:⁴²

a. Significant relationships between staff members' perceptions of climate and principals' personality-value variables were as follows:

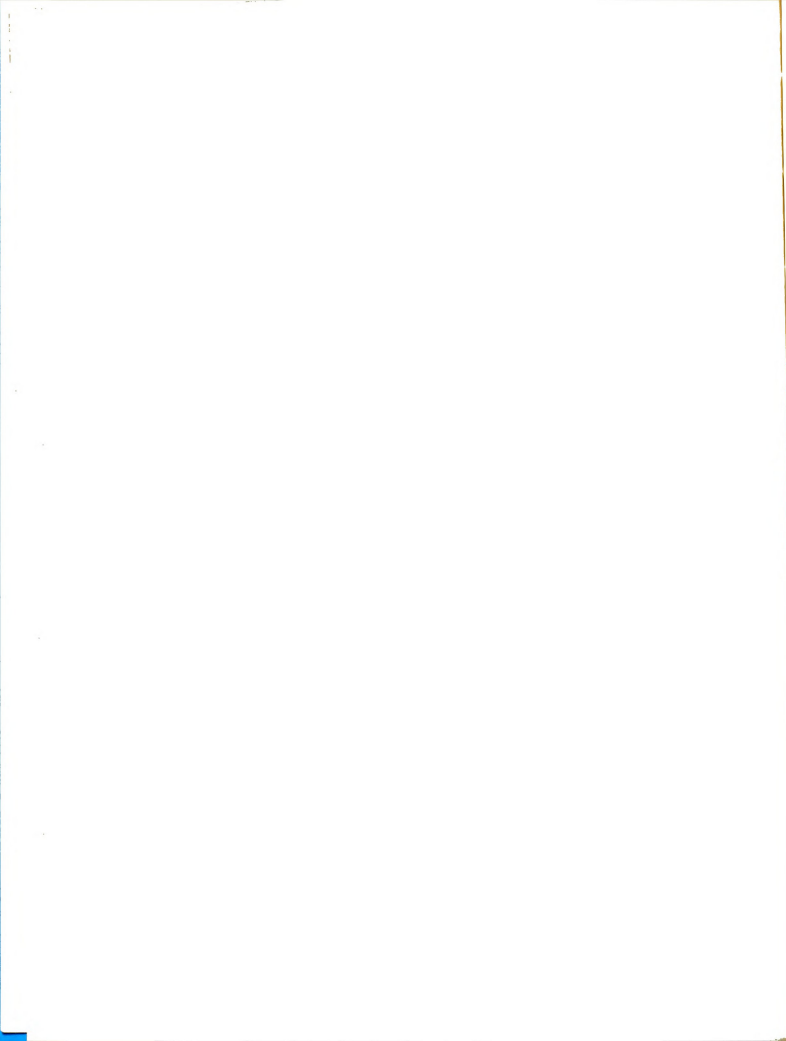
<u>Climate Dimension</u>	<u>Characterization of Principals in High Scoring Schools</u>
Disengagement. . . .	Submissive, dependent, shy, withdrawn, conventional, un- imaginative.
Hindrance.	Cool, aloof, obstructive,

41

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

42

Donald P. Anderson, "A Study of the Relationships Between Organizational Climate of Elementary Schools And Personal Variables of Principals", (Unpublished Doctoral Dissertation, University of Minnesota, Minneapolis, Minnesota, 1964)

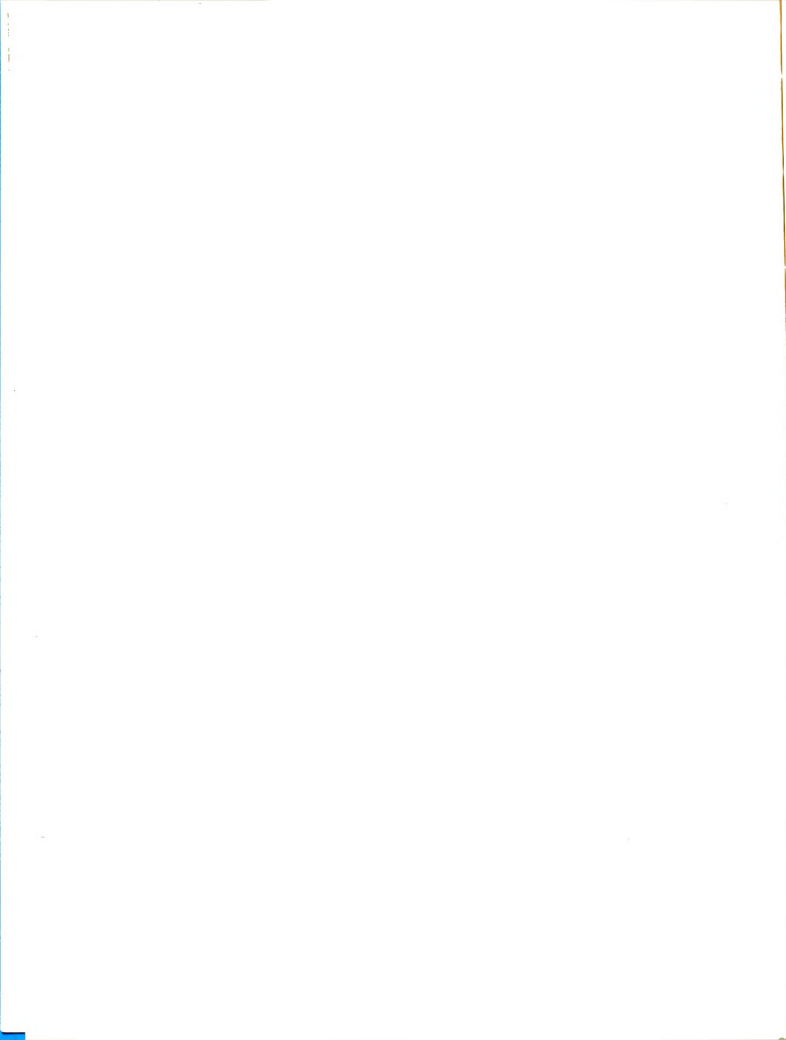


	practical, conventional, group-dependent.
Esprit.....	Mature, stable, assertive aggressive, persistent, conscientious, confident, self-secure, exacting, controlled, high social values.
Intimacy.....	Of less intelligence, aggressive, competitive, high social values.
Aloofness.....	Cool, suspicious, rigid, mild, non-competitive, calculating, exacting, low social values.
Production Emphasis...	Brighter, persistent, consistent, anxious, demanding, high economic and political values.
Thrust.....	Dominant, assertive, responsible, persistent, high theoretical and aesthetic values.
Consideration.....	Of less intelligence, enthusiastic, cheerful, controlled, exacting.

b. Principals in schools with high Esprit were more apt to (1) earned their undergraduate degrees from teachers colleges, (2) plan on remaining in their present positions, (3) have served in more principalships, (4) credit their success to their knowledge of elementary education rather than to their ability to get along with subordinates, and (5) have been reared in smaller communities than their counterparts in schools with low Esprit.

c. Principals as a group perceived (1) their staffs' Disengagement and Hindrance lower, (2) their staffs' Esprit and Intimacy higher, and (3) their own Consideration and Production Emphasis higher than their staffs perceived them.

Sargent used the same tests in his investigation of 33 Minnesota High Schools and concluded that the degree of openness of high school climate could not



be predicted from personality characteristics.⁴³

Both Anderson and Sargent, as well as Boisen, McWilliams and Brown have noted in their studies the differing perceptions of the Organizational Climate held by teachers and principals. This phenomenon can be interpreted in the light of research in the area of social perception.

Sargent found that:⁴⁴

Principals perceived seven of eight climate dimensions significantly more favorably than did teachers. Aloofness was the exception with both groups perceiving this dimension similarly.

McWilliams study of nine public high schools in a suburban county of New Jersey reported:⁴⁵

Administrators and department chairmen perceived a different and more favorable school climate than did teachers.

Boisen had the teachers and principals in 71 Maryland schools respond to the OCDQ twice; once in terms of their perception of the existing climate and

43

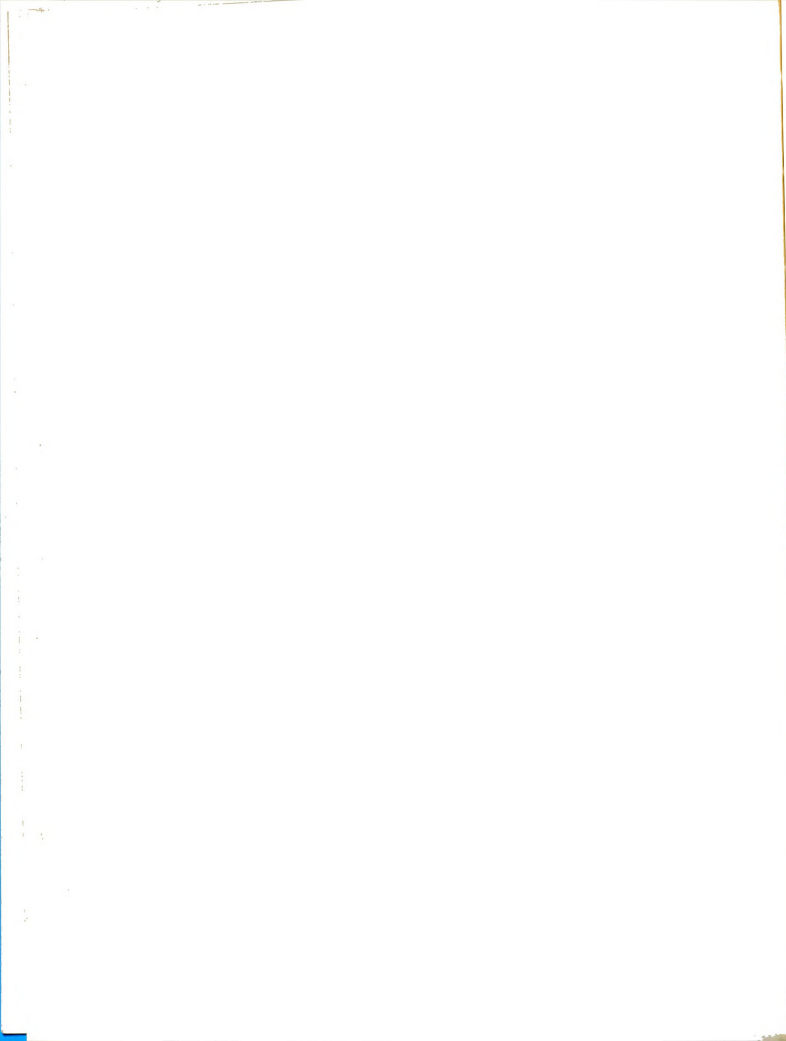
James C. Sargent, "An Analysis of Principal and Staff Perceptions of High School Organizational Climate", Unpublished doctoral dissertation, University of Minnesota, Minneapolis, Minnesota, 1966.

44

Ibid.

45

Emmet F. McWilliams, "The Organizational Climate and Certain Administrative and Personal Variables in Selected High Schools" Unpublished doctoral dissertation, Rutgers--The State University, New Brunswick, New Jersey, 1967. Diss. Abstracts, XXVIII, October, 1967, p. 1660-1661.



once in terms of an "ideal" climate. Her findings:⁴⁶

Principals tended to view the climate of their schools more favorably than did the teachers with the divergence greatest in the most closed climate schools.

There was greater divergence than convergence between teacher' and principals' perceptions and expectations for climate.

Although Brown's purpose was primarily to replicate Halpin and Croft's work and develop Minnesota norms for the OCDQ, his ancillary findings indicated that:⁴⁷

1. Principals tend to view their schools in a more favorable light than do teachers.
2. Specialists in the school perceive climate more as the administrators do than as teachers.

These studies appear to confirm the research in social perception that there is obvious difficulty in understanding the other person's reality. Through inference from observations of overt behavior and a few other means, we can gain some insight into another person's reality, but a particular behavior can never have the same meaning for an observer as it has for the observed. This may be a key factor in why problems in interpersonal relations develop.

46

Angeline G. Boisen, "Relationships Among the Perceptions and Expectations Held by Principals and Teachers for the Organizational Climate of Elementary Schools" Unpublished doctoral dissertation, University of Maryland, College Park, Md., 1966. Reported in Dissertation Abstracts, XXVII, (March, 1967) pp. 2763-2764.

47

Robert J. Brown, "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools.", Unpublished doctoral dissertation, University of Minnesota, Minneapolis, Minnesota, 1964



Cook investigated the climates in twenty elementary schools in New Jersey in relation to the leader behavior of the elementary principal. He used the Leadership Behavior Description Questionnaire (LBDQ) and the OCDQ.

The LBDQ measures two specific dimensions of leader behavior:⁴⁸ (1) Initiating Structure, which refers to leader behavior geared to goal achievement, such as well-defined patterns of organization, channels of communication, and methods of procedure, and (2) Consideration, which refers to leader behaviors related to group maintenance, such as friendship, trust, and warmth between the leader and his staff.

Cook's conclusions were:⁴⁹

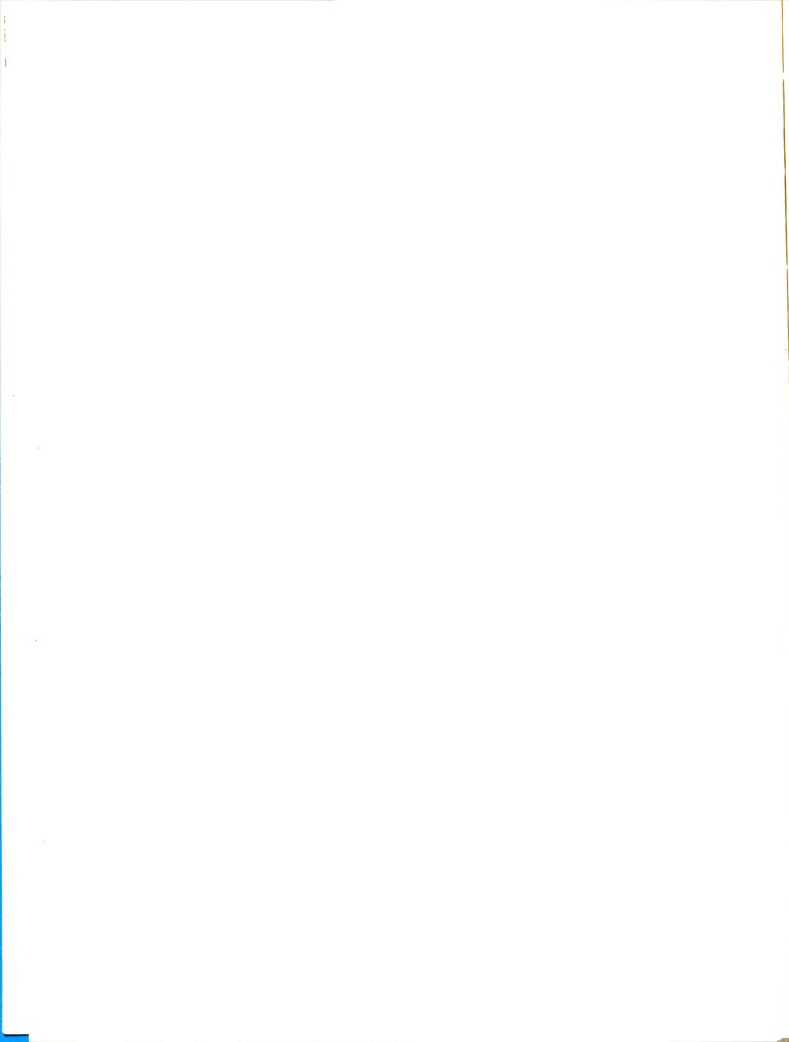
1. The leadership behavior of the principal was concluded to be instrumental in determining the climate of his school on the basis of the following findings:
 - (1) Significantly higher scores on Initiating Structure were found in the Controlled Climate schools than in any other climate category,
 - (2) Principals in schools having Open Climates were perceived to initiate structure significantly more frequently than were principals in Closed Climates. The mean score on Consideration was significantly higher in the Open Climate than in any other climate, and it was conversely lower in the Closed Climate than in any other climate.

48

Halpin, *op.cit.* p. 86.

49

Edward V. Cook, "Leadership Behavior of Elementary School Principals and the Organized Climate of The Schools Which They Administer", (Unpublished doctoral dissertation, Rutgers--The State University, New Brunswick, New Jersey, 1965). Reported in Dissertation Abstracts, XXVII (August, 1966), pp. 345-46.



2. The mean size of the teaching staff was significantly smaller in the Open Climate than in any other climate, and it was significantly larger in the Controlled Climate than in any other climate.

3. The age of teachers on the staff of a school may be a contributing factor to the determination of its organizational climate as evidenced by the findings that teachers in "open" schools were significantly older than teachers in any other climate, and teachers in "closed" schools were significantly younger than teachers in "open" schools.

III LITERATURE ON PERCEIVING THE SELF AND OTHERS

The basic concept of perceptual psychology is that all behavior of a person is the direct result of his field of perceptions at the moment of his behaving.⁵⁰ His behavior at any instant is the result of (1) how he sees himself, (2) how he sees the situations in which he is involved, and (3) the interrelations of these two. According to Arthur Combs, "Each of us behaves in terms of what seems to him to be appropriate for the kind of person he sees himself to be in the situation he is in at that moment."⁵¹

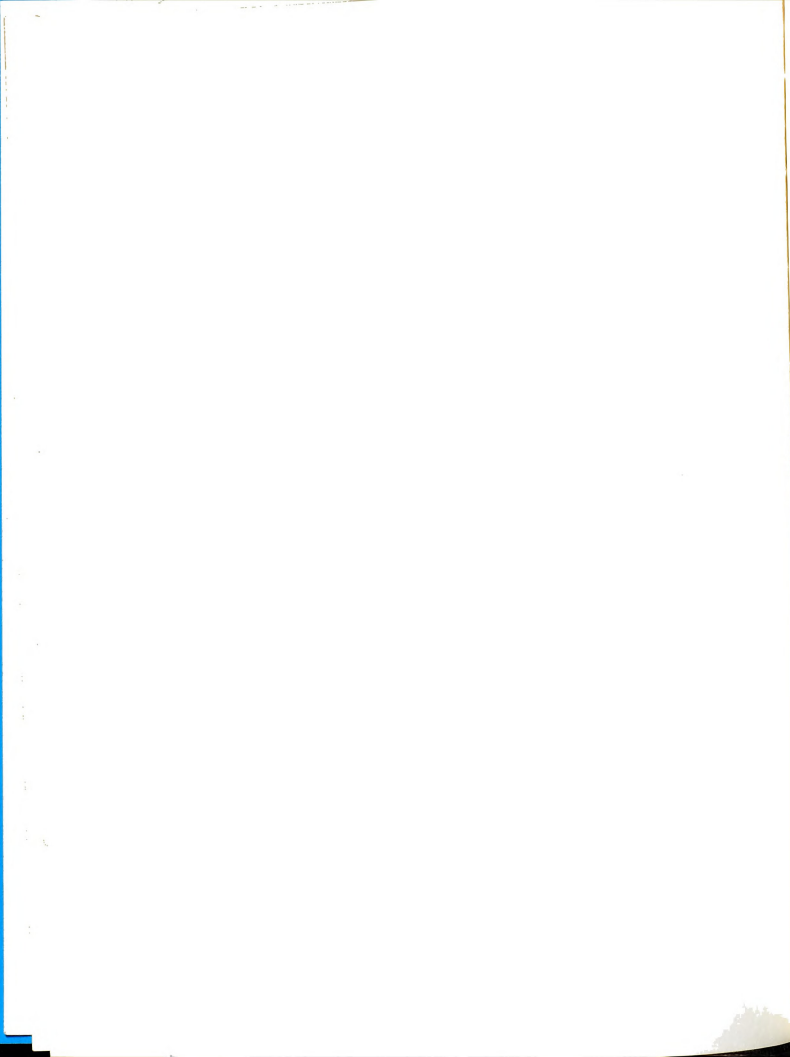
"It is probable that such failure to understand how things seem to other people is the most persistent source of difficulties in human relationships. To understand human behavior, the perceptual psychologist says, it is necessary to understand the behavior's perceptual world, how things seem from his point of view."⁵²

⁵⁰ Arthur Combs, The Professional Education of Teachers, p. 12-13
Boston: Allyn and Bacon, Inc. 1965

⁵¹

Ibid.

⁵² Ibid.



"How individuals estimate or interpret the actions, intentions, and personality attributes of other individuals and how they size-up groups, social classes, "atmospheres", and variously ordered social symbols suggest many significant problems to the social psychologist.⁵³ Research by Lewin, Proshansky, Bruner and Goodman, McClelland and Atkinson and Pepitone, in the field of social perception, is based on the assumption "that overt forms of social behavior are "steered" by the perception of the social environment just as many actions in the physical environment are assumed to be regulated by the perception of physical objects.⁵⁴

Sydney Harris, noted syndicated columnist, neatly summed up a number of the findings in social perception in an illustrative article on perception.⁵⁵

We used to think, in our naive way, that the act of perception consisted of two independent things: the perceiver and the thing perceived. The act of perception simply meant "seeing what was there."

Perhaps the most important advance in the behavioral sciences in our time has been the growing recognition that the perceiver is not just a passive camera taking a picture, but takes an active part in perception. He sees what experience has conditioned

53

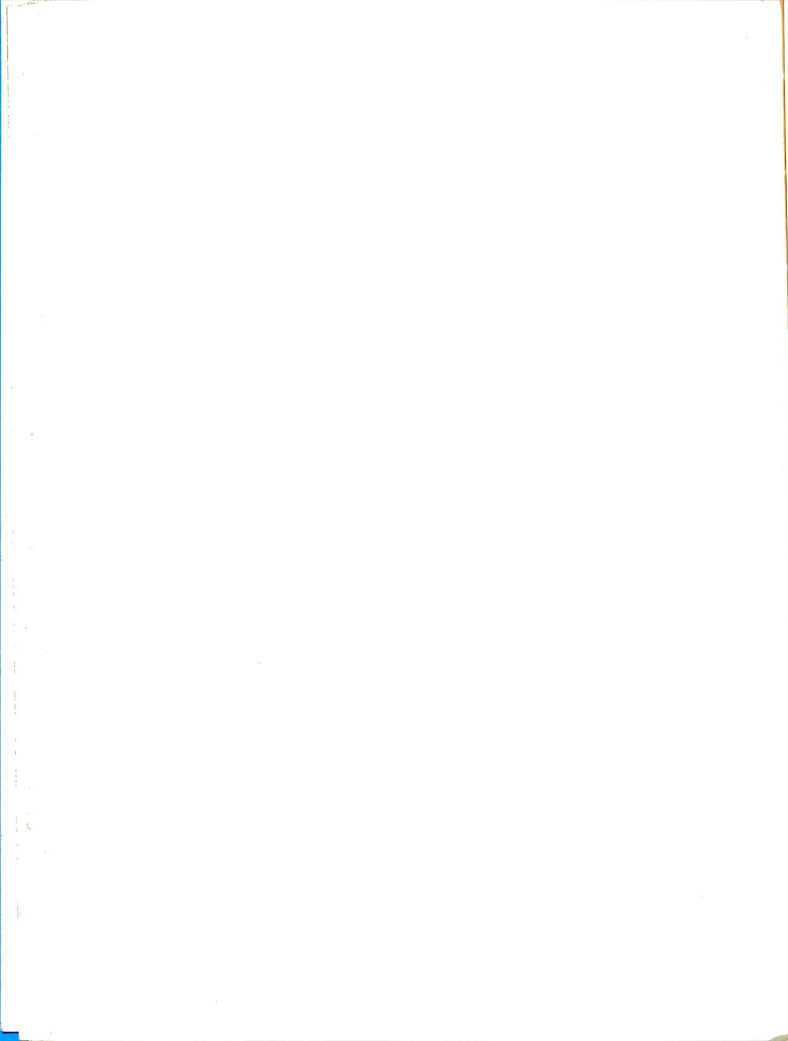
Albert Pepitone, The Determinants of Distortion in Social Perception, Basic Studies in Social Psychology, Ed. Harold Proshansky and Bernard Seidenberg, New York, Holt, Rinehart and Winston. 1965 p. 71

54

Ibid.

55

Sydney Harris, "We Don't See What Is There", Detroit Free Press, January 4, 1966.



him to see.

We enter a restaurant, and six persons are sitting there. What do we "see" beyond the mere fact that these are six human beings? Do we all see the same picture, either individually or collectively?

A European will note that these six are Americans, by their dress and attitudes. A woman entering the room will probably note that the six consist of two married couples, an older woman, and a single man. A Southerner will see one man who could possibly be a light-skinned Negro.

A homosexual will single out one of the men as a fellow deviate. An anti-Semite will immediately label one of the couples as "Jewish". A salesman will divide the group into "prospects" and "duds". And the waiter, of course, does not see people at all, but a "station" and "food" and "drinks."

What perceiver, then, "sees what is there"? Nobody, of course. Each of us perceives what our past has prepared us to perceive: we select and distinguish, we focus on some objects and relationships, and we blur others, we distort objective reality to make it conform to our needs or hopes or fears or envies or affections.

Now we have begun to learn that the behavioral sciences contain this same subjective element: that our eyes and brains do not merely register some objective portrait of other persons or groups, but that our very act of seeing is warped by what we have been taught to believe, by what we want to believe, by what (in a deeper sense) we need to believe.

And this is the main reason that communication is so difficult: we are not disagreeing about the same thing, but about different things. We are not looking at the same people in the dining room, or on the picket-line, or around the conference table. How to correct this built-in warp may very well be the basic, and ultimate, problem of mankind's survival.

As the principal and staff work together, whether effectively or ineffectively, both professional and personal relationships come into play. To work effectively with others, we must understand others. One way of gaining such insight is through developing self-insight. In Becoming, Allport points out that it is the knowledge of our own uniqueness that supplies the first, and probably the best, hints for acquiring orderly knowledge of others.⁵⁶

Prestwood notes that it is difficult to appraise our own colleagues. Whether or not we are conscious of the fact, we are always affecting others in our personal and professional associations. "Through thoughtful self-analysis we can gain insight into our limitations and strengths, and thereby we can work on ways of eliminating our weaknesses and further strengthen our strong points. Personal growth depends to a large extent upon understanding ourselves and personally doing something about what we learn."⁵⁷

56

Gordon W. Allport, Becoming. New Haven, Yale University Press, 1955. 106 pp.

57

Prestwood, Elwood L. The High School Principal and Staff Work Together. New York Bureau of Publications, Teachers College, Columbia University. 1957. p. 6



Halpin and Croft noted that one factor which seemed to differentiate the behavior of the principal in the Open and Closed Climates was a characteristic they labeled "authenticity". Reflecting upon the schools in which they had worked, they were "struck by the vivid impression that what was going on in some schools was 'for real', while in other schools, the characters on stage seemed to have learned their parts by rote, without really understanding the meaning of their roles. The behavior in the Open Climate schools appeared to be genuine, 'for real'. The professional roles of individuals remained secondary to what the individuals, themselves were as human beings."⁵⁸

Within the Closed Climate, the roles seemed to be overspecified.

The individual appeared to use his professional role as a protective cloak, almost as if the cloak might serve to hide his inner emptiness and his lack of personal identity Furthermore, in these instances the individual used his role ritualistically, so that it became a device which kept others at a distance and thus precluded the establishment of authentic relationships. ⁵⁹

add:⁶⁰

In a clarifying bibliographical note, Halpin and Croft

We use the term "role" here in very much the same sense as Jung used the concept of "persona" --drawing from the original Greek meaning: the mask worn by an actor. Jung noted: "The persona is

58

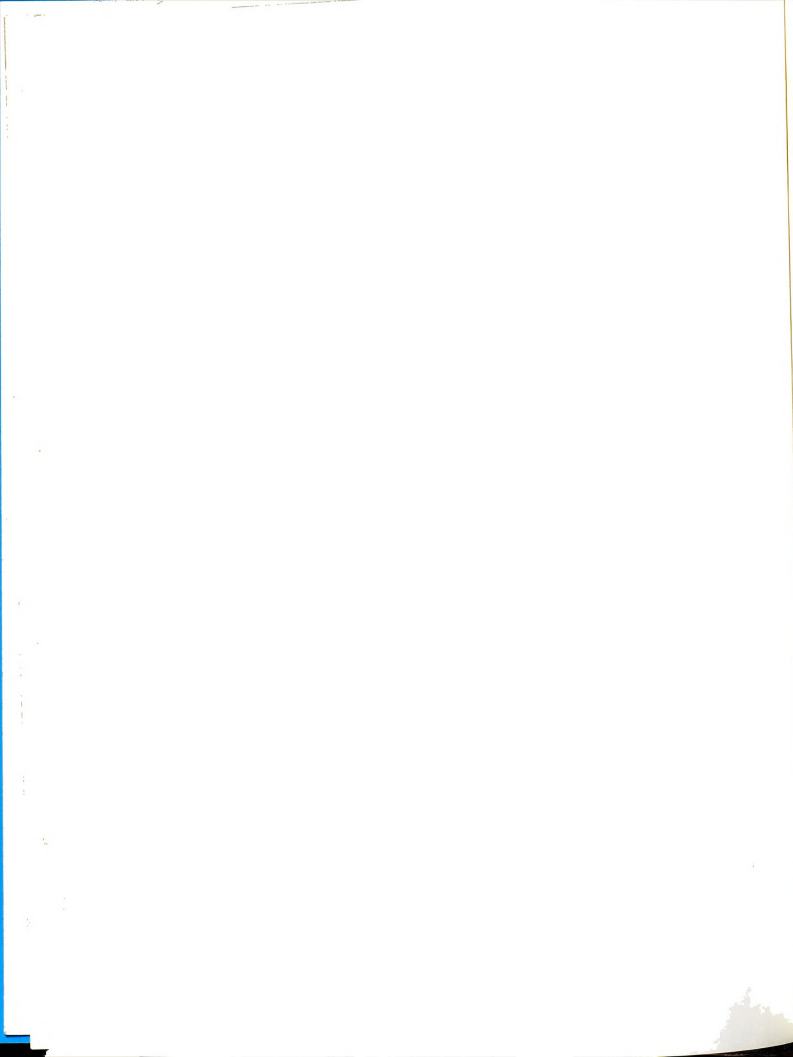
Halpin and Croft, op. cit. p.204

59

Ibid.

60

Ibid.



the individual's system of adaptation to, or the manner he assumes in dealing with, the world. Every calling or profession, for example, has its own characteristic persona....Only, the danger is that (people) become identical with their personas--the professor with his text-book, the tenor with his voice....One could say, with little exaggeration, that the persona is that which in reality one is not, but which oneself as well as others think one is.

In the book Interpersonal Competence and Organizational Effectiveness, Chris Argyris terms authentic relationships as "those relationships in which an individual enhances his sense of self- and other-awareness and acceptance in such a way that others can do the same."⁶¹

In his earlier book Personality and Organization, Argyris referred to this type of authentic behavior as 'reality-centered leadership'.⁶²

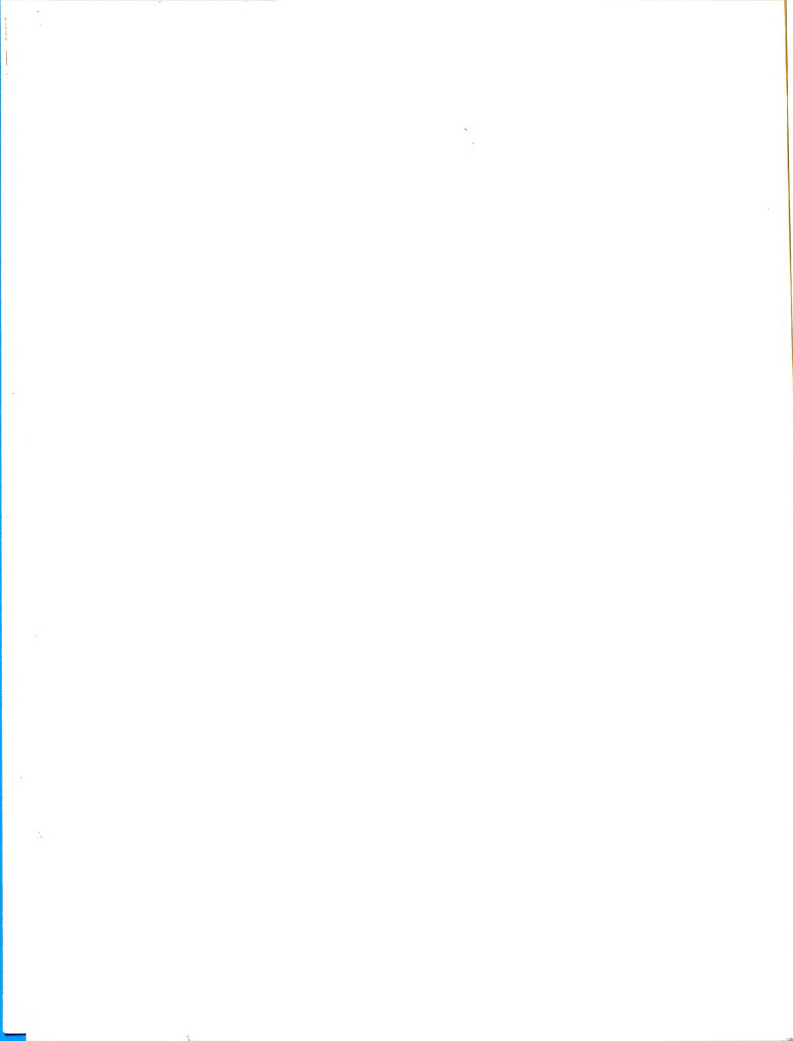
If one must have a title for effective leadership it might be called reality-centered leadership. Reality-centered leadership is not a predetermined set of "best ways to influence people". The only predisposition that is prescribed is that the leader ought to first diagnose what is reality and then to use the appropriate leadership pattern. In making his diagnosis, he must keep in mind that all individuals see reality through their own set of colored glasses. The reality he sees may not be the

61

Chris Argyris, Interpersonal Competence and Organizational Effectiveness, Homewood, Illinois: The Dorsey Press, Inc. 1962, p. 21.

62

Chris Argyris, Personality and Organization, New York: Harper and Brothers, 1957, p. 207.



reality seen by others in their own private world. Reality diagnosis, therefore, requires self-awareness and the awareness of others. This leads us back again to the properties of personality."

Blake and Mouton in The Managerial Grid refer to this leadership behavior as a 9, 9 managerial style, where a high concern for production is coupled with a high concern for people.⁶³ This approach assumes no necessary and inherent conflict between meeting organization purposes of productivity and meeting the mature needs of people. They quote a remark by a senior manager:

"In the final analysis, words have not meanings, it is only people that have meanings." In effect, this person was saying that problems of communication actually are problems of understanding between people. Words are tools for achieving effective exchanges of information, attitudes and understandings. There is no problem of communication, per se. There are problems of people who work together in trying to communicate with and understand one another.⁶⁴

There are a number of forces that tend to alter perceptions and serve as barriers to receiving accurate information about ourselves and the situation. One barrier to openness and authenticity is the number of cultural rules about not stating feelings openly.

Blake, Mouton, and Blansfield have summarized some of these norms

63

Robert R. Blake and Jane S. Mouton, The Managerial Grid, Houston, Texas, Gulf Publishing Company 1964, p. 142.

64

Ibid., p. 159



which are deeply ingrained in Anglo-Saxon culture.⁶⁵

1. Norms designed to protect the feelings of another person: "don't say anything if you can't say something nice"; "don't criticize if you can't provide a constructive alternative"; never talk about someone behind his back."

2. Norms designed to increase self-protection: "people who live in glass houses should not throw stones."

3. Norms suggesting that feelings only cause trouble: "let sleeping dogs lie"; "don't stir up a hornet's nest"; "don't rock the boat"; "when ignorance is bliss, it's folly to be wise."

4. Norms suggesting that emotions are immature and should be masked: "only sissies cry"; "keep a stiff upper lip"; "learn to take it on the chin."

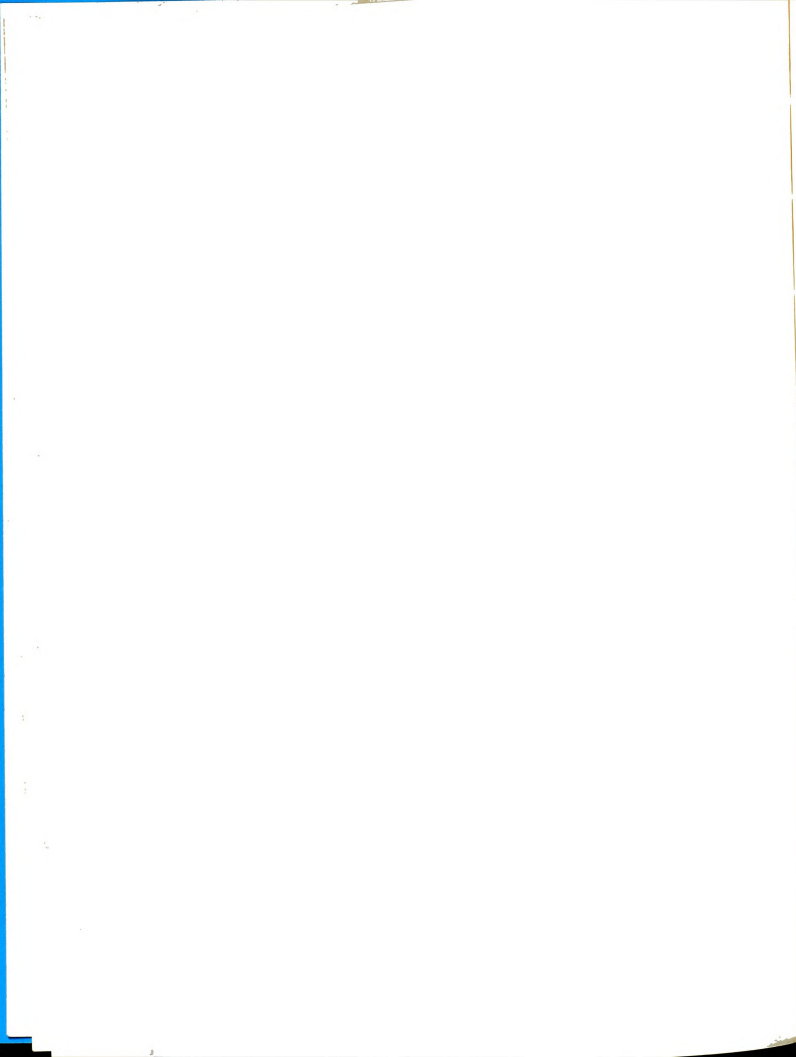
In addition to such norms, Schein and Bennis add that there are a variety of informal "rules of the game" such as not criticizing people in front of others, never carrying tales out of school, and keeping feelings out of work relationships. Cultural norms in favor of openness like "call a spade a spade", "shoot straight from the shoulder" and "call them as you see them", refer mostly to the area of work performance rather than to interpersonal feelings. ⁶⁶

65

Edgar H. Schein and Warren G. Bennis, Personal and Organizational Change Through Group Methods, New York, John Wiley & Sons, Inc. 1965 pp.291-2.

66

Ibid.



