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A STUDY OF THE RELATIONSHIPS BETWEEN ORGANIZATIONAL CLIMATE FACTORS AND THE ACADEMIC PREPARATION, PROFESSIONAL EXPERIENCE, AND OTHER RELATED VARIABLES OF INTERMEDIATE DISTRICT SPECIAL EDUCATION DIRECTORS IN MICHIGAN

By

Sister Anne Lawrence Clark

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ABSTRACT

A STUDY OF THE RELATIONSHIPS BETWEEN ORGANIZATIONAL CLIMATE FACTORS AND THE ACADEMIC PREPARATION, PROFESSIONAL EXPERIENCE, AND OTHER RELATED VARIABLES OF INTERMEDIATE DISTRICT SPECIAL EDUCATION DIRECTORS IN MICHIGAN

By

Sister Anne Lawrence Clark

This research was concerned with the relationships between climate factors as measured by the Organizational Climate Description Questionnaire (OCDQ) and variables associated with the academic training, professional experience, age, tenure, and sensitivity training of intermediate district directors of special education in the State of Michigan. It was postulated that there would be no relationships between these variables and the climate factors.

Although the OCDQ, developed by Halpin and Croft in 1962, has been used in many studies in which different variables have been related to the climate factors, no studies have been reported to date utilizing this instrument in studies of special education personnel.

The criteria for selecting the intermediate districts to participate in the study were: employment of a full-time directors of special education, approved for state

reimbursement, and millage levied by the district for support of special education programs and services, under the provisions of Public Act 18 of 1954 as amended. Twenty-nine districts met these criteria, providing a total population of 29 directors and 491 staff members.

Two instruments were used to collect the required data. The first included a modification of the OCDQ and certain biographical information. The second was a questionnaire for directors, developed by the writer.

Since the OCDQ was developed for use in elementary schools, some minor changes were necessary to make it appropriate for use in the intermediate district situation. The instrument contains 64 Likert-type items, each a statement of interpersonal behavior among staff members and with the director. The eight factors identified by Halpin and Croft also appeared in the responses to the modified OCDQ, as determined by factor analysis procedures. They are: Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration.

The questionnaire for directors was used to obtain information regarding the academic preparation, professtional experience, and other demographic information concerning the directors.

Scores on the eight factors were correlated with each of the dependent variables, using the Pearson product-moment correlation technique. In some cases, where the

distributions were unbalanced, dichotomies were forced on the data, and point biserial correlations were computed.

Findings and Conclusions

The eight factors which appeared as a result of factor analysis of the modified OCDQ corresponded with the factors found by Halpin and Croft. It was concluded, therefore, that the revised OCDQ could be used to measure climate factors in intermediate district special education staffs.

No relationships were found between scores on any of the OCDQ factors and the following variables: amount of coursework in education, special education, or educational administration; directors' reported undergraduate grade point average; amount of sensitivity training of the director; age; length of tenure of the director; previous employment of the director on the staff before becoming director.

Statistically significant correlations were found at or beyond the .05 level of confidence in the following instances:

1. A positive correlation between recency of degree attainment and Hindrance indicates that directors who have received their highest academic degree more recently are perceived by their staffs as relatively more "hindering" than facilitating with regard to task accomplishment.

2. With respect to teaching experience, three significant relationships were found. Elementary grade teaching

and total amount of teaching experience both correlated negatively with Consideration, while secondary grade teaching negatively correlated with Thrust. This suggests that directors who have had these teaching experiences are perceived by their staffs to be relatively less "considerate" and to have less thrust respectively.

3. Non-classroom special education experience correlated negatively with Aloofness, suggesting that directors who had this experience are perceived by their staffs to be less "aloof" or impersonal.

4. Negative correlations appeared between non-educational administrative experience and Esprit, Production Emphasis, and Thrust. This suggests that morale is lower in staffs where directors have had such experience; also they are perceived by their staffs not to "move the organization," whether by close supervision or by their example. Any type of administrative experience correlated positively with Hindrance, negatively with Esprit and Production Emphasis. This indicates that these Directors were seen as relatively more "hindering" with regard to task accomplishment; morale appeared to be lower among their staffs; and these directors were not perceived to be highly directive or to closely supervise their staffs.

5. A positive correlation was found between internship experience and Production Emphasis, which suggests that the directors who had such experience were perceived to be highly directive and to closely supervise their staffs.

Caution should be exercised in interpreting these results because of the small size of the sample (29 directors) and the imbalance in the distribution within the dependent variables in many instances. The findings do suggest, however, the need for further research to determine what aspects of training and administrative experience may influence the behavior of administrators as measured by climate factors.

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CHAPTER I

INTRODUCTION

The Problem

The interest of students of educational administration has been focused during the past several years on theory of organization and especially on the relationship of leadership to organizational climate. Much attention has been given by researchers to the concept of organizational climate, but the bulk of this research has dealt with organizational climate in business, industry, and government. Andrew W. Halpin, while working on the Ohio State Leadership Studies, became interested in the development of theory in educational administration, which led to the notion of organizational behavior.

The main focus of the Ohio State studies was the behavior of leaders as it relates to group effectiveness. Halpin rejected the "trait" approach to leadership, as have many other researchers (Gibb, 1947; Gouldner, 1964; Fiedler, 1967). In his report of a study of leadership among school superintendents, Halpin clarified his notion of leadership:

> . . . to ask "What is leadership?" presupposes the existence of a specified capacity in regard to "leading." This question predicates within the individual an attribute or inherent characteristic of behavior, and implies further that this attribute, like intelligence or clerical aptitude, functions with equal force in a variety of situations. A question so phrased also suggests that individuals differ in their capacity or potential for "leadership" and that this potential is probably determined by intrinsic factors in the person. It is an easy step from this position to the inference that this potential is identifiable and hence measurable--that some individuals possess it in high degree and others in lesser degree; and that if we only can discover how to measure it, we shall be able to screen the "leaders" from the "non-leaders." Those who hold this view tend to set little store by the prospect of training individuals in leader-behavior skills, for when leadership is conceived principally as an inherent capacity or potentiality, there is meager justification for devoting time to training for it. The chief personnel task becomes one of discovering the proper formula for identifying and measuring leadership "ability."
>
> In contrast, consider the concept of "leader behavior" and what it implies. First of all, it focuses upon observed behavior rather than upon a posited capacity inferred from this behavior. . . . With attention focused upon behavior rather than capacity, there is greater promise of the possibility of training individuals in specified forms of leader behavior. Changes in behavior presumably can be induced through appropriate training, but the concept of capacity, by definition, implies a fixed level of ability and hence thrusts the burden of personnel determination upon selection, not training (Halpin, 1959, pp. 11-12).[1]

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[1]Halpin seems to create a dichotomy between the potential for leadership and leadership behavior to the point of oversimplification. While attempting to discountenance the idea of characteristics or attributes of leadership and focus attention upon behavior, he appears to ignore the fact that some "capacity" or "potential" is necessary in order that behavior may be

In attempting to study this leadership behavior, Halpin first used the Leader Behavior Description Questionnaire (LBDQ), an instrument constructed by Hemphill and Coons and later adapted by Halpin and Winer. The LBDQ became the prototype of the Organizational Climate Description Questionnaire (OCDQ)[2] which was developed by Halpin and Don B. Croft in 1962.

One area of education to which research dealing with leadership and organizational theory has been little applied is special education. The rapid development of special education programs in Michigan, particularly since the enactment of Public Act 18 in 1954, is evidence of a growing concern to provide the best possible education for all handicapped children. Leadership and organization are two important aspects of the continuing growth and development of special education. It is reasonable to expect that strong leadership will upgrade any system of education, including special education. According to Fiedler, (1967), ". . . the success or failure of an organization is determined in large part by the quality of its

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changed by training. However, this writer believes that this is a matter of emphasis on Halpin's part, rather than a total disparagement of the idea.

[2]Throughout the remainder of this paper, the Organizational Climate Description Questionnaire will be referred to as the OCDQ. See Appendix A for the original OCDQ.

leadership" (p. 235). Brown and House (1967) suggest that organizational research in education is urgently needed because of the "immensity of practical problems confronting school administrators today and the realization that their solutions will be indicated in organizational terms" (p. 413). They go on to say that crucial questions dealing with the organization of human resources will be answered by an application of organizational theory.

Therefore, the focus of this study is the administrative leadership of special education at the Intermediate School District level in the state of Michigan. The need for competent, well-trained, carefully selected administrators of special education makes it imperative that special educators make a conscientious effort to study organizations and leadership and their relationships to one another. In addition to studying certain aspects of special education administration, an attempt is made to contribute to the body of knowledge having to do with leadership and organizational theory. In order to accomplish these objectives, the OCDQ was used in a slightly modified form. Relationships were studied between the dimensions found by factor analyzing the items, and certain variables having to do with the formal academic training and administrative experiences of the Director.

The OCDQ is described in detail in Chapter II. Suffice it to say here that Halpin and Croft identified eight dimensions of organizational climate by factor analyzing the sixty-four items in the questionnaire and assigning items loading heavily on the eight dimensions to eight corresponding subtests. Four of these subtests pertain to the behavior of the faculty as a group; the other four, to the behavior of the administrator as a leader. The eight subtest scores were used to construct a "profile" for each school which depicted that school's organizational climate (Halpin, 1966, p. 135).

Need

Many of the leading universities in the United States, encouraged by federal and state funding, have developed programs specifically for special education administrators in which theories of organization, supervision, and administration are applied to special education. Since the overall performance of an organization generally depends upon the leadership behavior of its administrators, it is essential that those responsible for programs of preparation of administrators make an effort to discover more about the relationship between training for leadership and the actual leader behavior.

Research findings seem to indicate that the success of school administrators does not depend upon course work in education or administration, nor upon the amount of teaching experience (Dreeben and Gross, 1965; Gross and Herriott, 1965; Smith, 1966). Yet, many school systems give considerable weight to these factors in selecting administrators.

The recently developed programs for special education administrators are an attempt on the part of special educators in higher education to provide the best possible preparation for those who will be assigned to positions of administrative responsibility and who will be exerting influence in the formulation of policy. The present study is an attempt to discover relationships which may exist between the leadership behavior of directors of special education and their academic training and professional experience. It should provide information that will benefit those in higher education involved in training programs for administrators of special education. The intermediate school districts, the special educators of Michigan, and ultimately all special educators should also profit from the findings. Finally, this research will hopefully add to the body of knowledge concerning leadership and organizational theory.

Purpose

The purpose of this research is to investigate the relationship of certain selected aspects of the formal academic training of Michigan Intermediate School District Special Education Directors, as well as previous teaching and administrative experience, to the leadership variables which result from factor analysis of the OCDQ. In this research, therefore, the following questions are studied:

1. Will the revised OCDQ which has been made appropriate for use in the intermediate school districts, yield results comparable to those of the original OCDQ which was specifically oriented to elementary education?
2. Are there relationships between the perceived factors of the OCDQ and other characteristics of the director of special education, including such variables as academic preparation, professional experience, age, tenure, and amount of sensitivity training?

Assumptions

In this study it is assumed first, that the OCDQ measures certain aspects of the relationship between teachers and principals in elementary schools, and that this relationship is similar to that between a Director of special education and his staff. Secondly, there is an assumption that the administrator plays a crucial part in determining this relationship.

Overview

Pertinent literature, especially that dealing with leadership and organizational climate, is reviewed in Chapter II.