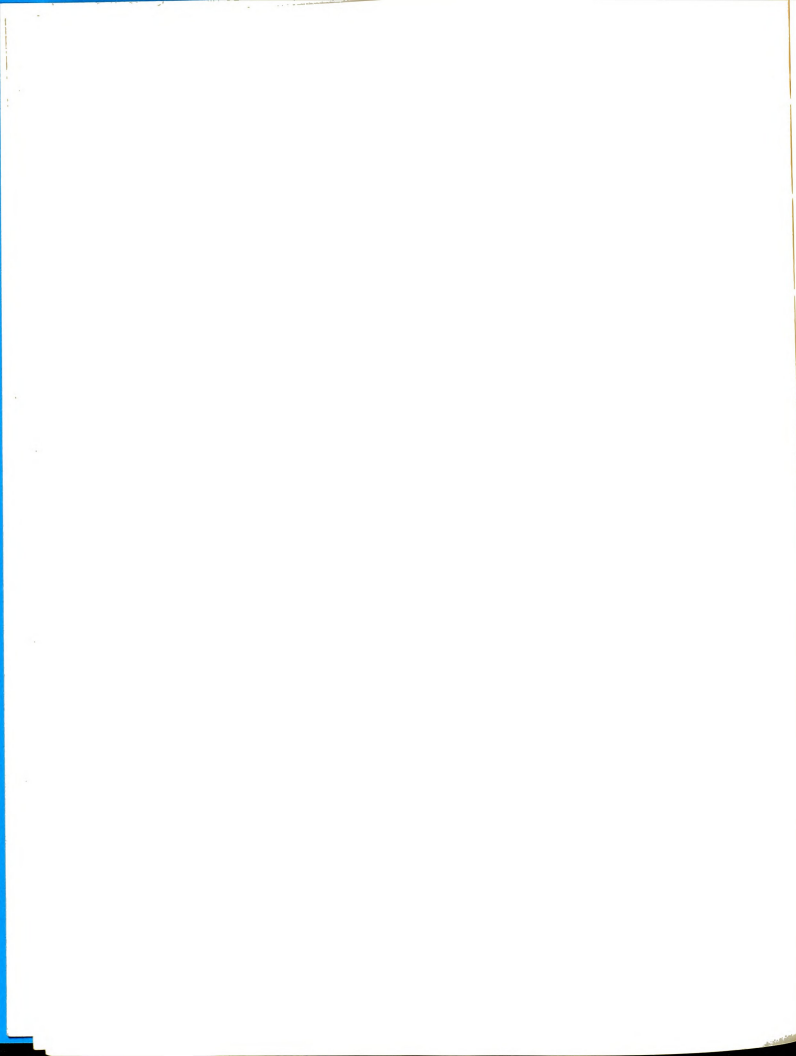
It may well be that the problem of getting administrators to behave in ways that are more open and authentic is not an easy one. With all of the cultural and social support for managerial "facade building", it is possible that many of them may have little awareness of how democratic or undemocratic their behavior is. Robert E. Cummins found, in a study of teacher and administrator attitudes, that three out of four school principals gave themselves higher ratings in democratic behavior than their staffs did... The principal whose behavior was rated as least democratic of all the principals, gave himself the highest rating.⁶⁷

Summary

It is Socrates who is credited with the familiar injunction "Know Thyself". This is the area of self-examination and self-awareness, one purpose of which is to get the necessary insight and incentive for self-improvement. As theologians say, the sinner has to be convinced of his sin and has to confess his sin before he can receive salvation. The psychologists say we have to see ourselves and our problems before we are ready to seek a solution.

To be clear on the question of "Who am I?" while perhaps not an easy question, is by indication of related research, exceedingly important knowledge. A reality perception of the self should be important not only for the

⁶⁷R. E. Cummins, "An Evaluative Study of Certain Teacher Perceptions Related to Professional Growth" Unpublished Doctoral dissertation, University of Alabama, 1957. Quoted in H. C. Lindgren, Educational Psychology in the Classroom, New York: John Wiley & Sons, p. 549



leader or administrator, but for the teachers and students with whom he interacts. It is the intent of this limited study to test this assumption: If the administrator's perception of himself is similar to the way his staff perceived him (reality-oriented) then this sensitivity will carry over into other relationships with the staff and affect the organizational climate of the school.



CHAPTER III

RESEARCH PROCEDURES

Introduction

The specific task of this study was to measure:

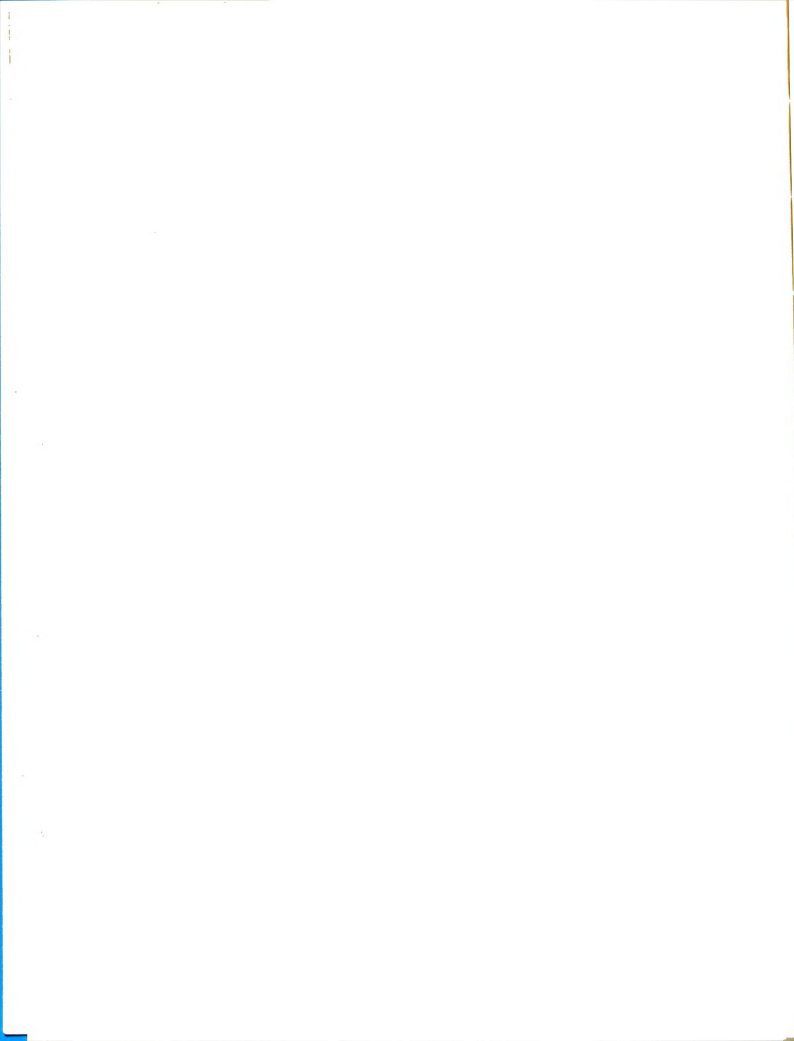
- a. the organizational climate of the school.
- b. the principal's personality as perceived by the classroom teachers.
- c. the principal's perception of his own personality.
- d. the principal's personality as measured by a standardized personality test.
- e. a sampling of student opinion about the importance of school life.

Population

A population of elementary schools was defined from one metropolitan public school system and the schools were selected from this midwestern city of approximately 200,000 citizens. The criteria for the selection of participating schools were:

- a. A K-6 elementary school with ten (10) or more classroom teachers.
- b. Administered by full time principals who (1) had served in their present positions for at least three years, and (2) were administering no more than one building.

Out of 53 public elementary schools, fourteen met this criteria and constituted the study sample. One other building would have qualified. However, since the school was being administered by an acting principal due to



an extended leave of the principal, it was omitted from the sample. Permission to conduct the research in these buildings was obtained from the Assistant Superintendent for Instruction, the Director of Elementary Education, the school psychologist who served as chairman of a research council, and from the building principals.

Fourteen principals, 181 teachers and 663 students participated in the study. Table I shows the number of participants from each school. The principal population differs from the national average in two respects, age and sex distribution. According to a 1968 NEA Research Study,⁶⁹ the median age of supervising principals nationally was 45 years. It also notes that 77 percent of the women principals are 50 years of age or older.

Among supervising principals nationally, the ratio is 78 percent men to 22 percent women, although for school districts enrolling 25,000 or more pupils, the ratio changes to 63.4 percent men to 36.6 percent women.

Of the fourteen principals who participated in this study, thirteen were female. A partial explanation for this male-female imbalance rests with a recent re-assignment of a number of male principals within the system making them ineligible for this study on the criterion of having served in the building for three years.

⁶⁹ Department of Elementary School Principals, National Education Association, The Elementary School Principalship in 1968: A Research Study, Washington D. C. 1968, p. 10-11

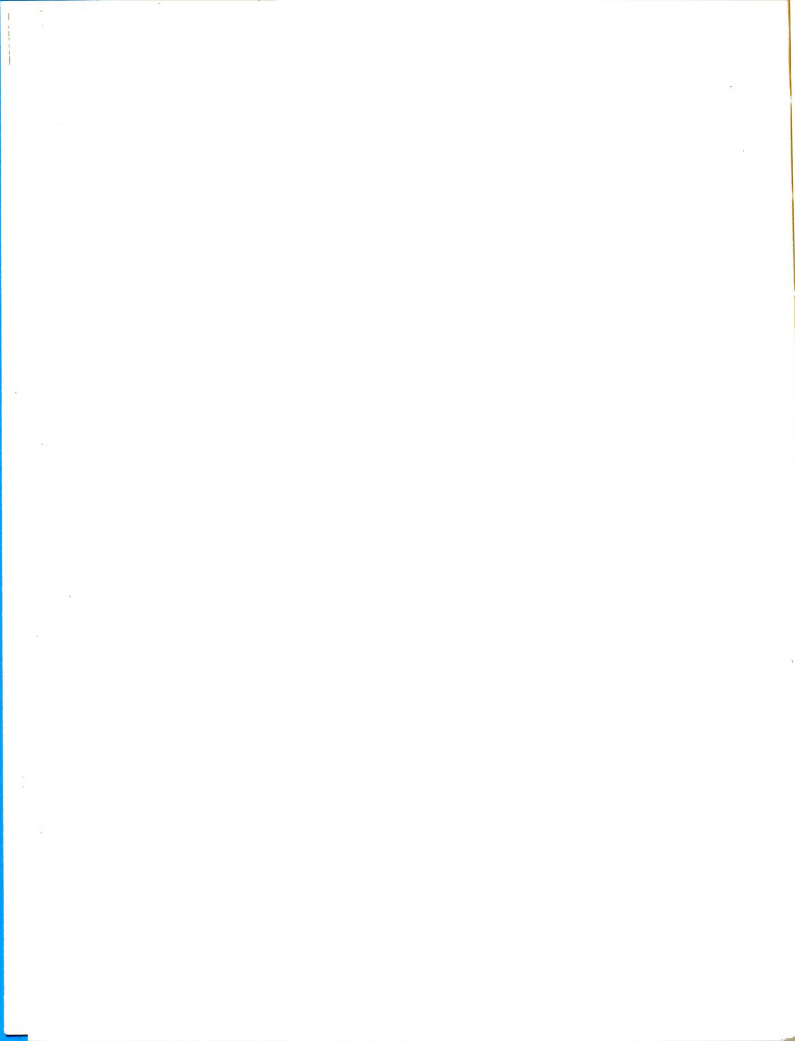


TABLE I
 PARTICIPANTS IN THIS STUDY
 NUMBER OF RESPONSES FROM TEACHERS,
 PRINCIPALS AND STUDENTS

Building Number	Total No. of Classroom Teachers	Teacher Responses	No. Teaching at this Building *			Principal Responses	Student Responses
			1 yr.	2 yr.	3+ yr.		
1	13	13	5	1	7	1	40
2	11	9	3	0	6	1	57
3	15	15	5	3	7	1	47
4	12	12	3	1	8	1	47
5	14	14	8	1	4	1	57
6	24	19	4	4	11	1	28
7	14	13	4	2	7	1	61
8	12	11	4	1	6	1	47
9	13	12	1	3	7	1	55
10	18	15	3	3	9	1	56
11	12	12	4	4	4	1	38
12	15	12	1	2	9	1	47
13	15	13	2	1	10	1	48
14	11	11	1	2	8	1	35
199			48	28	103	14	663
			91%	27%	16%	57%	

*Two of 181 teachers did not respond to this item.

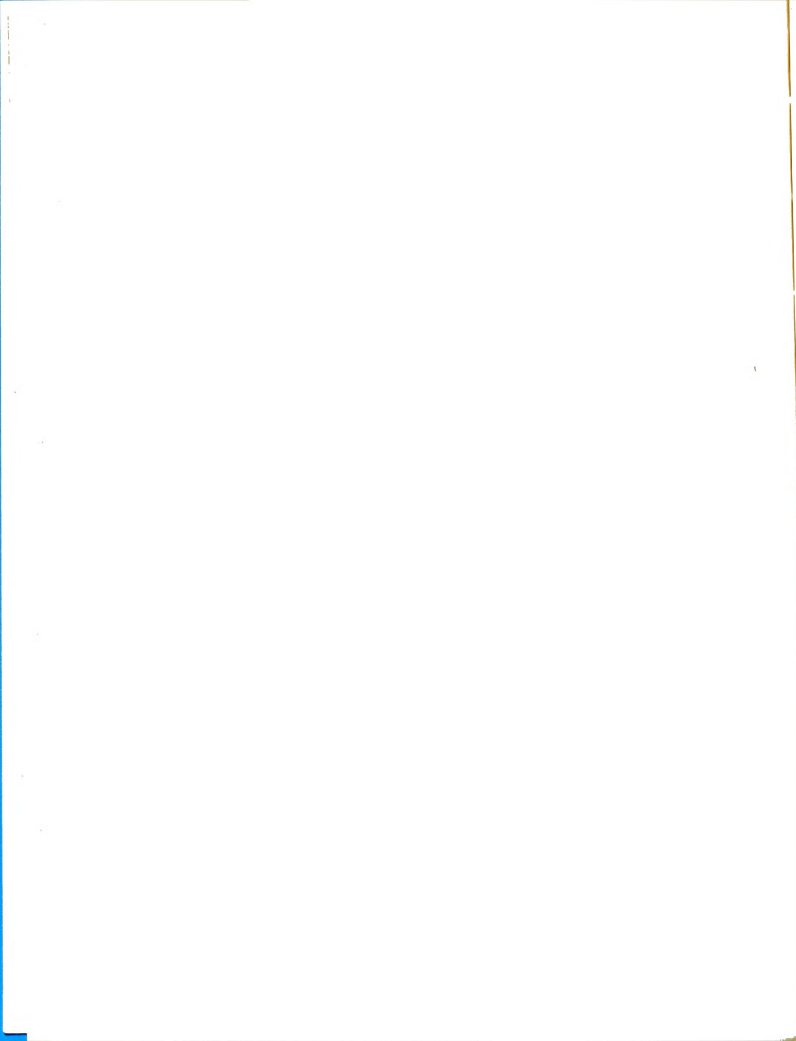


TABLE II

CHARACTERISTICS OF THE EXPERIMENTAL PRINCIPALS GROUP
WITH RESPECT TO DEMOGRAPHIC AND BIOGRAPHICAL FACTORS

Iia. Sex	Male		Female		
	1		13		

Iib. Age	20-29	30-39	40-49	50-59	60 or over
	0	1	1	7	5

Iic. Educational Training	Bachelor Degree	M. A.	M. A. plus	Ed. Spec.	Ph. D or Ed. D
	0	4	10	0	0

Iid. Rural or Urban Childhood	Rural	Urban
	6	8

Iie. Principals Evaluation of His Early Schooling	Good	Average	Poor
	9	5	0

Iif. Principals Socio-Economic Status of Childhood Family	Upper Class	Upper Middle	Lower Middle	Lower
	0	9	5	0

Iig. Emphasis of Religion in Childhood Home	Strongly Empha-sized	Empha-sized	Not Empha-sized	No Religion
	6	8	0	0

Iih. Closeness of Family Members During Childhood	Very Close	Close	Not really Close	Everyone went own way
	9	5	0	0

Iii. Principals Opinion whether Favorably Disposed Toward New Educational Practices	No	Yes
	0	14

Iij. Principals Opinion About Negotiation Process	Favorable	No Opinion	Unfavorable
	10	3	1



Additional biographical information on the principals is summarized in Table II.

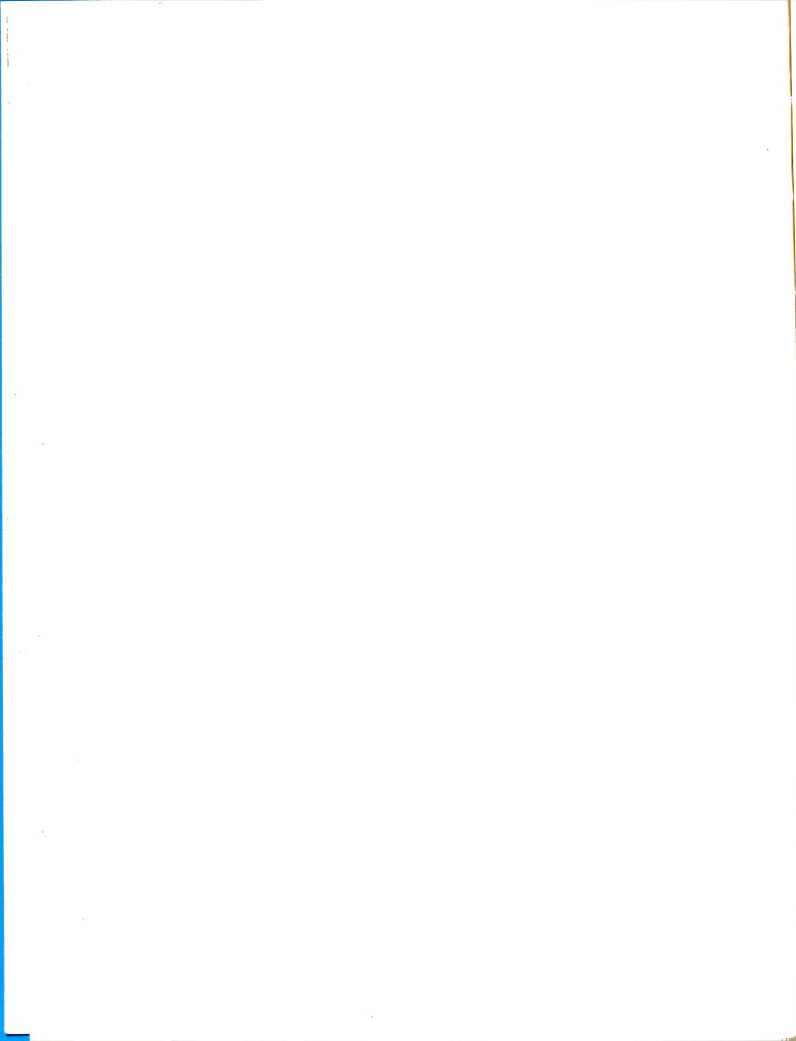
The fifth grade or fifth-level students were selected as the student opinion sample for this study. Since this school system uses a "Continuous Progress" elementary organization (a form of "non-graded" structure), the classrooms composed predominantly of "5th Level" (5th Grade) students participated. In some of these classrooms a few "4th-Level" or "6th-Level" students occasionally shared in completing the questionnaire. No less than two and no more than three classrooms were tested at each building.

Two of the fourteen buildings in the sample are classified as "inner-city" schools.

I. METHODOLOGY OF THE STUDY

The Teacher Questionnaire was answered by the teachers during a quasi-formal testing session in each of the fourteen elementary schools. Each classroom teacher present on the day the instrument was administered participated. Prior to the test date, each teacher had received a letter (Appendix A) explaining the general purpose and inviting their cooperation.

Most of the testing sessions were held on Mondays after school, on the date regularly scheduled for staff meetings. The two exceptions were a Wednesday after school and a Monday noon hour, both also in lieu of a regular staff meeting. Proctors were used to administer several of the Teacher



Questionnaires. The testing was completed between November 25, 1968 and January 20, 1969.

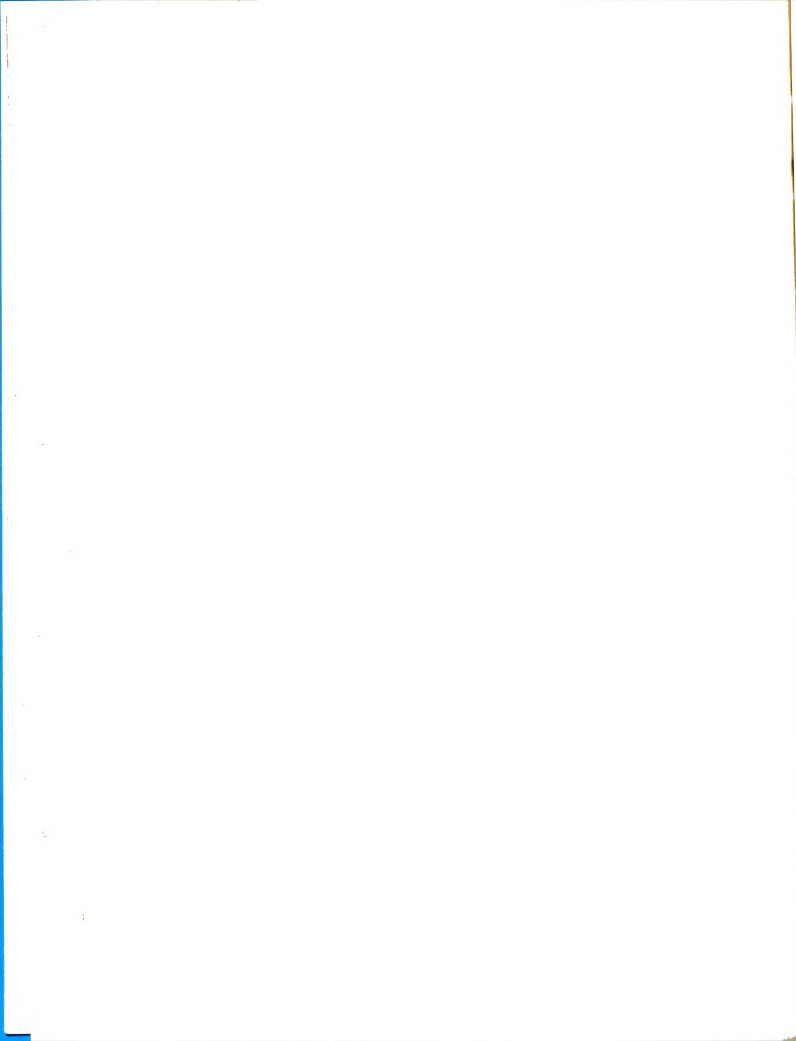
The Student Opinionnaire was administered in each of the 5th Level classrooms during a school day, and scheduled approximately one to three weeks after completion of the Teacher Questionnaires. All Student Opinionnaires were administered by the writer, with each question and each possible answer being read aloud to the students.

The instruments for the principal were handed to them the day that the Teacher Questionnaire was scheduled in their building. A stamped, addressed return envelope was attached. All principal questionnaires were received prior to the end of January.

II. INSTRUMENTATION

Organizational Climate Description Questionnaire (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 sixty-four items of the questionnaire 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 his principal, fellow teachers, or his school generally. The responses are grouped, for scoring, into eight categories, each measuring one of eight



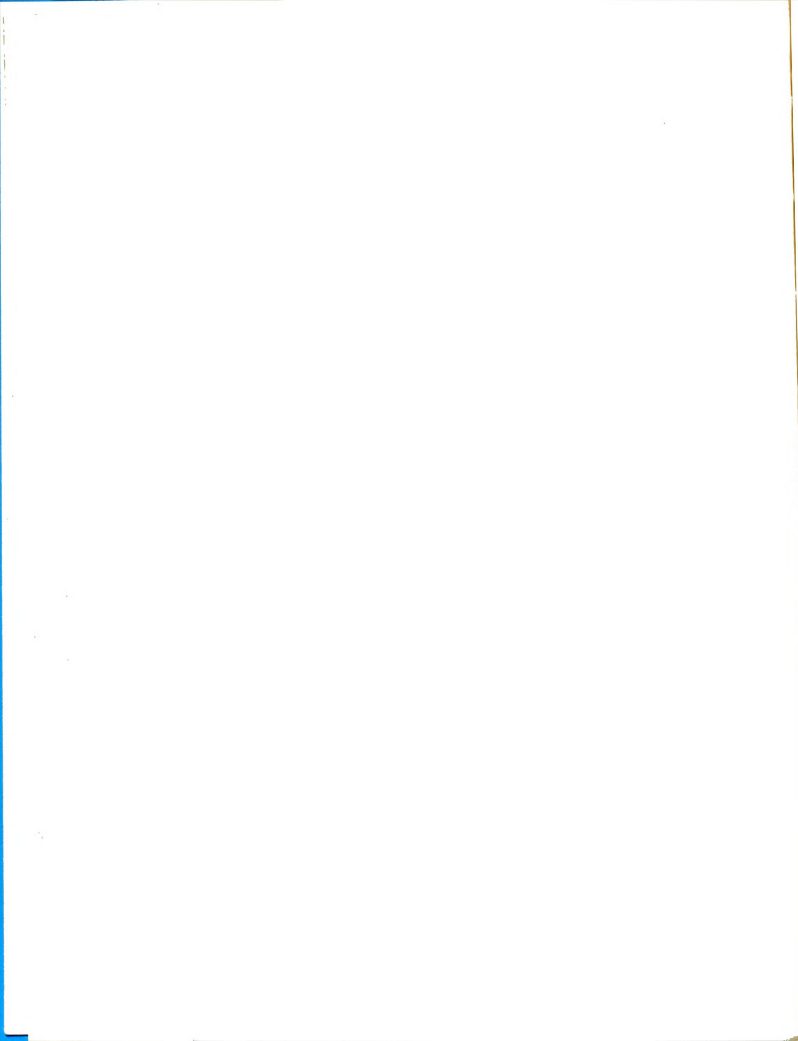
dimensions of organizational climate. Four of these dimensions (Disengagement-Hindrane-Esprit-Intimacy) describe teacher behavior and four (Aloofness-Production-Emphasis-Thrust-Consideration) describe the principal's behavior. The description of these eight dimensions are presented in Chapter II. The OCDQ instrument is Item 1-69 of the Teacher Questionnaire in Appendix A.

Completion time for the test ranged from 15 to 45 minutes with the average time from 30 to 35 minutes for the complete questionnaire.

Permission to use the OCDQ was obtained from Mr. Harry Cloudman of the MacMillan Company, New York. Scoring of the OCDQ was done at the New Mexico Testing Services, Inc., Las Cruces, New Mexico. All scores are double standardized to a mean of 50 and a deviation of ten.

The Sixteen Personality Factor Test (16PF)

The 16PF, authored by Drs. Raymond B. Cattell and Herbert W. Eber, is a factor analytically developed personality questionnaire designed to measure the major dimensions of human personality comprehensively in young adults and adults to late maturity. It is published by the Institute For Personality and Ability Testing, Champaign, Illinois. The test authors note that research has established the sixteen factors as unitary, psychologically-meaningful entities. "These sixteen dimensions or scales are essentially independent: that is to say, the correlation between one and another is usually



quite small. Therefore, having a certain position on one does not prevent the person's having any position whatever on any other."⁷⁰

The 16PF Form A 1967 Edition was used for this study. The 187-item test is self-administering and can be completed in from 50-60 minutes. It is objectively scorable by stencil key or machine. The tests for this study were hand-scored with the stencil key.

The 16PF has been normed for the general adult population, male and female, and for a wide variety of vocational and clinical groups on each of the sixteen factors. The general population norms were used for scoring.

The raw scores are converted through standardization tables into stens. Sten scores (standard ten) are distributed over ten equal-interval standard score points (assuming normal distribution) from 1 through 10, with the population average (mean) fixed at sten 5.5. Stens 5 and 6 extend, respectively, a half standard deviation below and above the mean, constituting the solid center of the population, while the outer limits for stens 1 and 10 are 2 1/2 standard deviations above and below the mean. One would consider stens of 5 or 6 as average, 4 or 7 slightly deviant (respectively in a low and high direction), 2, 3, 8, and 9 strongly deviant, and 1 or 10 extreme, all of these being placements of the person relative to the defined population on

⁷⁰Raymond Cattell, and Herbert W. Eber, The Sixteen Personality Factor Test, Form A, 1967, Institute For Personality And Ability Testing, Champaign, Illinois.



which the standardizations are based.

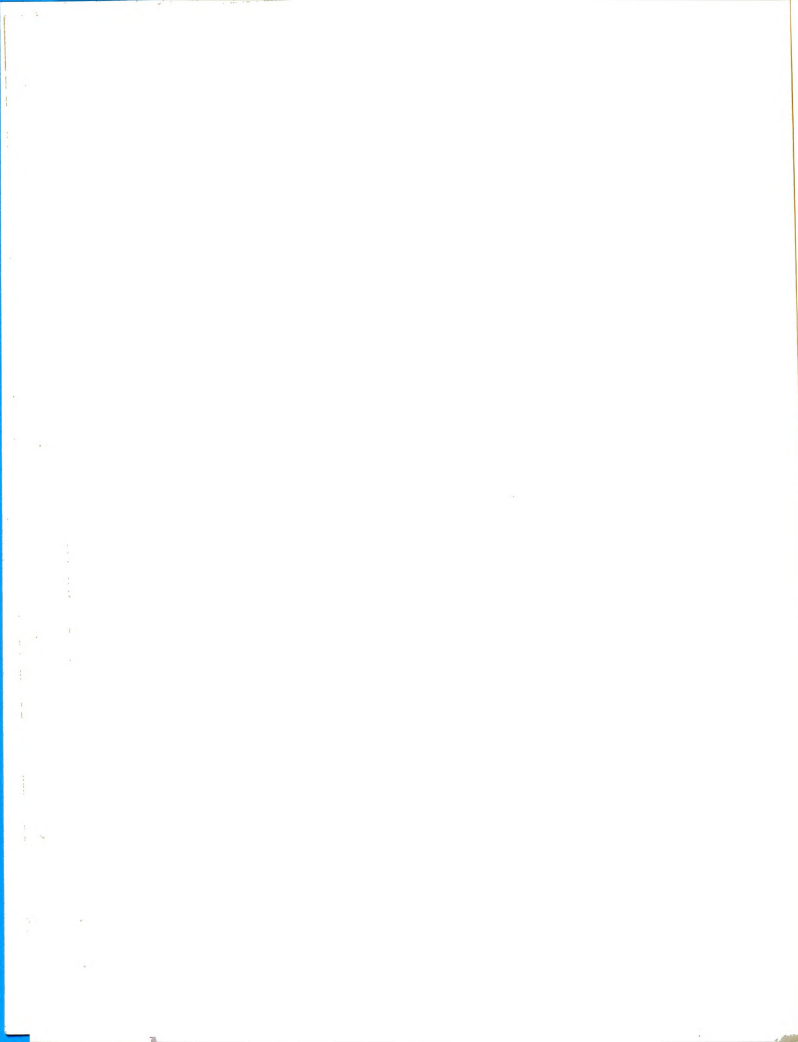
The sixteen primary dimensions measured by the 16PF are:

A person with a low score
is described as:

A person with a high score is
described as:

Factor

A RESERVED, detached critical, cool	OUTGOING, warmhearted, easy- going, participating
B LESS INTELLIGENT, concrete-thinking	MORE INTELLIGENT, abstract- thinking, bright
C AFFECTED BY FEEL- INGS, emotionally less stable, easily upset	EMOTIONALLY STABLE, faces reality, calm
E HUMBLE, mild, obedient, conforming	ASSERTIVE, independent, aggressive stubborn
F SOBER, prudent serious, taciturn	HAPPY-GO- LUCKY, heedless, gay, enthusiastic
G EXPEDIENT, a law to himself, by-passes obligations	CONSCIENTIOUS, persevering, staid, rule-bound
H SHY, restrained, diffident, timid	VENTURESOME, socially bold, uninhibited, spontaneous
I TOUGH-MINDED, self- reliant, realistic, no- nonsense	TENDER-MINDED, dependent, over-protected, sensitive
L TRUSTING, adaptable free of jealousy, easy to get on with	SUSPICIOUS, self-opinionated, hard to fool
M PRACTICAL, careful conventional, regu- lated by external realities, proper	IMAGINATIVE, wrapped up in inner urgencies, careless of practical matters, bohemian
N FORTHRIGHT, natural artless, sentimental	SHREWD, calculating, worldly, penetrating
O PLACID, self-assured, confident, serene	APPREHENSIVE, worrying de- pressive, troubled
Q ₁ CONSERVATIVE, re- specting established ideas, tolerant of traditional difficulties	EXPERIMENTING, critical, liberal, analytical, free-thinking



Q ₂ GROUP-DEPENDENT a "joiner" and good follower	SELF-SUFFICIENT, prefers own decisions, resourceful
Q ₃ CASUAL, careless of protocol, untidy, own urges	CONTROLLED, socially-precise self-disciplined, compulsive
Q ₄ RELAXED, tranquil torpid, unfrustrated	TENSE, driven, overwrought fretful

The Sixteen Polar Adjectives Checklist

The Sixteen Polar Adjectives Checklist is a listing of the 32 key adjectives used in the 16PF test paired along the dimensions defined in the 16 PF test.

The adjectives are paired on a 10 point Likert-scale continuum as follows:

If the paired words were ACTIVE - INACTIVE

ACTIVE 0 1 2 3 4 5 6 7 8 9 INACTIVE

Extremely active	Very active	Quite active	Somewhat active	Middle range		Somewhat inactive	Quite inactive	Very inactive	Extremely inactive
0	1	2	3	4	5	6	7	8	9

To the writer's knowledge, this usage of these adjectives has not been made before. There is no statistical relationship to the sten scores of the 16PF Test. It is simply a tool with some "face validity" for people to



score their perceptions of themselves or others along these personality dimensions.

The polar adjectives used were:

Reserved	Outgoing
Less Intelligent	More Intelligent
Affected by Feelings	Emotionally Stable
Humble	Assertive
Sober	Happy-Go-Lucky
Expedient	Conscientious
Shy	Venturesome
Tough-minded	Tender-minded
Trusting	Suspicious
Practical	Imaginative
Forthright	Shrewd
Placid	Apprehensive
Conservative	Experimenting
Group-dependent	Self-sufficient
Casual	Controlled
Relaxed	Tense

A copy of the Sixteen Polar Adjective Checklist is in Appendix

A, as part of the Teacher Questionnaire and Principal Questionnaire.

Questionnaire For Students

The Questionnaire for Students is a combination of two tools for assessing classroom learning climate. These are published in the Science Research Associates, Inc. Teacher Resource Booklet Diagnosing Classroom Learning Environments by Fox, Luszki, and Schmuck.⁷¹

⁷¹Robert Fox, Margaret Luszki, and Richard Schmuck, Diagnosing Classroom Learning Environments, Chicago, Science Research Associates, pp. 9-13 and p. 69.



The first nine items are from a questionnaire called "Classroom Life" measuring some personal feelings about school. The tenth item is an adaptation of a questionnaire measuring a pupil's feelings about the importance of the various parts of his day. A copy of the Questionnaire for students is in Appendix A.

III. TECHNIQUE

The results of the OCDQ responses were tabulated into the climate profile scores and climate similarity scores by the computer at the New Mexico Testing Services, Las Cruces, New Mexico. This company possesses the scoring key for the OCDQ and provides a print-out of the scores for each building. A summary of these scores is found in Tables IX and X in the Appendix.

The remainder of the data obtained from the test instruments was programmed at the Michigan State University Computer Center.

From the student responses, a mean score was obtained first for each building on each question. A mean of means was derived for the total student response to each of the ten items on their questionnaire.

A mean score from the teachers' evaluations of each principal's personality on each of the sixteen personality dimensions was obtained and then reduced to a mean of means score across each dimension.

An IBM 1201 card pack key-punched for each of the fourteen



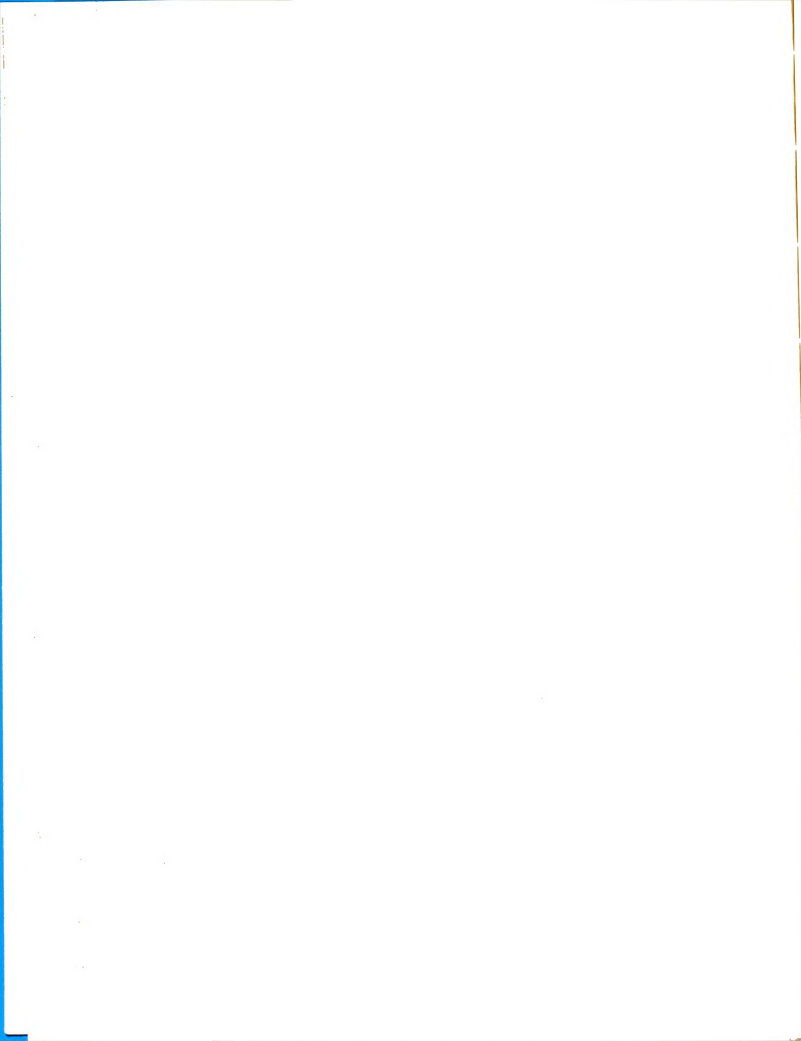
buildings contained the following data:

1. Student
 - a. The mean score of student responses to each of ten questions.
2. Teacher
 - a. The mean score of teacher perceptions of the principal's personality traits as perceived on the 16 Polar Adjective Checklist.
3. Principal
 - a. The score of the principal's perception of his personality as perceived on the 16 Polar Adjective Checklist.
 - b. The sten score of the principal's personality as measured by Cattell's 16 Personality Factor Test.
 - c. Thirteen demographic and biographical items of information supplied by the principals.
4. Organizational Climate
 - a. The six OCDQ Climate Similarity Scores.
 - b. Eight OCDQ Climate Profile Sub-test Scores

Using the Pearson product-moment correlation technique, an (r) was computed measuring the strength of the relationship of the 87 variables with each other.