In Chapter III, the methodology and procedures for analyzing the data are explained. This explanation includes a delineation of the process used to determine whether the OCDQ can be used to describe behavioral dimensions or characteristics in Intermediate School District special education staffs, and whether the dimensions identified can be conceptualized in a manner similar to that of elementary schools.

The data is analyzed and the results are interpreted in Chapter IV.

In Chapter V, a summary of the research findings together with discussion and recommendations for further research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

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

It would be impossible in a work of this nature and scope to present a thorough review of the literature dealing with leadership. Experts have researched, theorized, and reviewed the subject until a plethora of literature is available, the very magnitude of which makes necessary a rather selective review. Therefore, this review will consist of three parts. The first

section contains literature on leadership. The second section is a review of the literature pertaining to organizational climate; while in the third section special attention is given to the Organizational Climate Description Questionnaire.

Leadership

Literally hundreds of studies on leadership have been reported. Stogdill (1948), one of the foremost authorities on the subject, reviewed 124 of these. As a result of his exhaustive survey, he concluded that,

> leadership is not a matter of passive status, or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion (p. 66).

After a series of studies of leadership, Stogdill and Shartle (1948) had similarly reported that leadership is not a "unitary human trait, but rather a function of a complex of individual, group, and organizational factors in interaction" (p. 286). Gibb, who has devoted over twenty years to the study of leadership, concurs with Stogdill and Shartle. In 1947 he wrote, "There is no one leadership type of personality. . . . Leadership resides not exclusively in the individual but in his functional relationship with other members of his group" (p. 231). After several years and much

research, he reiterated his findings: ". . . that numerous studies of personalities of leaders have failed to find any consistent pattern of traits which characterize leaders" (1954, p. 889).

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

Definitions of Leadership

Bass (1960), in his summary of the various definitions of leadership, mentions an unpublished paper by Bentz in which the author lists no less than 130 definitions of leadership which he gleaned from a sampling of literature prior to 1949 (p. 87). Although one can find almost as many definitions of leaders and leadership as there are authors on the subject, the idea of leadership as influence seems basic to most. As Bass suggests, ". . . it [leadership] has been equated with any positive influence act; with behavior required to direct a group and with behavior making a difference among groups" (p. 89).

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

> . . . as an individual who exercises positive influence acts upon others . . . an individual who exercises most influence in goal setting or goal achievement of the group or organization . . . an individual in a given office or position of apparently high influence potential (Shartle, 1963, pp. 121-122).

For Hemphill (1958), on the other hand, leadership acts do not include acts of influence occurring outside of mutual problem-solving, nor do they depend upon "the intent of one person to influence others, but upon the demonstration of a relation between the act and subsequent consistency in interaction" (pp. 98-99). He defines leadership acts as those that "initiate structure-in-interaction in the process of mutual problem-solving" (p. 111). The concept "structure-in-interaction" is further defined by Hemphill (1958) as "a consistency in behavior occurring during interaction that permits the prediction of the behavior that will occur in future interaction" (p. 96). Stogdill (1957) clarifies interaction by defining it as "a relationship between two or more persons in which the behavior of each is determined by the behavior of the other(s)" (p. 4).

Hemphill (1958) differentiates between leadership acts, acts of leaders, and the leadership role. Leadership acts are a restricted group of acts, while acts of leaders include all acts, not just those involving leadership. Associated with the leadership role are esteem and prestige, as well as a certain expectancy of

leadership acts. Since the success of attempted leadership acts often depends upon the esteem in which the leader is held, it is an important variable, one which should be given serious consideration (pp. 111-112).

Research Studies Dealing With Leadership

In their study of Executive Professional Leadership (EPL) among elementary school principals, Gross and Herriott (1965) attempted to examine the variables that apparently make a difference or account for behavioral variability. They defined EPL as "the phenomenon of an executive of a professionally staffed organization and his effort to conform to a definition of his role that stresses his obligation to improve the quality of staff performance" (p. 8). They found little or no relationship between the type or length of previous teaching experience, previous administration experience, sex or marital status and the EPL scores. However, a negative relationship was noted between the EPL scores and the number of semester hours of education courses taken by the principals. In discussing the three tests comparing the relationships between the EPL and the number of courses in undergraduate education, graduate education, and educational administration respectively, Gross and Herriott reported, "As in the case of the two

previous tests [graduate and undergraduate education courses], the trend of the data supports the assumption of trained incapacity; moreover, the relationship is significant statistically" (p. 67). In all three cases, "the less extensive the formal preparation of principals, the greater their EPL" (p. 67).

In comparing EPL scores and the age of first principalship, Gross and Herriott found no significant difference between the EPL scores of the thirty-six to forty age group, who had the highest scores, and those thirty years of age or younger. However, the group whose first principalship was obtained at age forty-five or older had EPL scores significantly lower than those thirty and younger (p. 156).

Several researchers (Dreeben and Gross, 1965; Antley, 1966; Morphet and Schutz, 1966) have concluded that lengthy teaching requirements are "not only unnecessary, but actually are a deterent to obtaining effective administrators" (Morphet and Schutz, p. 31). Dreeben and Gross suggest that the reason for this is that the longer a principal has been a teacher,

> the more likely his perspectives will be limited to the kinds of problems that arise in classroom settings, and the less able he will be to understand problems from a schoolwide vantage point or in terms of the school's place in the larger system (p. 7·24).

Since the ten-year program at Ohio State, most of the research dealing with leadership and organization

has concentrated on the behavior of the leader. Attempts have been made to find ways of estimating administrative effectiveness, of describing and analyzing the behavior of administrators, and other phenomena concomitant with leader behavior.

The Ohio State Leadership Studies were directed by Shartle, who was assisted by a staff of social scientists, among them, Coons, Stogdill, Hemphill, Campbell, Westie, Morris and Seeman. These researchers had for their main objectives the development of research methods for studying leadership, to obtain information which would assist in the understanding of leadership, and which would have value in the selection, education, and training of leaders for every facet of our society. As a result of these studies, two important conclusions were drawn: that leadership behavior can be reliably described and behavior differences shown quantitatively; and that group or staff behavior can also be described reliably and quantitatively (Guetzkow, 1963, p. 130).

The Leader Behavior Description Questionnaire (LBDQ) was the instrument developed by Hemphill and Coons (1950) to describe and measure aspects of leader behavior. Halpin and Winer (1950) adapted this and used it in a study of Air Force commanders. Two fundamental dimensions of leader behavior were identified on the basis of factor

analysis, namely, "Initiating Structure" and "Consideration" which, according to Halpin (1966), "accounted for approximately 34 and 50 percent, respectively, of the common variance" (p. 88).

Halpin (1955) defines "initiating structure" as the behavior of the leader which interprets the relationship between himself and his staff; which establishes "clear patterns of organization, channels of communication, and ways of getting the job done" (p. 82). He defines "consideration" as administrative behavior which gives evidence of friendship, respect, mutual trust, and good interpersonal relations.

It appears rather conclusive that the performance of an organization depends in large measure upon the quality of its leadership. As Tannenbaum (1961) remarks,

> The successful leader is keenly aware of the forces which are most relevant to his behavior at any given time. He accurately understands himself, the individuals and group he is dealing with and the broader social environment in which he operates (pp. 78-79).

It is this leader-group awareness and interaction which has been referred to as organizational climate.

Organizational Climate

The concept of organizational climate has evolved over the years, sometimes called "atmosphere," "environment," "social climate," and most recently "organizational climate." As early as 1939, Lewin, Lippitt and White

spoke of a characteristic atmosphere which developed in groups, an atmosphere which was the result of the patterns of leadership in the organization. Perkins, in 1951, in a study of climate influences on group learning, pointed out that "the quality of teacher-pupil relations might be expected to be a major determiner of group climate, the emotional tone or quality of interpersonal feeling arising from group interaction" (p. 115). Perkins' definition of "group climate" might be included in the ever-growing list of definitions of organizational climate.

Definitions of Organizational Climate

Of the many definitions which may be found in the literature, only a few of the most significant ones are presented here. As Taguiri (1968) pointed out, it is necessary in describing organizational environments and their influence on behavior, that "theoretically meaningful and operationally useful concepts" be used (p. 26). It will be noted that some of the following definitions are more "meaningful and operationally useful" than others.

Peterson (1955) defined climate as "a complex of the beliefs, feelings, and attitudes of group members." He continued, "It has a vital effect on group life . . . determines the vigor with which the group tackles its problems" (p. 29).

Forehand and Gilmer (1964) offer a quite different definition: Organizational climate is "the set of characteristics that describe an organization and that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization" (p. 362). As they point out, these features of organizations are "amenable to specification, measurement, and incorporation into empirical research" (p. 362).

Taguiri defined organization climate as follows:

> Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization (p. 27).

Litwin and Stringer (1968), who were concerned with the relationship between climate and motivation, define organizational climate as "the perceived, subjective effects of the formal system, the informal 'style' of managers, and other important environmental factors on the attitudes, beliefs, values, and motivation of people who work in a particular organization" (p. 5). They go on to say that "climate is defined here in terms of the environmental and interpersonal factors that directly mold and shape motivation and behavior" (p. 6).

Halpin and Croft (1962) define organizational climate as the "organizational personality of a school;

figuratively, 'personality' is to the individual what 'climate' is to the organization" (p. 1). This obviously is a metaphorical definition rather than an operational one.

Research on Organizational Climate

In 1954, Bey reported a study of administrative organizations of four school systems in which he measured aspects of "social climate" and interpersonal relations of school personnel. This study was one of several directed by Cornell (1955) over a period of four years. The researchers measured "variables of organizational climate," "administrative actions," "teacher variables," and "teacher behavior." Among the conclusions drawn from these studies are two of significance:

1. Climate or environment is a dynamic and important aspect of organizational effectiveness.
2. Organizational environment is genuine and perceptible, and its effect upon the performance of an organization is just as genuine and perceptible (Cornell, p. 223).

Barnes (1960) reported a study in which he compared two engineering groups, matched in size and duties, but with different systems of authority. Barnes labeled "closed" the group which had tight control, little authority among members, and few opportunities for

members' interaction. The other group, which encouraged greater autonomy and less constraint, he called "open."

In 1963, shortly after Halpin and Croft's study of Organizational Climate of Schools had been published, a five year research program in organizational climate was begun at Harvard Business School. In Organizational Climate, Taguiri and Litwin (1968) report the findings of the researchers involved. The volume is a series of research papers originally presented at one of the reporting conferences held at Harvard in 1967.

Taguiri and Litwin point out four particular problems researchers have had in dealing with organizational climate:

1. The first problem, which affects all the others, is the "distinction of objective and subjective environments, between the 'actual' and 'conceptual' situations" (p. 13). Halpin (1966) makes this point when he mentions the influence on climate of demographic factors, such as, "whether it is a new or old school, whether it is located in a wealthy suburb or in a deteriorated slum; and whether it is set in a metropolitan center, a village, or a rural area" (p. 201). He also suggests the need for further studies to show the relationship between organizational climate and various biographical and personality characteristics.[3]

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[3]Several researchers have since carried out Halpin's suggestion.

2. The second problem mentioned by Taguiri and Litwin is closely allied to the first; namely, distinguishing between the person and the situation. This is seen when a person, who has internalized social norms, moves to another setting where these same norms do not exist, but continues to behave as if they did (p. 14).