The statistical tables indicated that across fourteen observations, a significant correlation at the .05 level was achieved at .497 plus or minus.

The results which relate to the testing of the hypotheses of this study are noted in the charts of Chapter IV.



CHAPTER IV

ANALYSIS OF THE DATA

Introduction

Surely the computer, which is ascribed a portion of blame for the impersonalization of life, must receive due commendation for reducing the "sweat of the brow" in providing statistical tabulations. With a matrix of 87 variables, the Pearson r 's for some 7500 pieces of data, along with accompanying the sundry calculations of means, standard deviations, sums, sums of squares and sums of squared deviations, became an accomplished fact in something under 8 seconds, a fact which this writer notes with respect and appreciation.

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

I. ANALYSIS OF THE DATA

Null Hypothesis 1. There is no relationship between the principals' perceptions of their personality traits and the classroom teachers' perceptions of those traits, as measured by the Sixteen Polar Adjective Checklist.

A perusal of Table III reveals that on fifteen of the sixteen traits of the Sixteen Polar Adjective Scale, no significant correlation exists between teachers' perceptions of principals and principals' perceptions of themselves. This is not to say that their perceptions are on opposite ends of the scale. It simply suggests that principals perceive themselves differently from teachers

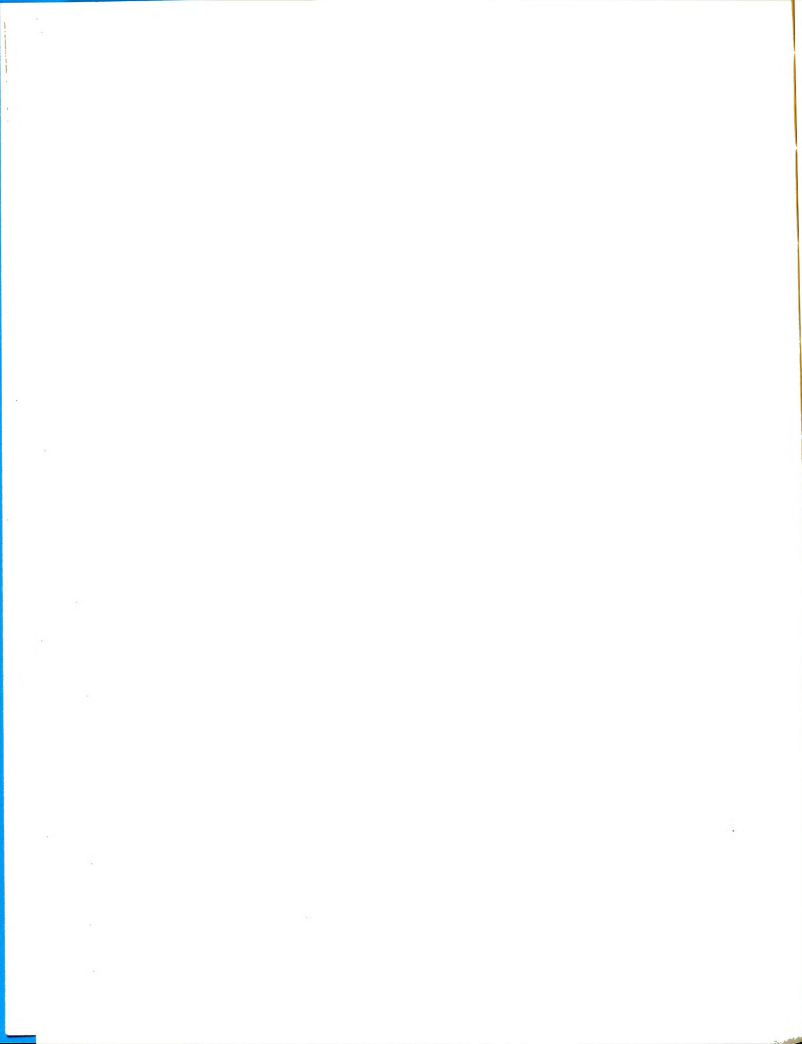
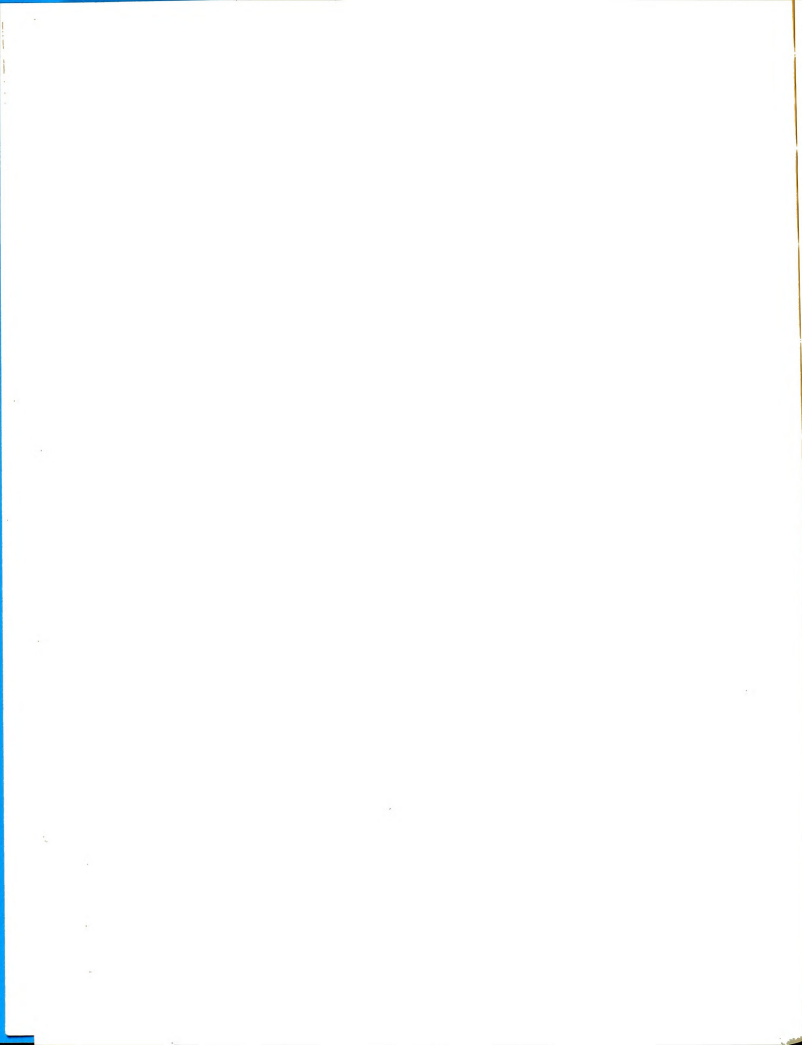


TABLE III

CORRELATIONS * BETWEEN PERCEPTIONS OF TEACHERS AND PRINCIPALS ON 16 POLAR ADJECTIVES CHECKLIST

Teacher Perceptions of Principal	Principals Self-Perception														
	Reserved Outgoing	Less Intelligent	Affected by Stable Emot.	Humble- Assertive	Sober-Happy	Expedient	Conscientious	Venturesome	Tough Minded	Trusting	Practical	Imaginative	Fortright	Shrewd	Placid
Reserved-Outgoing	0.247	-0.024	-0.004	0.463	-0.480	-0.510	-0.044	-0.042	0.172	0.126	0.016	0.192	-0.310	-0.249	0.343
Less Intelligent	0.003	-0.125	0.217	-0.098	-0.350	-0.219	-0.218	0.160	0.179	0.183	-0.276	0.345	-0.496	0.082	0.110
Affected by Emotionally Feelings - Stable	0.146	0.279	0.266	0.079	-0.079	0.306	0.174	0.067	-0.100	0.286	-0.306	-0.061	0.275	0.435	-0.126
Humble - Assertive	0.387	0.336	0.188	0.134	0.559	0.130	0.131	-0.169	0.349	-0.323	0.630	0.497	0.408	0.102	0.089
Sober - Happy-go-lucky	-0.128	-0.015	-0.146	-0.511	-0.414	-0.400	-0.085	0.175	0.174	-0.175	-0.067	0.134	-0.454	-0.305	-0.159
Expedient-Conscientious	0.137	-0.171	0.320	0.073	-0.083	0.190	-0.004	0.152	-0.027	0.437	-0.104	0.184	-0.122	0.232	0.114
Shy - Venturesome	-0.259	0.261	-0.041	-0.277	-0.339	-0.470	0.148	0.236	0.221	0.194	-0.148	0.156	-0.151	0.101	-0.396
Tough - Tender- Minded	0.202	-0.373	0.079	-0.366	-0.747	-0.175	-0.178	0.307	-0.438	0.353	-0.480	-0.442	-0.204	-0.260	-0.292
Trusting - Suspicious	0.189	0.317	0.149	0.428	0.489	0.392	0.223	-0.086	0.126	-0.203	0.253	-0.055	0.551	0.323	0.178
Practical - Imaginative	0.012	0.045	0.084	-0.022	-0.368	-0.061	-0.064	-0.024	-0.181	0.898	-0.412	-0.295	0.211	0.269	0.007
Fortright - Shrewd	-0.166	0.162	0.196	0.134	0.605	0.583	0.484	0.039	0.089	-0.154	0.273	-0.200	-0.550	0.536	0.112
Placid - Apprehensive	-0.397	-0.350	0.491	0.071	-0.019	0.230	0.137	0.015	0.239	-0.191	0.339	0.303	0.184	0.115	-0.143
Conservative	-0.069	0.200	-0.176	-0.559	-0.482	-0.345	-0.034	-0.210	0.082	0.542	-0.182	-0.057	0.182	0.074	-0.287
Experimenting	0.103	0.137	0.278	0.168	0.011	-0.023	0.077	0.003	0.250	0.257	-0.150	0.354	-0.125	0.398	0.145
Group Self- Dependent Sufficient	0.155	0.027	0.462	0.369	0.522	0.561	0.013	-0.046	-0.035	-0.084	0.058	0.302	0.262	0.527	0.160
Casual - Controlled	0.099	0.050	0.105	0.522	0.694	0.469	0.305	-0.115	-0.056	-0.233	0.475	0.005	0.338	0.096	0.094
Relaxed - Tense															

* Pearson Product Moment Correlations Underlined Scores Achieve .05 level of Significance.



with varying degrees of randomness. On only one dimension, the Practical-Imaginative Trait scale, is there correlation of significance, and then a very high "r" of 0.898.

However, there was a definite tendency in the direction of the differences. More often than not, principals tended to see themselves in a more favorable light than did the teachers perceive them. Table IV indicates that more than twice as often, the principal perceives himself more favorably than perceived by his staff.

TABLE IV

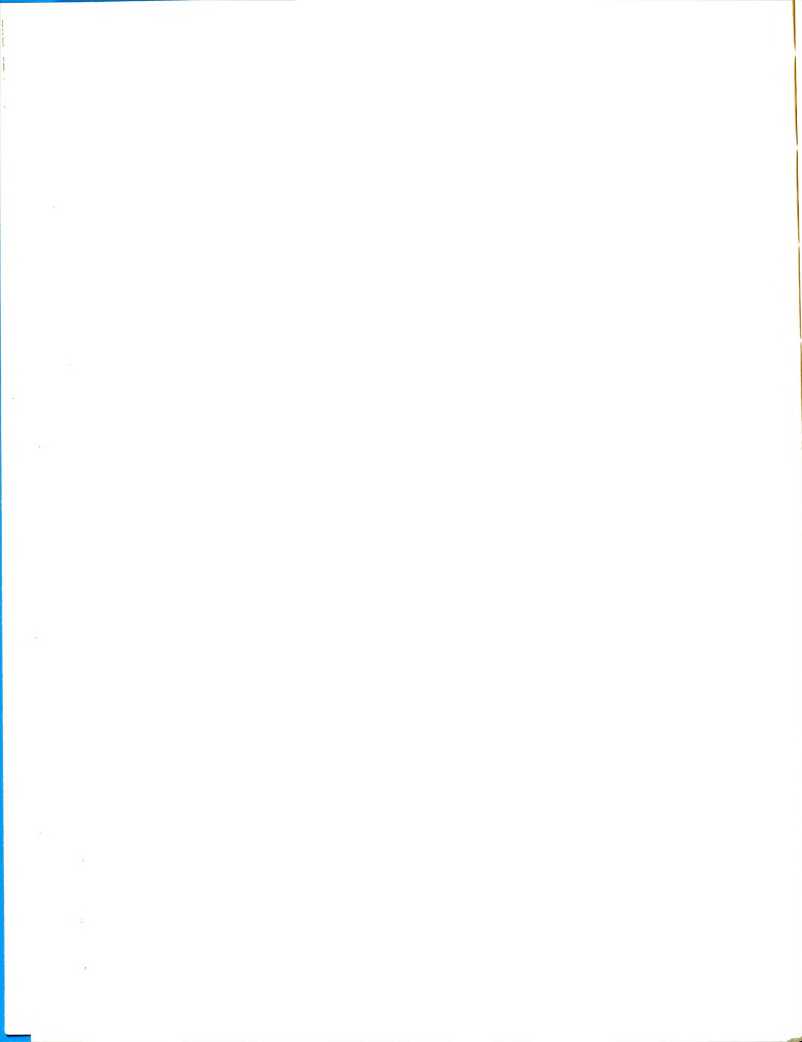
DIRECTION OF INCONGRUENCY WITH TEACHER PERCEPTIONS
ON THE SIXTEEN POLAR ADJECTIVE CHECK LIST

	No. of Traits Perceived More Favorably Than By Teachers*	No. of Traits Perceived Less Favorably Than By Teachers
n = 224	155	69
%	69%	31%

*Four of the traits (No. 9, 11, 12, and 16) were scored negatively, the lower score assumed to be the more favorable perception.

Table IV sums the number of possible trait comparisons (14 Principals x 16 Trait Perceptions = 224) between the principals and the mean score of the teachers in each building.

The dissertations by Anderson and Sargent using the OCDQ with both principals and teachers, found that principals consistently tend to view



the organizational climate more favorably than their staffs. In addition to perceiving the climate more favorably, this study suggests that they also perceive themselves more favorably as well.

Tables III and IV give major support to the Null Hypothesis 1. On fifteen of the sixteen scales of personality on the Sixteen Polar Adjective Checklist, there is no significant correlation of the perceptions of teachers and principals regarding the principal's personality.

While there may be some interest for others to note some dissimilar trait correlations (i.e. a principal perceived as "Outgoing" by teachers correlates significantly on the "Expedience" trait -0.510) such is not within the scope of this study.

Null Hypothesis 2. There is no relationship between "openness" of organizational climate as measured by the OCDQ and the teachers' perceptions of the "trustiness" of the principal as measured by the Sixteen Polar Adjective Checklist.

The most striking item from Table V is the observation that it is not particularly significant whether the principal considers himself as a "trusting" person, or even if a reliable standardized personality test indicates he possesses this quality. The correlation of significance insofar as "openness" of climate is concerned depends upon the teachers' perception of this quality of trust. Conversely, a negative perception of this quality by the teacher correlates with the score of "closed" climate.

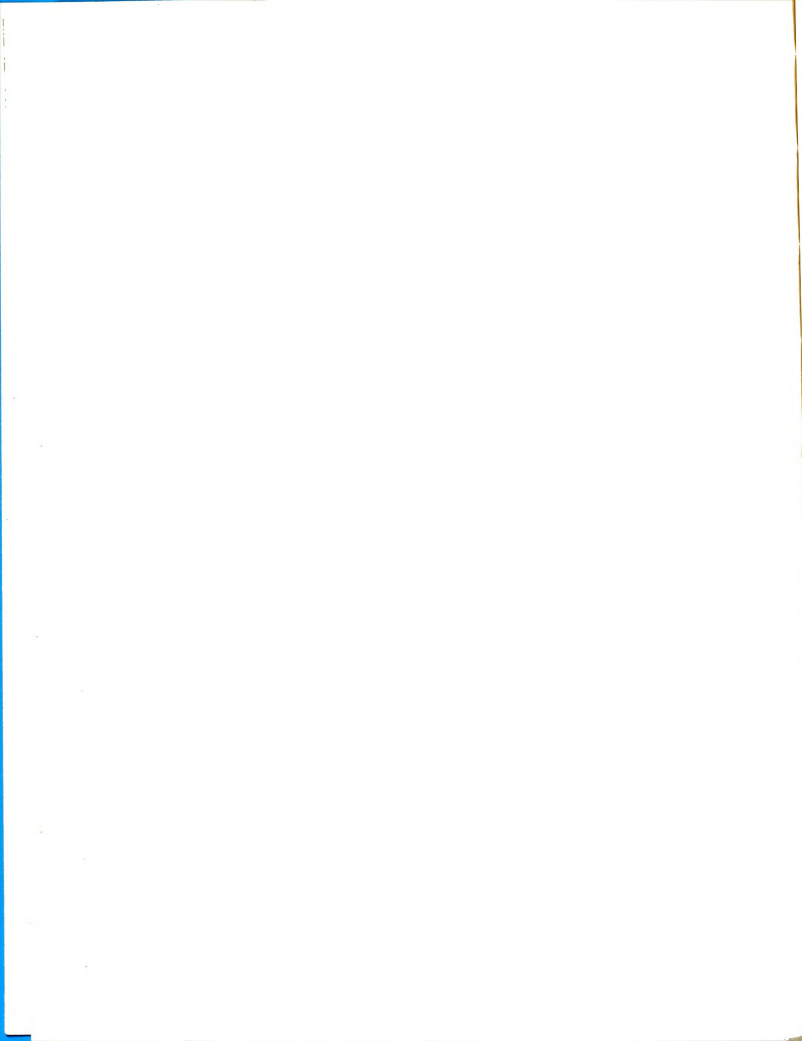
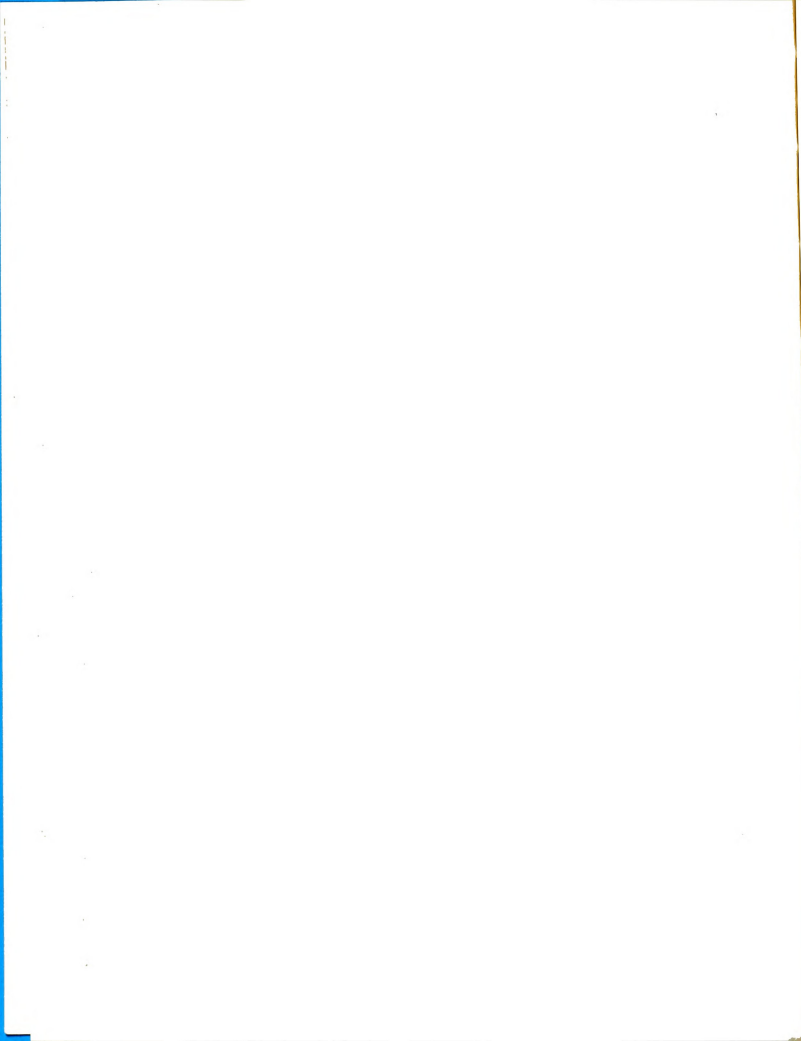


TABLE V
 CORRELATIONS OF ORGANIZATIONAL CLIMATE
 WITH PERCEPTIONS ON THE "TRUSTING -- SUSPICIOUS"
 DIMENSION OF PERSONALITY*

Organizational Climates	Trusting	--	Suspicious
	Teacher Perception		Principal Perception 16 PF Sten
Open	<u>0.575</u>		0.109 0.052
Autonomous	0.289		0.054 -0.179
Controlled	0.195		-0.106 0.021
Familiar	0.306		0.212 -0.038
Paternal	-0.426		0.061 0.095
Closed	<u>-0.624</u>		-0.153 -0.136

* The Climate Scores are weighted negatively, thus an "Open" Climate relates positively to "Trusting", the lower end of the trait scale. Underlined "r" scores above .05 level.



Studies by Null⁷² in elementary schools and Sargent⁷³ in Minnesota high schools have indicated that principals of "Open" Climate buildings tend to be more "trusting" than principals of "Closed" Climate buildings. The data in Table V suggests that this quality of "trusting" must be so perceived by the teaching staff.

Since the "r" on the teachers' perception of "Trust" was found to be significantly related to "Open" Climate as measured by the OCDQ, the null hypothesis is rejected.

Null Hypothesis 3. There is no relationship between the "openness" of organizational climate as measured by the OCDQ and the teachers' perceptions of the "conservativeness" of the principal as measured by the Sixteen Polar Adjective Checklist.

The Conservative-Experimenting Trait scale provides the highest correlations to organizational climate of the sixteen trait scales. Again, it is noteworthy that this occurs with the teachers' perceptions of that dimension, not the principal's perception or the sten score of the 16 PF Test. Note Table VI.

Since OCDQ climate scores are negatively weighted, and "Conservative" is on the lower end of the trait scale, the "r" score indicates that the way teachers perceive principals on this scale related positively to a

⁷²Eldon J. Null, Organizational Climate in Elementary Schools, Educational Research and Development Council I

⁷³Sargent, op. cit.

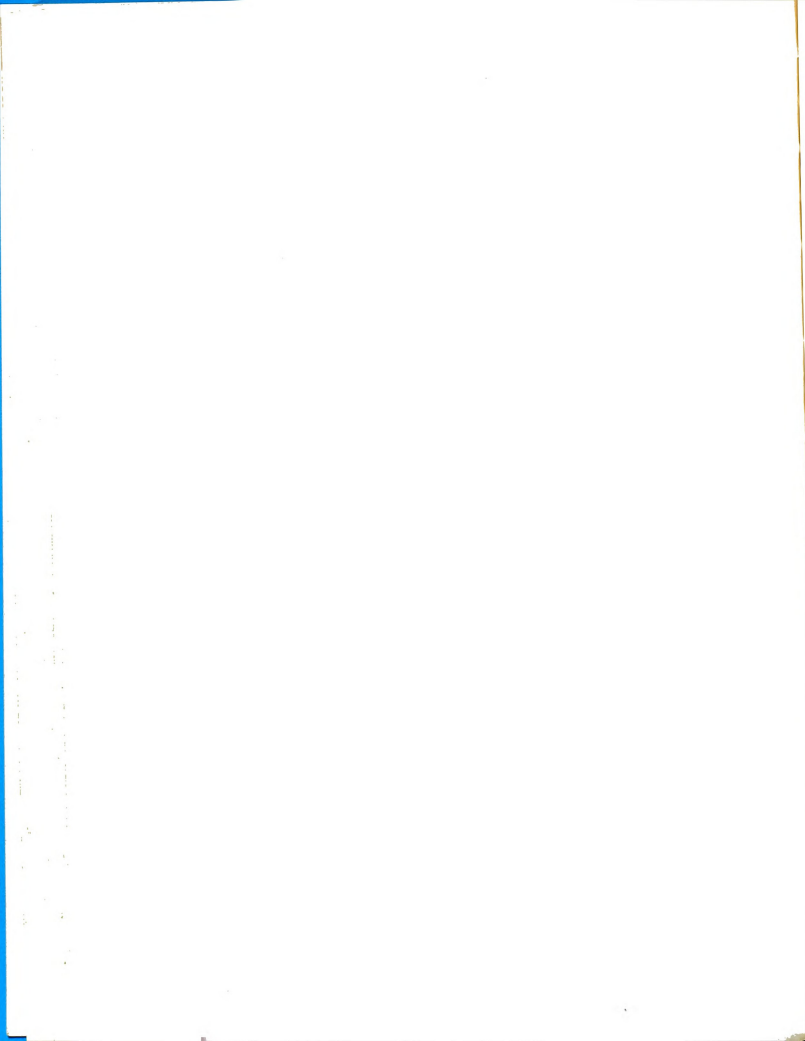
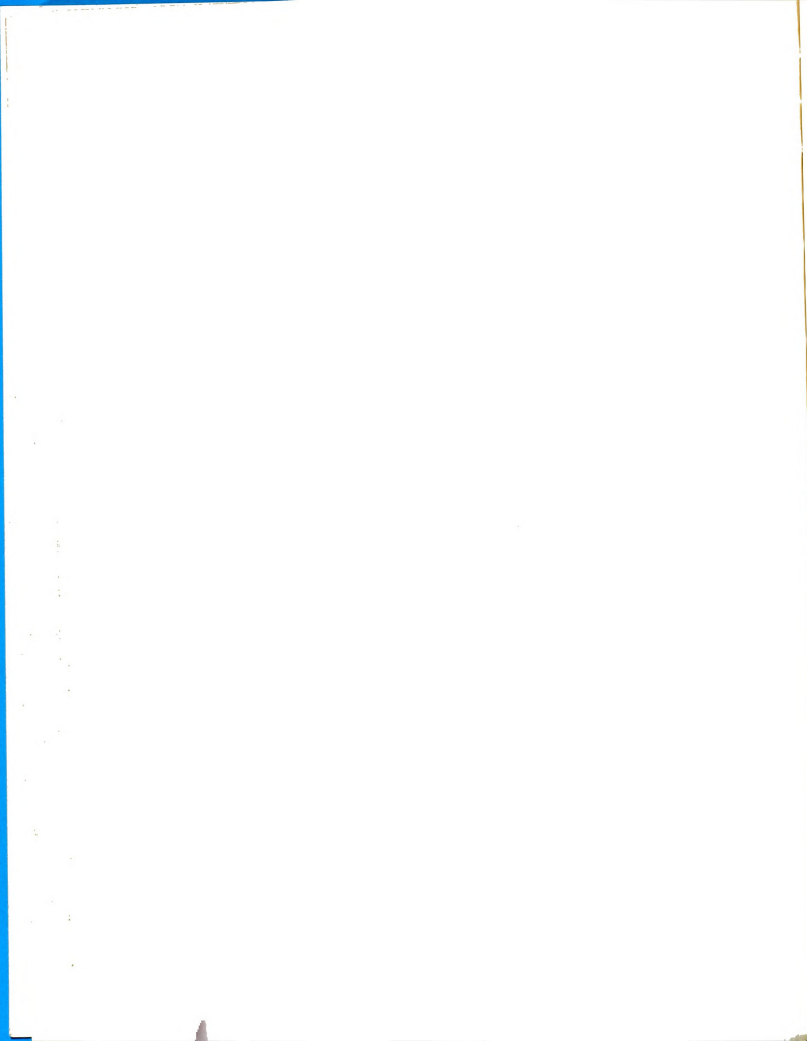


TABLE VI
CORRELATIONS OF ORGANIZATIONAL CLIMATE
WITH PERCEPTIONS ON THE "CONSERVATIVE -- EXPERIMENTING"
DIMENSION OF PERSONALITY*

Conservative -- Experimenting			
Organizational Climates	Teacher Perception	Principal Perception	16 PF Sten
Open	<u>-0.711</u>	0.059	-0.115
Autonomous	-0.413	0.120	-0.265
Controlled	0.003	0.030	-0.398
Familiar	<u>-0.615</u>	-0.059	0.089
Paternal	0.465	-0.133	0.349
Closed	<u>0.668</u>	-0.031	0.144

* The Climate Scores are weighted negatively, thus an "Open" Climate relates negatively to "Conservative," the lower end of the trait scale. Underlined "r" scores above .05 level.



"Closed Climate" (0.668) and negatively to the "Open" Climate (-0.711). There is also a negative correlation with the "Familiar" Climate (-0.615).

Cattell's⁷⁴ analysis of the person scoring low in the Conservative-Experimenting scale (Factor Q₁) is of one who 'accepts the 'tried and true', despite inconsistencies, when something else might be better. He is cautious and compromising in regard to new ideas. Thus he tends to oppose and postpone change, is inclined to go along with tradition....."

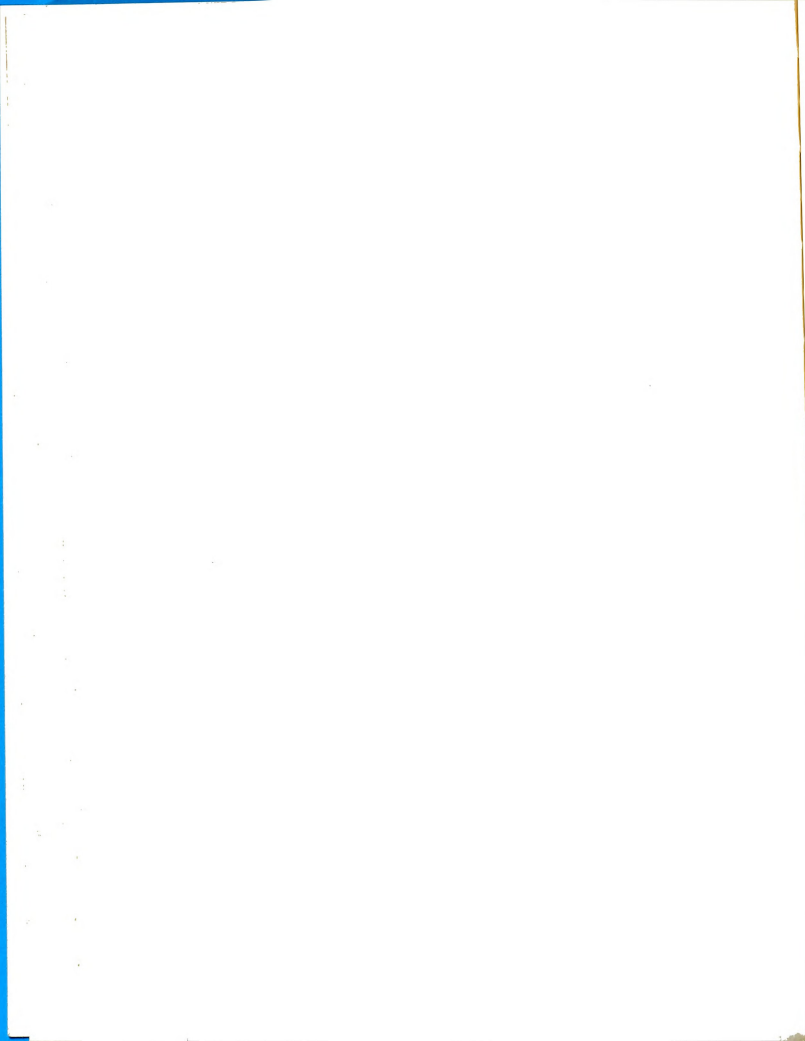
This tendency to uphold the status quo and maintain tradition may lead the "Closed" Climate principal to set up rules and regulations about how things should be done, and these rules may be quite arbitrary. He may expect others to take the initiative, yet does not give them the freedom required to perform whatever leadership acts are necessary. His plea of "let's work harder" may be interpreted by teachers as "you work harder".⁷⁵ This suspected lack of genuine concern may be a partial explanation of the "Closed" Climate principal being perceived as "Conservative".

The person scoring high on this scale (Experimenting-Factor Q₁) "is skeptical and inquiring regarding ideas, either old or new. He tends to be more well informed, less inclined to moralize, more inclined to experiment in life generally, and more tolerant of inconvenience and change."⁷⁶

⁷⁴Cattell, op. cit. p. 17

⁷⁵Halpin, op. cit. 174-78

⁷⁶Cattell, loc. cit.



In the "Open Climate" the principal's policies are not seen as hindering the teachers' accomplishment of their tasks. His rules and procedures are not inflexible and impersonal, and teachers obtain considerable job satisfaction.⁷⁷

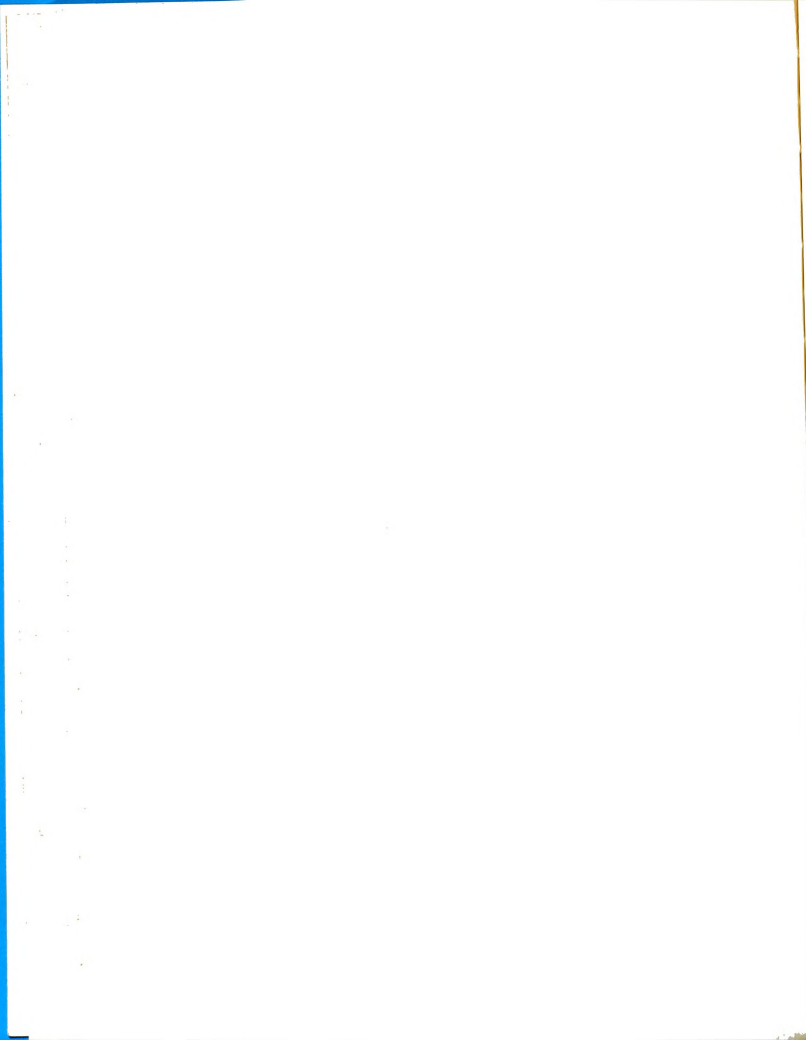
In the "Familiar" Climate, teachers perceive the principal as friendly. He does little to control or direct the group activities toward goal achievement. He has few rules and regulations as guides to how things "should be done", so the teachers' attempts at innovations are not seen as hindered by the principal.

It may be noted here that of the principals participating in this study, twelve of the fourteen rated themselves as more experimenting than they were perceived by their teachers. The two perceiving themselves less experimenting than perceived by their teachers were among the relatively open climate buildings.

On the basis of the data from Table VI, that the "r" on the teachers' perception of the principal on the Conservative-Experimenting trait was significantly related to the OCDQ "Open" Climate, the null hypothesis is rejected.

Null Hypothesis 4. There is no relationship between the "openness" of organizational climate as measured by the OCDQ and the students' valuing their school experience as measured by the responses on the Questionnaire for Students.

⁷⁷Halpin, loc. cit.



One of the assumptions mentioned earlier in this study was that if the organizational climate made a difference to the esprit and task commitment of teachers, then there might possibly be a measurable impact on students.

The correlations of Table VII measure the mean score of students responses on the 10-item Questionnaire For Students (Appendix A) to the OCDQ organizational climate scores found in the fourteen schools of the sample.

On the questionnaire, the lower score represents the more favorable opinion of school life. With the reminder that the climate scores are weighted negatively, the more favorable opinion of school life receives a minus correlation toward the "Open" dimension of climate.

Responses to four questions score at or above a level of significance with "Open" organizational climate. The questions:

2. How hard are you working these days on learning what is being taught at school. (-0.665)
3. When I'm in this class, I... (usually feel wide awake and interested). (-0.715)
4. How hard are you working on schoolwork compared with the others in the class. (-0.559)
6. If we help each other with our work in this class, the teacher (likes it alot). (-0.550)

Questions 2, 3, and 4 also correlated at significant level with the "Autonomous" Climate scores for the schools.