3. Determining the aspects of the environment which need to be specified is the third problem. Although it is agreed that all aspects of the environment which influence behavior should be included, this is not practical. The fact that "different aspects of the environment become relevant depending upon conditions internal to the person and upon variations in the environment itself" (p. 14) places the researcher on the horns of a dilemma.

4. The fourth problem mentioned is that of "identifying the structures and dynamics of the environment" (p. 13). In his paper, Sells (Taguiri and Litwin, pp. 85-102) presents a social systems model which views organizations as "social systems" and the behavior of persons in organizations as "functioning aspects of social systems in which the participating persons are components interacting with other components in their respective systems" (p. 86). His factor analytic approach may offer a solution to this problem. Sells suggests that "a taxonomic analysis of social systems"

is a "necessary preliminary to generalizable research on organizational behavior and the related problem of organizational climate" (p. 102).

One study of special interest here was concerned with the influence of leadership styles and organizational climate on motivation. Litwin and Stringer (1968) used college students in several simulated business organizations. Three different styles of leadership used resulted in the emergence of three distinct social and work climates. In addition, the climates had significant effects on motivation, performance, and job satisfaction (pp. 93-117). Litwin and Stringer concluded that leadership style is an important and dramatic determinant of climate.

> The emphasis a leader puts on adherence to rules, the kind of goals and standards he sets, and perhaps most important, the nature of his informal relationships and communications with his people, have very great impact on the climate (p. 188).

It remains to be demonstrated that similar results will occur in a real business situation and in other types of organizations. In all the research reported to date, with the exception of Halpin's and Croft's study, there is a noticeable lack of research on organizational climate in schools or other educational organizations. Assuming that it is true that "the development of techniques for improving climate in

organizations appears to have great potential for improving the performance of individuals and groups" (Meyers, p. 162), then it would seem essential to develop a greater understanding of the climate of educational organizations. The work of Halpin and Croft, the OCDQ, appears to be the only instrument developed and used extensively in studying the organizational climate of educational organizations.

The Organizational Climate Description Questionnaire

The OCDQ is a questionnaire-type instrument which yields subscale scores measuring individual and group behavior and "climate" profiles. It is Halpin's and Croft's conceptualization of the social interaction taking place in an organization.

In their original study, Halpin and Croft analyzed the climate of seventy-one elementary schools in six different regions of the United States. The perceptions of 1151 respondents provided the data from which eight dimensions were abstracted by factor analysis. Four of these pertain to characteristics of the faculty as a group, and four, to characteristics of the principal as a leader. A profile depicting each school's organizational climate was constructed from the subscale standard scores. By examining the profiles, using the Q-technique of factor analysis, the seventy-one

profiles were classified in six major clusters, each depicting a different type of climate (Halpin and Croft, 1962, pp. 70-72). Only after analyzing the behavior characterizing each climate did Halpin and Croft attempt to describe and name them. They explain that their decision "to rank the climates on the Open vs. Closed continuum was determined, in part, by Rokeach's work on The Open and Closed Mind and was also influenced by Lewin's concept of "functional flexibility" vs. "functional rigidity" (p. 78).

The eight dimensions of organizational climate are described by Halpin (1966, pp. 150-151), as follows:

Teachers' Behavior:

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.

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

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other.

Principal's Behavior:

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets.

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.

The six organizational climates identified in order of decreasing "openness" are called: Open, Autonomous, Controlled, Familiar, Paternal, and Closed (Halpin and Croft, 1962, pp. 80-89).

Only the two extremes, "Open" and "Closed" climates will be described here. From these it is not too difficult to determine, using a "common-sense" approach, the possible description of the remaining four. The detailed descriptions of these intermediate climates may be found in either Halpin and Croft (1962, pp. 80-89) or in Halpin (1966, pp. 174-181).

Open Climate

Openness depicts a climate characterized by high esprit, thrust, and consideration; low disengagement, hindrance, and production emphasis. There is considerable flexibility, job satisfaction, and free-flowing communication.

Closed Climate

Rigidity, authoritarianism, low job satisfaction, little freedom for initiative and inadequate leadership are all marks of a "closed" climate.

It is interesting to note that only seventeen of the seventy-one schools in the original study are characterized by an "open" climate; nine are "autonomous"; twelve, "controlled"; six, "familiar"; twelve, "paternal"; and fifteen, "closed" (Halpin and Croft, 1962, p. 186). The authors caution the interpretation of these results because of the fact that their sample was not random.

The questions of reliability and validity are dealt with by Halpin and Croft (1962) in the original monograph (p. 64-69). Three methods were used to estimate coefficients of internal consistency, "coefficients of equivalence," and communality estimates, all of which were statistically satisfactory. On the estimate of internal consistency, which was the split-half coefficient of reliability, corrected by the Spearman-Brown formula,

"aloofness" was the only dimension with a coefficient less than .55. The "estimates of equivalence" were correlations between scores of the odd-numbered and the even-numbered respondents in each school.

The fact that over two hundred studies using the OCDQ have been reported since 1963 is evidence of the interest it has aroused and of its theoretical vitality. Many of these studies have been attempts to cope with the limitations pointed out by Halpin (1962) in the original study (pp. 11-12).

The first limitation is one with which Halpin was reluctant to deal, that is, the relationship between OCDQ measures and "external criteria of the school's effectiveness" (p. 11). Halpin (1966) explains that this reluctance was reinforced

> by strong and increasing evidence that many of the measures which have been used in education as purported indexes of a school's effectiveness, or of an administrator's effectiveness, do not justify the blind confidence that many of us have placed in them (p. 194).

He goes on to say that

> We cannot rule out the possibility that the climate-profiles may actually constitute a better criterion of a school's effectiveness than many measures that already have entered the field of educational administration and now masquerade as criteria (p. 195).

Among those who have dealt with the notion of validity is Andrews (1965) who reported a series of studies producing evidence of the "construct validity"

of the OCDQ. He explains that ". . . a measure is valid to the extent that it demonstrates relationships with other measures which can be predicted in accordance with theory" (p. 318). In a study of 165 Canadian schools, Andrews compared the results of the OCDQ with three scales: a measure of teacher satisfaction; rated school effectiveness; and rated principal effectiveness. A significant relationship was found between teacher satisfaction and climate and especially between esprit and teacher satisfaction. Six of the eight dimensions were significantly related. Seven of the eight were also significantly related to principal effectiveness.

Andrews found that teachers' ratings of school effectiveness correlated most highly with "esprit" (.59). Disengagement was significantly negatively related (.-42) to school effectiveness (pp. 329-330). In comparing his results with those of Halpin and Croft, Andrews found no difference at the .05 level either in his total sample or in just the elementary schools. He concluded that "the subtests provide reasonably valid measures of important aspects of school principals' leadership, in the perspective of interaction with his staff" (p. 333).

Smith (1966) also attempted to deal with the relationship between external variables and the OCDQ. He conceptualized 31 variables in three groups, the situation, the group, and the leader. Factor analysis

yielded 23 variables which clustered into five factors named by the author:

1. Situation: Real and Perceived
2. Size
3. Principal: Professional Stability
4. Principal: Perceived Behavior, and
5. Principal: Attributes

In his comparison of those variables with these of the OCDQ, the author found a significant relationship between aloofness and the age of the principal at the time of his first principalship, the implication being that the older a person, the higher the aloofness as measured by the OCDQ. Production emphasis and age were also significantly correlated, suggesting that the older principals are more directive and supervise more closely. Neither sex nor the number of years of teaching experience correlated significantly with any of the eight dimensions of the OCDQ. However, it is interesting to note that a significant negative correlation was found between thrust and the number of courses in administration taken by the principal. This seems to support the same pattern of evidence with regard to the education of principals found by Gross and Herriott (1965).

There have been many studies investigating the relationship between leadership behavior as measured by

the OCDQ or the LBDQ and personality characteristics. In the studies by Andrews (1965) of organizational climate in Canadian schools, the results of the Myers-Briggs Type Indicator were compared with OCDQ scores. No overall significant relationships were found. Berends (1967), in a study of the relationship of perceptions of principals' personality to organizational climate, used Cattell's 16 Factor Personality Test; 16 Polar Adjective Checklist for the principal's perception of himself; 16 Polar Adjective Checklist for teachers' perceptions of the principal; and the OCDQ. He found that organizational climate scores related primarily to the teachers' perceptions of the principal's personality, but there was no significant relationship between organizational climate and the principal's perception of himself nor his personality as measured by a standardized personality test. Bell (1967) also used Cattell's 16 Factor Personality Test, but he used the LBDQ to study relationships between personality characteristics of school superintendents and their administrative behavior. He found no significant difference between personality characteristics and the Consideration or Initiating Structure as measured by the LBDQ.

Anderson (1965) found no significant difference between "open-climate" schools and "closed-climate"

schools and the personality attributes of the teachers as measured by Edwards Personality Preference Schedule (EPPS). In another study in which the EPPS was used to study the relationship between school climate and Edwards' manifest needs of teachers, Eberlein (1967) found that teachers who saw their school as closed had higher need for achievement, autonomy, and hetero-sexuality and less need for deference, order and abasement. The author suggested that age and experience accounted for much of the difference in the results. The least happy teachers were young and inexperienced.

Levy (1968) studied the relationship of dogmatism and opinionation of principals to the organizational climate in their schools, using Rokeach's Dogmatism and Opinionation Scales and the OCDQ. The only relation-ships of significance were those between the principals' dogmatism and their perception of Production Emphasis (which correlated positively) and Thrust (which correlated negatively).

Most researchers seem to agree that there is little significant relationship between personality character-istics and administrative behavior as measured by either the LBDQ or the OCDQ.

Brown (1964) and Novotney (1965) replicated Halpin's and Croft's study, Brown in elementary schools in the Twin Cities area of Minnesota and Novotney in

parochial schools in California. Both studies generally supported the original study, although Brown's factor analysis of the intercorrelation matrix yielded only two factors with eigenvalues similar to the original study. Although Novotney found factor loadings which permitted a clustering of items into eight subtest dimensions similar to Halpin's and Croft's, some respondents indicated with "unsolicited comments" that some of the items in the OCDQ were inappropriate for a parochial school setting (p. 110).

In a study relating principals' divergent thinking ability in interpersonal relationships to the organizational climate, Hargraves (1969) found no significant relationship. He defined "principal's divergent thinking" operationally as creative ability to interpret verbal and non-verbal interpersonal behaviors through written productions of various structured situations. These structured situations were presented to the respondents in the form of pictures representing various types of interpersonal behaviors. The principals' task was to "create" possible situations, providing suggestions for dialogue between the persons pictured and possible outcomes. The subjectivity which might enter into the interpretations of the respondents' written productions causes one to consider any conclusions drawn as rather tenuous. Further research is necessary to confirm the

the author's conclusion that a principal who has had more hours of graduate credit is "more sensitive to others" (p. 65).

One study which is of special interest in the present research was mentioned by Halpin (1966), who stated that Mulaik's (1966) unpublished study of organizational climate in hospitals has demonstrated that the OCDQ (or as Mulaik calls it, the OCQ) was used in an organization other than an elementary or secondary school. Besides changing the items slightly to fit the nurse-supervisor relationship, Mulaik also added items to provide for the two levels in the organizational hierarchy of a hospital, bringing the number of items to seventy-two.