The mean score to Question 6 (Teachers approving students assisting

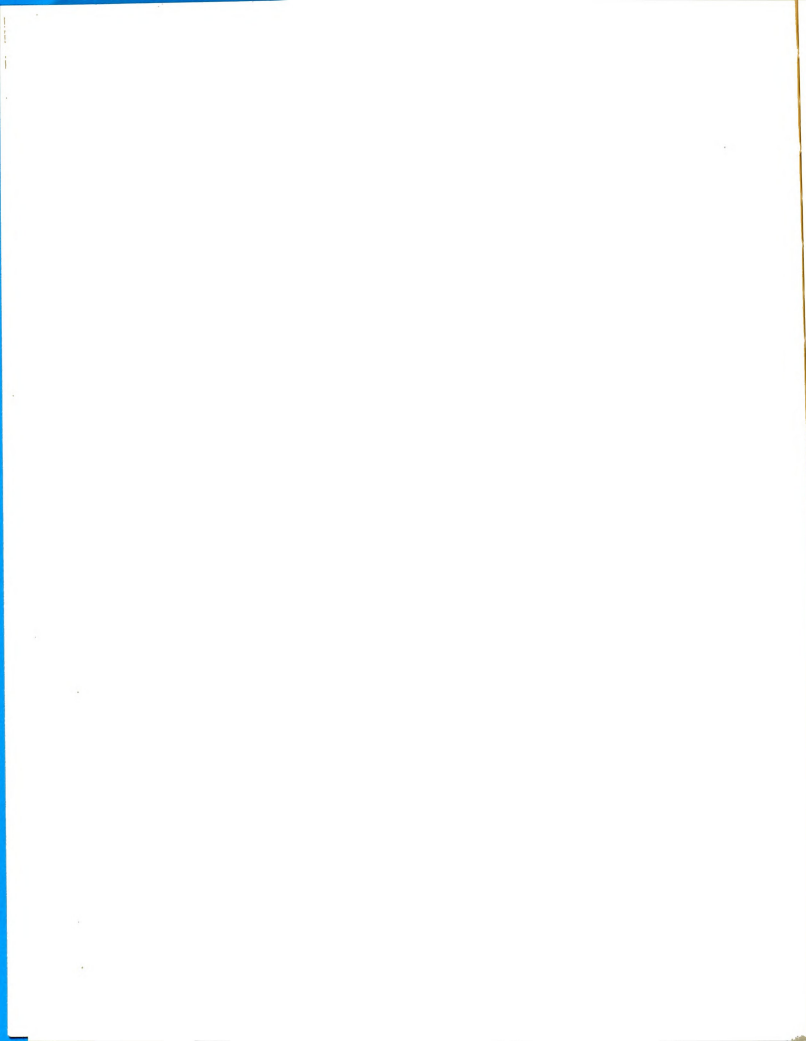
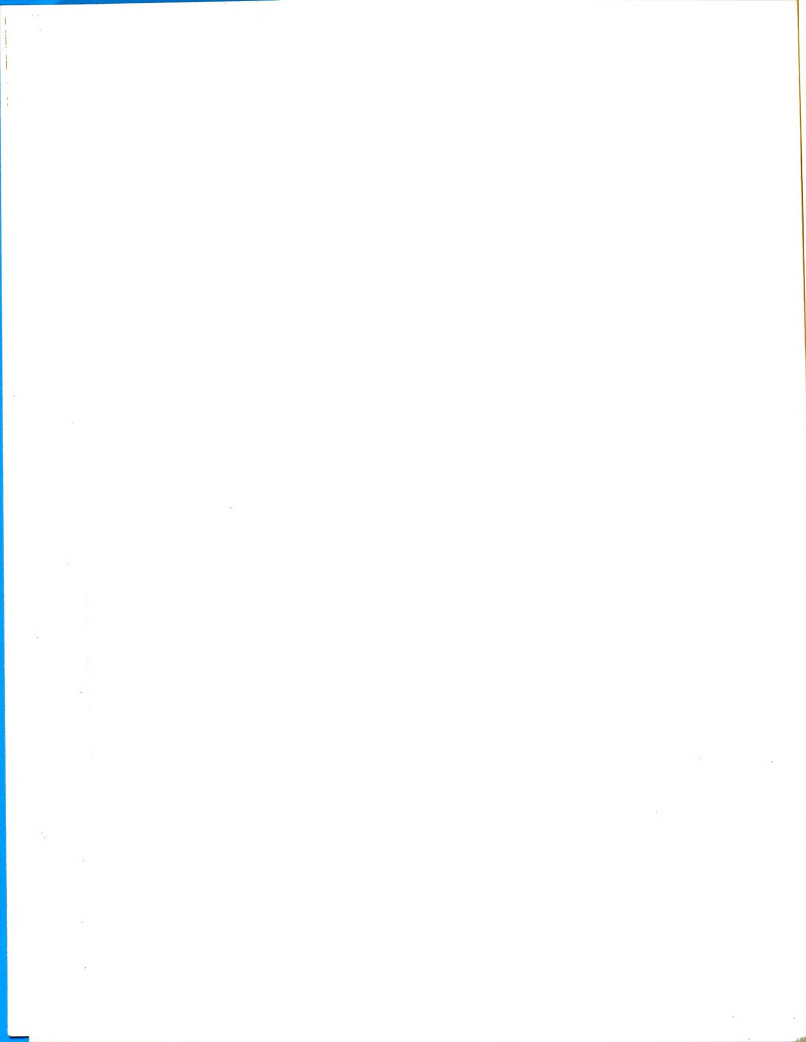


TABLE VII
CORRELATIONS OF ORGANIZATIONAL CLIMATE
WITH STUDENT RESPONSES ON QUESTIONNAIRE*

Student Questionnaire	OCDQ Organizational Climates					
	Open	Auton- omous	Con- trolled	Famil- iar	Pater- nal	Closed
1. Life in this class	-0.470	-0.265	-0.124	-0.190	0.390	<u>0.515</u>
2. Effort on schoolwork	<u>-0.665</u>	<u>-0.665</u>	0.264	<u>-0.629</u>	0.477	<u>0.489</u>
3. Alertness in class	<u>-0.715</u>	<u>-0.558</u>	0.172	<u>-0.664</u>	<u>0.525</u>	<u>0.673</u>
4. Effort on schoolwork compared to others	<u>-0.559</u>	<u>-0.735</u>	0.076	-0.334	<u>0.663</u>	<u>0.565</u>
5. Responsiveness of classmates to teacher	-0.348	-0.210	0.129	-0.288	0.142	0.335
6. Teacher approval of students assisting each other	<u>-0.550</u>	-0.380	0.377	<u>-0.599</u>	0.248	0.484
7. Quality of schoolwork compared to others	0.273	-0.275	0.025	-0.147	0.231	0.326
8. Frequency of classmates assisting each other	-0.339	-0.309	0.401	<u>-0.507</u>	0.083	0.307
9. Friendliness of class- mates	-0.146	-0.086	<u>0.589</u>	<u>-0.562</u>	-0.137	0.095
10. Importance of school activities compared to remainder of day	-0.174	-0.118	<u>0.516</u>	<u>-0.517</u>	-0.099	0.189

*Pearson product moment correlations. Climate scores are weighted negatively, thus "Open" Climate correlates negatively with higher valuing of classroom life. Underlined scores above .05 level.



each other) relates favorably to the scores of both the Open (-0.550) and Familiar Climates (-0.599) in these schools. However the student perceptions about the frequency of this activity (Question 8. How often do the pupils in this class help one another with their schoolwork?) correlates at a level of significance only with the Familiar climate (-0.507).

The student mean scores along all 10 questions relate in a favorable direction to the "Open" Climate scores and away from the "Closed" Climate scores. However the significant relationships occur more frequently with the "Familiar" Climate scores of the schools (six of the ten questions) than with the "Open" Climate scores (four of the ten questions).

On the basis of the data from Table VII, there does appear to be a favorable relationship between the students' valuing of their school experience and the "openness" of the climate in the schools as measured by the OCDQ. Therefore, Null Hypothesis 4 is rejected.

Null Hypothesis 5. There is no relationship between the Climate Profile characteristics as measured by the OCDQ and the students valuing their school experience as measured by the Questionnaire for Students.

Table VIII provides the correlations between the mean scores of the students' responses about school life to the Climate Profile sub-tests of the OCDQ. The characteristics of each of these eight profiles are summarized in Chapter II.

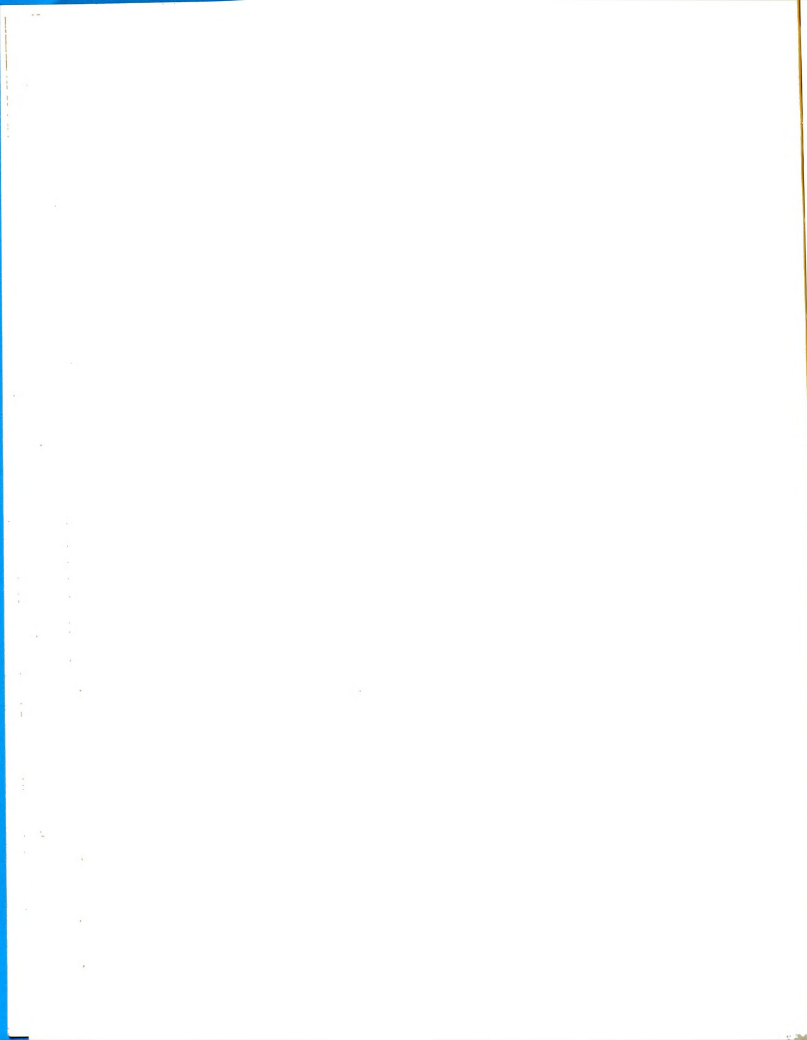
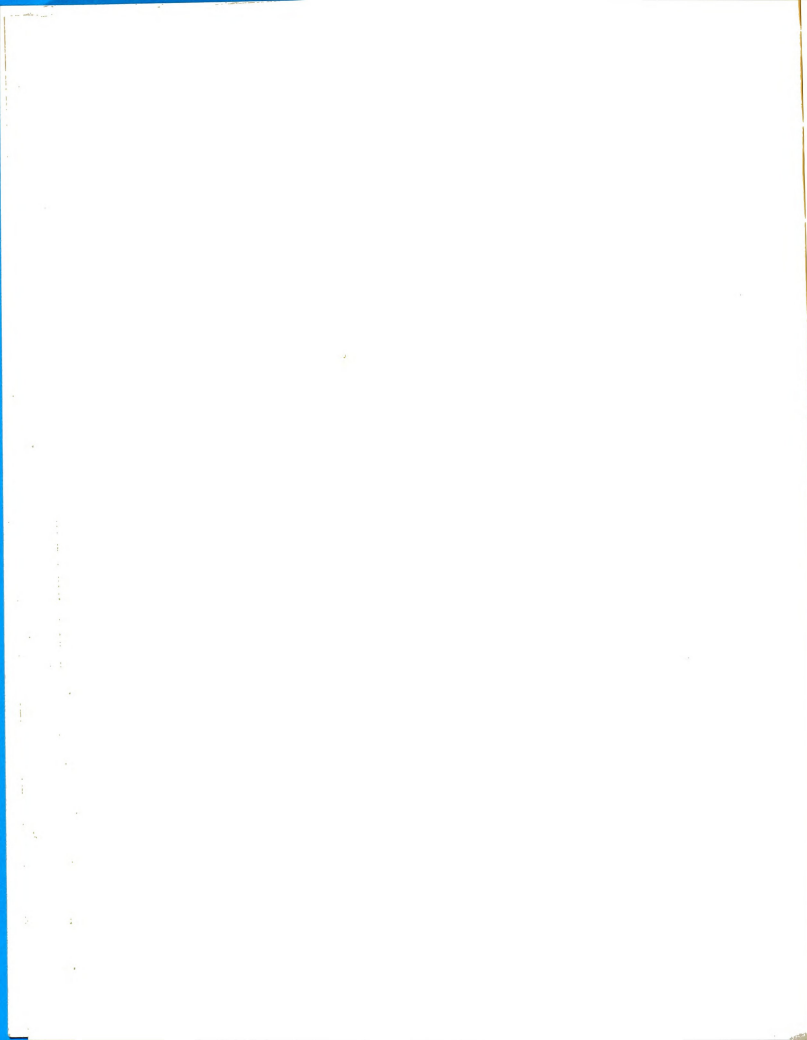


TABLE VIII
CORRELATIONS OF OCDQ CLIMATE PROFILE SCORES
WITH STUDENT RESPONSES ON QUESTIONNAIRE¹

Question	Dis- engage- ment	Hin- drance	Esprit	Inti- macy	Alloof- ness	Produc- tion Em- phasis	Thrust	Con- sider- ation
1. Life in this class	-0.391	-0.005	0.212	-0.049	-0.231	-0.364	<u>0.506</u>	0.275
2. Effort on school- work	<u>-0.564</u>	<u>-0.559</u>	<u>0.514</u>	<u>0.518</u>	<u>-0.056</u>	<u>-0.523</u>	0.331	0.487
3. Alertness in class	<u>-0.562</u>	-0.279	0.427	0.334	<u>-0.528</u>	<u>-0.545</u>	0.442	<u>0.598</u>
4. Effort on school- work compared to others	<u>-0.664</u>	-0.395	<u>0.632</u>	<u>0.602</u>	0.111	-0.308	0.121	0.282
5. Responsiveness of classmates to teacher	-0.229	-0.242	-0.107	-0.115	-0.121	-0.384	0.448	<u>0.572</u>
6. Teacher approval of students assisting each other	-0.429	-0.410	0.053	0.227	-0.334	-0.453	0.434	<u>0.731</u>
7. Quality of school- work compared to others	-0.331	-0.276	0.322	0.410	-0.216	0.073	0.113	0.038
8. Frequency of class- mates assisting each other	-0.309	<u>-0.522</u>	0.017	0.377	-0.357	-0.163	0.185	<u>0.615</u>
9. Friendliness of classmates	0.076	<u>-0.513</u>	-0.219	0.120	-0.208	-0.138	0.097	<u>0.603</u>
10. Importance of school compared to remain- der of day	0.007	-0.320	-0.388	-0.042	-0.117	-0.305	0.213	<u>0.712</u>

¹Pearson product moment correlations. Climate profile scores are weighted positively. Underlined scores above .05 level.



Four of the Climate Profile scores relate to teacher behavior:

1) Disengagement, 2) Hindrance, 3) Esprit, and 4) Intimacy. Four of the

Climate Profile scores relate to principal behavior: 1) Aloofness, 2) Production Emphasis, 3) Thrust, and 4) Consideration.

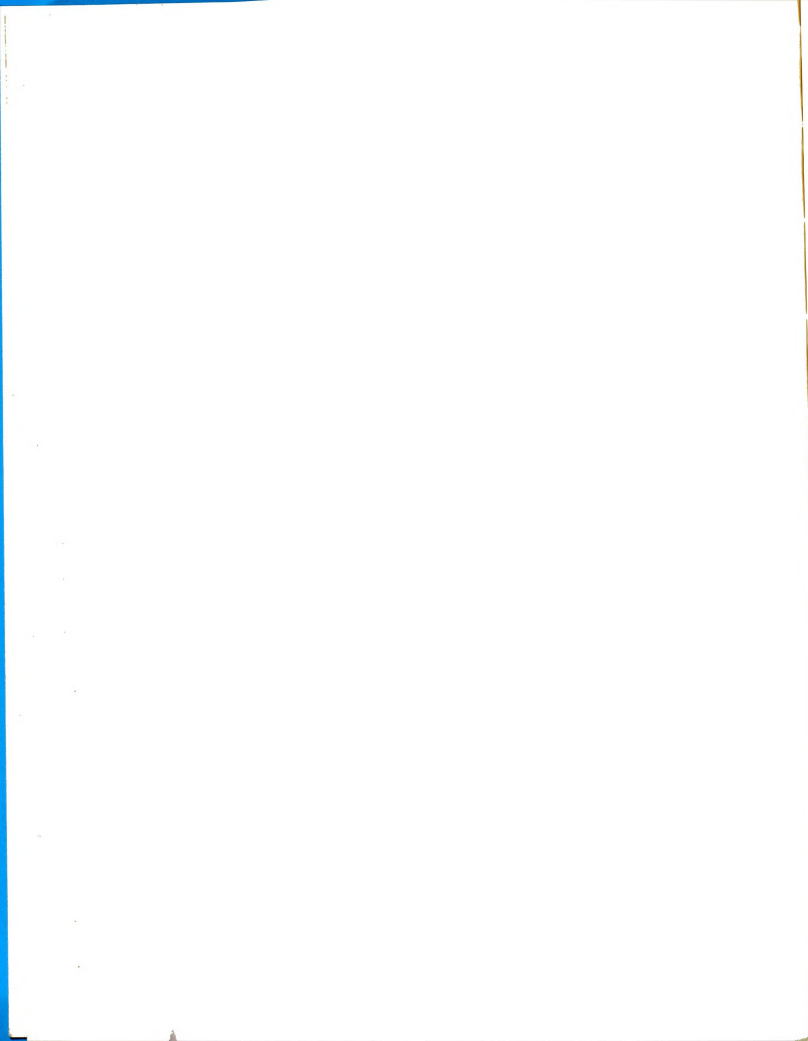
Consideration, the inclination of the principal to treat teachers "humanly" is the most frequently related factor to student valuing of school life. Responses to six questions show significant correlations:

- #3. Alertness in class (0.598)
- #5. Responsiveness of classmates to teachers (0.572)
- #6. Teacher approval of students assisting each other (0.731)
- #8. Frequency of classmates assisting each other (0.615)
- #9. Friendliness of classmates (0.603)
- #10. Importance of school compared to remainder of day (0.712)

High Consideration, which is a significant factor in both the Open and Familiar Climates (note Table XII in Appendix), partially explains the correlation of these two climates to the students' responses about school life.

Disengagement (teachers "out of gear" with respect to their task) produced a negative correlation with three student responses:

- #2. Effort on schoolwork (-0.564)
- #3. Alertness in class (-0.562)
- #4. Effort on schoolwork compared to others (-0.644)



Hindrance (the teachers' feelings that the principal burdens them with unnecessary busywork) relates negatively to three student responses also:

- #2. Effort on schoolwork (-0.559)
- #8. Frequency of classmates assisting each other (-0.522)
- #9. Friendliness of classmates (-0.513)

Esprit (teacher "morale") relates positively to the student responses on effort as does Intimacy (friendly social relations):

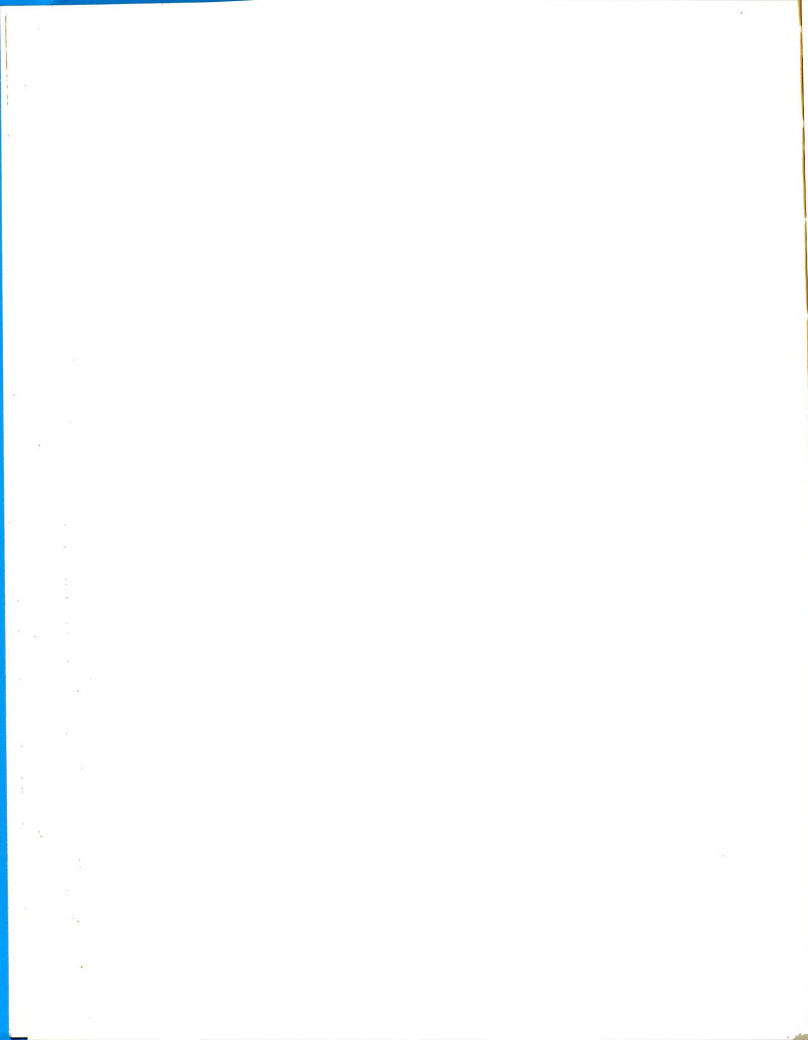
- #2. Effort on schoolwork (0.514) and (0.518)
- #4. Effort on schoolwork compared to others (0.632) and (0.602)

Production Emphasis, which refers to behavior by the principal characterized by close supervision of the staff and highly task-oriented, interestingly enough results in a negative relationship to student effort as well as alertness.

- #2. Effort on schoolwork (-0.523)
- #3. Alertness in class (-0.545)

This is similar to the effect found by Kahn and Katz in their study of supervision and industrial morale and productivity.⁷⁸ When institutions insist on close supervision in an effort to increase productivity, supervisors

⁷⁸Robert L. Kahn and Daniel Katz, "Leadership Practices in Relation to Productivity and Morale" in Cartwright, D. and Zander, A. in Group Dynamics, Evanston, Illinois: Row, Peterson. 1953 pp. 612-628.



likely to find dissatisfaction, lowered morale and lack of motivation among the workers, and in consequence lower productivity.

Of the remaining two correlations, one is negative and one positive.

Thrust (principal behavior in setting a personal example for task) relates positively to student response on classroom life (0.506).

Aloofness (formal and impersonal principal behavior) relates negatively to alertness in class (-0.528).

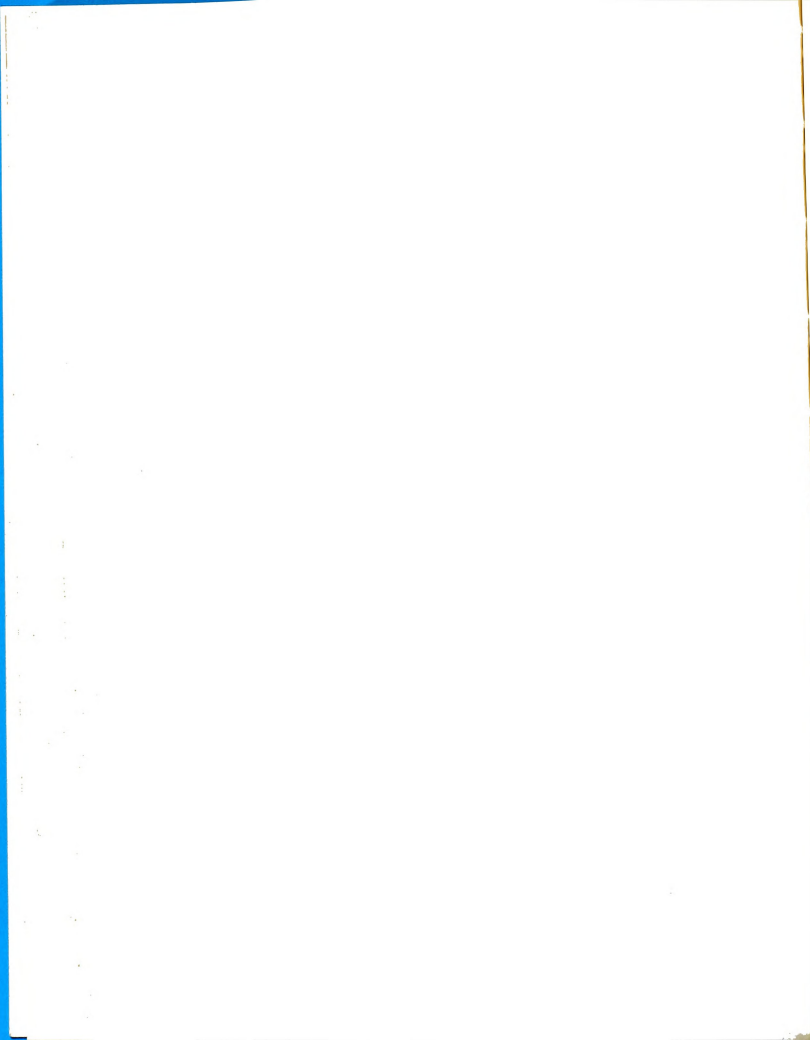
The data in Table VIII indicates twenty significant correlations above the .05 level between the responses of students on the Questionnaire for students and the Climate Profile Scores of teacher and principal behavior measured on the OCDQ administered in the fourteen schools of this study. Ten of the correlations relate to the teacher behavior characteristics of Disengagement, Hindrance, Esprit and Intimacy. Ten also relate to principal behavior characteristics of Aloofness, Production Emphasis, Thrust and Consideration, the latter being the significant single factor.

Based on this data, the Null Hypothesis 5 is rejected.

Summary

Overstreet⁷⁹ pointed out that most people are not even conscious of having a picture of themselves and of the possibility that there may be a

⁷⁹Harry Overstreet, cited in Prestwood, op. cit., p. 5



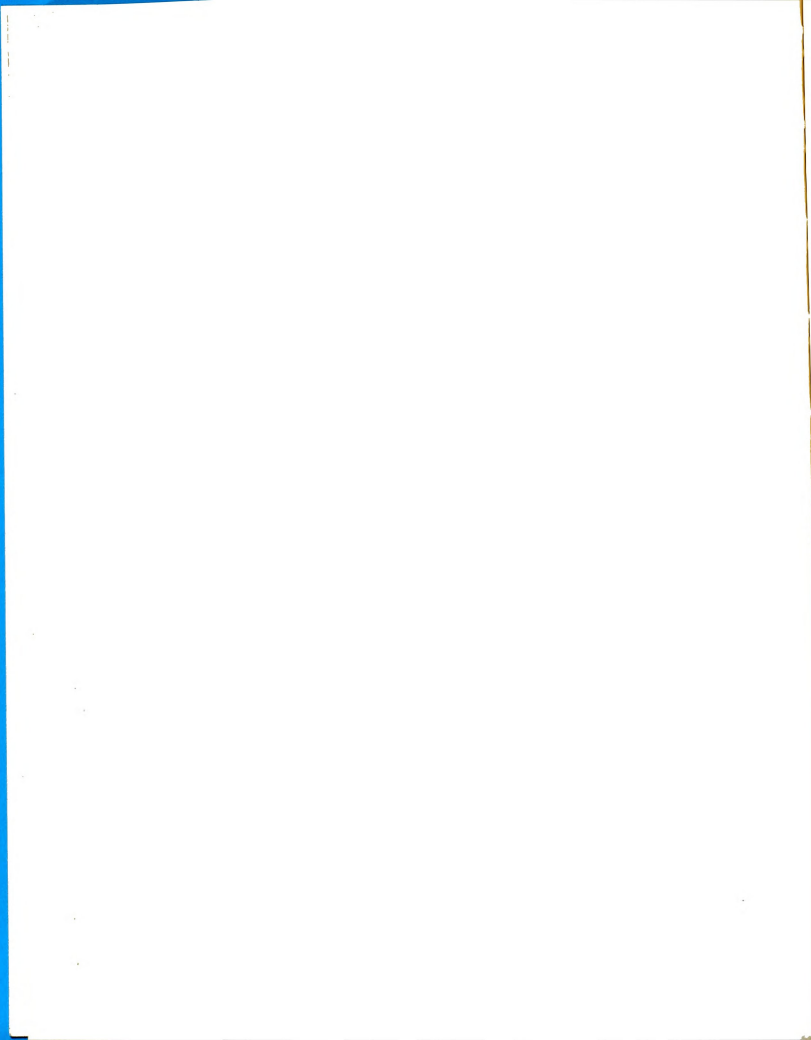
discrepancy between what they are and what they think they are. Some of this discrepancy can be attributed to the assumptions that people make in reacting to others in certain ways based on their interpretations of outward behavior. With the numerous norms in society for protection of the ego and "facade-building", many assumptions never get tested openly. Thus the possibilities for incongruent perceptions remain high. The data of Table III and IV provide supporting evidence for the acceptance of Null Hypothesis I, that there is little or no correlation between teachers' perceptions of principals and principal's perceptions of themselves. Where the incongruent perceptions occur, the principal tends to see himself in the more favorable light.

Testing these perceptions with the climates described by Halpin and Croft's OCDQ, the data of Tables V and VI supported the teachers' perceptions of the principal as providing the significant correlations to the "openness" or "closedness" of the climate.

The trait scales of "Trusting-Suspicious" and "Conservative-Experimenting" were selected as key dimensions of administrator's personality. The quality of "trusting" as an important ingredient in communication and influence has been noted by Brown.⁸⁰

"Within the realm of persons, knowledge of one person by another depends not on observation but on

⁸⁰Harold O. J. Brown, "A Theology of Trust", Christianity Today, Vol. XIII, No. 14, April 11, 1969 p. 4 (620). Underlining mine.



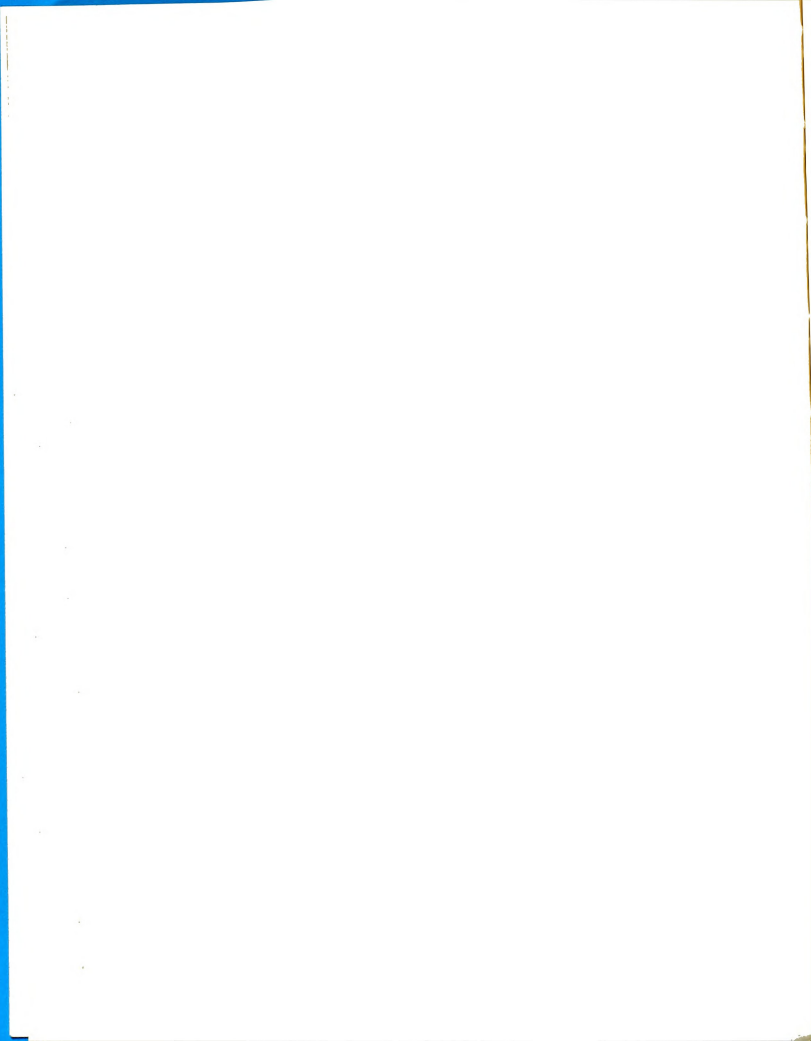
communication. This communication has a verbal aspect, its content, but it also has a non-verbal aspect, its trustworthiness. One does not learn what another person really is without words: the same behavior may mean two totally different things, depending on the words of explanation that accompany it. But a person's words alone do not tell you what he is unless you engage yourself with him to the extent of trusting them to be true. Trusting them to be false also constitutes a kind of engagement with the other person and also can produce an experience of what he really is. The act of trust--or distrusting--establishes contact between the persons; the communication between them takes on a different dimension. They not only inform each other but also begin to influence each other. By trusting another person, I influence his behavior toward me."

The managerial development team of Blake and Mouton have stated that trust is an essential factor in morale. They add, "People can work together better in solutions of problems and reach goals as a team or individuals when there is trust and mutual support than when distrust, disrespect, and tensions surround their interactions."⁸¹

The characteristic of the person scoring low on the "Conservative" Trait scale to be cautious in regard to change or new ideas may unloose a cluster of other feelings that teachers may possess in regard to unnecessary regulations or the status quo.

In either case, to what degree the principal actually possesses

⁸¹Blake and Mouton, op. cit. p. 9



the characteristics of "trusting" or "conservative", is not analyzed in this study. The important relationship insofar as climate is concerned rests with the teachers' perception of those qualities. On this basis, Null Hypotheses 2 and 3 were rejected.

The mental health of a class group is as important to the learning process as the mental health of individual students. The climate--a symptomatic measure of group health affects the emotional health and development of the individual student as well as his degree of learning.⁸²

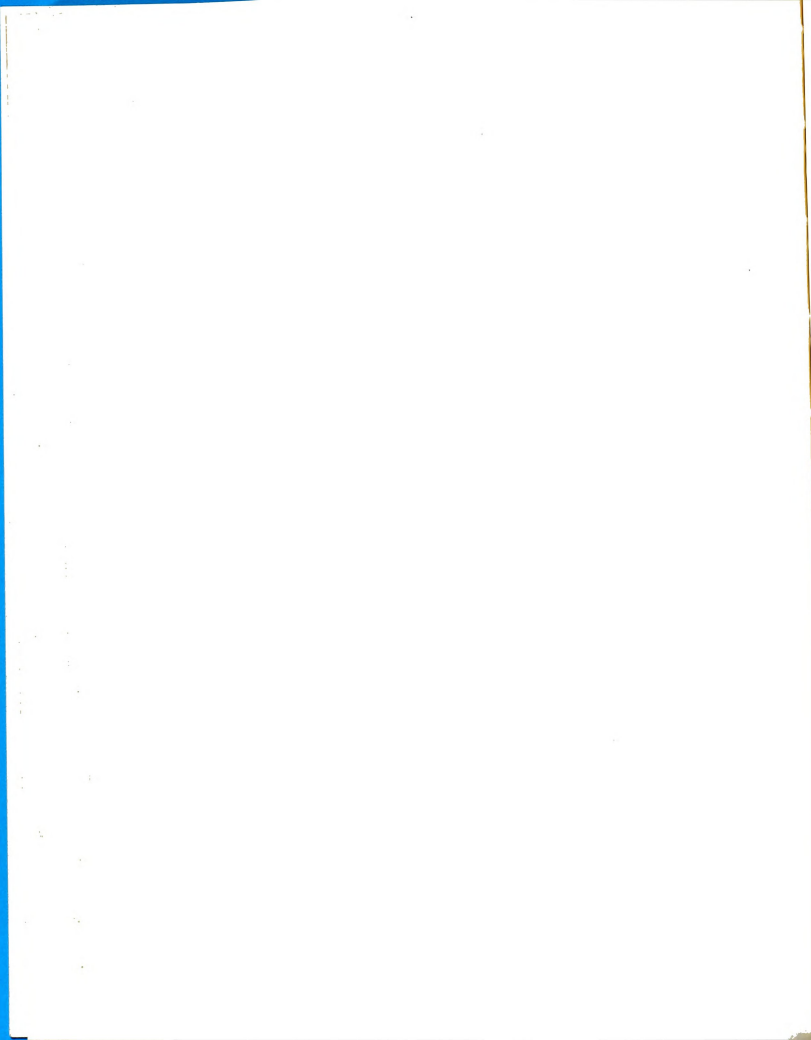
Bradford observed that "class groups vary about as widely as do individuals on the dimensions of good and poor mental health. Every student knows that classes differ greatly. Some are supportive and building; some are traumatic and destructive; some induce deadly apathy."⁸³ Gibb adds that "because the teacher is such a critical member of the group, his behavior will be most important in climate setting."⁸⁴

This suggests then, that the manner in which a teacher affects or is affected by Organizational Climate, whether open or closed, or whether

⁸²Leland P. Bradford, "Developing Potentialities Through Class Groups", Forces In Learning No. 3, 1961, National Training Laboratories, NEA, Washington, D.C. p. 36

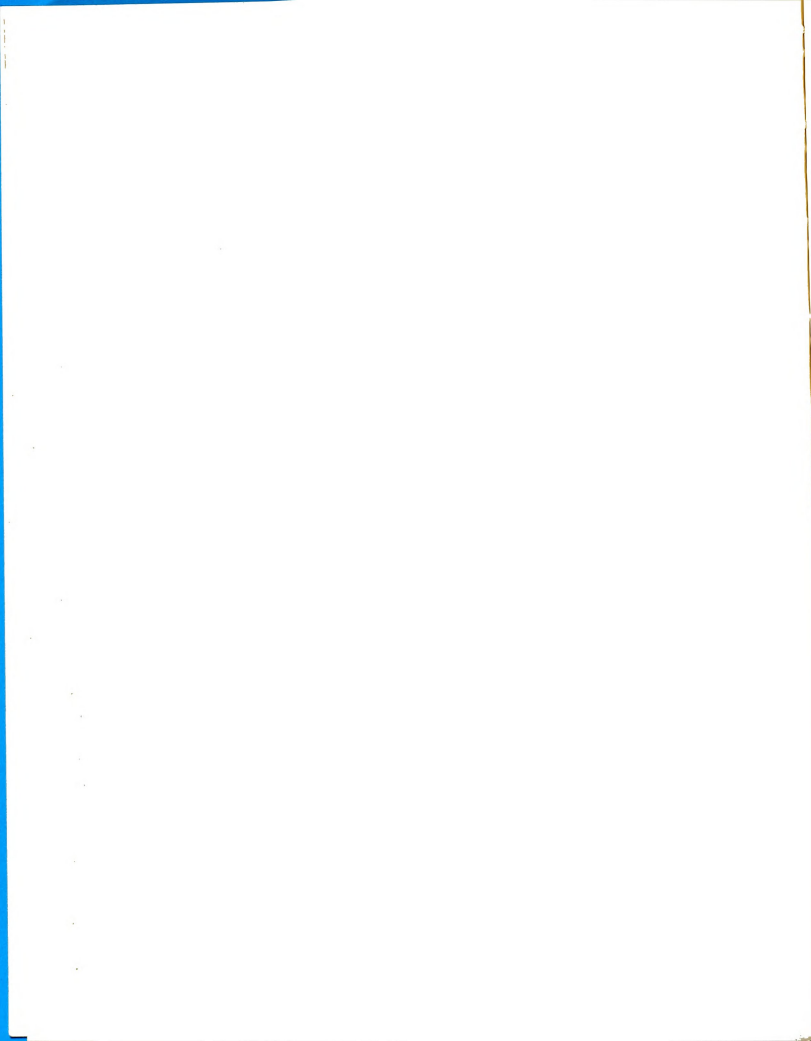
⁸³Ibid., p. 36

⁸⁴Jack R. Gibb, "Sociopsychological Processes of Group Instruction" Forces In Learning No. 3, National Training Laboratories, NEA, 1961 Washington D.C. p. 52



highly disengaged or with high esprit will be perceived by the students. The resulting teacher behavior will be a factor in the classroom climate affecting learning.