Using the same statistical procedures as Halpin and Croft, that is, computing an intercorrelation matrix which was then subjected to a principal component factor analysis, Mulaik found nineteen factors. When these nineteen factors were rotated to a simple structure configuration using Kaiser's Varimax method, seven of the eight factors reported by Halpin and Croft were identified. Aloofness, which, as Mulaik points out, was the least definitely established factor among Halpin's and Croft's eight, was not clearly identifiable among the nineteen. Mulaik concluded that the OCDQ can be adapted to organizations other than schools.

Summary of Previous Research

Since research to date has provided substantial evidence of either a lack of or a negative correlation between the effectiveness of school administrators and their academic preparation, it is of interest to the writer to attempt to determine whether the outcomes will be similar in a study of special educators.

Although one cannot help but be impressed by the bulk of evidence suggesting that organizational climate is an important variable, the focus of the present study will be the dimensions of leadership behavior rather than the climates, themselves. Other than discovering whether the "organizations" in the present study have climates similar to those in Halpin's and Croft's schools, more useful information about the climate is not expected. The vagueness of Halpin's climate categorizations precludes usefulness of the six categories here. Furthermore, as Andrews (1965) pointed out, "the overall climate does not predict anything that is not better predicted by the subtests" (p. 333).

In conclusion, in the review of literature dealing with leadership and organizational climate, especially the work of Halpin and Croft, the Organizational Climate Description Questionnaire, an attempt was made to show the relationship between these concepts. Authorities seem to agree that the interaction between leaders and

those they lead has a significant effect on the climate of the organization. There is considerable evidence that leader behavior, as well as the organizational climate resulting, are measurable. The OCDQ, an instrument used to describe characteristic behaviors resulting from the interaction of members of an organization, was used in the present study with the hope that much could be learned from a study of these behaviors about the preparation necessary for successful administrators of special education.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

This study was part of a larger project which engaged the writer and two other researchers who shared a mutual interest in special education administration, especially at the intermediate district level, and in organizational climate as it relates to administration. Collaboration with Birch (1970) and Spicknall (1970) in the collection and processing of data made it possible to use all, rather than a sample, of the intermediate school district special education staffs in Michigan which have approved special education directors.

This research was endorsed by the Michigan Association of Intermediate Special Education Administrators when the proposal for the study was presented to the members at their October meeting.

In this chapter, the terms which are germane to the study are defined; the null hypotheses are presented; the population is described; the instruments used and the manner in which the data were collected are discussed; and the procedures used in analyzing the data are explained.

Definitions of Terms

1. Intermediate School Districts are Michigan educational agencies operating at a regional level, providing services to constituent local districts, and serving as administrative links between local districts and the State Department of Education. For the purposes of this study, the intermediate school district should be considered with regard to its specific responsibilities for special education as provided under Public Act 18 of 1954 and subsequently amended by Public Act 190 of 1962.

2. Directors of Special Education are those employed full-time by the intermediate school districts, reimbursed by the State and approved by the State Department of Education as qualified to fulfill the duties assigned.

3. The Special Education Staff consists of non-classroom personnel employed by the intermediate school district, possessing qualifications to function in special education positions, including speech correctionists, diagnosticians for the mentally handicapped, supervisors, consultants for the mentally handicapped, teacher consultants for the physically handicapped, teachers of the homebound and/or hospitalized, and such other professional personnel as approved by the Superintendent of Public Instruction.

4. Organizational Climate Description Questionnaire is an instrument used by Halpin and Croft (1962)[4] to measure certain aspects of interpersonal behavior and organizational climate in elementary schools. In the present study, it has been modified slightly, and this modified version is referred to as the "revised OCDQ" (see Appendix B).

Hypotheses

Although the OCDQ has been used in many studies in which different variables have been related to the OCDQ, there have been no studies utilizing the OCDQ in which special education personnel or directors have been studied. In the present research, each of the eight OCDQ factors has been related to other selected variables.

The variables selected fall into two main groups: those dealing with the educational preparation of the director of special education, and those dealing with his professional experience. Other researchers have found that neither the academic preparation nor the amount of teaching experience of school principals seems to have positive influence on the effectiveness of their leadership (Antley, 1966; Gross and Herriott, 1965; Morphet and Schutz, 1966; Smith, 1966). This fact aroused the

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[4]Permission was obtained from the Macmillan Company, publishers, to use the OCDQ in this study and to modify the items as shown in Appendix B.

curiosity of the writer to determine whether similar results would accrue in the present study. The following hypotheses evolved from this interest. They are stated in the null form:

Hypothesis 1:

There is no relationship between scores on any of the eight OCDQ factors and the year in which the director[5] received his highest academic degree.

Hypothesis 2:

There is no relationship between the scores on any of the eight OCDQ factors and the amount of coursework in education taken by the director.

Hypothesis 3:

There is no relationship between the scores on any of the eight OCDQ factors and the amount of special education coursework taken by the director.

Hypothesis 4:

There is no relationship between the scores on any of the eight OCDQ factors and the amount of coursework in educational administration taken by the director.

Hypothesis 5:

There is no relationship between the scores on any of the eight OCDQ factors and the amount of coursework in special education administration taken by the director.

Hypothesis 6:

There is no relationship between the scores on any of the eight OCDQ factors and the director's scholastic achievement as measured by his reported undergraduate grade point average (GPA).

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[5]When referring to the director of special education in the remainder of this thesis, the title will be shortened, and simply "director" will be used.

Hypothesis 7:

There is no relationship between the scores on any of the eight OCDQ factors and the amount of sensitivity training which the director has had. (This includes "T-grouping," "encounter grouping," and similar formal experiences in group dynamics.)

Hypothesis 8:

There is no relationship between the scores on any of the OCDQ factors and the number of years of teaching experience of the director.

Hypothesis 9:

There is no relationship between the scores on any of the eight OCDQ factors and the number of years of non-classroom special education experience of the director.

Hypothesis 10:

There is no relationship between the scores on any of the eight OCDQ factors and the administrative experience of the director.

Hypothesis 11:

There is no relationship between the scores on any of the eight OCDQ factors and the amount of internship and practicum experience in administration which the director has had.

Hypothesis 12:

There is no relationship between the scores on any of the eight OCDQ factors and the age of the director.

Hypothesis 13:

There is no relationship between the scores on any of the OCDQ factors and the length of tenure of the director in his present position.

Hypothesis 14:

There is no relationship between the scores on any of the eight OCDQ factors and the director's

previous employment as a special education staff member in the intermediate district in which he is now director.

Subjects

The population of special education directors and their staffs was derived from all of the intermediate school districts in the state of Michigan. The criteria for selecting the participating districts were the following:

1. The intermediate district employed a full-time director of special education approved for state reimbursement.
2. The intermediate district levied Public Act 18 millage.[6]

Thirty districts met these criteria. One of these was omitted because of the illness of the director at the time the study was being conducted. Of the remaining 29 districts, all special education directors and their staffs participated in the study.

Letters were sent to the Superintendents of each participating district (Appendix C) requesting cooperation

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[6]The provisions of Public Act 18 of 1954, as amended, have now been incorporated within Public Act 190 of 1962. These provisions allow millage to be levied for the support of special education programs and services upon favorable vote within the entire intermediate school district area. Details of the law may be found in Sections 340.291-330u of the Compiled School Laws of the State of Michigan.

and permission to conduct the study in that district. All Superintendents cooperated in the study.

Figure 1 is a map of the state of Michigan showing the location of the 29 districts. It will be noticed that 26 of them are in the lower peninsula, three in the upper peninsula. The names of the districts with the numbers of special education personnel from each are listed in Table 1. The initial population was comprised of twenty-nine directors and 499 staff members. However, eight answer sheets of staff members could not be used because of incomplete data. The remaining 520 comprised the total population. The size of the staffs ranged from three to 74. The numbers of staff members in the various positions are shown in Table 2.

Biographical information on the respondents listed according to their positions is found in Table 2. This information includes the ages, number of years they have been on the present staff, the highest degree held and the years these were received, the number of years of experience in education and in special education. In this table can also be found percentages and means where these were considered meaningful. It will be noticed, for example, that the mean age of all 520 respondents is 37 years, while that of directors is 40 years. It should also be noted that 24 of the 29 directors have at least a

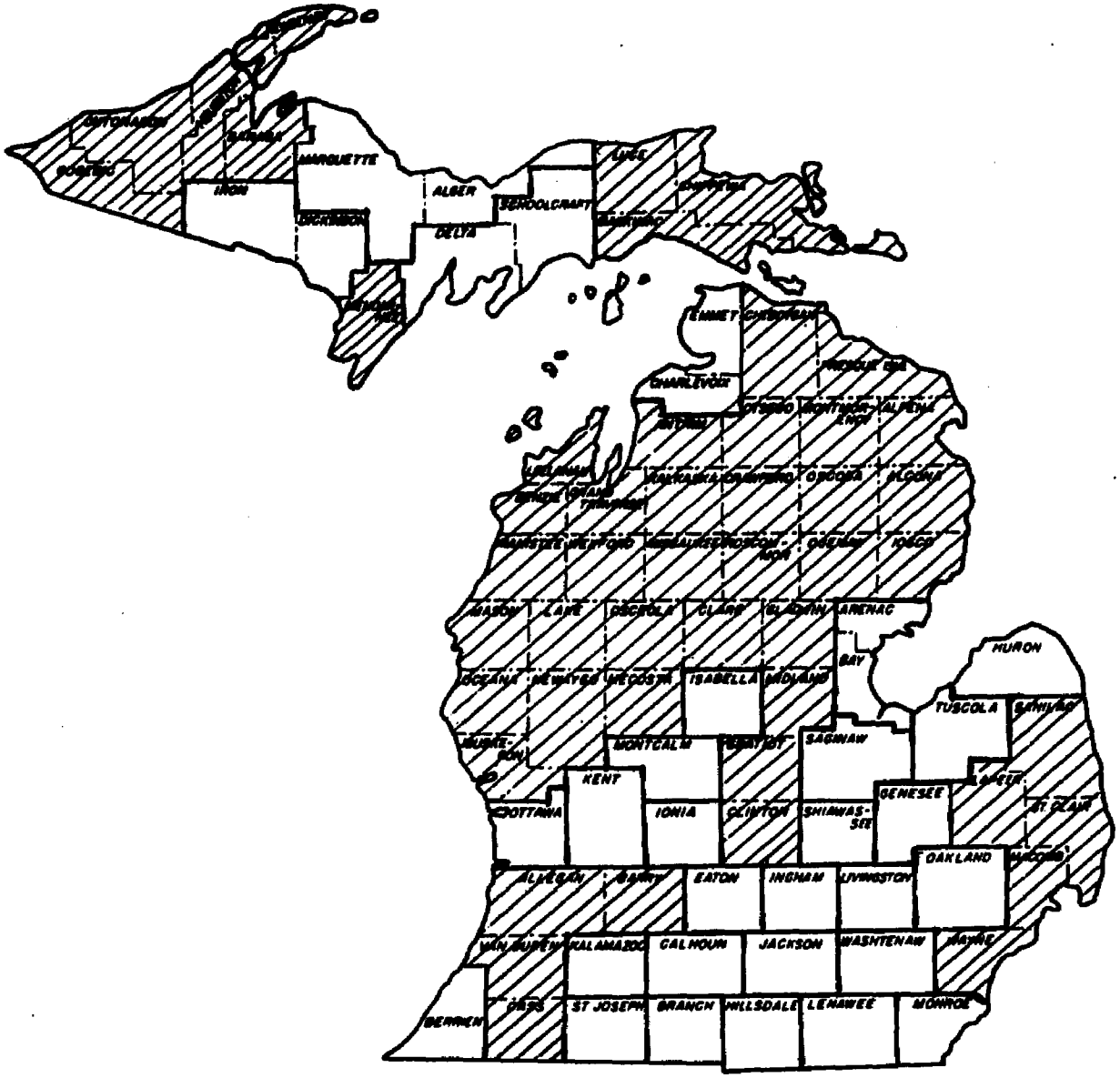

Figure 1.--Graphic Distribution of Population.

Note: Unshaded areas represent 29 Intermediate School Districts participating in this study.

TABLE 1

MICHIGAN INTERMEDIATE SCHOOL DISTRICTS WITH APPROVED DIRECTORS OF SPECIAL EDUCATION

Name of District	No. of Staff Members Participating in the Study
Bay-Arenac	13
Berrien County	15
Branch	12
Calhoun	10
Charlevoix-Emmet	15
Delta-Schoolcraft	11
Dickinson-Iron	6
Eaton	13
Genesee	15
Hillsdale	10
Huron	11
Ingham	33
Ionia	8
Isabella	3
Jackson	29
Kalamazoo	14
Kent	74
Lenawee	22
Livingston	18
Marquette-Alger	19
Monroe	3
Montcalm	7
Oakland	50
Ottawa	14
Saginaw	20
Shiawassee	21
St. Joseph	16
Tuscola	15
Washtenaw	23
TOTAL	520

TABLE 2

BIOGRAPHICAL INFORMATION ON STAFF MEMBERS

Positions	Total No. Responding	Ages 20-29	30-39	40-49	50-59	60 or over	Mean Ages
Directors	29	1	14	12	0	2	40.7
Supervisors	25	4	12	6	3	0	38
Diagnosticians	74	13	36	15	7	3	38.3
School Social Workers	88	11	22	30	24	1	42.9
Speech Correctionists	128	86	23	14	3	2	30.3
Type C Consultants	33	7	13	4	6	3	40.2
Teacher Consultants (Type 4)	46	12	22	11	0	1	35.4
Teachers of Homebound and/ or Hospitalized	43	11	8	8	8	8	43
Other	54	20	17	14	2	1	35
TOTAL	520	165	167	114	53	21	37

		Sex*				No. Years in Present Staff				Mean No.
		M	%	F	%	0-3	4-9	10-19	20 or over	of Years
Directors	29	26	90	3	10	10	13	6	0	6.4
Supervisors	25	16	64	9	36	13	7	5	0	5.5
Diagnosticians	74	50	68	24	32	35	29	10	0	5.2
School Social Workers	88	36	41	52	59	48	32	8	0	4.5
Speech Correctionists	128	26	20	102	80	84	29	14	1	4.2
Type C Consultants	33	18	55	15	45	26	6	1	0	2.8
Type 4 Consultants	46	6	13	40	87	18	23	5	0	5.4
Teachers of Homebound and/ or Hospitalized	42	10	24	32	76	24	14	5	0	4.8
Other	54	20	37	34	63	34	18	1	1	3.8
TOTAL	519	208	40	311	60	293	171	55	2	4.6

		No. Years Experience in Education					Mean
		0-3	4-9	10-19	20-29	30 or over	
Directors	29	1	7	15	5	1	14.4
Supervisors	25	2	5	13	4	1	14.1
Diagnosticians	74	16	21	32	4	1	10.2
School Social Workers	88	20	30	30	6	2	9.9
Speech Correctionists	128	59	42	23	4	0	6.2
Type C Consultants	33	2	11	15	3	2	12.9
Type 4 Consultants	46	4	17	24	0	1	10.8
Teachers of Homebound and/ or Hospitalized	43	8	11	7	14	3	14.4
Other	54	6	33	13	4	1	11.7

		No. Years Experience in Special Education									
		0-1	%	2-3	%	4-5	%	6-7	%	8 or over	%
Director	29	1		3		2		4		19	
Supervisors	25	1		2		1		5		16	
Diagnosticians	74	12		13		14		8		27	
School Social Workers	88	14		26		15		19		14	
Speech Correctionists	128	32		28		29		13		26	
Type C Consultants	33	0		4		6		12		11	
Type 4 Consultants	46	1		8		7		7		23	
Teachers of Homebound and/ or Hospitalized*	42	9		10		4		4		15	
Other	54	6		11		12		10		15	
TOTALS	519	76	15	105	20	90	17	82	16	166	32

		Highest Degree Held									
		Associate		Bachelors		Masters		Specialist		Doctorate	
		No.	%	No.	%	No.	%	No.	%	No.	%
Directors	29	0		0		24	82.8	2	6.9	3	10.3
Supervisors	25	0		0		22	88	1	4.0	2	8.0
Diagnosticians	74	0		5	6.7	53	71.7	13	17.6	3	4
School Social Workers	88	0		15	17.0	62	70.4	11	12.6	0	
Speech Correctionists**	126	3[a]	2.4	82	65	40	31.8	0		1	.8
Type C Consultants	33	0		9	27.3	23	69.7	1	3	0	
Type 4 Consultants	46	0		14	30.4	30	65.2	1	2.2	1	2.2
Teachers of Homebound and/ or Hospitalized**	41			19	46.3	22	53.7	0		0	
Other	54	0		18	33.3	27	50	4	7.4	5	9.3
TOTALS	516	3	.6	162	31.4	303	58.7	33	6.4	15	3

		Year Highest Degree Was Attained									
		1968-69		1966-67		1964-65		1962-63		61 or before	
		No.	%	No.	%	No.	%	No.	%	No.	%
Directors	29	0		4	13.8	8	27.6	4	13.8	13	44.8
Supervisors	25	2	8	4	16	5	20	6	24	8	32
Diagnosticians	74	17	23.0	12	16.2	13	17.6	10	13.5	22	29.7
School Social Workers	88	13	14.8	23	26.0	21	23.9	10	11.4	21	23.9
Speech Correctionists#	126	46	36.5	29	23.0	21	16.7	8	6.3	22	17.5
Type C Consultants	32	3	9.4	9	28.1	6	18.8	4	12.5	10	31.2
Type 4 Consultants	46	10	21.7	7	15.3	12	26.1	2	4.3	15	32.6
Teachers of Homebound and/ or Hospitalized	41	9	22	3	7.3	6	14.6	4	9.8	19	46.3
Other	54	16	29.6	15	27.8	5	9.3	4	7.4	14	25.9
TOTALS	515	116	22.5	106	20.6	97	18.8	52	10.1	144	28

*One person did not respond to this item.

**Two individuals did not respond to this item.

#Two speech correctionists, one Type C Consultant, and two teachers of the homebound and/or hospitalized did not respond to this item.

[a]These Speech Correctionists are employed in an experimental program.

master's degree (82.8%); two have educational specialist degrees (6.9%); and three have doctorates (10.3%).

Instrumentation

Two instruments were used in the present investigation: the Intermediate School District Special Education Questionnaire (Appendix B), and a Questionnaire for Directors of Special Education developed by the author (Appendix D).

The Intermediate School District Special Education Questionnaire includes the OCDQ and biographical information.[7] The OCDQ has been discussed in detail in Chapter II. It will be recalled that the instrument was developed by Halpin and Croft (1962) for use in measuring organizational climate in elementary schools.

The OCDQ contains 64 Likert-type items, each a statement of interpersonal behavior among teachers and the principal. The respondent indicates the degree to which the item applies to his situation by use of a four-point scale:

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

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[7]Additional items dealing with communication behavior and "Desired" behavior were included for use in Spicknall's and Birch's research respectively, but were not used in the present research.

Halpin and Croft found by factor analysis that the items grouped into eight factors, four of which described faculty or group behavior, and four which described the behavior of the principal. The group variables were called disengagement, hindrance, esprit, and intimacy; the principal (or leader) variables were aloofness, production emphasis, thrust, and consideration. A description of each of these dimensions, as well as the climates derived from the scores on them, is found in Chpater II. The original instrument used by Halpin and Croft is found in Appendix A.

Since the instrument was originally developed for use in elementary schools, all of the items refer to the principal-teacher relationship in typical school situations. For this study, it was necessary to change "principal" to "director" and "teachers" to "staff members" in all of the items, as well as to modify some of the items which were inappropriate for the present study. It will be noticed that five "buffer" items were added by Halpin and Croft to the original questionnaire for the purpose of filling out the IBM cards. Since these were not scored, they were omitted from the revised OCDQ.

The second instrument used in this study was a questionnaire for directors of special education. The purpose of this questionnaire was to obtain information regarding the formal academic training and professional experience of the intermediate district directors of

special education participating in the study. A portion of the data used as dependent variables in this study was obtained from this questionnaire.

Collection of Data

Pilot Study

Before administering the questionnaire to any of the districts in the population, a pilot study was conducted by two of the researchers in one of the intermediate district special education staffs selected from those not included in the population. This district differed from those in the population only in that the director was not certified, nor was he a full-time director of special education.

The pilot study provided an opportunity to check the revised items for ambiguity and to clarify the procedural and substantive requirements for administration of the questionnaire. It was found that additional instructions were necessary, and these were subsequently developed and used consistently in further administrations of the instruments (see Appendix E). One item which presented difficulty because of ambiguity was rewritten.

Administration of Instruments

Following the pilot study, appointments were made with the director and/or the superintendent of each

intermediate school district, the research explained and questions answered. The collection of data was begun on December 12, 1969 and was completed on February 6, 1970.

In all but four of the intermediate districts, one of the three researchers administered the questionnaires to the director and his staff at a meeting sometimes called for this purpose. Because of emergency cancellations and other difficulties, others performed this function in these four districts. In two of them, a staff Diagnostician administered the questionnaire. In the other two, the director was responsible. In all cases, the examiners were instructed to use the same procedures used by the researchers in the other districts and to read the supplementary instructions which were provided.

At the beginning of the meeting, an explanation of the study was given, and there was an opportunity for those participating to ask questions. When these had been answered, the materials (questionnaires, mark-sense answer sheets, and pencils) were distributed. After the respondents had been given time to read the printed instructions, the supplementary instructions were given by the examiner (Appendix E). Questions which arose subsequently were answered individually. When the questionnaires were completed, each respondent placed his answer sheet in a large envelope provided for this purpose. This was done

to protect the confidentiality and anonymity of the respondents and to encourage frankness in their responses.

Questionnaires, answer sheets, pencils, printed copies of the additional instructions, and stamped, addressed envelopes were left for the staff members who were not present at the meeting. These questionnaires and answer sheets were to be sealed in the envelopes and returned by the respondents to the researchers by United States mail. Approximately thirty staff members followed this procedure.

The directors responded to both questionnaires at the same time as the staff meeting, following the procedures outlined above. In three instances, however, because of time limitations, the directors did not complete the questionnaires during the meeting and returned them at a later date to the researchers. The average time for the staff to complete the questionnaire was thirty minutes. The director's questionnaire took an additional fifteen to twenty minutes.

Individuals and districts were advised that the confidentiality of their responses would be respected. This necessitated a coding system for maintaining the anonymity of the respondents. Therefore, numbers were assigned to each district from a table of random numbers. These are presented in Appendix F.

Techniques of Analysis

Preliminary Procedures

The revision of the items of the OCDQ necessitated a factor analysis of the items in order to compare these findings with those of Halpin and Croft. Use of all 29 districts with respondents numbering over 500 made this factor analysis feasible.