It must be noted here that this study does not divide or distinguish the climates existing in the relatively "open" or relatively "closed" schools. The student responses were constituted into a mean of mean scores for each of the ten questions about school life and then correlated with the Climate Similarity Scores and Climate Profile Scores obtained in the fourteen schools of the study. The data from Tables VII and VIII indicated that significant relationships did exist between nineteen Climate Similarity Scores and twenty Climate Profile Scores. The most frequent relationships were with the profile score of principal behavior termed Consideration and the "Familiar" organizational climate. On the basis of this data, the Null Hypotheses 4 and 5 were rejected.



CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSION

Introduction

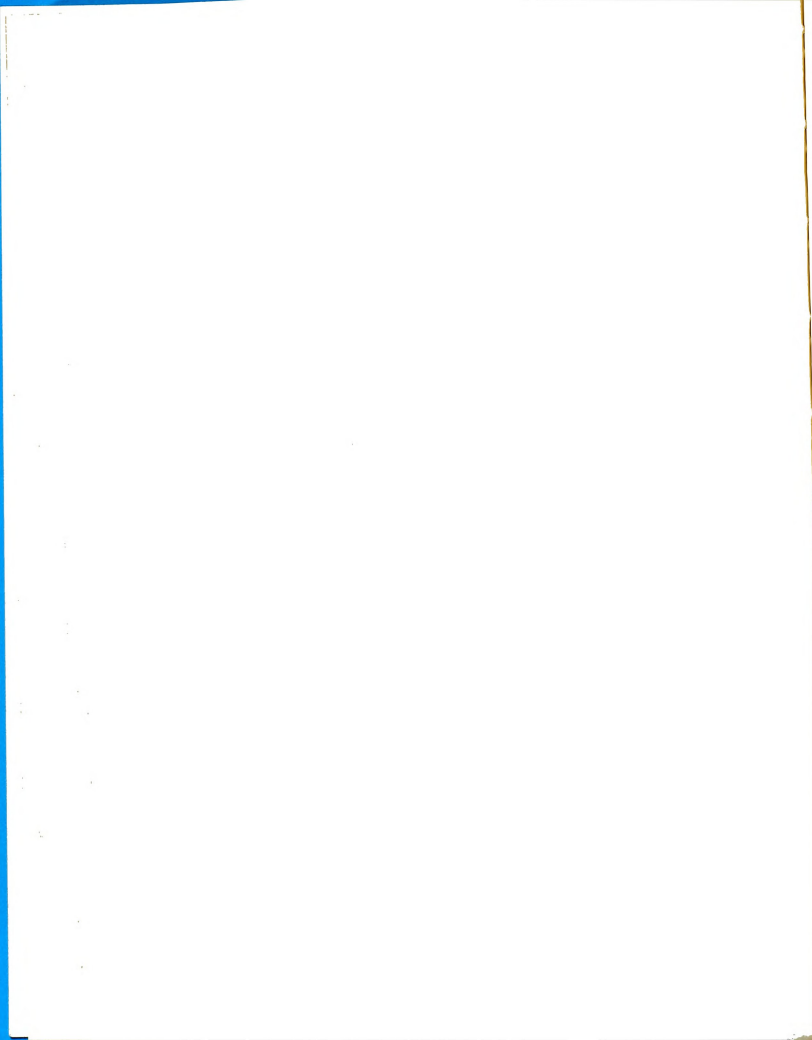
This chapter draws from the preceding chapters the central elements of the study findings. A summary of the study will be presented as well as the findings based upon the data obtained. Some general conclusions are noted along with recommendations for further study.

Summary

This study was designed to assess the relationship of three separate measures of the principal's personality to the organizational climate existing in the schools administered by fourteen veteran elementary principals.

The measures of the principal's personality were: 1) his perception of himself, 2) as perceived by the classroom teachers, and 3) as rated by a reliable standardized personality test.

The definition and assessment of six types of organizational climate were based on Halpin and Croft's pioneer study which categorized six climate types along an "open-closed" continuum. The climates (Open-Autonomous- Controlled-Familiar-Paternal-Closed) were determined by teacher response to the Organizational Climate Description Questionnaire (OCDQ). "Student climate" was also sampled by a 10-item questionnaire given to 5th grade students measuring "feelings" about school life.



A review of the literature on leadership and climate repeatedly stressed four themes:

1. Climate is important to learning and effective goal accomplishment.
2. The leader is a vital factor in determining the climate.
3. Perceptions of leaders and others on role performance are often incongruent.
4. Leaders need to understand themselves and be "aware" of how they are perceived if they are to function effectively with people.

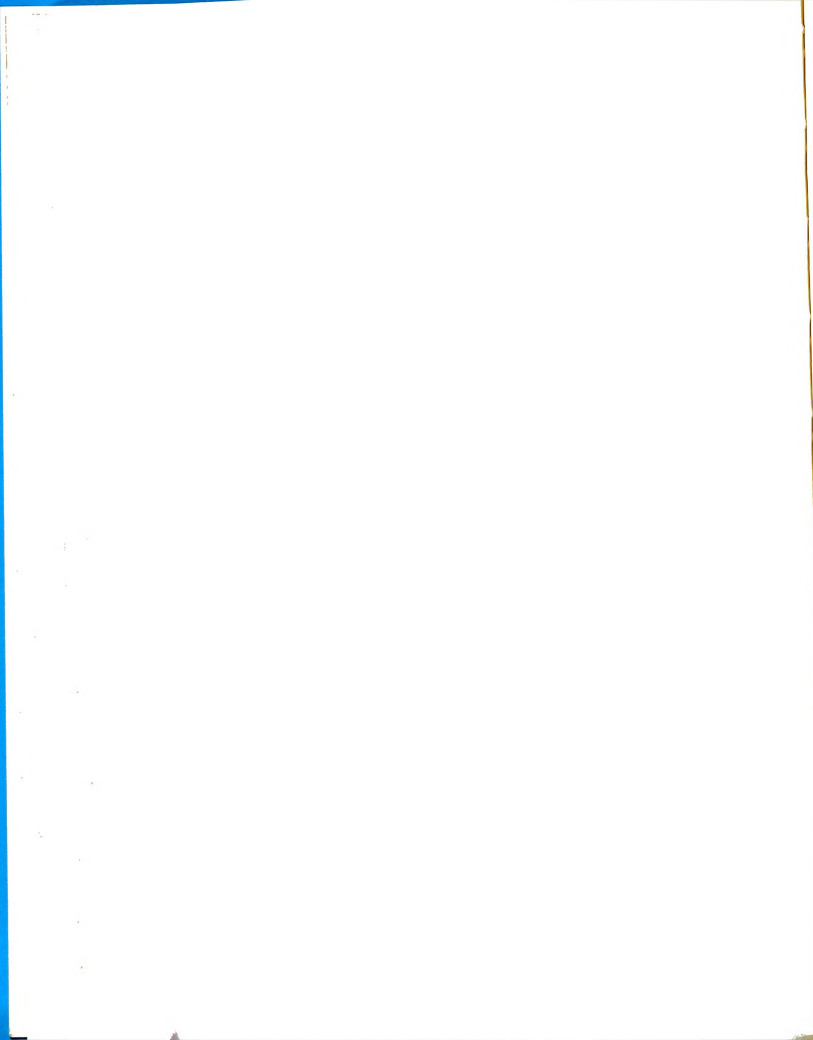
This study measured the congruency of teacher-principal perceptions along sixteen basic dimensions of personality. Perceptions of two traits were selected for particular analysis: the "Trusting-Suspicious" dimension and the "Conservative-Experimenting" dimension. Each trait was related to the OCDQ Climate scores. The "student climate" responses were also compared to the OCDQ Climate scores.

A total of 87 variables of climate characteristics, personality, perceptions and biographical factors were tested for relationship using the Pearson product-moment correlation technique to provide the data for this study's findings.

Findings

The major findings of this study are summarized as follows:

- a. No significant correlation exists between the way principals perceive their personality and the way teachers perceive the principal along dimensions of personality.



On only one of the sixteen traits, the "Practical-Imaginative" dimension was there a significant correlation.

- b. Principals tend to perceive their personality in a more favorable manner than do their staffs.

Using a mean score for each building on each trait to obtain a staff profile of the principal, principals perceived themselves in a more favorable light on 69 percent of total scale choices, and less favorably on 31 percent of the scale choices.

- c. The quality of "Trusting" as perceived by the teachers in the principal's personality, is positively related to the "Open" Climate score on the OCDQ scale.

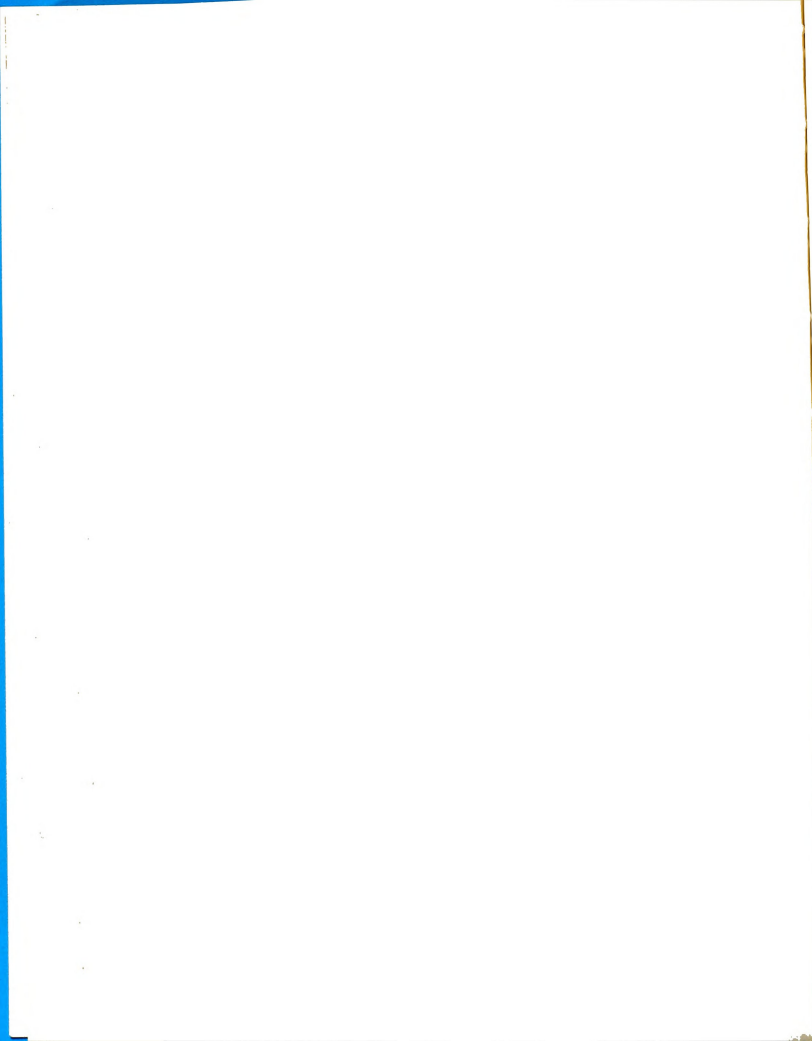
The converse was noted by the data to also hold:

- d. The quality of "Trusting" as perceived by the teachers in the principal's personality, is negatively related to the "Closed" Climate score on the OCDQ scale.
- e. The quality of "Conservative" as perceived by the teachers in the principal's personality is negatively related to the "Open" Climate Score on the OCDQ scale.

It may be noted here that of the principals participating in the study, twelve of the fourteen rated themselves as more "Experimenting" than perceived by their teachers. The two perceiving themselves less "Experimenting" than perceived by their teachers were among the relatively "Open" Climate buildings.

The converse to Finding 4 also holds:

- f. The trait of "Conservative" in the principal's personality



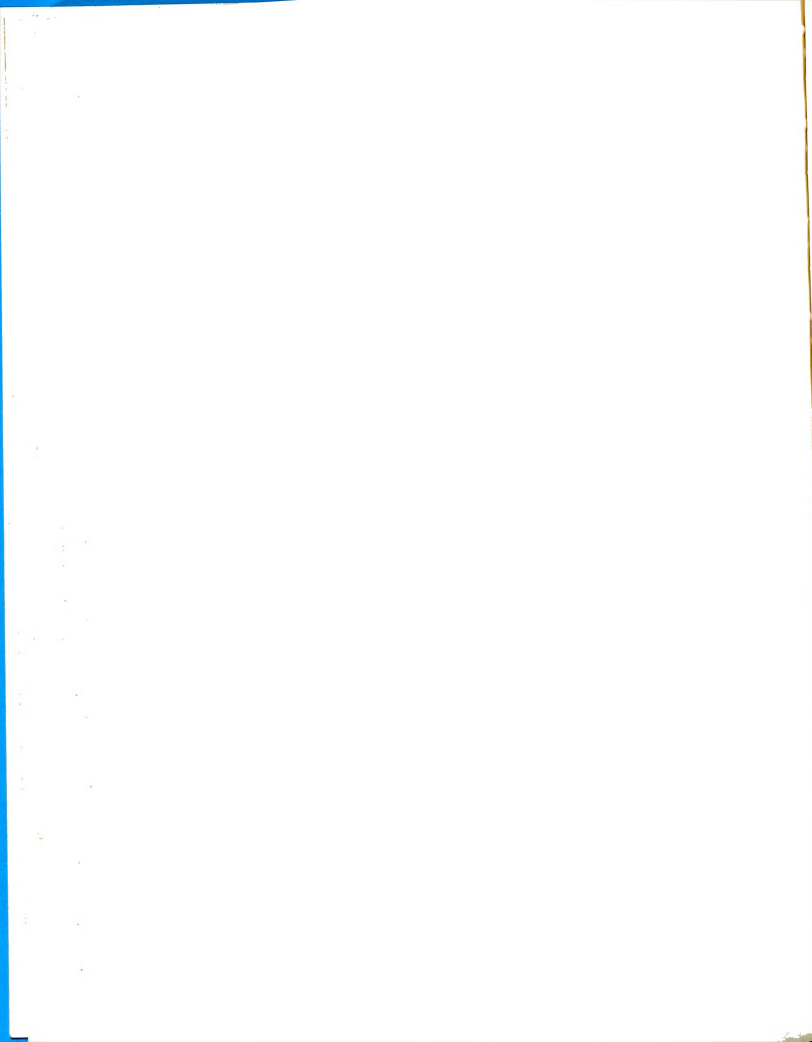
as perceived by the teacher is positively related to the "Closed" Climate score on the OCDQ scale.

- g. It is the Teachers' perceptions of the principal as measured in The 16 Polar Adjective Checklist which have relevance to the "Open" and "Closed" Climate scores of the OCDQ scale, not the principal's self-perception, nor how he is rated on a standardized Personality test.
- h. The OCDQ "Open" and "Familiar" Climate scores relate positively to the students' higher valuing of their school life.
- i. OCDQ Profile scores of "Esprit" (teacher morale) and "Intimacy" (friendly social relations) relate positively to the student's response of "effort on his schoolwork".
- j. OCDQ Profile scores of "Production Emphasis" (close supervision of the staff by the principal) relates negatively to student effort and alertness in class.

Conclusion

Few persons have at their command greater potentialities for influencing directly the type and quality of education children are to receive than has the school principal. He is the school executive in closest contact with the central functions of the school: teaching and learning.

The implications from this and other studies suggest that the principal's perception of himself is frequently not congruent with the perceptions held by the teachers with whom he interacts. This study suggests that the perceptions the teachers hold of the principal, "their truth" about him, bear



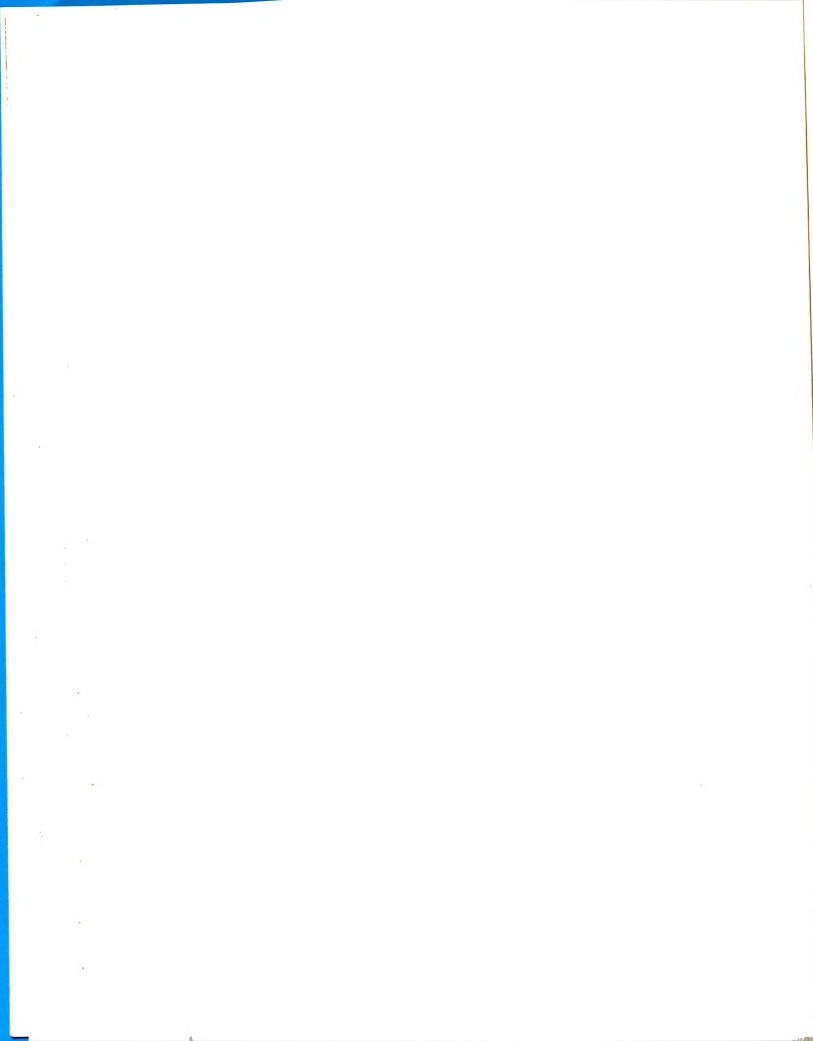
an important relationship to the climate in the school. How the leader is perceived by teachers is likely to determine whether a climate for growth, learning, achievement and enjoyment of work itself will be achieved. The intangible realities of group climate do relate to productivity, whether in industry or school.

Thus the need for a principal to have a good picture of what kind of a person he is and of the impact he has on others. He needs the sensitivity and skill to be more diagnostic, more "aware" of how others perceive him if he desires to function in a more consciously effective way. Knowing these things will give him more rational control over his own behavior and enable him to predict the reactions of himself and others.

The finding of this study that a significant relationship exists between the "openness" of climate and the teachers' perception of the quality of "Trusting" in the principal has many implications which need to be studied further. In Karl Heim's view, trust is not merely my one-sided, subjective evaluation of another person: it is a relationship⁸⁵ that engages us both." Trust is not an attitude based on ignorance but a fundamental means of arriving at knowledge about another person.⁸⁵ Recent management development programs have discovered a direct relationship between level of trust and productivity.

How "trusting" influences others opens up a whole range of

⁸⁵Karl Heim, cited in H. O. J. Brown, op. cit. p. 31

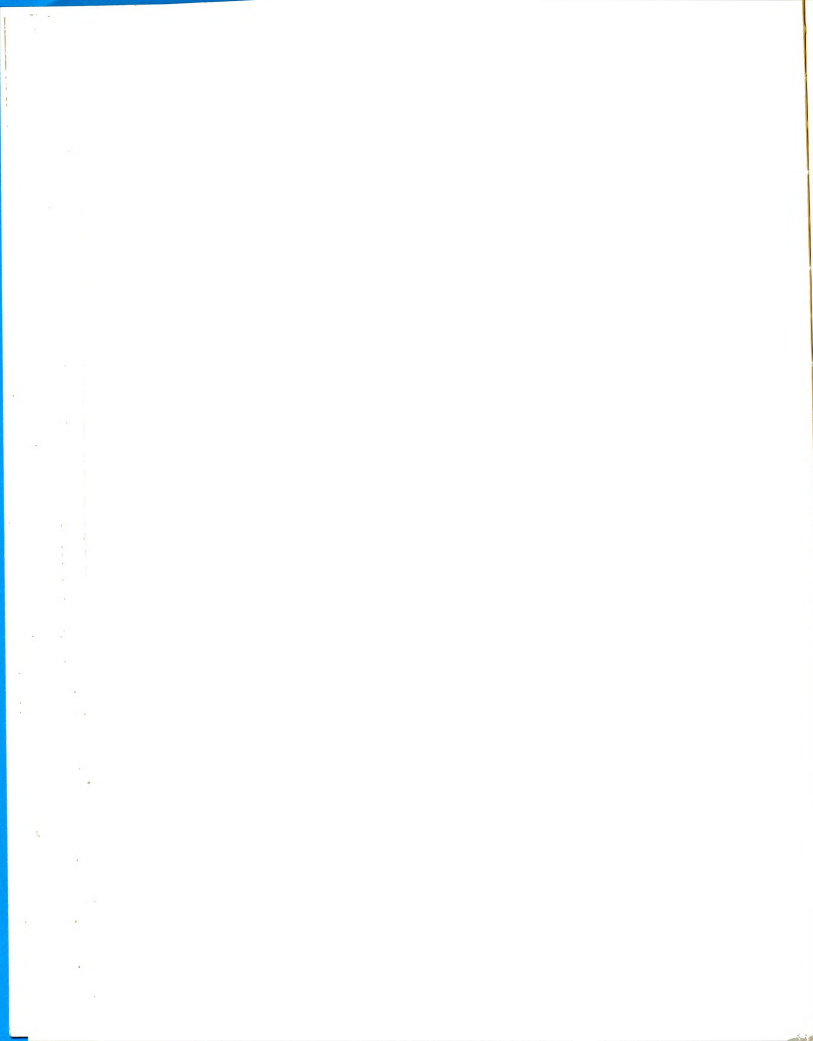


interesting avenues of inquiry for the social psychologist and the educator, particularly those in fields of administration.

With respect to the "Conservative-Experimenting" personality trait, the strong tendency for principals to perceive themselves as more experimenting than perceived by teachers, and to score lower on the 16 Personality Factor dimension of this trait than either of the perceptions raises some implications for educational administration. This particular trait scale was among the most incongruent of the sixteen factors examined. Research into the points of reference for these differing perceptions would be a useful study, particularly for those interested in the process of change.

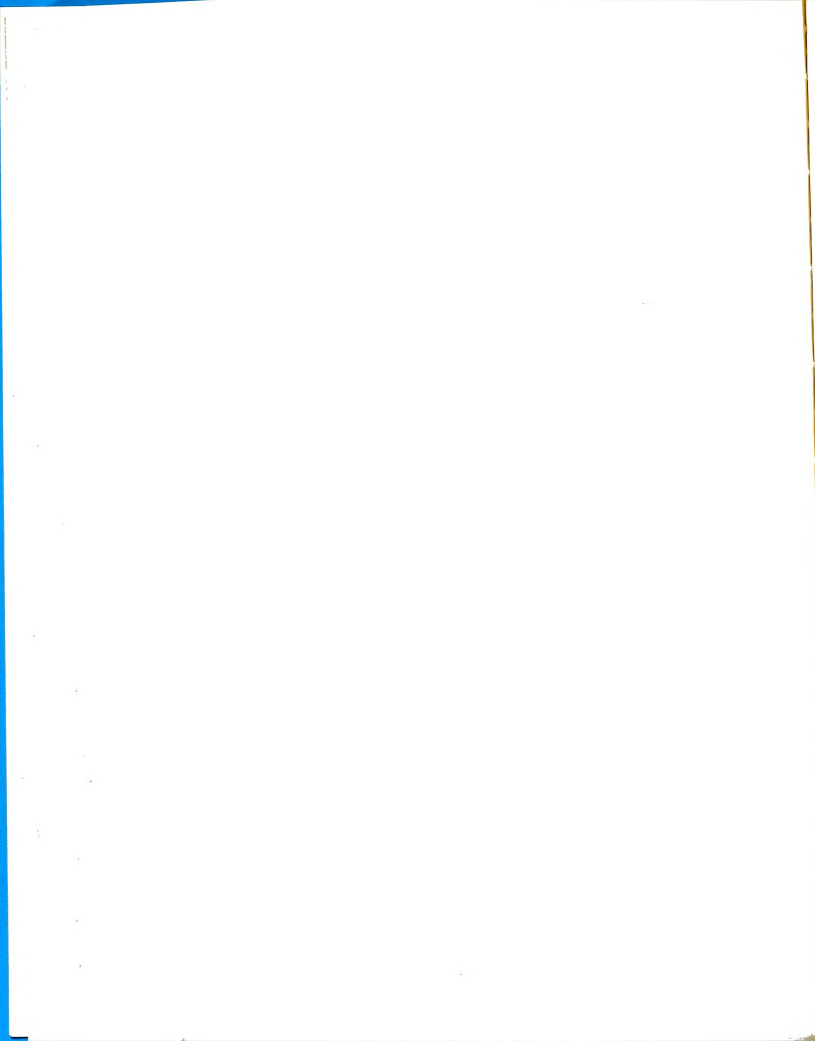
The Questionnaire for Students, although not a validated instrument, can provide useful insights to how students perceive the school climate, and their "feelings" about school life. The positive relationship of such aspects of organizational climate as "Esprit" and "Intimacy" to the level of student effort and the negative relationship to the "Production Emphasis" of the principal poses a number of questions to both teachers and principals about teaching and leadership styles.

Halpin and Croft stated that the "Open" Climate is by definition more desirable than the "Closed" Climate and this assumption is accepted by other theorists concerned with the organizational climate of various institutions of society. However, it is entirely possible that a closed type of climate might

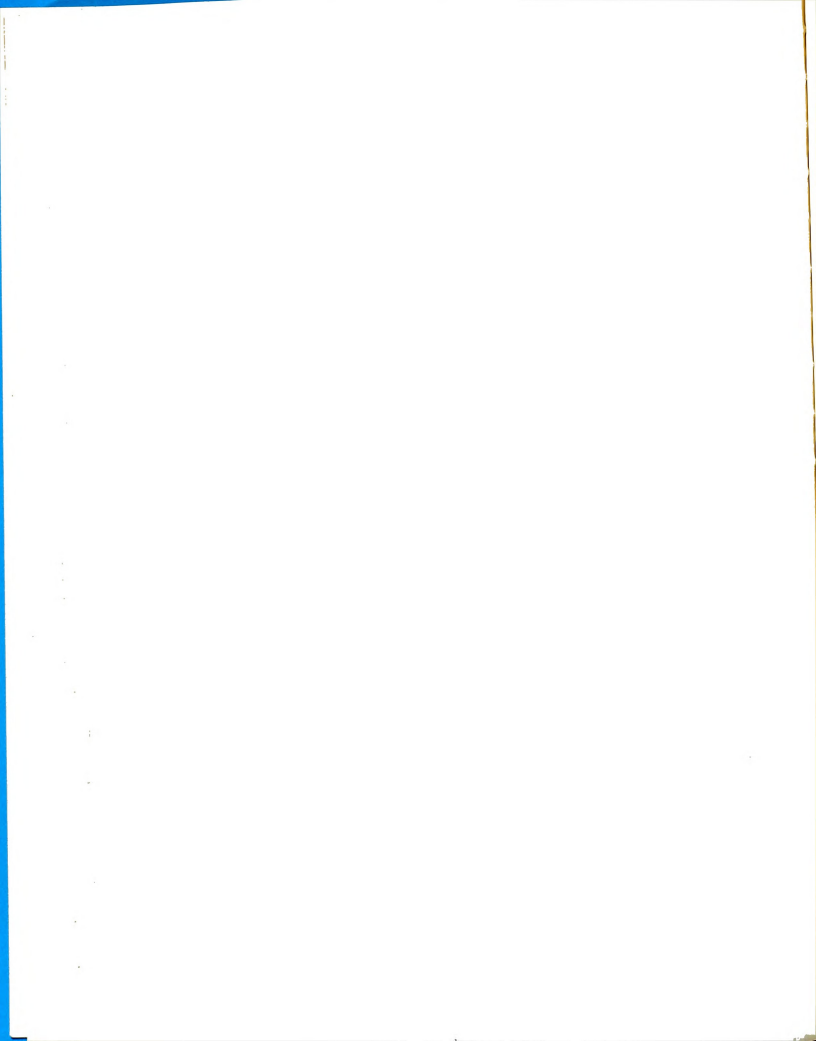


be more beneficial than an open climate to the teachers and principal of an elementary school in their efforts to achieve certain goals or objectives of the organization. For example, it could be hypothesized that bright pupils learn difficult factual subject matter more thoroughly in schools with closed climates than in schools with open climates. Further research should be directed toward the isolation of the type of climate most beneficial to school teachers and principals in the achievement of the overall goals of their organizations and in the achievement of each individual goal.

Since the statistical techniques used in this study show relationships only, cause and effect has to be inferred from a theoretical base. Further research concerned with perception of personality variables and perception of dimensions of climate should be conducted to substantiate or refute these relationships.



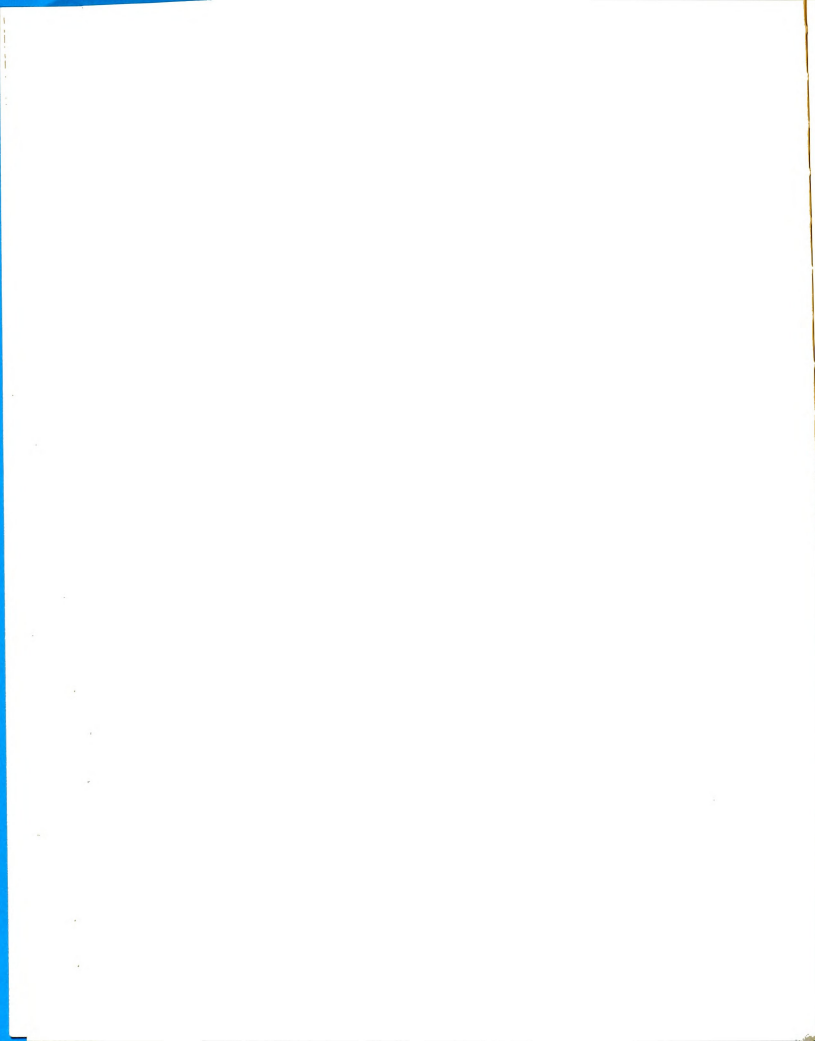
BIBLIOGRAPHY



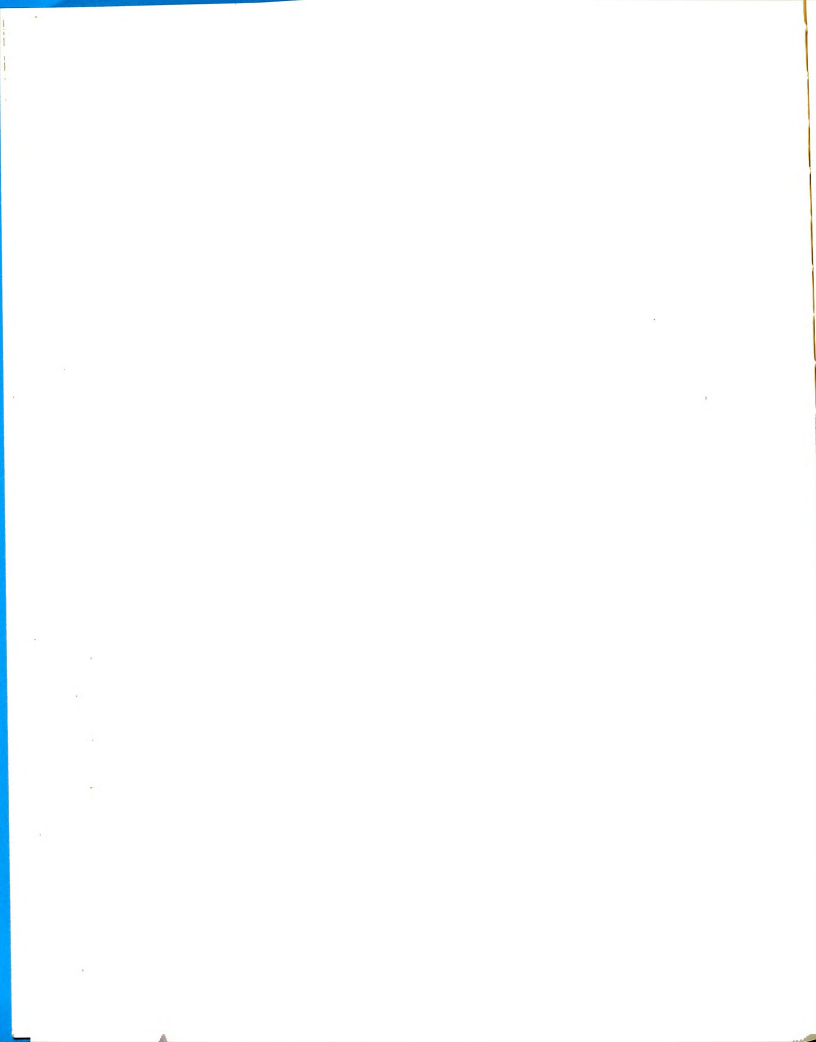
BIBLIOGRAPHY

A. BOOKS

- Allport, Gordon W. Becoming. New Haven: Yale University Press, 1955.
- Argyris, Chris. Interpersonal Competence and Organizational Effectiveness. Homewood, Illinois: The Dorsey Press, Inc. , 1962.
- _____. Personality and Organization. New York: Harper and Brothers, 1957.
- Blake, Robert R. and Jane S. Mouton. The Managerial Grid. Houston: Gulf Publishing Company, 1964.
- Bradford, Leland P. and Ronald Lippitt. "Building a Democratic Work Group," Leadership In Action, No. 2. Washington D.C.: National Training Laboratories, NEW, 1961.
- Bradford, Leland P. "Developing Potentialities Through Class Groups," Forces in Learning No. 3. Washington, D. C.: National Training Laboratories, NEA, 1961.
- Cartwright, D. and Zander, A. Group Dynamics. Evanston, Illinois: Row Peterson, 1953.
- Combs, Arthur W. The Professional Education of Teachers. Boston: Allyn and Bacon, Inc. , 1965.
- Davis, Keith. Human Relations at Work . New York: McGraw-Hill Book Company, 1962.
- Fox, Robert, Margaret Barron Luszki, and Richard Schmuck. Diagnosing Classroom Learning Environments . Chicago: Science Research Associates, Inc. , 1966.
- Gibb, Jack R. "Sociopsychological Processes of Group Instruction," Forces in Learning No. 3 . Washington D.C.: National Training Laboratories, NEA, 1961.



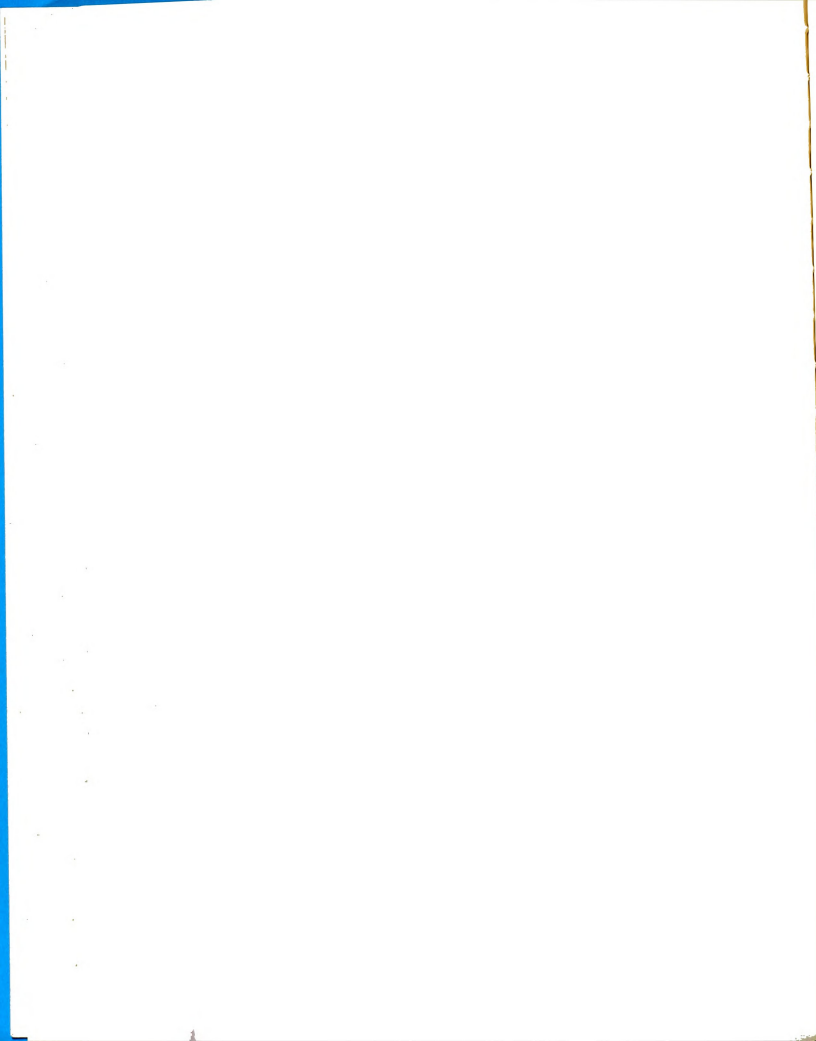
- Gorman, Alfred H. The Leader in The Group . New York: Teachers College, Columbia University, 1963.
- Griffiths, Daniel E. Administrative Theory . New York: Appleton-Century Crofts, Inc. , 1959.
- Gross, Neal, and Robert E. Herriott. Staff Leadership in Public Schools: A Sociological Inquiry . New York: John Wiley & Sons, Inc. , 1965.
- Halpin, Andrew W. Theory and Research in Administration . New York: The MacMillan Company, 1966.
- Jersild, Arthur T. When Teachers Face Themselves . Teachers College, Columbia University: Teachers College Press, 1955-1967.
- Krech, David, Richard S. Crutchfield and Egerton L. Ballachey. Individual in Society . New York: McGraw-Hill Book Company, Inc. , 1962.
- Lindgren, Henry Clay. Educational Psychology in the Classroom . New York: John Wiley & Sons, Inc. , 1956-1962.
- Lippitt, Gordon. "What Do We Know About Leadership," National Training Laboratories No. 2 . Washington, D. C. : 1961.
- March, James G. (ed.). Handbook of Organizations . Chicago: Rand McNally & Company, 1965.
- Miles, Matthew B. Innovation in Education . New York: Teachers College Press, 1964.
- _____. Learning To Work in Groups . New York: Teachers College Press, 1959.
- Pelz, Donald C. "Leadership Within A Hierarchical Organization," Leadership in Action, No. 2 . Washington, D. C. : National Training Laboratories, NEA, 1961.
- Peterson, O. F. "Leadership and Group Behavior," Leadership in Action No 2 . Washington D. C. : National Training Laboratories, NEA, 1961.