Mark-sense answer sheets were used by the respondents, and from these IBM cards were punched and verified by the Michigan State University Evaluation Service. The CDC 3600 computer was used to factor analyze the revised OCDQ items and to compute all the necessary data from the IBM cards.[8] Intercorrelations (N = 520) of the 64 items in the modified OCDQ were obtained as shown in the intercorrelation matrix found in Appendix G.

The statistical procedures used in the factor analysis of the original OCDQ (Halpin and Croft, 1962, pp. 47-69) were used in the present study. This procedure was an attempt to discover whether the revised OCDQ factors were similar to those found by Halpin and Croft. The factor analysis of the revised OCDQ had two steps. First, a principal component solution was run on the revised items. The results of this solution, which produced 21

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[8]Use of the Michigan State University computing facilities was made possible through support, in part, from the National Science Foundation.

factors with eigenvalues of 1.0 or greater, were then rotated toward a simple structure by using a Varimax rotational solution. This solution produced the orthogonal factors which are present in the revised OCDQ. The factor loadings on each revised item are presented in Table 3.

The second step was the comparison of the factor loadings for each revised OCDQ item with parallel loadings for each original OCDQ item. The results of this factor-matching are seen in Table 4. This process of factor-matching was necessary in order to determine whether the revised OCDQ is measuring the same factors as the original OCDQ.[9] Since four of the correlations were over .90 and only one below .67 (Factor six correlated .41), it was determined that the revised OCDQ was measuring basically the same factors as the original OCDQ. On the basis of this procedure and these findings, it was decided that the original eight factors found by Halpin and Croft, the names assigned to them, and further statistical procedures of the original study would be used in the present study.

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[9]This Fortran Program for Relating Factors Between Studies Based on Different Individuals was developed by Bianchi and Kaiser (1964). The authors state that the factors of two factor-analytic studies are related "by determining the cosines of the angles between the factor vectors of the two studies after the two sets of common variables have been matched as closely as possible. Since these cosines are measured in a space where cosines of angles mean correlations, they may be descriptively interpreted as correlation coefficients" (p. 1).

TABLE 3

ROTATED ITEM FACTOR MATRIX FOR 64 ITEMS OF THE REVISED OCDQ (N = 520)

	I	II	III	IV	V	VI	VII	VIII	h^2
1	07*	08	-44	06	05	-00	10	06	22
2	-01	38	03	-07	23	21	13	16	29
3	01	07	-18	-04	-05	-06	07	60	40
4	21	04	-14	13	-20	16	33	-17	29
5	07	04	-59	16	01	-05	22	14	45
6	-15	36	-03	-03	-10	36	-12	17	34
7	24	03	-17	11	-27	-00	37	-06	31
8	19	07	05	06	-58	02	05	-00	38
9	01	-08	-67	08	-04	-01	-10	-03	47
10	-05	42	-14	19	-03	27	-07	04	31
11	34	-16	-08	18	-06	-00	38	09	33
12	-04	11	01	15	50	18	05	-03	33
13	04	11	-63	-03	-03	20	-05	-01	46
14	-15	31	-18	05	19	27	-17	-20	33
15	09	-01	-07	03	-46	02	35	-15	37
16	05	16	-09	02	49	00	-01	-14	29
17	02	21	-51	-08	-10	-01	-00	-04	32
18	02	53	-00	05	13	-07	-07	-12	33
19	28	-27	-20	-12	-10	-05	13	-19	27
20	-08	14	11	14	49	10	03	24	36
21	20	-04	-48	-09	08	08	11	04	30
22	08	58	-07	-03	20	05	12	-19	43
23	15	-05	-13	-04	-38	32	12	02	30
24	-03	20	-04	01	61	21	-03	-14	47
25	-07	13	-05	-19	-04	23	24	05	18
26	-14	50	01	-13	14	-09	01	10	33
27	31	-17	-22	09	06	07	49	22	48
28	77	-02	-09	-00	-10	08	03	-02	62
29	51	-02	-33	-05	12	-02	-19	-02	44
30	-08	25	37	-11	10	02	-18	06	26
31	24	-21	-16	02	01	-11	30	52	50
32	63	-11	-04	-02	-10	-12	09	22	50
33	38	15	-27	08	03	05	-29	18	40
34	10	19	21	-11	02	-01	-07	39	25
35	44	-15	-21	-02	-04	-05	52	15	55
36	61	02	04	-11	15	-03	29	13	51
37	49	14	-05	09	04	-02	-06	35	40
38	00	19	-11	-01	14	44	-06	-04	26
39	-04	-08	02	33	11	08	-01	13	15
40	09	02	-02	58	-03	-08	-03	-02	36
41	62	-09	08	-04	-16	13	11	-01	45
42	44	03	-11	34	03	-16	-02	-14	37
43	-03	-03	-02	60	-01	08	-01	-09	37
44	10	33	-11	-23	-08	-08	01	04	20
45	20	03	-13	35	-04	-28	28	-03	34
46	16	18	10	46	01	00	13	-02	37
47	-32	23	-09	22	09	18	-11	09	27
48	49	15	-05	06	-09	-06	33	-14	41
49	36	02	-18	18	05	-13	21	03	26
50	08	08	05	10	-07	23	09	-10	10
51	-01	04	-04	22	07	15	-24	14	16
52	63	-04	-18	07	06	-01	02	-03	44
53	14	11	-04	10	-32	09	44	-04	35
54	09	-08	11	19	08	43	33	04	36
55	28	-02	05	05	-04	29	01	08	18
56	17	-09	-24	28	-01	09	-03	21	23
57	13	-26	01	20	26	53	01	01	47
58	-12	-05	-12	-04	14	45	-11	-10	28
59	51	02	-10	20	-10	-14	13	11	37
60	-12	15	-00	05	-10	11	-57	-11	40
61	30	-10	-02	47	06	13	17	01	37
62	64	-04	02	-02	-14	05	22	-03	48
63	36	-06	-12	31	-15	05	22	-16	34
64	44	-07	04	37	-03	12	21	15	42

*The decimal points have been omitted.

TABLE 4

FACTOR MATCH OF ORIGINAL AND REVISED OCDQ

Original OCDQ Factors	Revised OCDQ Factors 1	2	3	4	5	6	7	8
1	.97	.02	.06	.10	.08	.07	.11	.16
2	.04	.92	.11	.08	.04	.11	.14	.32
3	.04	.11	.96	.04	.01	.13	.19	.12
4	.02	.23	.07	.80	.01	.44	.22	.23
5	.08	.03	.02	.03	.99	.10	.08	.02
6	.22	.24	.10	.56	.01	.41	.33	.55
7	.03	.01	.15	.03	.11	.38	.87	.24
8.	.02	.18	.18	.17	.08	.66	.09	.67

Note: All negative correlation signs have been omitted.

It is believed that the correspondence of the two sets of factors is further evidence of the validity of the revised instrument.

Analysis of Data

New cards were then punched by the Evaluation Service with the raw scores for each subtest or factor. The raw scores were then converted to standard scores for each individual respondent with a mean of 50 and a standard deviation of 10. In order that other analyses of the data might be conducted, the standard scores were punched onto a new set of summary cards.

A mean subtest score was computed for each of the eight subtests, district by district. These scores define the average response for the staff members for each respective subtest. The subtest scores are shown by district in Table 5. A brief explanation of the scores of the subtests may be in order here.

Disengagement means, according to Halpin and Croft (1962), that the group is merely "going through the motions" (p. 40). High scores on this subtest suggest, then, an inclination on the part of the staff to be "not with it" with respect to the task at hand. High scores on hindrance seems to indicate a feeling among staff members that the director burdens them with "busywork" which they construe as unnecessary.

TABLE 5

OCDQ SUBTEST SCORES BY INTERMEDIATE DISTRICT*

Districts	OCDQ Subtest Scores							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
01	44	52	48	52	48	43	42	46
05	55	51	48	50	53	46	42	42
07	45	45	56	53	49	55	56	54
11	50	49	53	54	48	50	57	54
18	46	47	53	48	48	45	51	47
19	52	55	46	46	51	50	47	52
23	55	53	44	56	52	56	40	49
29	48	48	61	55	47	54	58	62
30	41	46	55	53	51	62	52	57
34	51	42	36	42	50	45	31	36
39	49	52	46	48	46	55	48	45
42	46	49	51	50	49	48	54	52
53	54	59	48	50	58	51	46	50
56	52	48	50	54	53	50	51	48
60	45	49	50	49	51	45	54	48
62	42	48	45	45	42	50	43	48
63	47	54	48	46	46	51	41	48
65	46	54	41	54	53	47	44	51
67	55	49	42	45	54	49	42	44
68	59	46	45	51	49	45	53	49
70	52	45	53	48	48	56	57	54
73	51	46	55	49	49	52	51	49
75	43	51	54	51	48	51	51	53
77	54	53	49	47	51	45	43	43
79	58	52	43	47	59	50	44	47
80	49	55	45	39	52	48	49	43
85	51	50	47	49	48	41	40	48
88	45	47	52	43	46	56	46	41
93	52	50	47	49	54	43	56	55

*Note: Scores are standardized with a mean of 50 and a standard deviation of 10.

High scores on esprit, as would be expected, suggest high morale. The staff feels that their social needs are being satisfied, and they seem to enjoy a feeling of accomplishment in their work. High scores on intimacy suggest, further, that staff members enjoy friendly relations with each other. As Halpin and Croft explain, intimacy "describes a social-needs satisfaction which is not necessarily associated with task accomplishment" (p. 40).

High scores on aloofness suggest that the director is perceived as formal and impersonal in his relations with the members of the staff, as "emotionally distant," so to speak. On the subtest production emphasis, high scores seem to indicate a need on the part of the director to "dominate," to closely supervise the staff; communication appears to go in only one direction.

Thrust is leadership behavior which is characterized by an effort to "move the organization." High scores on this subtest suggest that the director attempts to motivate his staff by his personal example rather than by close supervision. High scores on consideration would appear to indicate that the director is perceived by the staff as thoughtful of their needs, anxious to treat them "humanly."

Pearson product-moment correlations were obtained between the eight OCDQ subtest scores and the dependent variables categorized principally as academic preparation

and professional experience of the director. In addition to the OCDQ scores, data used in these correlations were obtained from the Questionnaire for Directors of Special Education.

Table 6 contains a list of the years in which the directors received their highest academic degree and the numbers of directors receiving degrees in that year.

TABLE 6

YEARS IN WHICH DIRECTORS RECEIVED HIGHEST ACADEMIC DEGREES

Year	Number of Directors Receiving Highest Academic Degree
1939	1
1950	1
1953	3
1954	1
1955	2
1957	1
1958	2
1960	2
1961	1
1962	2
1963	1
1964	3
1965	4
1966	2
1967	3
	N = 29

A summary of the coursework in education taken by the directors is shown in Table 7. The number of credit

hours of undergraduate education, graduate education, the total combined undergraduate and graduate education courses, courses in special education, educational administration and special education administration are included.

TABLE 7

SUMMARY OF COURSEWORK IN EDUCATION TAKEN BY THE DIRECTORS

	Number of Directors					
No. of credit hours	Undergraduate Educ.	Graduate Educ.	Combined undergraduate & graduate educ.	Special Educ.	Educ. Admin.	Special Educ. Adm.
0	1	2		1	3	11
1-10	1	4		9	14	15
11-20	7	5	1	9	9	3
21-30	8	3	1	5	3	0
31-40	6	6	3	4	0	0
41-50	6	9	5	1	0	0
51-60[a]			10			
61-70			2			
71-80			3			
81+			4			

[a]These are estimates representing the minimum number of credit hours.

The undergraduate grade point averages as reported by directors are shown in Table 8.

TABLE 8

UNDERGRADUATE GRADE POINT AVERAGES OF DIRECTORS

GPA	Number of Directors
3.75 or higher	2
3.5 - 3.74	8
3.0 - 3.49	11
2.5 - 2.99	6
2.5 or less	2

Table 9 contains data relative to sensitivity training of the director.

TABLE 9

AMOUNT OF SENSITIVITY TRAINING OF DIRECTORS

Number of days of Sensitivity Training	Number of Directors
none	20
one day or less	1
two - three days	3
four - seven days	0
eight - ten days	1
more than ten days	4

The number of years of teaching experience in elementary and secondary grades and in special education classes is presented in Table 10. Although a large majority reported no experience in elementary, secondary, or special education (21, 21, and 17, respectively), when one examines the table from the viewpoint of "any teaching experience," there are ten directors who have had no classroom experience at all in either elementary or secondary grades or in special education classes.

TABLE 10

TEACHING EXPERIENCES OF THE DIRECTORS

No. of Years	Number of Directors			
	Elementary Grades	Secondary Grades	Special Educ. Classes	Any Classroom Teaching Experience
0	21	21	17	10
1	1	1	3	1
2	2	1	2	3
3	2	4	2	2
4	0	0	2	2
5	1	0	1	3
6	1	1	1	3
7	0	1	1	2
8	1	0	0	1
10				1
11				1

The amount of non-classroom special education experience was also examined and is reported in Table 11. This included positions such as speech therapists, diagnosticians, school social workers, and others. Nine directors reported that they had no such experience. Sixteen, or more than 50% of the directors, had at least three years of such experience. Ten directors had both teaching and non-classroom special education experience.

TABLE 11

NON-CLASSROOM SPECIAL EDUCATION EXPERIENCE OF THE DIRECTORS

No. of Years Experience in Non-classroom Special Education	Number of Directors N = 29
0	9
1	2
2	2
3	4
4	2
5	1
6	1
8	2
9	1
10	3
11	1
13	1

Another variable used in this study was the administrative experience of the director. Table 12 contains the number of years of administrative experience of the directors. Eleven directors had no other administrative experience before becoming directors of special education. Included are: educational administration, non-educational administration (e.g. business, industry, government, etc.). Ten directors had five years or more of some type of administrative experience in addition to their present position.

TABLE 12

NUMBER OF YEARS OF ADMINISTRATIVE EXPERIENCE OF DIRECTORS

No. of Years Experience	Number of Directors N = 29		
	Educational Admin.	Non-educational Admin.	Either Educational, Non-educational or Both
0	15	19	11
1	2	2	2
2	2	4	3
3	2	1	2
4	1	1	1
5	2	0	1
6	1	0	0
7	1	0	3
8	1	1	3
9	0	0	1
10	1	0	1
14	1	0	0
27	0	1	0
30	0	0	1

Since an internship and practicum are an integral part of most programs preparing special education administrators at the present time, it was decided to include this as one of the variables to be related to the OCDQ factors. The data used in this relationship are presented in Table 13. It is obvious that very few of the directors have had any internship experience. If one considers whether the directors had any internship at all, either educational or special education, 23 of the 29 directors had 200 clock hours or less.

TABLE 13

AMOUNT OF INTERNSHIP AND PRACTICUM IN ADMINISTRATION

No. of Clock Hours	Number of Directors N = 29		
	Educational Admin.	Special Educ. Admin.	Either
0	25	21	19
80	1	0	1
100	1	0	1
200	1	2	2
250	0	1	
400	0	1	1
450	0	0	1
500	1	1	1
600	0	1	1
900	0	1	0
960	0	1	1
1400	0	0	1

The last two variables had to do with the number of years the director has been in his present position and previous employment on the staff before he became the director. As shown in Table 14, three of the directors reported one year in their present position, while 18 were not members of the same staff before becoming directors.

TABLE 14

LENGTH OF TENURE OF DIRECTORS IN INTERMEDIATE SCHOOL DISTRICT

Number of Years	As Director	As Special Educ. Staff Member Prior to Becoming Director
0		18
1	3	3
2	4	2
3	7	1
4	2	1
5	4	0
6	3	2
7	1	0
8	0	2
9	3	0
10	1	0
16	1	0

In addition to the correlations of the 64 items of the OCDQ (Appendix G), intercorrelations were obtained

between all the variables, including OCDQ factors and those dependent variables related to the director's training and professional experience (Appendix H). The variables appear in this matrix in the order in which they appear in the tables in Chapter IV, the OCDQ factors as the first eight.

Summary

The procedures followed in collecting and analyzing the data used in exploring relationships between the scores on OCDQ factors and certain selected aspects of the formal academic training and professional experience of intermediate district directors of special education in Michigan were explained in this chapter. The population was defined, and the instruments used in gathering the data were described. In Chapter IV, the results are analyzed and interpreted.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

The statistical analysis of the data in this study was carried out by the Michigan State University Computer Center. The Pearson product-moment correlation technique was used, and correlation coefficients were computed measuring the strength of the relationships of the variables.

A correlation matrix of Pearson product-moment correlations may be found in Appendix H. However, as the hypotheses are discussed, those portions of the matrix which are critical to each hypothesis are presented in table form. Statistical tables indicate that correlations significantly different from zero at the .05 level across 29 observations are achieved at .381 or greater.

Analysis of the Data

Hypothesis 1:

> There is no relationship between scores on any of the eight OCDQ factors and the year in which the director received his highest academic degree.

On seven of the eight OCDQ factors, there is no relationship with the year in which the director received

his highest degree. However, in Table 15, it can be observed that the year of highest degree is significantly related to Hindrance (r = .41).

TABLE 15

CORRELATIONS BETWEEN YEAR OF HIGHEST ACADEMIC DEGREE AND OCDQ FACTOR SCORES

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Recency of Highest Academic Degree	-.20	.41*	.15	.09	.08	.17	.10	.12

*Significant at the .05 level of confidence.

There is a significant positive correlation between hindrance and the year in which directors received their highest degrees. This suggests a tendency for directors who have received their degrees more recently to be perceived by their staff as less facilitating than directors who received their degrees at an earlier date. On the basis of this relationship, the null hypothesis is rejected.

Hypothesis 2:

> There is no relationship between the scores on any of the eight OCDQ factors and the amount of coursework in education taken by the director.

In Table 4, a summary of coursework in education taken by the directors is presented. The relationship between such coursework and OCDQ subtest scores was examined in three ways. First, the correlations were computed between the OCDQ factor scores and the undergraduate and graduate courses taken separately. Then, the two were combined, and the total amount of education coursework was correlated with the OCDQ factor scores. These relationships are shown in Table 16. It is readily seen that there are no significant correlations, and Hypothesis 2 cannot be rejected.

Hypothesis 3:

> There is no relationship between the scores on any of the OCDQ factors and the amount of special education coursework taken by the director.

One of the major concerns of this study was to determine whether there are significant relationships between special education training and experience and the leadership variables as measured by the OCDQ. In this instance, as shown by Table 17, there are no correlations of sufficient strength to reject the null hypothesis.

TABLE 16

CORRELATIONS BETWEEN AMOUNT OF EDUCATION COURSEWORK AND OCDQ FACTOR SCORES

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Amt. of Undergraduate Education Coursework	-.15	-.01	-.03	-.05	.06	-.15	-.11	-.15
Amt. of Graduate Education Coursework	-.00	.24	-.16	-.03	.14	-.00	.23	.19
Combined Undergraduate and Graduate Education Coursework	-.16	.14	-.13	-.15	.10	-.14	.04	-.00

TABLE 17

CORRELATIONS BETWEEN AMOUNT OF SPECIAL EDUCATION COURSEWORK AND OCDQ FACTOR SCORES

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Amount of Special Education Coursework	-.22	-.03	-.18	-.23	-.26	-.32	-.10	-.17

Hypothesis 4:

> There is no relationship between the scores on any of the eight OCDQ factors and the amount of coursework in educational administration (exclusive of special education administration) taken by the director.

Hypothesis 5:

> There is no relationship between the scores on any of the eight OCDQ factors and the amount of coursework in special education administration taken by the director.

It may be recalled that the data presented in Chapter III indicated that both of the distributions on amount of training in educational administration and in special education administration deviated considerably from normal (see Table 7). As shown in Table 18, none of the correlations approaches significance, and neither Hypothesis 4 nor Hypothesis 5 could be rejected.

Hypothesis 6:

> There is no relationship between the scores on any of the OCDQ factors and the director's scholastic achievement as measured by his reported undergraduate grade point average (GPA).

Relationships between the OCDQ factors and undergraduate grade point average are shown in Table 19. There is apparently no relationship between the academic achievement of the director as measured by his reported undergraduate grade point average and the leadership variables measured by the OCDQ. On the basis of the correlations in Table 19, Hypothesis 6 could not be rejected.

TABLE 18

CORRELATION BETWEEN AMOUNT OF COURSEWORK IN ADMINISTRATION AND OCDQ FACTOR SCORES

Variables	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Coursework in Educational Administration	-.19	-.02	-.08	.03	.11	-.02	.07	-.07
Coursework in Special Education Administration	-.06	.25	-.23	.03	.18	-.12	.06	.00

TABLE 19

CORRELATIONS BETWEEN UNDERGRADUATE GPA AND OCDQ FACTOR SCORES

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Undergraduate GPA	-.11	.15	.14	.02	.24	.27	-.06	-.03

Hypothesis 7:

> There is no relationship between the scores on any of the OCDQ factors and the amount of sensitivity training which the director has had. (This includes "T-grouping," "encounter grouping," and similar formal experiences in group dynamics.)

In examining the data used in testing this hypothesis, as presented in Table 9, one can readily see that once again there is a very unbalanced distribution, with 20 of the 29 directors reporting that they have had no sensitivity training whatever. Because of this imbalance, the relationship was examined in two ways.

TABLE 20

CORRELATIONS BETWEEN SENSITIVITY TRAINING AND OCDQ FACTOR SCORES

Variables	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Amount of Sensitivity Training	.11	.02	-.06	-.16	.22	.06	.09	-.12
Sensitivity Training (none vs. some)	.05	.03	.10	-.20	.23	-.01	.16	-.09

First, correlations were found between the OCDQ factors and the amounts of sensitivity training, using a

scale of one to six to represent the amounts from "none" to "more than ten days" respectively. Then a dichotomy was forced on the distribution, one group with no sensitivity training, the other with some sensitivity training. Obviously, considerable information is lost in this process, and the point biserial correlations which resulted in the second instance are still so low that rejection of the null hypothesis is not warranted in either case.

Hypothesis 8:

> There is no relationship between the scores on any of the eight OCDQ factors and the number of years of teaching experience of the director.

Examination of Table 10 shows that when the three areas of teaching experience were combined, only ten of the directors had no teaching experience at all. The teaching experience of the directors was correlated with the OCDQ scores in several ways as shown in Table 21.