- Prestwood, Elwood L. The High School Principal and Staff Work Together. Teachers College, Columbia University: New York Bureau of Publications, 1957.
- Proshansky, Harold and Bernard Seidenberg (ed.). Basic Studies in Social Psychology. New York: Holt, Rinehart and Winston, 1965.
- Rokeach, Milton. The Open and Closed Mind. New York: Basic Books Co., 1960.
- Schein, Edgar H., and Warren G. Bennis. Personal and Organizational Change Through Group Methods; The Laboratory Approach. New York: John Wiley & Sons, Inc., 1965.
- Wiles, Kimball. Supervision for Better Schools. New York: Prentice-Hall, Inc., 1950.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES,
AND OTHER ORGANIZATIONS

- Argyris, Chris. "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly, II March 1958, pp. 501-20.
- Cattell, Raymond and Herbert W. Eber. The Sixteen Personality Factor Test. Form A. 1967, Institute For Personality and Ability Testing Champaign, Ill.
- Department of Elementary School Principals, National Education Association, The Elementary School Principalship in 1968: A Research Study. Washington D.C. 1968, p. 10-11.
- Johnson and Marcum. "Research Findings Reported," Education U.S.A. National School Public Relations Association, Feb. 17, 1969.
- Lonsdale, Richard C. "Maintaining the Organization in Dynamic Equilibrium," Behavioral Science and Educational Administration, Sixty-third Year-book, National Society for the Study of Education, University of Chicago Press, 1964, p. 166.



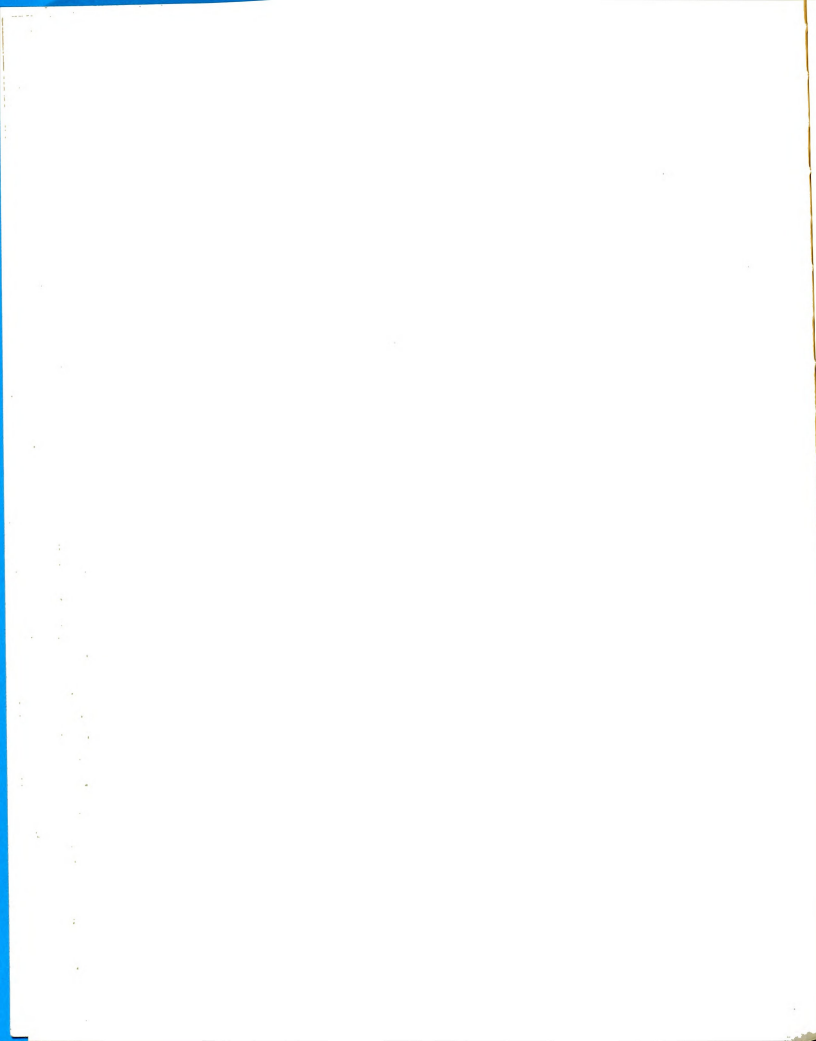
- Morris, Derke V. "Organizational Climate of Canadian Schools," The CSA Bulletin, III June 1964, pp. 3-7.
- Peabody, Robert L. "Perception of Organizational Authority: A Comparative Analysis," Administrative Science Quarterly, Vol 6, No. 4, March 1962, pp. 463-482.
- Stogdill, Ralph M. "Personal Factors Associated With Leadership: A Survey of the Literature," Journal of Psychology 25:35-71: January 1948.

C. PERIODICALS

- Bradford, Leland P. and Dorothy Mial. "The Individual and the Group," National Elementary Principal, Volume XLI, No. 4 (January 1962), p. 30.
- Brown, Harold O. J. Brown. "A Theology of Trust," Christianity Today, Vol. XIII, No. 14, (April 11, 1969) p. 4.
- Cornell, Francis G. "Socially Perceptive Administration," Phi Delta Kappan, XXXVI (March, 1955), pp. 219-223.
- Fiedler, Fred E. "Style or Circumstance: The Leadership Enigma," Psychology Today (March 1969) p. 39.
- Hamachek, Don E. "Leadership Styles, Decision-Making and the Principal," The National Elementary Principal, Vol XLV No. 5 (April 1966), p. 27.

D. UNPUBLISHED MATERIALS

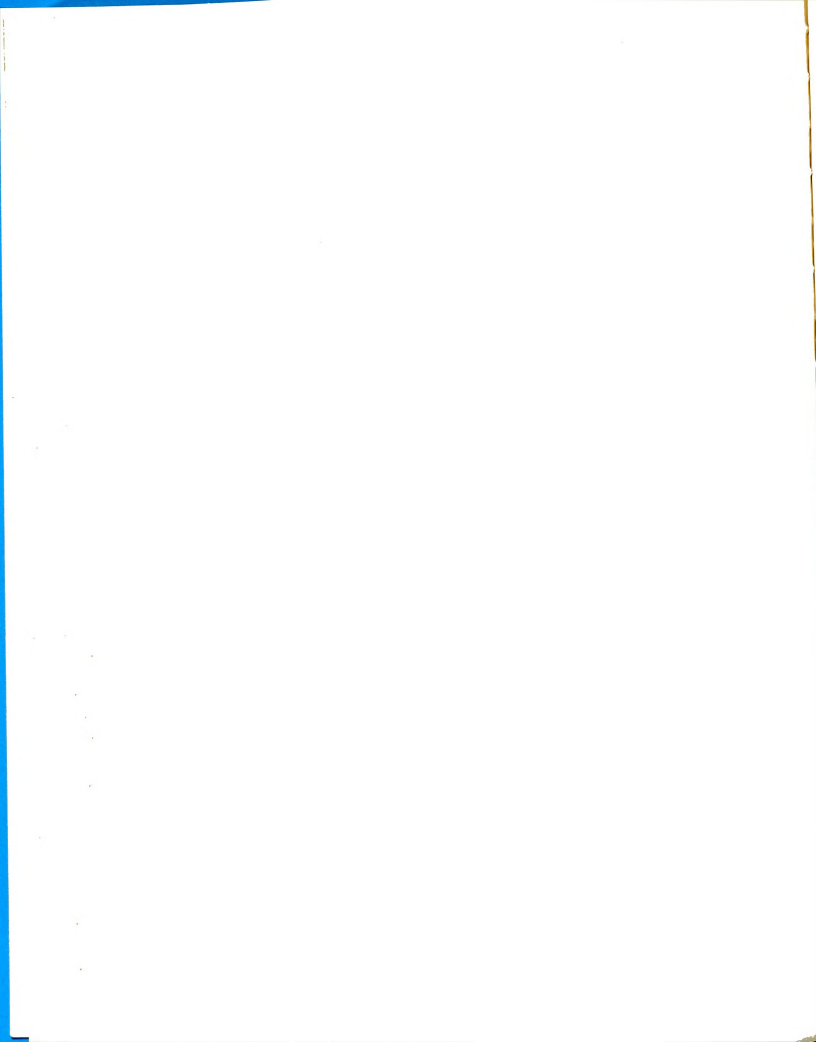
- Anderson, Donald P. "A Study of the Relationships Between Organizational Climate of Elementary Schools and Personal Variables of Principals," Unpublished Doctoral dissertation, University of Minnesota, Minneapolis, 1964.



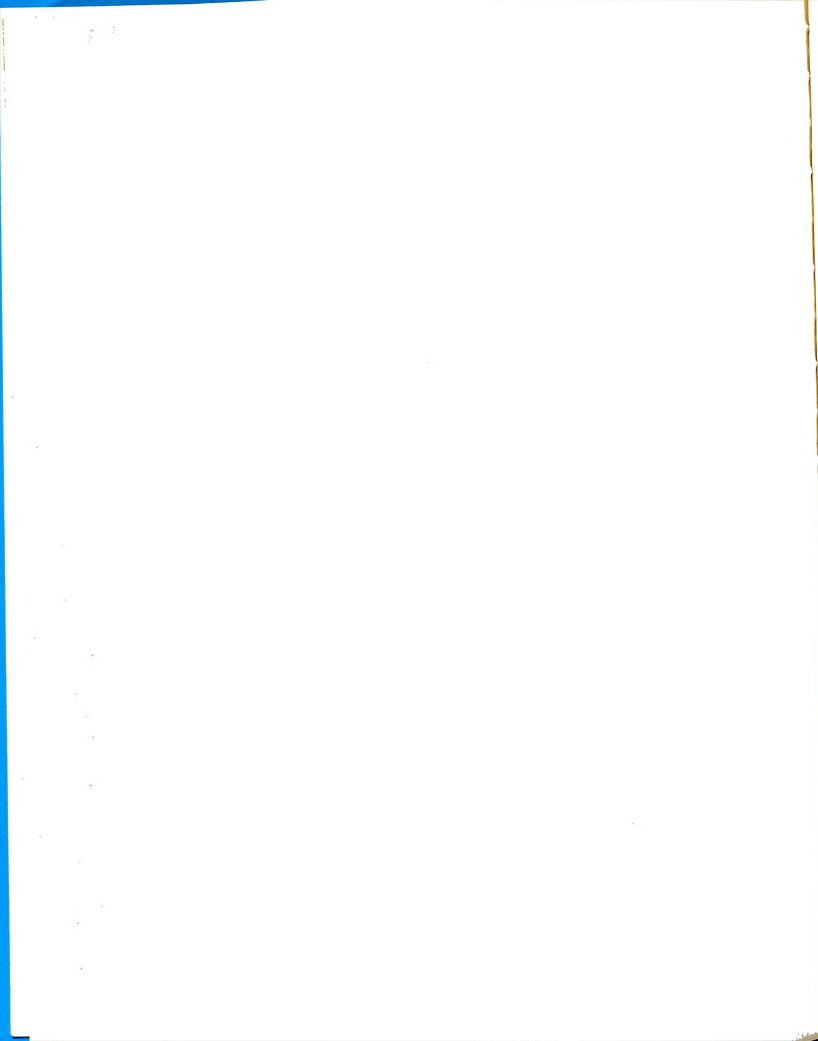
- Boisen, Angeline G. "Relationships Among the Perceptions and Expectations Held by Principals and Teachers for the Organizational Climate of Elementary Schools," Unpublished Doctoral dissertation, University of Maryland, College Park, Maryland, 1966.
- Brown, Robert J. "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools," Unpublished Doctoral dissertation, University of Minnesota, Minneapolis, 1964.
- Cook, Edward V. "Leadership Behavior of Elementary School Principals and the Organized Climate of the Schools Which They Administer," Unpublished Doctoral dissertation, Rutgers--The State University, New Brunswick, New Jersey, 1965.
- McWilliams, Emmet F. "The Organizational Climate and Certain Administrative and Personal Variables in Selected High Schools," Unpublished Doctoral dissertation, Rutgers--The State University, New Brunswick, New Jersey, 1967.
- Null, Eldon J. "The Relationships Between the Organizational Climate of a School and Personal Variables of Members of the Teaching Staff," Unpublished Doctoral dissertation, University of Minnesota, Minneapolis, 1965.
- Sargent, James C. "An Analysis of Principal and Staff Perceptions of High School Organizational Climate," Unpublished Doctoral dissertation, University of Minnesota, Minneapolis, 1966.

E. NEWSPAPERS

- Harris, Sydney, "We Don't See What Is There." Detroit Free Press , January 4, 1966.



APPENDIX



TO ELEMENTARY SCHOOL TEACHERS IN THE FOLLOWING GRAND RAPIDS' SCHOOLS:

BROOKSIDE	DICKINSON	HUFF	LEXINGTON	SHAWNEE PARK
BUCHANAN	EASTERN	KEN-O-SHA	OAKDALE	SIBLEY
CONGRESS	HILLCREST	KENT HILLS	PALMER	STRAIGHT

This letter is the only practical means by which I can solicit your cooperation in a study which I am proposing as the basis for a doctoral dissertation. The study is intended to contribute to the understanding of one characteristic of an organization, namely, "organizational climate." The construct of organizational climate is described analogously as being to the organization what personality is to the individual. Specifically, this study is designed to investigate what relationship, if any, exists between the organizational climate of an elementary school and the congruence of teacher and principal perceptions.

The data necessary to measure the organizational climate of each elementary school in this study can only be obtained from teacher responses on an instrument known as the Organizational Climate Description Questionnaire (OCDQ). It is your help in this part of the study which I am requesting. The reliability of the climate data depends on a near 100 per cent response by each teacher on the staff of each school. It is estimated that the average administration time for this instrument is 15-20 minutes. The perception test items should take approximately 10 minutes.

In designing the study, attention has been given to protecting the confidentiality of the data. Individual teachers will not be identified (the questionnaire will be administered anonymously) and the various schools will be referred to in the report only by a coded identification-- never by name.

The basis for selecting the fifteen schools is that these comprise the entire number of elementary schools in Grand Rapids with 10 or more classroom teachers in which the principals have been with that building three or more years.

The elementary principals have consented to participate in this research. They have agreed to ask their faculties to meet together for the administration of the instrument which I will conduct personally. The schedule of meetings would take place during a time teachers are ordinarily expected to be in their respective buildings.

Miss Ina Lovell and Dr. Jane Bonnell have also given their consent to this proposed study.

Your assistance in this study will be much appreciated.

Sincerely yours,

Eugene H. Berends
Eugene H. Berends

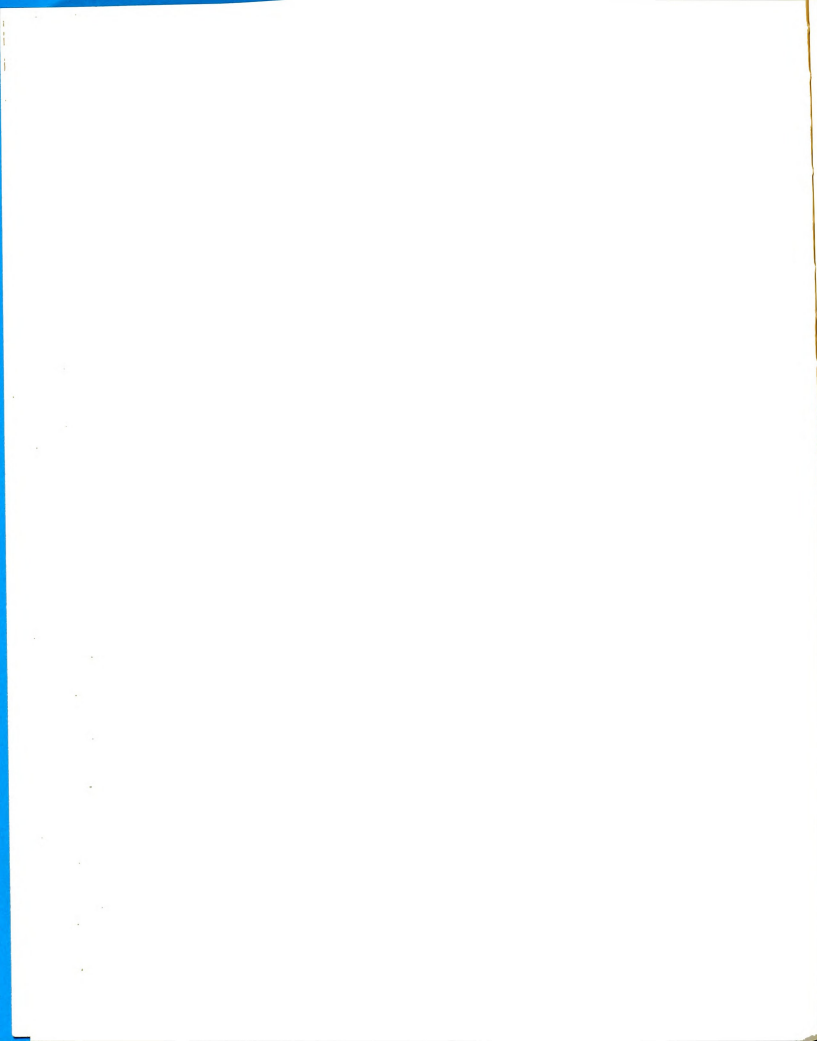


TABLE IX
ORGANIZATIONAL CLIMATE
SIMILARITY SCORES OF EXPERIMENTAL SCHOOLS

Building Number	OCDQ Climates					
	Open	Auto- omous	Con- trolled	Familiar	Paternal	Closed
1	71	80	101	54	71	79
2	78	74	59	94	95	88
3	118	99	80	96	69	32
4	122	115	71	100	65	26
5	122	111	62	110	78	46
6	62	65	61	81	96	98
7	83	78	62	89	96	76
8	95	68	91	63	79	50
9	65	65	57	84	96	95
10	109	118	69	94	75	55
11	109	94	72	88	78	52
12	112	105	67	90	66	45
13	75	30	72	82	103	81
14	55	43	67	70	105	93

1. On this scale, the lowest score indicates the climate most like the one being investigated, thus Building #1 is identified as having characteristics most similar to a Familiar Climate.
2. The higher score indicates farther away from the characteristics of that particular climate.
3. If two or three scores are very similar and are the lowest of the six, this indicates all of these characteristics are present in the school (as in Building 6).

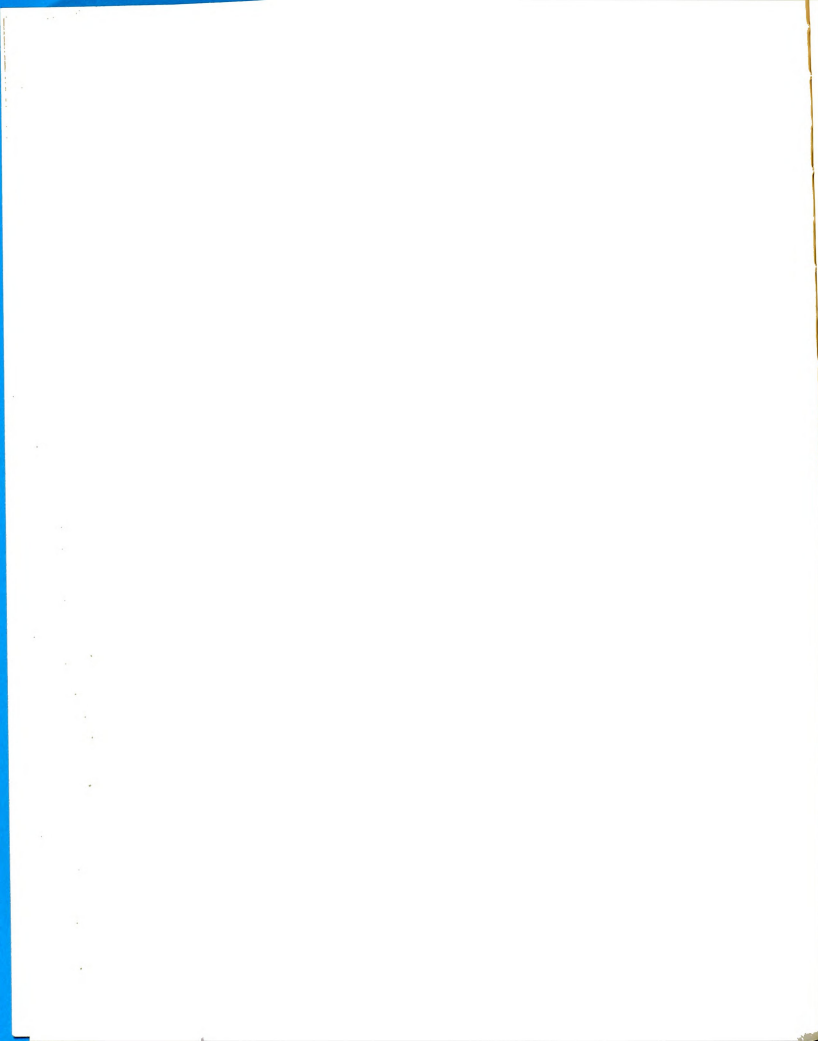


TABLE X
ORGANIZATIONAL CLIMATE
PROFILE SCORES OF EXPERIMENTAL SCHOOLS*

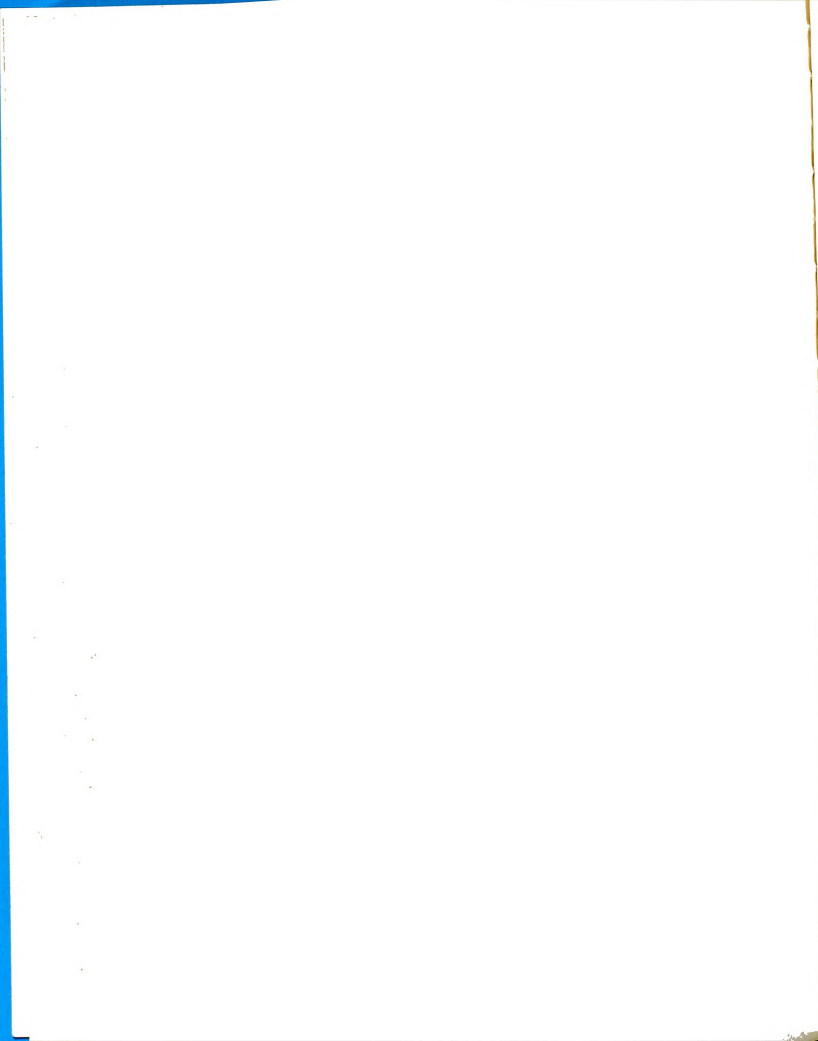
Building Number	OCDQ Subtests							
	Dis-engage-ment	Hin-drance	Esprit	Inti-macy	Aloof-ness	Produc-tion Em-phasis	Thrust	Con-sider-ation
1	51	49	39	49	49	38	54	68
2	45	65	45	40	56	39	59	47
3	61	55	44	46	63	51	37	41
4	62	60	42	46	54	54	36	41
5	54	66	42	42	56	54	43	39
6	41	59	50	44	52	37	65	49
7	46	69	50	49	54	43	50	37
8	59	43	52	62	52	50	33	45
9	42	68	54	46	49	38	55	44
10	56	63	49	48	46	59	40	35
11	59	63	40	39	58	43	46	47
12	62	60	40	42	55	48	51	37
13	36	45	55	65	59	45	43	48
14	34	53	55	55	52	35	59	50

* Scores double standardized to a mean of 50 and a deviation of 10.
The Higher score indicates the greater measure of that particular character-
istic.

TABLE XI

PROFILE CHARACTERISTICS OF ORGANIZATIONAL CLIMATE

OPEN	AUTON- OMOUS	CON- TROLLED	FAMILIAR	PATERNAL	CLOSED
High Esprit	Relatively High Esprit	Relatively High Esprit	Average Esprit	Low Esprit	Low Esprit
Low Disen- gagement	Low Disen- gagement	Low Disen- gagement	High Disen- gagement	High Disen- gagement	High Disen- gagement
Low 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 Pro- duction Emphasis	Low Pro- duction Emphasis	High Pro- duction Emphasis	Low Pro- duction Emphasis	High Pro- duction Emphasis	High Pro- duction 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



MICHIGAN STATE UNIVERSITY
(Department of Higher Education & Administration)

QUESTIONNAIRE FOR TEACHERS

Dear Teacher:

The accompanying questionnaire is a part of a study on organizational climate and the perception of teachers and principals.

This instrument is in 3 parts. Part I (Items 1-69) 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 70-86) is a record of your perceptions of the personality of your principal. Part III (Items 87-95) provides some general biographical data of yourself.

MARKING INSTRUCTIONS

Mark only on the IBM Scoring Sheets. Use only #2 lead pencil.

Your honest reactions are all that is desired. Significant and meaningful results can be achieved only by completing each item candidly and if you do not skip any items. There are no right or wrong answers. All responses are confidential.

PART I (OCDQ) Items 1-69

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

The descriptive scale on which to rate the items is printed at the top of each page. The four responses for Part I are:

Rarely or never occurs
Sometimes occurs
Often occurs
Very frequently occurs

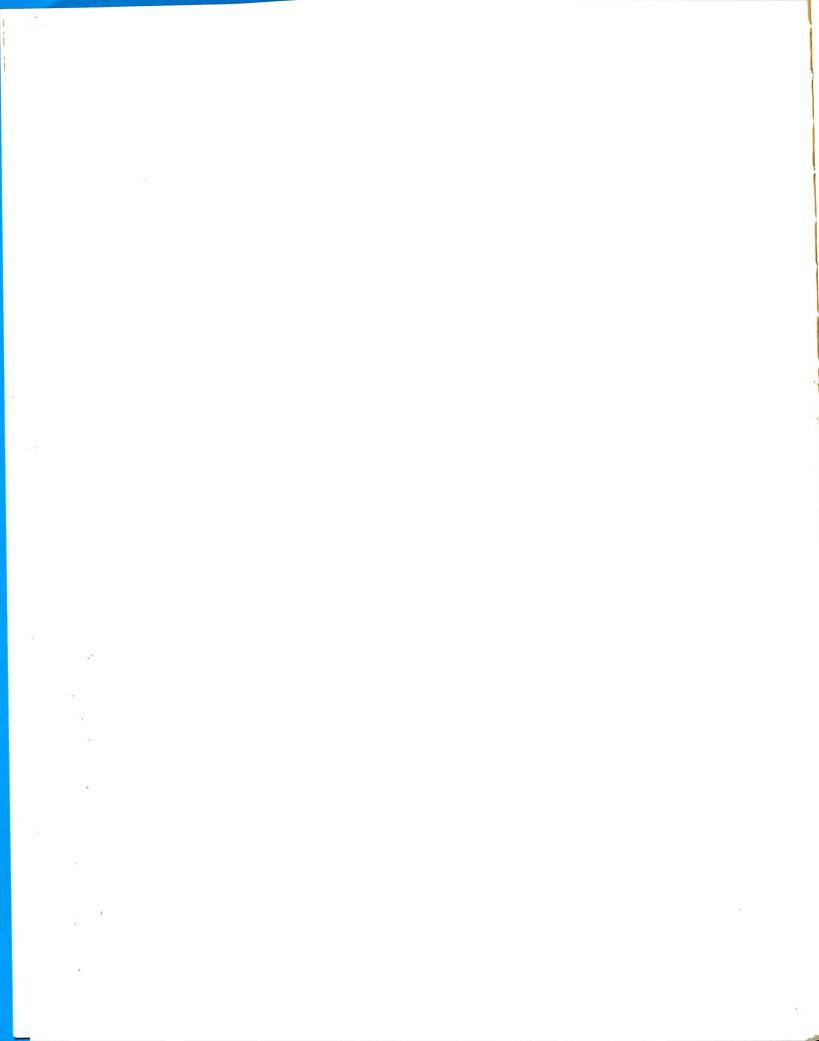
Choose the response for each statement which most closely fits your school. Indicate this response by marking the appropriate box on the score sheet by the number corresponding to that statement on the questionnaire.

Rarely or never occurs	-- Column 0 on the IBM Score Sheet
Sometimes occurs	-- Column 1 on the IBM Score Sheet
Often occurs	-- Column 2 on the IBM Score Sheet
Very frequently occurs	-- Column 3 on the IBM Score Sheet

Make only one response to each time.

Please mark your response clearly---staying within the limits of the lines.

PLEASE BE CERTAIN THAT YOU MARK EVERY ITEM.

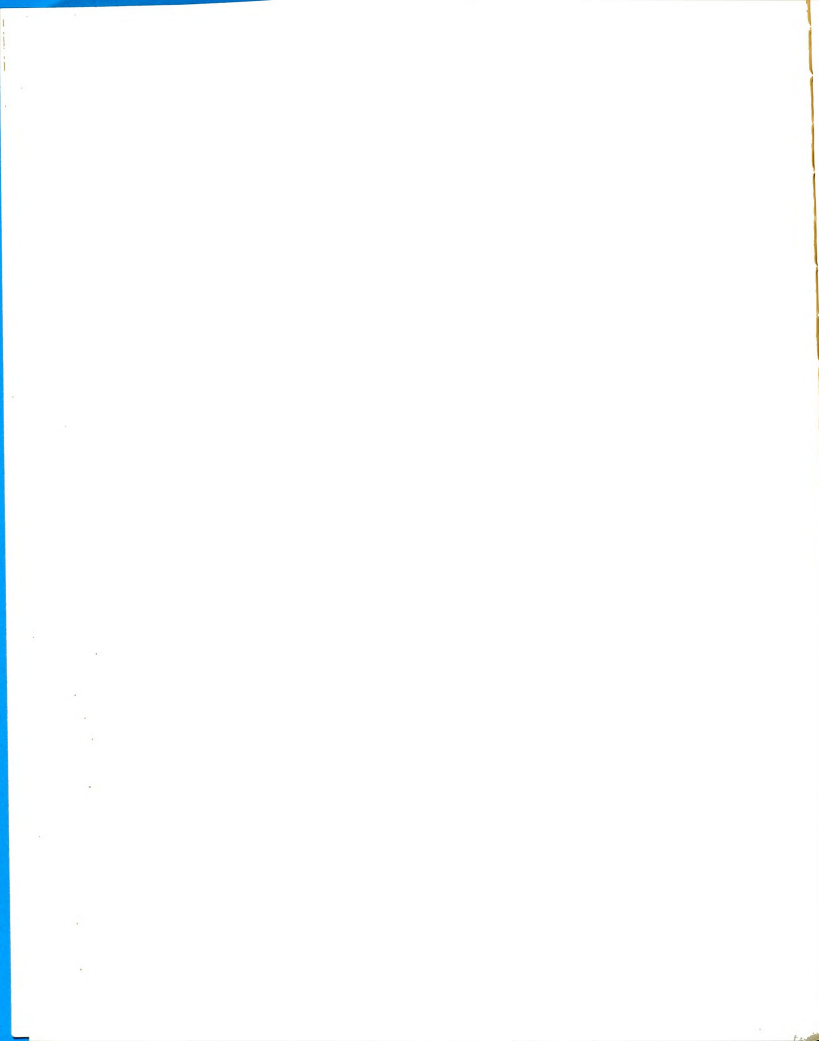


THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Record responses on the separate answer sheet. The responses are defined as follows:

	<u>IBM COLUMN</u>
Rarely or never occurs	0
Sometimes occurs	1
Often occurs	2
Very frequently occurs	3

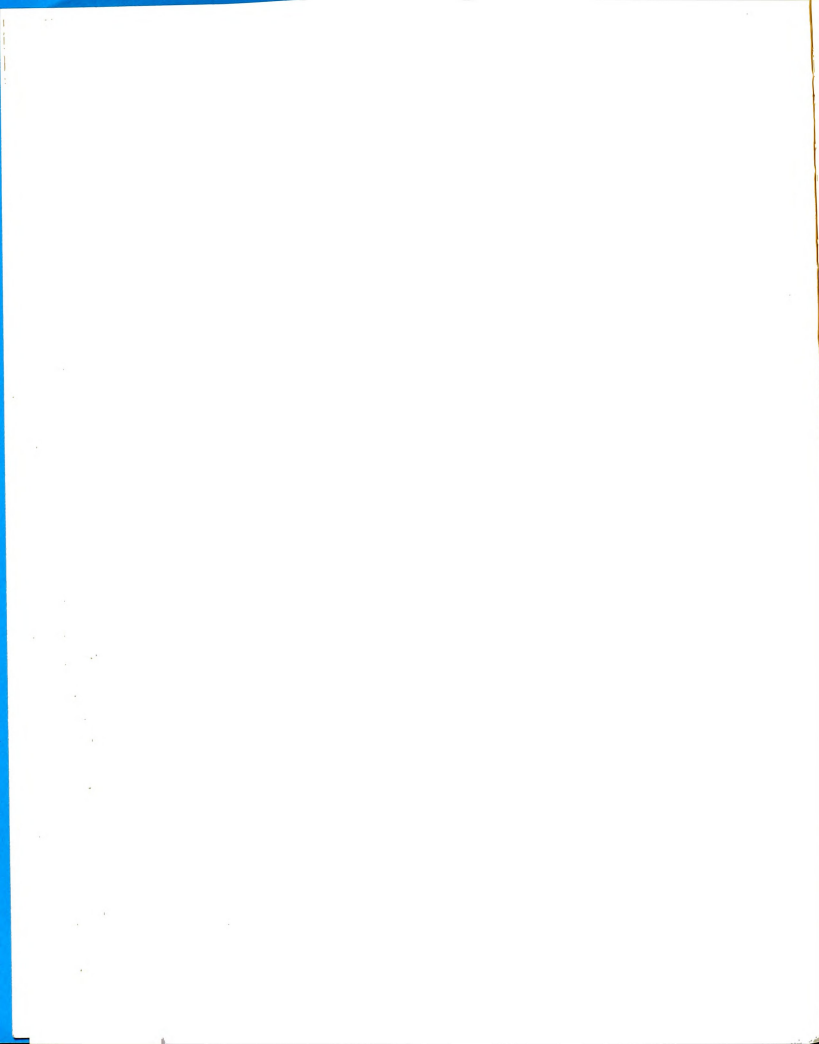
1. Teachers' closest friends are other faculty members at this school.
2. The mannerisms of teachers at this school are annoying.
3. Teachers spend time after school with the students who have individual problems.
4. Instructions for the operation of teaching aids are available.
5. Teachers invite other faculty members to visit them at home.
6. There is a minority group of teachers who always oppose the majority.
7. Extra books are available for classroom use.
8. Sufficient time is given to prepare administrative reports.
9. Teachers know the family background of other faculty members.
10. Teachers exert group pressure on nonconforming faculty members.
11. In faculty meetings, there is the feeling of "let's get things done."
12. Administrative paper work is burdensome at this school.
13. Teachers talk about their personal life to other faculty members.
14. Teachers seek special favors from the principal.
15. School supplies are readily available for use in classwork.
16. Student progress reports require too much work.
17. Teachers have fun socializing together during school time.
18. Teachers interrupt other faculty members who are talking in staff meetings.
19. Most of the teachers here accept the faults of their colleagues.
20. Teachers have too many committee requirements.
21. There is considerable laughter when teachers gather informally.
22. Teachers ask nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching.
25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.



Responses are defined as follows:

	IBM
	<u>COLUMN</u>
Rarely or never occurs	0
Sometimes occurs	1
Often occurs	2
Very frequently occurs	3

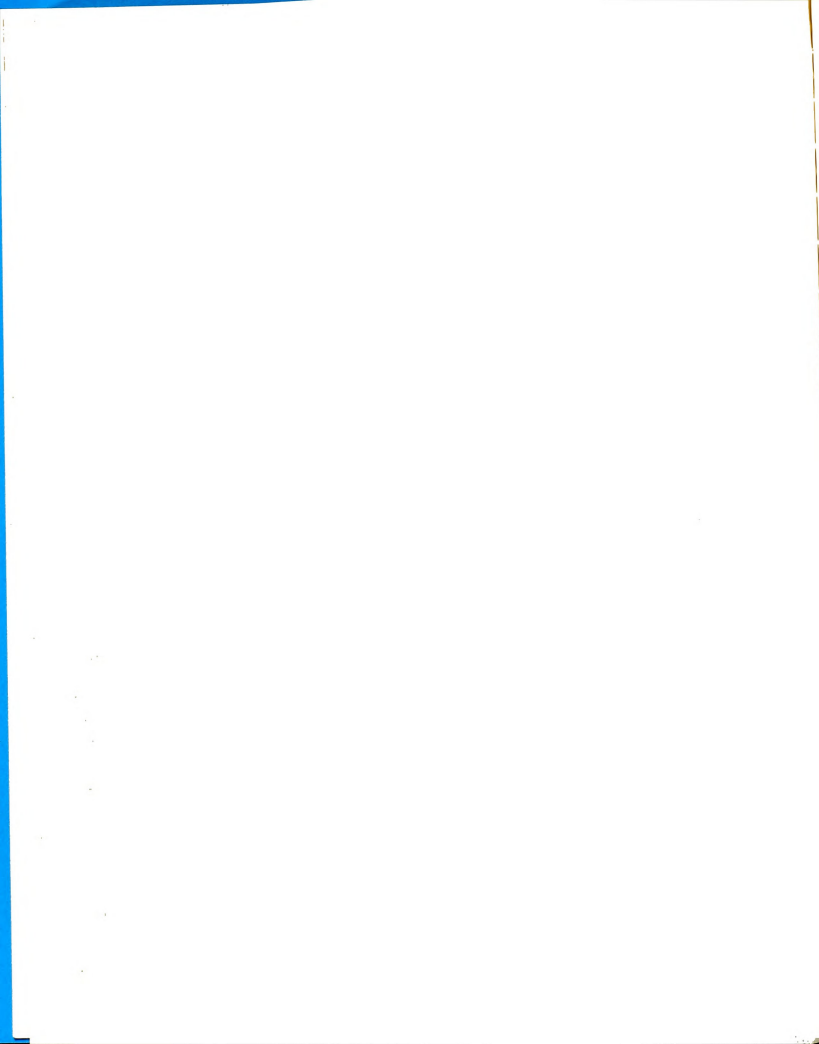
29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigor and pleasure.
32. The principal sets an example by working hard himself.
33. The principal does personal favors for teachers.
34. Teachers eat lunch by themselves in their own classrooms.
35. The morale of the teachers is high.
36. The principal uses constructive criticism.
37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he speaks at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for the teachers.
44. Teachers leave the grounds during the school day.
45. The principal criticizes a specific act rather than a staff member.
46. Teachers help select which courses will be taught.
47. The principal corrects teachers' mistakes.
48. The principal talks a great deal.
49. The principal explains his reasons for criticism to teachers.
50. The principal tries to get better salaries for teachers.
51. Extra duty for teachers is posted conspicuously.
52. The rules set by the principal are never questioned.
53. The principal looks out for personal welfare of teachers.
54. School secretarial service is available for teachers' use.
55. The principal runs the faculty meeting like a business conference.
56. The principal is in the building before teachers arrive.
57. Teachers work together preparing administrative reports.
58. Faculty meetings are organized according to a tight agenda.
59. Faculty meetings are mainly principal-report meetings.



Responses are defined as follows-

IBM COLUMN	
Rarely or never occurs	0
Sometimes occurs	1
Often occurs	2
Very frequently occurs	3

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



PART II Personality Factors (Items 70-85)

Items 70 to 85 record sixteen (16) meaningful dimensions of personality by adjective pairs. This is a measurement of your perception of your principal's personality on these factors.

MARKING INSTRUCTIONS

Sixteen (16) adjective paired words are placed on a ten scale continuum ranging to opposite characteristics.

Consider numbers 0 and 9 as representing the extremes, and 4 and 5 as representing the average or middle range.

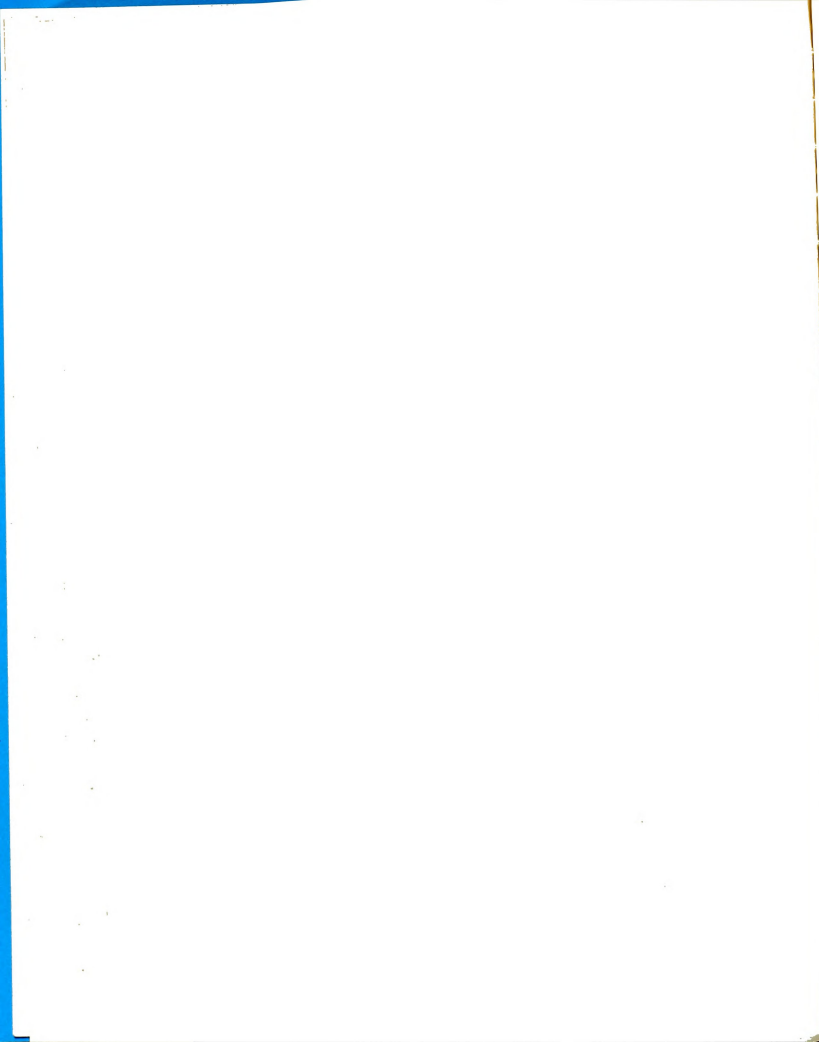
FOR EXAMPLE: Active - Inactive

	0	1	2	3	4	5	6	7	8	9	
ACTIVE	Extremely	very	quite	somewhat	middle	somewhat	quite	very	extremely	INACTIVE	
	active	active	active	active	range	inactive	inactive	inactive	inactive		

Record your response on the corresponding number on the IBM score sheet.
Please give your candid appraisal of the following factors.

0	1	2	3	4	5	6	7	8	9
extremely	very	quite	somewhat	middle	somewhat	quite	very	extremely	
				range					

70. RESERVED	OUTGOING
71. LESS INTELLIGENT	MORE INTELLIGENT
72. AFFECTED BY FEELINGS	EMOTIONALLY STABLE
73. HUMBLE	ASSERTIVE
74. SOBER	HAPPY-GO-LUCKY
75. EXPEDIENT	CONSCIENTIOUS
76. SHY	VENTURESOME
77. TOUGH-MINDED	TENDER-MINDED
78. TRUSTING	SUSPICIOUS
79. PRACTICAL	IMAGINATIVE
80. FORTHRIGHT	SHREWD
81. PLACID	APPREHENSIVE
82. CONSERVATIVE	EXPERIMENTING
83. GROUP-DEPENDENT	SELF-SUFFICIENT
84. CASUAL	CONTROLLED
85. RELAXED	TENSE



PART III General Biographical Data (Items 86-95)

Please record your response on the answer sheet by the corresponding number.

86. Sex

- 0. Male
- 1. Female

87. Age:

- 0. 20-29
- 1. 30-39
- 2. 40-49
- 3. 50-59
- 4. 60 or over

88. Educational Background:

- 0. Less than Bachelor's Degree
- 1. Bachelor's Degree
- 2. Master's Degree
- 3. Education Specialist
- 4. Doctoral Degree

89. Years assigned this school: (counting this year as one)

- 0. one year
- 1. two years
- 2. three years
- 3. 4-5 years
- 4. 6-10 years
- 5. 11 or more years

90. Years taught in all schools: (counting this year as one)

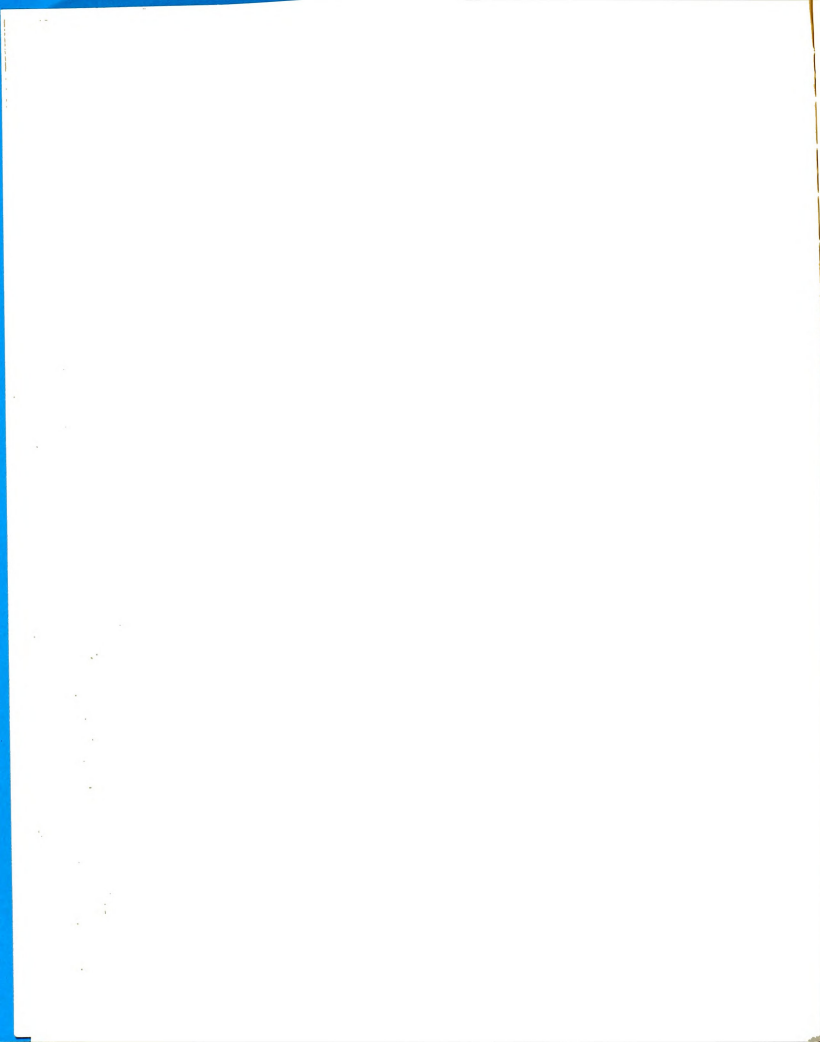
- 0. one year
- 1. two years
- 2. three years
- 3. 4-5 years
- 4. 6-10 years
- 5. 11 or more years

91. Present level of teaching: (if ungraded, use approximation)

- 0. K-3
- 1. 4-6

92. In general, do you think your principal is favorable disposed toward new educational practices?

- 0. No
- 1. Yes



Part III General Biographical Data

Please record your response on the answer sheet by the corresponding number.

93. In your judgment, which phrase do you think most closely approximates the feelings of your principal about the teacher association-board of education negotiation process?
0. Very favorable
 1. Quite favorable
 2. Somewhat favorable
 3. No opinion
 4. Somewhat unfavorable
 5. Quite unfavorable
 6. Very unfavorable
94. Of the following, whose opinion of your teaching is most important to you:
0. Students
 1. Principal
 2. Teaching colleagues
 3. Myself
 4. Parents of students
95. Of the following, whose opinion of your teaching is least important to you:
0. Students
 1. Principal
 2. Teaching colleagues
 3. Myself
 4. Parents of students

WHEN COMPLETED, RETURN QUESTIONNAIRE AND IBM SCORING SHEET TO EXAMINER.

THANK YOU FOR YOUR COOPERATION.

MICHIGAN STATE UNIVERSITY

Department of Higher Education and Administration

QUESTIONNAIRE FOR PRINCIPALS

Dear Principal:

The forms which you have are part of a research study on "organizational climate" and the perceptions of principals and teachers.

Please do not mark on the questionnaire. Separate answer sheets are provided. Make only one response to each item. Please mark your response clearly -- staying within the limits of the box.

Significant and meaningful results can be achieved only by completing each item candidly and if you do not skip any item. No forms are to be signed. All information is coded and no other identification is or will be made. All responses are confidential.

For principals, the questionnaire is in three parts, with completion time less than one hour. Please complete in the order listed.

PART I - 16 PF - Completion Time - approx. 35 minutes

The 16 PF Test - Form A, 1967 Edition (Green Form) is an objectively-scorable personality factor test. Instructions for completion are on the title page, noting particularly the four points on the lower half of the page. Mark your responses on the enclosed Green Answer Sheet.

PART II - PERCEPTIONS OF PERSONALITY CHECKLIST - Approx. 10 minutes.

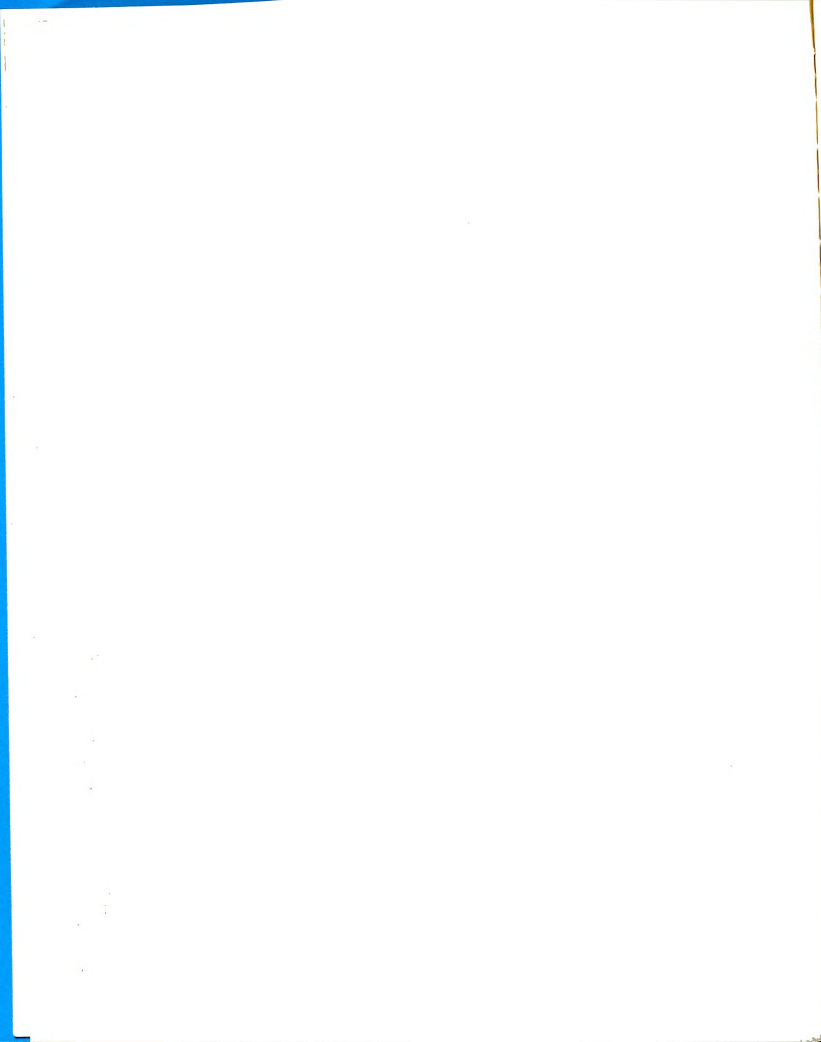
A list of sixteen adjective - paired words which describe dimensions of personality. Use the IBM Scoring Sheet to Record your responses (Items 1-16).

PART III - GENERAL BIOGRAPHICAL DATA - Approx. 5 minutes

Fourteen items of general data. Use the IBM Scoring Sheet to record your responses (Items 17 - 30)

When you complete the forms, place them back in the envelope and seal it. The sealed envelopes will be picked up at your office.

Thank you for your cooperation.



Items 1 to 16 record sixteen (16) meaningful dimensions of personality by adjective pairs. This is a measurement of your own perception of your personality on these factors. In essence the question is, How do you see yourself as a person?

MARKING INSTRUCTIONS

Sixteen (16) adjective paired words are placed on a ten scale continuum ranging to opposite characteristics.

Consider numbers 0 and 9 as representing the extremes, and 4 and 5 as representing the average or middle range.

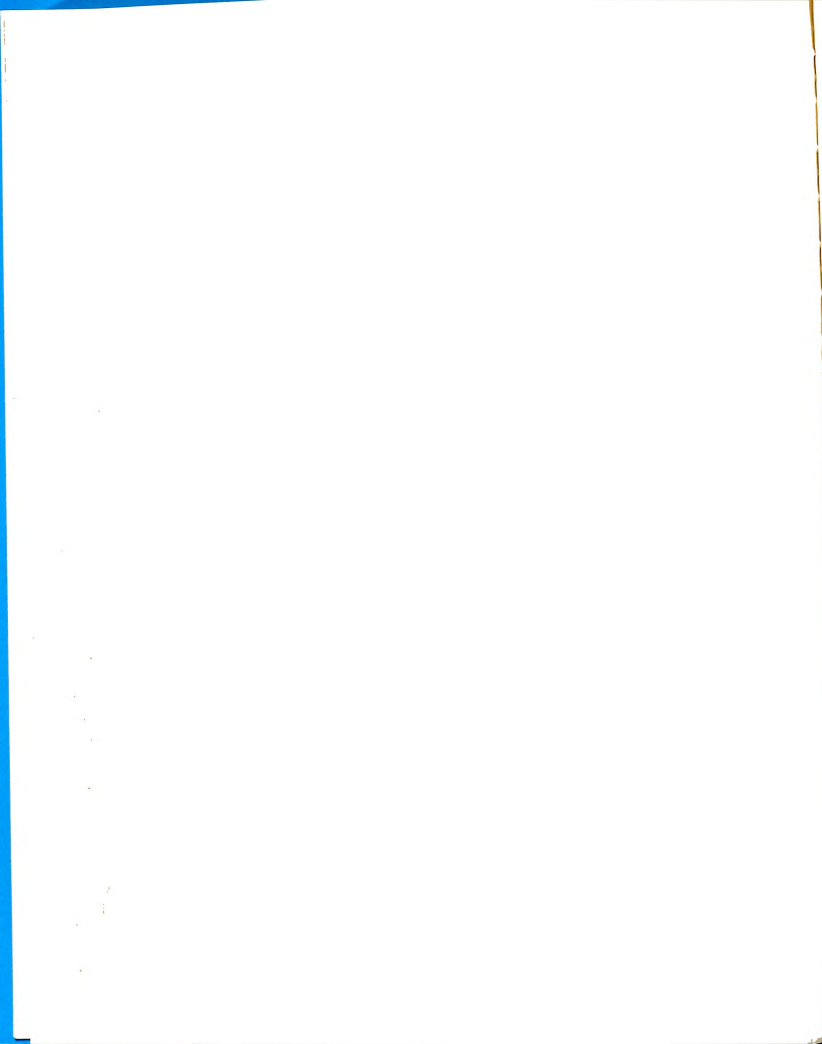
FOR EXAMPLE: Active - Inactive

	0	1	2	3	4	5	6	7	8	9	
ACTIVE	Extremely	very	quite	somewhat	middle		somewhat	quite	very	extremely	INACTIVE
	active	active	active	active	range		inactive	inactive	inactive	inactive	

Record your response on the corresponding number on the IBM score sheet.
Please give your candid appraisal of the following factors:

0	1	2	3	4	5	6	7	8	9
extremely	very	quite	somewhat		middle range	somewhat	quite	very	extremely

1. RESERVED	OUTGOING
2. LESS INTELLIGENT	MORE INTELLIGENT
3. AFFECTED BY FEELINGS	EMOTIONALLY STABLE
4. HUMBLE	ASSERTIVE
5. SOBER	HAPPY-GO- LUCKY
6. EXPEDIENT	CONSCIENTIOUS
7. SHY	VENTURESOME
8. TOUGH-MINDED	TENDER-MINDED
9. TRUSTING	SUSPICIOUS
10. PRACTICAL	IMAGINATIVE
11. FORTHRIGHT	SHREWD
12. PLACID	APPREHENSIVE
13. CONSERVATIVE	EXPERIMENTING
14. GROUP-DEPENDENT	SELF-SUFFICIENT
15. CASUAL	CONTROLLED
16. RELAXED	TENSE



QUESTIONNAIRE FOR PRINCIPALS

PART III GENERAL BIOGRAPHICAL DATA (Items 17-30)

Please record your response on the IBM Scoring Sheet by the corresponding number.

17. Sex:

- 0. Male
- 1. Female

18. Age:

- 0. 20-29
- 1. 30-39
- 2. 40-49
- 3. 50-59
- 4. 60 or over

19. Educational Background:

- 0. Bachelor's Degree
- 1. Master's Degree
- 2. Master's Degree plus
- 3. Education Specialist
- 4. Doctoral Degree

20. How many brothers and sisters do you have?

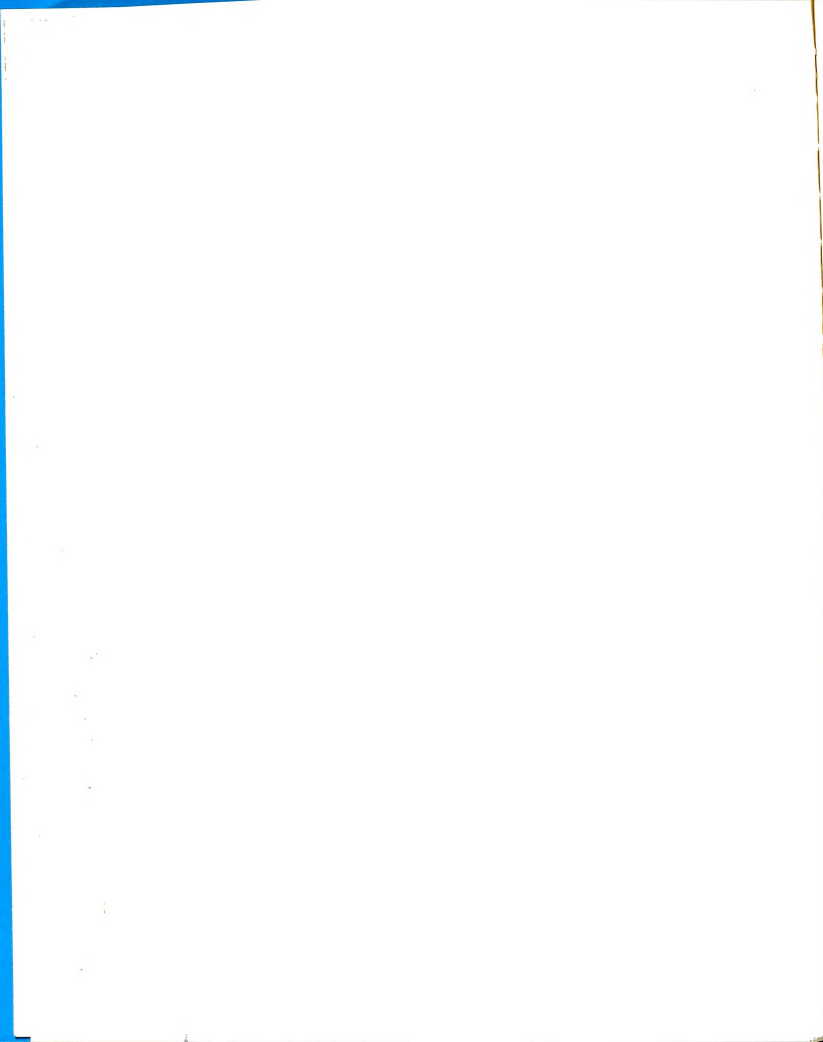
- 0. 0
- 1. 1
- 2. 2
- 3. 3
- 4. 4
- 5. 5
- 6. more than 5

21. What was your position among your siblings? (Consider the oldest as number one)

- 0. 1
- 1. 2
- 2. 3
- 3. 4
- 4. 5
- 5. 6
- 6. other

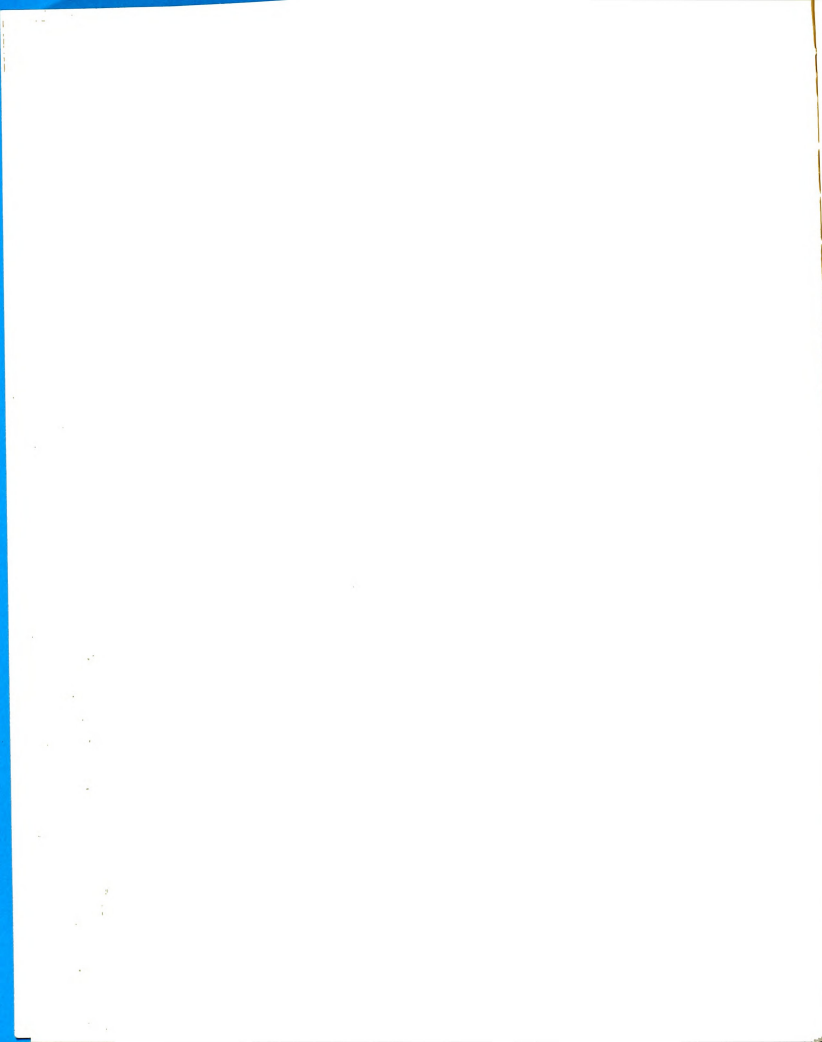
22. How would you classify your childhood family in regards to closeness among the members?

- 0. Very close
- 1. Close
- 2. Not really close
- 3. Everyone went his own way



PART III - GENERAL BIOGRAPHICAL DATA - (continued)

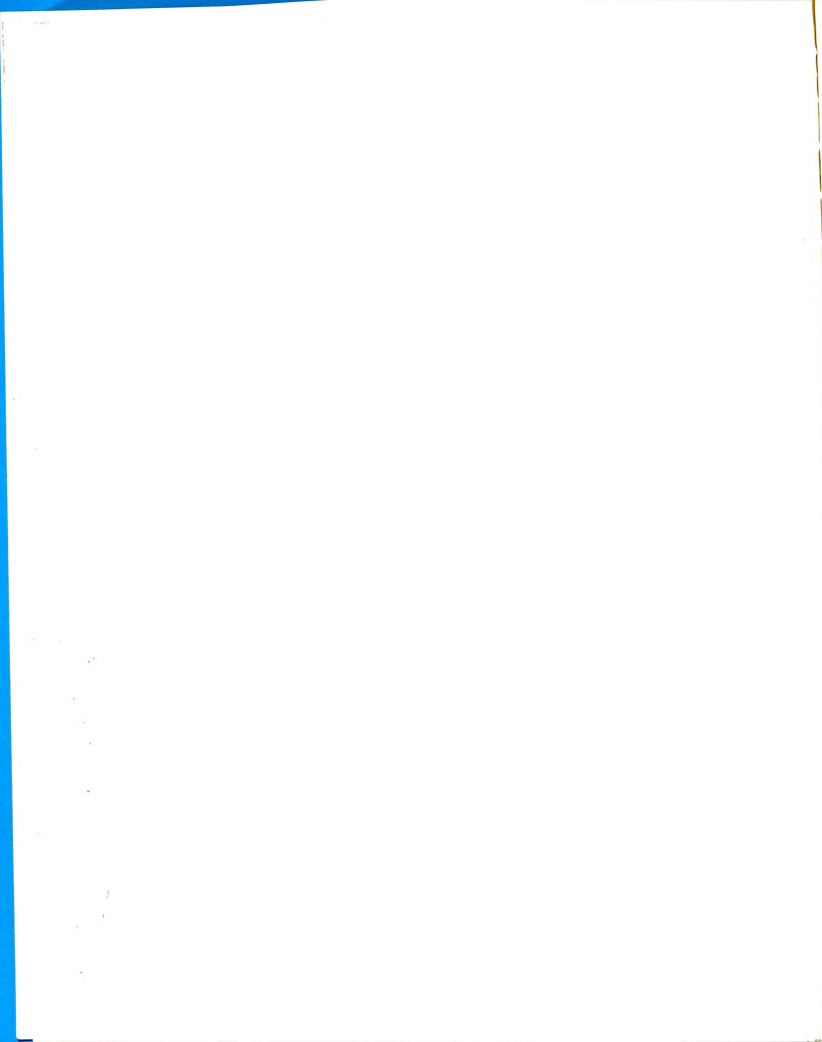
23. How would you evaluate the quality of your early schooling and general education?
0. Good
 1. Average
 2. Poor
24. Where would you classify the socio-economic status of your childhood family?
0. Upper class
 1. Upper middle class
 2. Lower middle class
 3. Lower class
25. What place did religion occupy in your childhood home?
0. Strongly emphasized
 1. Emphasized
 2. Not emphasized
 3. There was no religion
26. Did you grow up in an urban or rural society?
0. Rural
 1. Urban
27. In general, do you consider yourself as favorably disposed toward new educational practices?
0. No
 1. Yes
28. In general, which phrase best expresses your feelings about the teacher association-board of education negotiation process?
0. Very favorable
 1. Quite favorable
 2. Somewhat favorable
 3. No opinion
 4. Somewhat unfavorable
 5. Quite unfavorable
 6. Very unfavorable
29. Of the following, whose opinion of their teaching do you think is most important to your teachers:
0. Students
 1. Principal
 2. Teaching colleagues
 3. their own self
 4. Parents of students



PART III - GENERAL BIOGRAPHICAL DATA - (continued)

30. Of the following, whose opinion of their teaching do you think is least important to them:
0. Students
 1. Principal
 2. Teaching colleagues
 3. Their own selves
 4. Parents of students

WHEN COMPLETED, SEAL ALL SCORING SHEETS AND QUESTIONNAIRE IN THE ENVELOPE. THANK YOU.



QUESTIONNAIRE FOR STUDENTS

Michigan State University Research Study

Dear Students:

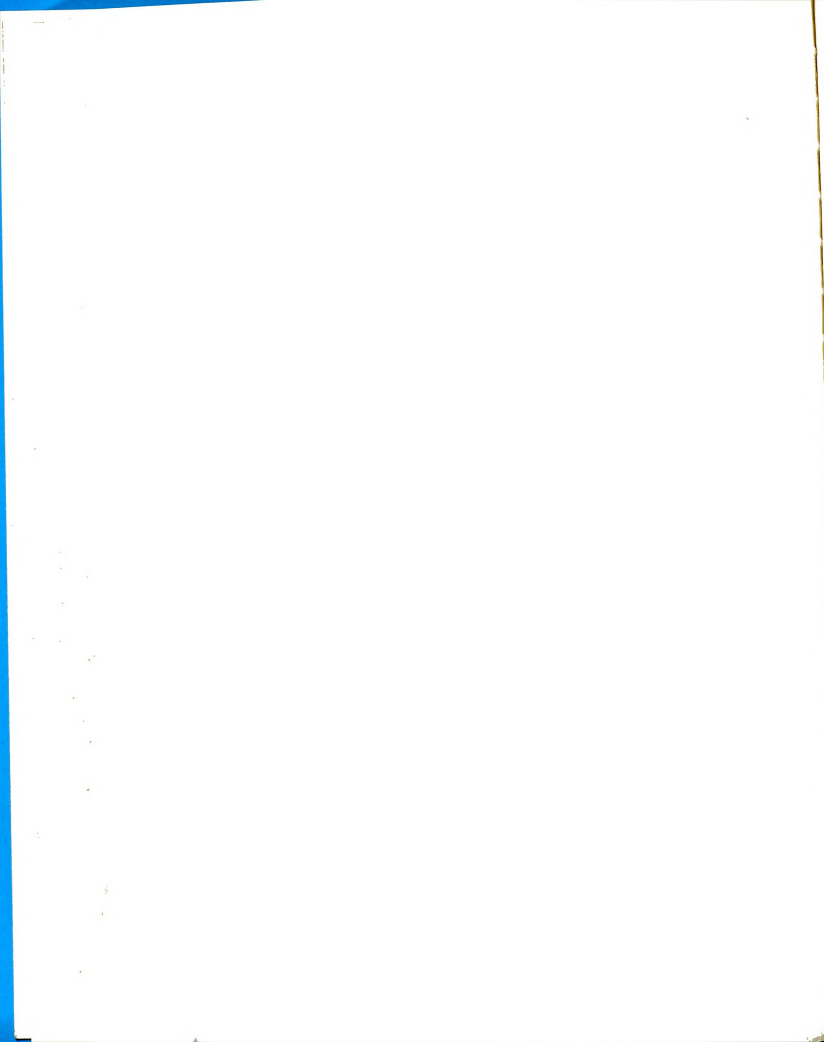
The following ten questions are part of a research study on school life. We want to know how you feel about school and particularly about your time in the classroom. We want your honest opinion. There are no right or wrong answers. The papers are not to be signed.

MARKING INSTRUCTIONS:

1. Mark your answers on the red-letter scoring sheet by the same number.
 2. Mark only between the dotted lines. Use a #2 pencil.
 3. Mark only one answer to each question.
-

Here is a list of some statements that describe life in the classroom. Mark your answer on the scoring sheet by the same number as the statement. Within the dotted lines, mark the number of the statement, that best tells how you feel about this class. There are no right or wrong answers.

1. Life in this class with your regular teacher has
 0. all good things
 1. mostly good things
 2. more good things than bad
 3. about as many good things as bad
 4. more bad things than good
 5. mostly bad things
2. How hard are you working these days on learning what is being taught at school?
 0. Very hard
 1. Quite hard
 2. Not very hard
 3. Not hard at all
3. When I'm in this class, I
 0. usually feel wide awake and very interested
 1. am pretty interested, kind of bored part of the time
 2. am not very interested, bored quite a lot of the time
 3. don't like it, feel bored and not with it
4. How hard are you working on schoolwork compared with the others in the class?
 0. Harder than most
 1. A little harder than most
 2. About the same as most
 3. A little less than most
 4. Quite a bit less than most



5. How many of the pupils in this class do what the teacher suggests?
 0. Most of them do
 1. More than half do
 2. Less than half do
 3. hardly anybody does
6. If we help each other with our work in this class, the teacher
 0. likes it a lot
 1. likes it some
 2. likes it a little
 3. doesn't like it at all
7. How good is your schoolwork compared with the work of others in the class?
 0. Much better than most
 1. A little better than most
 2. About the same as most
 3. Not quite as good as most
 4. Much worse than most
8. How often do the pupils in this class help one another with their schoolwork?
 0. Most of the time
 1. Sometimes
 2. Hardly ever
 3. Never
9. How often do the pupils in this class act friendly toward one another?
 0. Always
 1. Most of the time
 2. Sometimes
 3. Hardly ever
10. Thinking of your whole day, which part of your day seems most important to you?
 0. Life in this class
 1. Things you do in school that are not part of your regular class
 2. Life at home
 3. Doing things with playmates after school
 4. Clubs and groups outside of school with regular meetings and adult leaders
 5. Doing things alone

MILWAUKEE

FOR THE

16 PF TEST PROFILE

FACTOR	Raw Score		Standard Score	LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN)										HIGH SCORE DESCRIPTION
	Form A	Form B			1	2	3	4	5	6	7	8	9	10	
A				RESERVED, DETACHED, CRITICAL, COOL (Sizothymia)	•	•	•	•	•	•	•	•	•	•	OUTGOING, WARMHEARTED, EASY-GOING, PARTICIPATING (Affectothymia, formerly cyclothymia)
B				LESS INTELLIGENT, CONCRETE-THINKING (Lower scholastic mental capacity)	•	•	•	•	•	•	•	•	•	•	MORE INTELLIGENT, ABSTRACT-THINKING, BRIGHT (Higher scholastic mental capacity)
C				AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)	•	•	•	•	•	•	•	•	•	•	EMOTIONALLY STABLE, FACES REALITY, CALM, MATURE (Higher ego strength)
E				HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)	•	•	•	•	•	•	•	•	•	•	ASSERTIVE, INDEPENDENT, AGGRESSIVE, STUBBORN (Dominance)
F				SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)	•	•	•	•	•	•	•	•	•	•	HAPPY-GO-LOUCKY, IMPULSIVELY LIVELY, GAY, ENTHUSIASTIC (Surgency)
G				EXPEDIENT, EVADES RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)	•	•	•	•	•	•	•	•	•	•	CONSCIENTIOUS, PERSEVERING, STABLE, RULE-BOUND (Stronger superego strength)
H				SHY, RESTRAINED, DIFFIDENT, TIMID (Threctia)	•	•	•	•	•	•	•	•	•	•	VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Phoria)
I				TOUGH-MINDED, SELF-RELIANT, REALISTIC, NON-SENSITIVE (Harria)	•	•	•	•	•	•	•	•	•	•	TENDER-MINDED, DEPENDENT, OVER-PROTECTED, SENSITIVE (Premia)
L				TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ON WITH (Alasia)	•	•	•	•	•	•	•	•	•	•	SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL (Protension)
M				PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Proxemia)	•	•	•	•	•	•	•	•	•	•	IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS, BOHEMIAN (Auria)
N				FORTHRIGHT, NATURAL, ARTLESS, SENTIMENTAL (Artlessness)	•	•	•	•	•	•	•	•	•	•	SHREW, CALCULATING, WORLDLY, PENETRATING (Shrewdness)
O				PLACID, SELF-ASSURED, CONFIDENT (Untroubled adequacy)	•	•	•	•	•	•	•	•	•	•	APPREHENSIVE, WORRYING, DEPRESSED, TROUBLED (Guilt proneness)
Q ₁				CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)	•	•	•	•	•	•	•	•	•	•	EXPERIMENTING, CRITICAL, LIBERAL, ANALYTICAL, FREE-THINKING (Radicalism)
Q ₂				GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)	•	•	•	•	•	•	•	•	•	•	SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q ₃				UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)	•	•	•	•	•	•	•	•	•	•	CONTROLLED, SOCIALLY-PRECISE, FOLLOWING SELF-IMAGE (High self-concept control)
Q ₄				RELAXED, TRANQUIL, TORPID, UNFROSTENED (Low ego tension)	•	•	•	•	•	•	•	•	•	•	TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ego tension)

16 PF, Forms A and B, Copyright © 1956, 1957, 1961, 1962, Institute for Personality and Ability Testing, 1602-04 Coronado Drive, Champaign, Illinois, U.S.A. All property rights reserved. Printed in U.S.A.

A sten of 1 2 3 4 5 6 7 8 9 10 is obtained by about 2.3% 4.4% 9.2% 15.0% 19.1% 19.1% 15.0% 9.2% 4.4% 2.3% of adults

16 PF AB-6A

1 2 3 4 5 6 7 8 9 10 is obtained by about 23% 4.4% 9.2% 15.0% 19.1% 19.1% 15.0% 9.2% 4.4% 2.3% of adults

16 PF, Forms A and B, Copyright © 1956, 1957, 1961, 1962, Institute for Personality and Ability Testing, 1602-08 Coronado Drive, Champaign, Illinois, U.S.A. All property rights reserved. Printed in U.S.A.

Name: _____
Comments: _____

2000 1000
1000 1000
1000 1000

1000

1000



16 PF

WHAT TO DO: Inside this booklet are some questions to see what attitudes and interests you have. There are no "right" and "wrong" answers because everyone has the right to his own views. To be able to get the best advice from your results, you will want to answer them exactly and truly.

If a separate "Answer Sheet" has not been given to you, turn this booklet over and tear off the Answer Sheet on the back page.

Write your name and all other information asked for on the top line of the Answer Sheet.

First you should answer the four sample questions below so that you can see whether you need to ask anything before starting. Although you are to read the questions in this booklet, you must record your answers on the answer sheet (alongside the same number as in the booklet).

There are three possible answers to each question. Read the following examples and mark your answers at the top of your answer sheet where it says "Examples." Fill in the left-hand box if your answer choice is the "a" answer, in the middle box if your answer choice is the "b" answer, and in the right-hand box if you choose the "c" answer.

EXAMPLES:

- | | |
|---|--|
| 1. I like to watch team games.
a. yes, b. occasionally, c. no. | 3. Money cannot bring happiness.
a. yes (true), b. in between, c. no (false). |
| 2. I prefer people who:
a. are reserved,
b. (are) in between,
c. make friends quickly. | 4. Woman is to child as cat is to:
a. kitten, b. dog, c. boy. |

In the last example there *is* a right answer—kitten. But there are very few such reasoning items.

Ask *now* if anything is not clear. The examiner will tell you in a moment to turn the page and start.

When you answer, keep these four points in mind:

1. You are asked not to spend time pondering. Give the first, natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometimes like to have. For instance, the above question asks you about "team games" and you might be fonder of football than basketball. But you are to reply "for the average game," or to strike an average in situations of the kind stated. Give the best answer you can at a rate not slower than five or six a minute. You should finish in a little more than half an hour.
2. Try **not** to fall back on the middle, "uncertain" answers except when the answer at either end is really **impossible** for you—perhaps once every four or five questions.
3. Be sure not to skip anything, **but answer every question, somehow**. Some may not apply to you very well, but give your best guess. Some may seem personal; but remember that the answer sheets are kept confidential and cannot be scored without a special stencil key. Answers to particular questions are not inspected.
4. Answer as honestly as possible what is true of **you**. Do not merely mark what seems "the right thing to say" to impress the examiner.

DO NOT TURN PAGE UNTIL TOLD TO DO SO

1. I have the instructions for this test clearly in mind.
a. yes, b. uncertain, c. no.
2. I am ready to answer each question as truthfully as possible.
a. yes, b. uncertain, c. no.
3. I would rather have a house:
a. in a sociable suburb,
b. in between,
c. alone in the deep woods.
4. I can find enough energy to face my difficulties.
a. always, b. generally, c. seldom.
5. I feel a bit nervous of wild animals even when they are in strong cages.
a. yes (true), b. uncertain, c. no (false).
6. I hold back from criticizing people and their ideas.
a. yes, b. sometimes, c. no.
7. I make smart, sarcastic remarks to people if I think they deserve it.
a. generally, b. sometimes, c. never.
8. I prefer semiclassical music to popular tunes.
a. true, b. uncertain, c. false.
9. If I saw two neighbors' children fighting, I would:
a. leave them to settle it,
b. uncertain,
c. reason with them.
10. On social occasions I:
a. readily come forward,
b. in between,
c. prefer to stay quietly in the background.
11. It would be more interesting to be:
a. a construction engineer,
b. uncertain,
c. a writer of plays.
12. I would rather stop in the street to watch an artist painting than listen to some people having a quarrel.
a. true, b. uncertain, c. false.
13. I can generally put up with conceited people, even though they brag or show they think too well of themselves.
a. yes, b. in between, c. no.
14. You can almost always notice on a man's face when he is dishonest.
a. yes, b. in between, c. no.
15. It would be good for everyone if vacations (holidays) were longer and everyone *had* to take them.
a. agree, b. uncertain, c. disagree.
16. I would rather take the gamble of a job with possibly large but uneven earnings, than one with a steady, small salary.
a. yes, b. uncertain, c. no.
17. I talk about my feelings:
a. only if necessary,
b. in between,
c. readily, whenever I have a chance.
18. Once in a while I have a sense of vague danger or sudden dread for reasons that I do not understand.
a. yes, b. in between, c. no.
19. When criticized wrongly for something I did *not* do, I:
a. have no feeling of guilt,
b. in between,
c. still feel a bit guilty.
20. Money can buy almost everything.
a. yes, b. uncertain, c. no.
21. My decisions are governed more by my:
a. heart,
b. feelings and reason equally,
c. head.
22. Most people would be happier if they lived more with their fellows and did the same things as others.
a. yes, b. in between, c. no.
23. I occasionally get puzzled, when looking in a mirror, as to which is my right and left.
a. true, b. uncertain, c. false.
24. When talking, I like:
a. to say things, just as they occur to me,
b. in between,
c. to get my thoughts well organized first.
25. When something really makes me furious, I find I calm down again quite quickly.
a. yes, b. in between, c. no.

(End, column 1 on answer sheet.)

26. With the same hours and pay, it would be more interesting to be:
 a. a carpenter or cook,
 b. uncertain,
 c. a waiter in a good restaurant.
27. I have been elected to:
 a. only a few offices,
 b. several,
 c. many offices.
28. "Spade" is to "dig" as "knife" is to:
 a. sharp, b. cut, c. point.
29. I sometimes can't get to sleep because an idea keeps running through my mind.
 a. true, b. uncertain, c. false.
30. In my personal life I reach the goals I set, almost all the time.
 a. true, b. uncertain, c. false.
31. An out-dated law should be changed:
 a. only after considerable discussion,
 b. in between,
 c. promptly.
32. I am uncomfortable when I work on a project requiring quick action affecting others.
 a. true, b. in between, c. false.
33. Most of the people I know would rate me as an amusing talker.
 a. yes, b. uncertain, c. no.
34. When I see "sloppy," untidy people, I:
 a. just accept it,
 b. in between,
 c. get disgusted and annoyed.
35. I get slightly embarrassed if I suddenly become the focus of attention in a social group.
 a. yes, b. in between, c. no.
36. I am always glad to join a large gathering, for example, a party, dance, or public meeting.
 a. yes, b. in between, c. no.
37. In school I preferred (or prefer):
 a. music,
 b. uncertain,
 c. handwork and crafts.
38. When I have been put in charge of something, I insist that my instructions are followed or else I resign.
 a. yes, b. sometimes, c. no.
39. For parents, it is more important to:
 a. help their children develop their affections,
 b. in between,
 c. teach their children how to control emotions.
40. In a group task I would rather:
 a. try to improve arrangements,
 b. in between,
 c. keep the records and see that rules are followed.
41. I feel a need every now and then to engage in a tough physical activity.
 a. yes, b. in between, c. no.
42. I would rather mix with polite people than rough, rebellious individuals.
 a. yes, b. in between, c. no.
43. I feel terribly dejected when people criticize me in a group.
 a. true, b. in between, c. false.
44. If I am called in by my boss, I:
 a. make it a chance to ask for something I want,
 b. in between,
 c. fear I've done something wrong.
45. What this world needs is:
 a. more steady and "solid" citizens,
 b. uncertain,
 c. more "idealists" with plans for a better world.
46. I am always keenly aware of attempts at propaganda in things I read.
 a. yes, b. uncertain, c. no.
47. As a teenager, I joined in school sports:
 a. occasionally,
 b. fairly often,
 c. a great deal.
48. I keep my room well organized, with things in known places almost all the time.
 a. yes, b. in between, c. no.
49. I sometimes get in a state of tension and turmoil as I think of the day's happenings.
 a. yes, b. in between, c. no.
50. I sometimes doubt whether people I am talking to are really interested in what I am saying.
 a. yes, b. in between, c. no.

(End, column 2 on answer sheet.)

51. If I had to choose, I would rather be:
a. a forester,
b. uncertain,
c. a high school teacher.
52. For special holidays and birthdays, I:
a. like to give personal presents,
b. uncertain,
c. feel that buying presents is a bit of a nuisance.
53. "Tired" is to "work" as "proud" is to:
a. smile, b. success, c. happy.
54. Which of the following items is different in kind from the others?
a. candle, b. moon, c. electric light.
55. I have been let down by my friends:
a. hardly ever,
b. occasionally,
c. quite a lot.
56. I have some characteristics in which I feel definitely superior to most people.
a. yes, b. uncertain, c. no.
57. When I get upset, I try hard to hide my feelings from others.
a. true, b. in between, c. false.
58. I like to go out to a show or entertainment:
a. more than once a week (more than average),
b. about once a week (average),
c. less than once a week (less than average).
59. I think that plenty of freedom is more important than good manners and respect for the law.
a. true, b. uncertain, c. false.
60. I tend to keep quiet in the presence of senior persons (people of greater experience, age, or rank).
a. yes, b. in between, c. no.
61. I find it hard to address or recite to a large group.
a. yes, b. in between, c. no.
62. I have a good sense of direction (find it easy to tell which is North, South, East, or West) when in a strange place.
a. yes, b. in between, c. no.
63. If someone got mad at me, I would:
a. try to calm him down,
b. uncertain,
c. get irritated.
64. When I read an unfair magazine article, I am more inclined to forget it than to feel like "hitting back."
a. true, b. uncertain, c. false.
65. My memory tends to drop a lot of unimportant, trivial things, for example, names of streets or stores in town.
a. yes, b. in between, c. no.
66. I could enjoy the life of an animal doctor, handling disease and surgery of animals.
a. yes, b. in between, c. no.
67. I eat my food with gusto, not always so carefully and properly as some people.
a. true, b. uncertain, c. false.
68. There are times when I don't feel in the right mood to see anyone.
a. very rarely,
b. in between,
c. quite often.
69. People sometimes warn me that I show my excitement in voice and manner too obviously.
a. yes, b. in between, c. no.
70. As a teenager, if I differed in opinion from my parents, I usually:
a. kept my own opinion,
b. in between,
c. accepted their authority.
71. I would prefer to have an office of my own, not sharing it with another person.
a. yes, b. uncertain, c. no.
72. I would rather enjoy life quietly in my own way than be admired for my achievements.
a. true, b. uncertain, c. false.
73. I feel mature in most things.
a. true, b. uncertain, c. false.
74. I find myself upset rather than helped by the kind of criticism that many people offer one.
a. often, b. occasionally, c. never.
75. I am always able to keep the expression of my feelings under exact control.
a. yes, b. in between, c. no.

(End, column 3 on answer sheet.)

76. In starting a useful invention, I would prefer:
 a. working on it in the laboratory,
 b. uncertain,
 c. selling it to people.
77. "Surprise" is to "strange" as "fear" is to:
 a. brave, b. anxious, c. terrible.
78. Which of the following fractions is not in the same class as the others?
 a. $\frac{3}{7}$, b. $\frac{3}{9}$, c. $\frac{3}{11}$.
79. Some people seem to ignore or avoid me, although I don't know why.
 a. true, b. uncertain, c. false.
80. People treat me less reasonably than my good intentions deserve.
 a. often, b. occasionally, c. never.
81. The use of foul language, even when it is not in a mixed group of men and women, still disgusts me.
 a. yes, b. in between, c. no.
82. I have decidedly fewer friends than most people.
 a. yes, b. in between, c. no.
83. I would hate to be where there wouldn't be a lot of people to talk to.
 a. true, b. uncertain, c. false.
84. People sometimes call me careless, even though they think I'm a likable person.
 a. yes, b. in between, c. no.
85. "Stage-fright" in various social situations is something I have experienced:
 a. quite often,
 b. occasionally,
 c. hardly ever.
86. When I am in a small group, I am content to sit back and let others do most of the talking.
 a. yes, b. in between, c. no.
87. I prefer reading:
 a. a realistic account of military or political battles,
 b. uncertain,
 c. a sensitive, imaginative novel.
88. When bossy people try to "push me around," I do just the opposite of what they wish.
 a. yes, b. in between, c. no.
89. Business superiors or members of my family, as a rule, find fault with me only when there is real cause.
 a. true, b. in between, c. false.
90. In streets or stores, I dislike the way some persons stare at people.
 a. yes, b. in between, c. no.
91. On a long journey, I would prefer to:
 a. read something profound, but interesting,
 b. uncertain,
 c. pass the time talking casually with a fellow passenger.
92. In a situation which may become dangerous, I believe in making a fuss and speaking up even if calmness and politeness are lost.
 a. yes, b. in between, c. no.
93. If acquaintances treat me badly and show they dislike me:
 a. it doesn't upset me a bit,
 b. in between,
 c. I tend to get downhearted.
94. I find it embarrassing to have praise or compliments bestowed on me.
 a. yes, b. in between, c. no.
95. I would rather have a job with:
 a. a fixed, certain salary,
 b. in between,
 c. a larger salary, which depended on my constantly persuading people I am worth it.
96. To keep informed, I like:
 a. to discuss issues with people,
 b. in between,
 c. to rely on the actual news reports.
97. I like to take an active part in social affairs, committee work, etc.
 a. yes, b. in between, c. no.
98. In carrying out a task, I am not satisfied unless even the minor details are given close attention.
 a. true, b. in between, c. false.
99. Quite small setbacks occasionally irritate me too much.
 a. yes, b. in between, c. no.
100. I am always a sound sleeper, never waking or talking in my sleep.
 a. yes, b. in between, c. no.

(End, column 4 on answer sheet.)

101. It would be more interesting to work in a business:
a. talking to customers,
b. in between,
c. keeping office accounts and records.
102. "Size" is to "length" as "dishonest" is to:
a. prison, b. sin, c. stealing.
103. AB is to dc as SR is to:
a. qp, b. pq, c. tu.
104. When people are unreasonable, I just:
a. keep quiet,
b. uncertain,
c. despise them.
105. If people talk loudly while I am listening to music, I:
a. can keep my mind on the music and not be bothered,
b. in between,
c. find it spoils my enjoyment and annoys me.
106. I think I am better described as:
a. polite and quiet,
b. in between,
c. forceful.
107. I attend social functions only when I have to, and stay away any other time.
a. yes, b. uncertain, c. no.
108. To be cautious and expect little is better than to be happy at heart, always expecting success.
a. true, b. uncertain, c. false.
109. In thinking of difficulties in my work, I:
a. try to plan ahead, before I meet them,
b. in between,
c. assume I can handle them when they come.
110. I find it easy to mingle among people at a social gathering.
a. true, b. uncertain, c. false.
111. When a bit of diplomacy and persuasion are needed to get people moving, I am generally the one asked to do it.
a. yes, b. in between, c. no.
112. It would be more interesting to be:
a. a guidance worker helping young people find jobs,
b. uncertain,
c. a manager in efficiency engineering.
113. If I am quite sure that a person is unjust or behaving selfishly, I show him up, even if it takes some trouble.
a. yes, b. in between, c. no.
114. I sometimes make foolish remarks in fun, just to surprise people and see what they will say.
a. yes, b. in between, c. no.
115. I would enjoy being a newspaper writer on drama, concerts, opera, etc.
a. yes, b. uncertain, c. no.
116. I never feel the urge to doodle and fidget when kept sitting still at a meeting.
a. true, b. uncertain, c. false.
117. If someone tells me something which I know is wrong, I am more likely to say to myself:
a. "He is a liar,"
b. in between,
c. "Apparently he is misinformed."
118. I feel some punishment is coming to me even when I have done nothing wrong.
a. often, b. occasionally, c. never.
119. The idea that sickness comes as much from mental as physical causes is much exaggerated.
a. yes, b. in between, c. no.
120. The pomp and splendor of any big state ceremony are things which should be preserved.
a. yes, b. in between, c. no.
121. It bothers me if people think I am being too unconventional or odd.
a. a lot, b. somewhat, c. not at all.
122. In constructing something I would rather work:
a. with a committee,
b. uncertain,
c. on my own.
123. I have periods when it's hard to stop a mood of self-pity.
a. often, b. occasionally, c. never.
124. Often I get angry with people too quickly.
a. yes, b. in between, c. no.
125. I can always change old habits without difficulty and without slipping back.
a. yes, b. in between, c. no.

(End, column 5 on answer sheet.)

126. If the earnings were the same, I would rather be:
a. a lawyer,
b. uncertain,
c. a navigator or pilot.
127. "Better" is to "worst" as "slower" is to:
a. fast, b. best, c. quickest.
128. Which of the following should come next at the end of this row of letters: xooooxxooooxxx?
a. oxxx, b. oooxx, c. xooo.
129. When the time comes for something I have planned and looked forward to, I occasionally do not feel up to going.
a. true, b. in between, c. false.
130. I can work carefully on most things without being bothered by people making a lot of noise around me.
a. yes, b. in between, c. no.
131. I occasionally tell strangers things that seem to me important, regardless of whether they ask about them.
a. yes, b. in between, c. no.
132. I spend much of my spare time talking with friends about social events enjoyed in the past.
a. yes, b. in between, c. no.
133. I enjoy doing "daring," foolhardy things "just for fun."
a. yes, b. in between, c. no.
134. I find the sight of an untidy room very annoying.
a. yes, b. in between, c. no.
135. I consider myself a very sociable, outgoing person.
a. yes, b. in between, c. no.
136. In social contacts I:
a. show my emotions as I wish,
b. in between,
c. keep my emotions to myself.
137. I enjoy music that is:
a. light, dry, and brisk,
b. in between,
c. emotional and sentimental.
138. I admire the beauty of a poem more than that of a well-made gun.
a. yes, b. uncertain, c. no.
139. If a good remark of mine is passed by, I:
a. let it go,
b. in between,
c. give people a chance to hear it again.
140. I would like to work as a probation officer with criminals on parole.
a. yes, b. in between, c. no.
141. One should be careful about mixing with all kinds of strangers, since there are dangers of infection and so on.
a. yes, b. uncertain, c. no.
142. In traveling abroad, I would rather go on an expertly conducted tour than plan by myself the places I wish to visit.
a. yes, b. uncertain, c. no.
143. I am properly regarded as only a plodding, half-successful person.
a. yes, b. uncertain, c. no.
144. If people take advantage of my friendliness, I do not resent it and I soon forget.
a. true, b. uncertain, c. false.
145. If a heated argument developed between other members taking part in a group discussion, I would:
a. like to see a "winner,"
b. in between,
c. wish that it would be smoothed over.
146. I like to do my planning alone, without interruptions and suggestions from others.
a. yes, b. in between, c. no.
147. I sometimes let my actions get swayed by feelings of jealousy.
a. yes, b. in between, c. no.
148. I believe firmly "the boss may not always be right, but he always has the right to be boss."
a. yes, b. uncertain, c. no.
149. I get tense as I think of all the things lying ahead of me.
a. yes, b. sometimes, c. no.
150. If people shout suggestions when I'm playing a game, it doesn't upset me.
a. true, b. uncertain, c. false.

(End, column 6 on answer sheet.)

151. It would be more interesting to be:
a. an artist,
b. uncertain,
c. a secretary running a club.
152. Which of the following words does not properly belong with the others?
a. any, b. some, c. most.
153. "Flame" is to "heat" as "rose" is to:
a. thorn, b. red petals, c. scent.
154. I have vivid dreams, disturbing my sleep.
a. often,
b. occasionally,
c. practically never.
155. If the odds are really against something's being a success, I still believe in taking the risk.
a. yes, b. in between, c. no.
156. I like it when I know so well what the group has to do that I naturally become the one in command.
a. yes, b. in between, c. no.
157. I would rather dress with quiet correctness than with eye-catching personal style.
a. true, b. uncertain, c. false.
158. An evening with a quiet hobby appeals to me more than a lively party.
a. true, b. uncertain, c. false.
159. I close my mind to well-meant suggestions of others, even though I know I shouldn't.
a. occasionally, b. hardly ever, c. never.
160. I always make it a point, in deciding anything, to refer to basic rules of right and wrong.
a. yes, b. in between, c. no.
161. I somewhat dislike having a group watch me at work.
a. yes, b. in between, c. no.
162. Because it is not always possible to get things done by gradual, reasonable methods, it is sometimes necessary to use force.
a. true, b. in between, c. false.
163. In school I preferred (or prefer):
a. English,
b. uncertain,
c. mathematics or arithmetic.
164. I have sometimes been troubled by people's saying bad things about me behind my back, with no grounds at all.
a. yes, b. uncertain, c. no.
165. Talk with ordinary, habit-bound, conventional people:
a. is often quite interesting and has a lot to it,
b. in between,
c. annoys me because it deals with trifles and lacks depth.
166. Some things make me so angry that I find it best not to speak.
a. yes, b. in between, c. no.
167. In education, it is more important to:
a. give the child enough affection,
b. in between,
c. have the child learn desirable habits and attitudes.
168. People regard me as a solid, undisturbed person, unmoved by ups and downs in circumstances.
a. yes, b. in between, c. no.
169. I think society should let reason lead it to new customs and throw aside old habits or mere traditions.
a. yes, b. in between, c. no.
170. I think it is more important in the modern world to solve:
a. the question of moral purpose,
b. uncertain,
c. the political difficulties.
171. I learn better by:
a. reading a well-written book,
b. in between,
c. joining a group discussion.
172. I like to go my own way instead of acting on approved rules.
a. true, b. uncertain, c. false.
173. I like to wait till I am sure that what I am saying is correct, before I put forth an argument.
a. always,
b. generally,
c. only if it's practicable.
174. Small things sometimes "get on my nerves" unbearably, though I realize they are trivial.
a. yes, b. in between, c. no.
175. I don't often say things on the spur of the moment that I greatly regret.
a. true, b. uncertain, c. false.

(End, column 7 on answer sheet.)

176. If asked to work with a charity drive, I would
a. accept,
b. uncertain,
c. politely say I'm too busy.
177. Which of the following words does not belong with the others?
a. wide, b. zigzag, c. straight.
178. "Soon" is to "never" as "near" is to:
a. nowhere, b. far, c. away.
179. If I make an awkward social mistake, I can soon forget it.
a. yes, b. in between, c. no.
180. I am known as an "idea man" who almost always puts forward some ideas on a problem.
a. yes, b. in between, c. no.
181. I think I am better at showing:
a. nerve in meeting challenges,
b. uncertain,
c. tolerance of other people's wishes.
182. I am considered a very enthusiastic person.
a. yes, b. in between, c. no.
183. I like a job that offers change, variety, and travel, even if it involves some danger.
a. yes, b. in between, c. no.
184. I am a fairly strict person, insisting on always doing things as correctly as possible.
a. true, b. in between, c. false.
185. I enjoy work that requires conscientious, exacting skills.
a. yes, b. in between, c. no.
186. I'm the energetic type who keeps busy.
a. yes, b. uncertain, c. no.
187. I am sure there are no questions that I have skipped or failed to answer properly.
a. yes, b. uncertain, c. no.

(End of test.)

ANSWER SHEET: THE 16 P. F. TEST, FORM A

EXAMPLES

3. Money cannot bring happiness.
 a. yes ☐ b. occasionally, ☐ c. no ☐
 a. yes ☐ b. no (false), ☐ c. boy ☐
 4. Woman is to child as cat is to:
 a. kitten, ☐ b. dogs, ☐ c. boy ☐

NAME		First	Middle	Last	AGE	DATE	SEX	Write M or F (Nearest Year)	RAW SCORE
1	☐	☐	☐	☐	☐	☐	☐	☐	A
2	☐	☐	☐	☐	☐	☐	☐	☐	B
3	☐	☐	☐	☐	☐	☐	☐	☐	C
4	☐	☐	☐	☐	☐	☐	☐	☐	E
5	☐	☐	☐	☐	☐	☐	☐	☐	F
6	☐	☐	☐	☐	☐	☐	☐	☐	G
7	☐	☐	☐	☐	☐	☐	☐	☐	H
8	☐	☐	☐	☐	☐	☐	☐	☐	I
9	☐	☐	☐	☐	☐	☐	☐	☐	L
10	☐	☐	☐	☐	☐	☐	☐	☐	M
11	☐	☐	☐	☐	☐	☐	☐	☐	N
12	☐	☐	☐	☐	☐	☐	☐	☐	O
13	☐	☐	☐	☐	☐	☐	☐	☐	Q ₁
14	☐	☐	☐	☐	☐	☐	☐	☐	Q ₂
15	☐	☐	☐	☐	☐	☐	☐	☐	Q ₃
16	☐	☐	☐	☐	☐	☐	☐	☐	Q ₄
17	☐	☐	☐	☐	☐	☐	☐	☐	
18	☐	☐	☐	☐	☐	☐	☐	☐	
19	☐	☐	☐	☐	☐	☐	☐	☐	
20	☐	☐	☐	☐	☐	☐	☐	☐	
21	☐	☐	☐	☐	☐	☐	☐	☐	
22	☐	☐	☐	☐	☐	☐	☐	☐	
23	☐	☐	☐	☐	☐	☐	☐	☐	
24	☐	☐	☐	☐	☐	☐	☐	☐	
25	☐	☐	☐	☐	☐	☐	☐	☐	
26	☐	☐	☐	☐	☐	☐	☐	☐	
27	☐	☐	☐	☐	☐	☐	☐	☐	
28	☐	☐	☐	☐	☐	☐	☐	☐	
29	☐	☐	☐	☐	☐	☐	☐	☐	
30	☐	☐	☐	☐	☐	☐	☐	☐	
31	☐	☐	☐	☐	☐	☐	☐	☐	
32	☐	☐	☐	☐	☐	☐	☐	☐	
33	☐	☐	☐	☐	☐	☐	☐	☐	
34	☐	☐	☐	☐	☐	☐	☐	☐	
35	☐	☐	☐	☐	☐	☐	☐	☐	
36	☐	☐	☐	☐	☐	☐	☐	☐	
37	☐	☐	☐	☐	☐	☐	☐	☐	
38	☐	☐	☐	☐	☐	☐	☐	☐	
39	☐	☐	☐	☐	☐	☐	☐	☐	
40	☐	☐	☐	☐	☐	☐	☐	☐	
41	☐	☐	☐	☐	☐	☐	☐	☐	
42	☐	☐	☐	☐	☐	☐	☐	☐	
43	☐	☐	☐	☐	☐	☐	☐	☐	
44	☐	☐	☐	☐	☐	☐	☐	☐	
45	☐	☐	☐	☐	☐	☐	☐	☐	
46	☐	☐	☐	☐	☐	☐	☐	☐	
47	☐	☐	☐	☐	☐	☐	☐	☐	
48	☐	☐	☐	☐	☐	☐	☐	☐	
49	☐	☐	☐	☐	☐	☐	☐	☐	
50	☐	☐	☐	☐	☐	☐	☐	☐	
51	☐	☐	☐	☐	☐	☐	☐	☐	
52	☐	☐	☐	☐	☐	☐	☐	☐	
53	☐	☐	☐	☐	☐	☐	☐	☐	
54	☐	☐	☐	☐	☐	☐	☐	☐	
55	☐	☐	☐	☐	☐	☐	☐	☐	
56	☐	☐	☐	☐	☐	☐	☐	☐	
57	☐	☐	☐	☐	☐	☐	☐	☐	
58	☐	☐	☐	☐	☐	☐	☐	☐	
59	☐	☐	☐	☐	☐	☐	☐	☐	
60	☐	☐	☐	☐	☐	☐	☐	☐	
61	☐	☐	☐	☐	☐	☐	☐	☐	
62	☐	☐	☐	☐	☐	☐	☐	☐	
63	☐	☐	☐	☐	☐	☐	☐	☐	
64	☐	☐	☐	☐	☐	☐	☐	☐	
65	☐	☐	☐	☐	☐	☐	☐	☐	
66	☐	☐	☐	☐	☐	☐	☐	☐	
67	☐	☐	☐	☐	☐	☐	☐	☐	
68	☐	☐	☐	☐	☐	☐	☐	☐	
69	☐	☐	☐	☐	☐	☐	☐	☐	
70	☐	☐	☐	☐	☐	☐	☐	☐	
71	☐	☐	☐	☐	☐	☐	☐	☐	
72	☐	☐	☐	☐	☐	☐	☐	☐	
73	☐	☐	☐	☐	☐	☐	☐	☐	
74	☐	☐	☐	☐	☐	☐	☐	☐	
75	☐	☐	☐	☐	☐	☐	☐	☐	
76	☐	☐	☐	☐	☐	☐	☐	☐	
77	☐	☐	☐	☐	☐	☐	☐	☐	
78	☐	☐	☐	☐	☐	☐	☐	☐	
79	☐	☐	☐	☐	☐	☐	☐	☐	
80	☐	☐	☐	☐	☐	☐	☐	☐	
81	☐	☐	☐	☐	☐	☐	☐	☐	
82	☐	☐	☐	☐	☐	☐	☐	☐	
83	☐	☐	☐	☐	☐	☐	☐	☐	
84	☐	☐	☐	☐	☐	☐	☐	☐	
85	☐	☐	☐	☐	☐	☐	☐	☐	
86	☐	☐	☐	☐	☐	☐	☐	☐	
87	☐	☐	☐	☐	☐	☐	☐	☐	
88	☐	☐	☐	☐	☐	☐	☐	☐	
89	☐	☐	☐	☐	☐	☐	☐	☐	
90	☐	☐	☐	☐	☐	☐	☐	☐	
91	☐	☐	☐	☐	☐	☐	☐	☐	
92	☐	☐	☐	☐	☐	☐	☐	☐	
93	☐	☐	☐	☐	☐	☐	☐	☐	
94	☐	☐	☐	☐	☐	☐	☐	☐	
95	☐	☐	☐	☐	☐	☐	☐	☐	
96	☐	☐	☐	☐	☐	☐	☐	☐	
97	☐	☐	☐	☐	☐	☐	☐	☐	
98	☐	☐	☐	☐	☐	☐	☐	☐	
99	☐	☐	☐	☐	☐	☐	☐	☐	
100	☐	☐	☐	☐	☐	☐	☐	☐	

FILL IN THE BOX COMPLETELY. ERASE ENTIRELY ANY ANSWER YOU WISH TO CHANGE.

END OF TEST

Do not write here.

NORMS USED:

☐ HS

☐ Coll

☐ Gen Pop

☐ A

☐ B

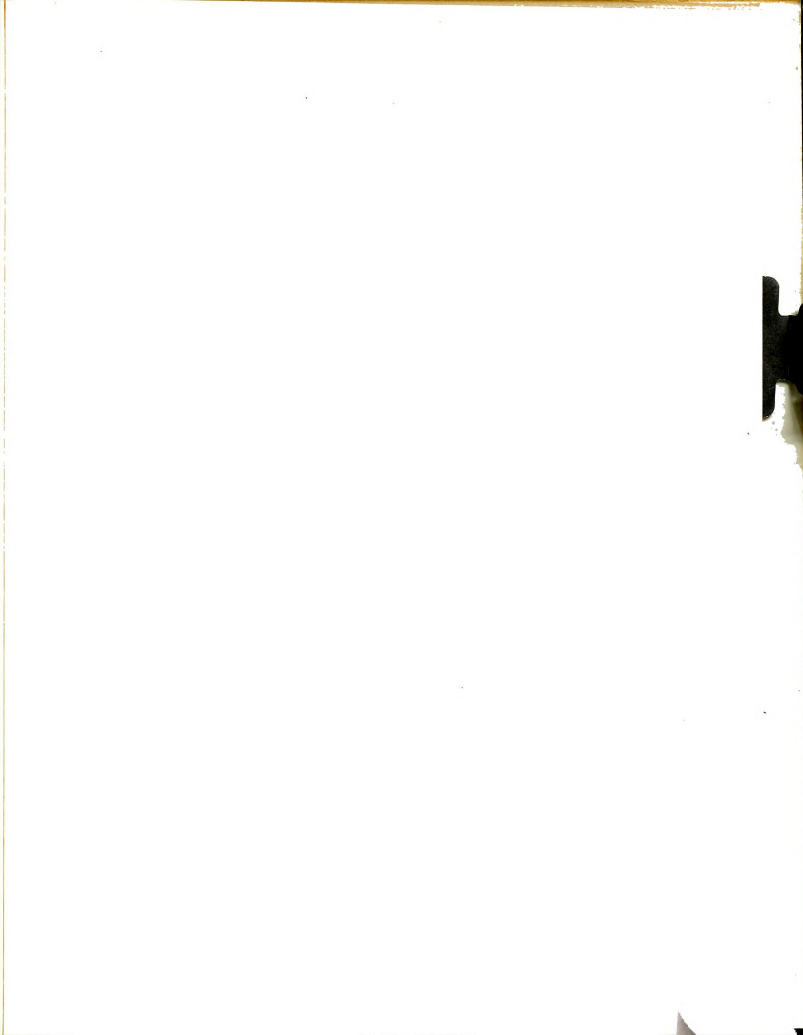
☐ A + B

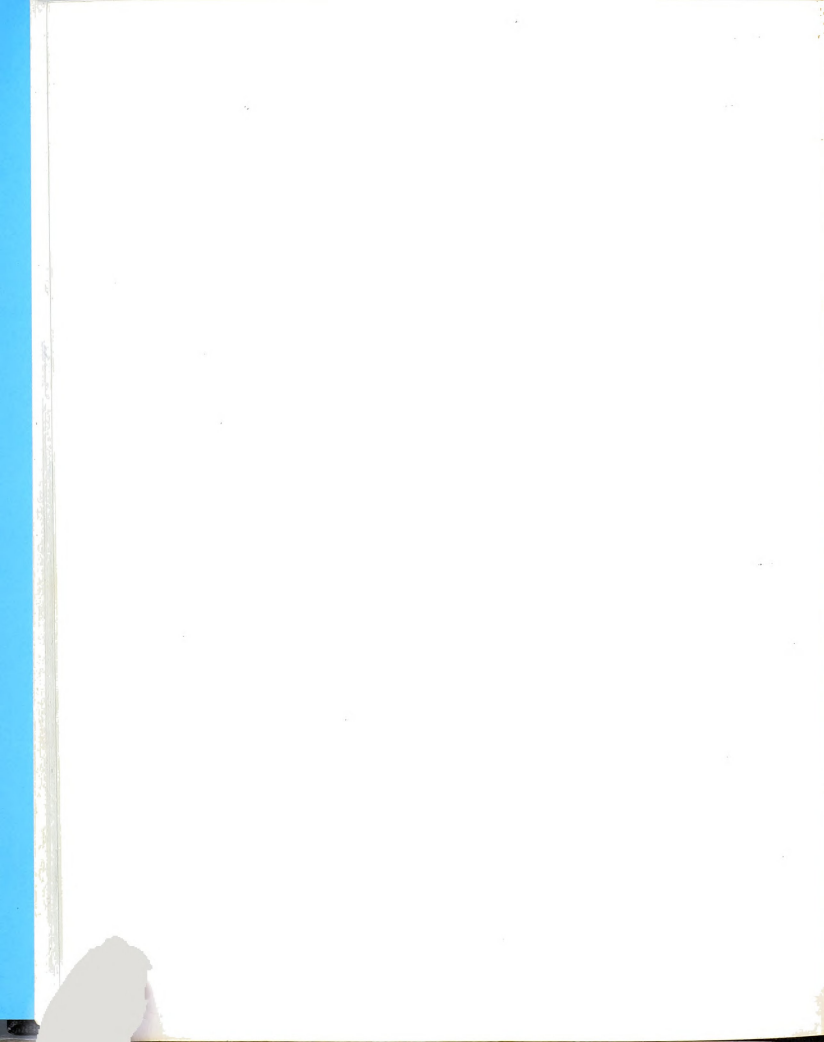
☐ M

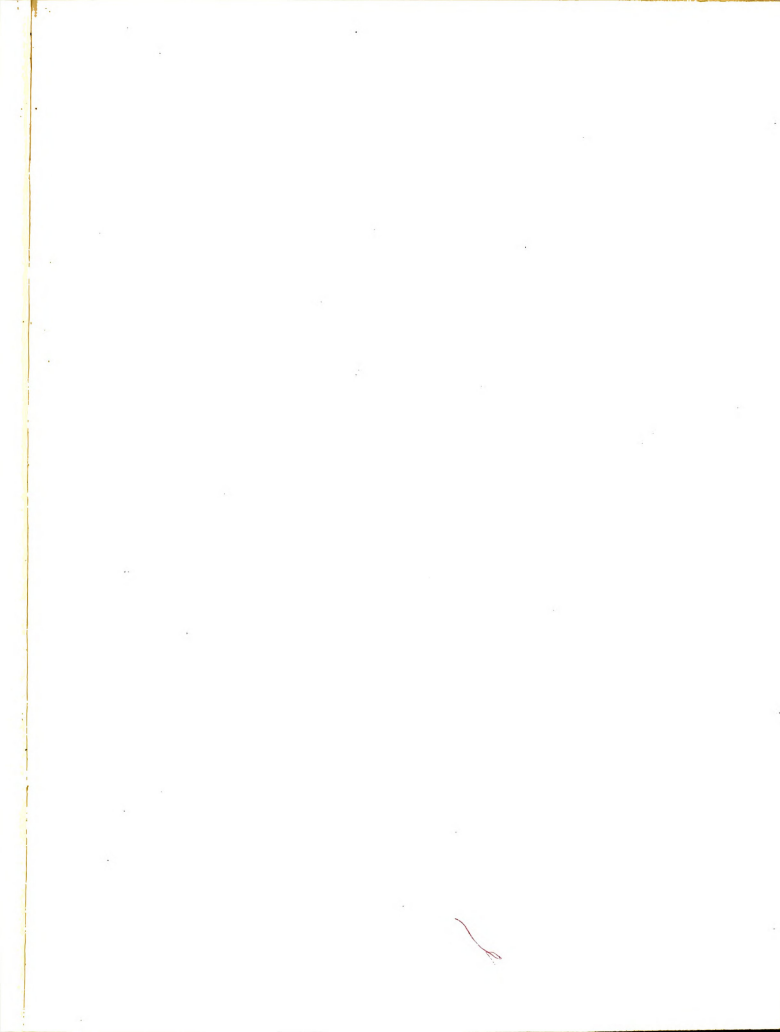
☐ F

☐ 61'-62

☐ 62'-68







MICHIGAN STATE UNIV. LIBRARIES



31293103268482