The OCDQ scores were correlated with each of the areas of teaching separately (elementary, secondary, and special class); then, with the total combined teaching experience. Finally, a dichotomy was forced on the distribution and point biserial correlation coefficients were obtained between the OCDQ scores and "any teaching experience" or "no teaching experience." The relationship (.41) between elementary teaching experience and consideration is perhaps not as high as one would desire in view

TABLE 21

CORRELATIONS BETWEEN TEACHING EXPERIENCE OF DIRECTORS AND OCDQ FACTOR SCORES

Variables	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
No. of Years Elementary Teaching	-.25	-.16	-.04	-.35	-.29	.10	-.03	-.41*
No. of Years Secondary Teaching	-.03	-.36	-.14	-.07	-.01	-.17	-.39*	-.33
No. of Years Special Education Class Teaching	.13	.07	.03	-.17	.22	-.07	-.12	.03
Total No. of Years Teaching	-.10	-.26	-.13	-.36	-.05	-.07	-.32	-.43*
Teaching (none vs. some)	-.02	-.05	.05	-.32	.04	.14	-.16	-.29

*Significant at the .05 level of confidence.

of the violation of the assumption of bivariate normal distribution. However, the robustness of the test in permitting violations of this assumption,[10] together with the

[10]Hayes (1963) states that, "It is not necessary to make any assumptions at all about the form of the distribution, . . . in order to employ linear regression and

higher correlation between the combined teaching experience and consideration permits rejection of the null hypothesis.

The correlations on consideration were such that the investigator decided to combine elementary and secondary grade teaching and correlate that total exclusive of special education class teaching. The results were the following correlations between total elementary and secondary teaching and OCDQ factors:

Disengagement	-.23	Aloofness	-.19
Hindrance	-.36	Production Emphasis	.02
Esprit	-.10	Thrust	-.21
Intimacy	-.31	Consideration	-.50

As expected, the correlation on consideration was even higher when special education class teaching was omitted from the total teaching experience.

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correlation indices to describe a given set of data. So long as there are N distinct cases, each having two numerical scores, X and Y, then the descriptive statistics of correlation and regression may be used. In so doing, we describe the data as though a linear rule were to be used for prediction, and this is a perfectly adequate way to talk about the tendency for these numerical scores to associate or "go together" in a linear way in these data" (p. 510).

Hypothesis 9:

> There is no relationship between the scores on any of the OCDQ factors and the number of years of non-classroom special education experience of the director.

Non-classroom special education personnel include speech correctionists, school social workers, consultants for the mentally handicapped, diagnosticians for the mentally handicapped, etc. As shown in Table 11, there were nine directors who had no experience of this type. The relationships found between non-classroom special education experience and the OCDQ subtest scores are found in Table 22.

TABLE 22

CORRELATIONS BETWEEN NON-CLASSROOM SPECIAL EDUCATION EXPERIENCE AND OCDQ FACTOR SCORES

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
No. of Years Non-Classroom Special Educ. Experience	.01	-.29	.01	-.06	-.34	.13	.18	-.02
Non-classroom Special Educ. Experience (none vs. some)	-.08	-.26	-.06	-.04	-.46*	-.23	.02	.02

*Significant at the .02 level of confidence.

Once again, in testing this hypothesis, the data were analyzed in two ways. The number of years of non-classroom special education experience was first correlated with the OCDQ subtest scores; then, correlations were computed using a dichotomy of some non-classroom special education experience or none. In the first instance, there were no relationships of sufficient strength to reject the null hypothesis. However, when the OCDQ scores were correlated with the two groups, those with some non-classroom special education experience and those with none, a significant negative correlation was found in aloofness. This suggests that directors who had non-classroom special education experience are perceived by their staffs as less formal and impersonal than those who have not had this type of experience. On the strength of this relationship, the null hypothesis was rejected.

Hypothesis 10:

> There is no relationship between scores on any of the OCDQ factors and the administrative experience of the director.

Two types of administrative experience were considered in testing this hypothesis, educational administration and non-educational administration. Included in the former are such positions as school principal or vice-principal, assistant superintendent of schools, and local director of special education. As shown in Table 12,

14 of the 29 directors had such experience for periods of time ranging from one year to 14 years.

Non-educational administration refers to other types of administrative positions, such as those involved in business, industry, government, or in the armed forces. Only ten of the directors had this type of administrative experience, as shown in Table 12.

In Table 23 are found the Pearson product-moment and point biserial correlations which were computed on each of the three measures, educational administration, non-educational administration and the two combined.

No relationships appeared when educational administration was correlated with the OCDQ subtest scores. Three significant negative relationships were found when non-educational administrative experience was dichotomized. It appears that directors who have had non-educational administrative experience tend to be rated lower on esprit, production emphasis and thrust.

When the combined educational and non-educational administrative experience are correlated together with the OCDQ factors, again three significant relationships appear in the dichotomized situation. This suggests that directors with previous administrative experience have higher scores on hindrance, and lower scores on esprit and production emphasis than directors who have had no administrative experience. The null hypothesis is rejected on

the basis of the relationship between esprit, production emphasis and thrust and non-educational administration using the dichotomized data and also on the strength of the relationships between hindrance, esprit and production emphasis and administrative experience in a dichotomized situation.

TABLE 23

CORRELATIONS BETWEEN ADMINISTRATIVE EXPERIENCE OF DIRECTORS AND OCDQ FACTOR SCORES

Variables	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
No. of Years Educ. Admin. Experience	-.05	-.17	-.21	-.13	.03	-.13	-.04	-.16
Educ. Adm. Experience (none-some)	.15	.23	-.35	-.07	.26	-.17	-.26	-.16
No. of Years Non-Educ. Adm. Experience	-.08	.24	-.09	-.20	-.13	-.07	-.17	-.02
Non-educ. adm. (none-some)	-.02	.11	-.39*	-.27	.08	-.44*	-.39*	-.28
Total Admin. Experience	-.09	.10	-.20	-.24	-.09	-.13	-.16	-.10
Admin. Experience (none-some)	.17	.45**	-.44*	-.24	.36	-.46**	-.29	-.27

*Significant at the .05 level of confidence
**Significant at the .02 level of confidence

Hypothesis 11:

> There is no relationship between the scores on any of the OCDQ factors and the amount of internship and practicum experience in administration which the directors have had.

As shown in Table 13, two kinds of administrative internship and practicum were reported by the directors: educational administration and special education administration. Because so few directors had either type, the hypothesis was tested in two ways, with the number of clock hours of internship and practicum as continuous data, and dichotomized as "some" or "no" internship experience.

TABLE 24

CORRELATIONS BETWEEN DIRECTORS' INTERNSHIP AND PRACTICUM EXPERIENCES AND OCDQ FACTOR SCORES

Variables	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Total Clock Hours of Internship and Practicum	-.15	.07	.19	.14	-.04	.34	.11	.18
Internship (none-some)	-.24	.21	.18	.04	.00	.51*	.17	.18

*Significant at the .01 level of confidence.

The positive relationship between Production Emphasis and completion of an internship experience is above the .01 level of significance and suggests that directors who had an internship experience in administration tended to have higher scores on production emphasis. On the strength of this relationship, the null hypothesis is rejected.

Hypothesis 12:

> There is no relationship between the scores on any of the OCDQ factors and the age of the director.

The ages of the director are reported in Table 2. Of the 29 directors, 26 were between the ages of 30 and 49. Only one director was under 30 years of age, and two were over 59. When correlated with the OCDQ factors, as shown in Table 25, no relationships were found to be significant at the .05 level. Therefore, the null hypothesis could not be rejected.

Hypothesis 13:

> There is no relationship between the scores on any of the OCDQ factors and the length of tenure of the director in his present position.

The data used to test this hypothesis are presented in Table 14. It should be noted that seven of the directors have held their positions for two years or less. Since the data were collected in large part during the month of January, those who reported that they have held

their present position one year, had in fact, been directors for approximately five months. As shown in Table 26, there are no relationships high enough to reject the null hypothesis.

TABLE 25

CORRELATIONS BETWEEN AGE OF DIRECTOR AND OCDQ FACTOR SCORES

Variables	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Age of Directors	-.00	-.28	-.12	-.31	-.17	.01	-.27	-.21

TABLE 26

CORRELATIONS BETWEEN LENGTH OF TENURE OF DIRECTORS AND OCDQ FACTOR SCORES

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Length of Tenure of Director	.24	-.30	-.00	-.09	.09	-.24	.02	-.09

Hypothesis 14:

> There is no relationship between the scores on any of the OCDQ factors and the director's previous employment as a special education staff member in the intermediate school district in which he is now director.

Eleven of the 29 directors held positions on the staff before becoming directors, while 18 were not members of the same staff before becoming its director. This hypothesis was tested by dichotomizing the group as in several other analyses. Correlations were computed between the OCDQ factor scores and two groups--those who were members of the same special education staff before becoming its director and those who were not.

TABLE 27

CORRELATIONS BETWEEN OCDQ FACTOR SCORES AND DIRECTOR'S MEMBERSHIP ON STAFF

Variable	OCDQ Subtests							
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Membership on Staff before Becoming Director	-.18	-.00	.34	.12	.10	.05	.22	.13

There are no relationships, and the null hypothesis could not be rejected.

Summary

It seems that the most succinct manner of summarizing the hypotheses tested is in the form of a table. Table 28 contains such a summary with a list of the tables in which the correlations between the OCDQ subtests and all of the variables related to them may be found. Where there were significant relationships, these are reported with the OCDQ factor, the level of significance and rejection of the hypothesis signified by "yes" or "no." It may be recalled that the .05 level of significance was arbitrarily chosen for rejection of the null hypotheses. However, there were four instances in which the level of significance was greater than .02 or .01, and these are indicated in Table 28.

It is apparent from a study of this table that five of the fourteen hypotheses were rejected on the strength of significant relationships found between the OCDQ factors and various factors related to the professional training and background of the directors of special education. These relationships will be discussed in greater detail in Chapter V.

TABLE 28

SUMMARY OF HYPOTHESES AND TESTS OF SIGNIFICANCE

Table No.	Variable	Related Climate Factors	Probability	Rejection
15	Year of Highest Degree	Hindrance	.05	yes
16	Education Coursework	---		no
17	Special Education Coursework	---		no
18	Coursework in Administration	---		no
19	Undergraduate GPA	---		no
20	Sensitivity Training	---		no
21	Teaching Experience			
	Elementary	Consideration	.05	
	Secondary	Thrust	.05	yes
	Total	Consideration	.05	
22	Non-classroom Special Education Experience	Aloofness	.02	yes
23	Administrative Experience			
	Non-educational	Esprit		
		Production Emphasis		
		Thrust	.05	
	All Admin. Experience (dichotomy)			yes
		Hindrance	.02	
		Esprit	.05	
		Production Emphasis	.02	
24	Internship and Practicum	Production Emphasis	.01	yes
25	Age of Director	---		no
26	Tenure of Director	---		no
27	Membership of Director on Staff	---		no

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Underlying the present research is an interest in the education of handicapped children and the administration of special education programs. A study of administration and organizational theory, together with an effort to relate this study to the growth and development of special education, led the writer to draw some conclusions about leadership and organizational behavior, which ultimately led to the present research.

These conclusions may be considered as premises upon which this study is based. They appear to be well-documented by other researchers, as pointed out in Chapter II.

1. The climate of an organization influences the behavior of individuals, and therefore, the factors related to climate may be important aspects of a group's effectiveness.

2. These climate factors are influenced by the mutual interaction of the group and its leader.

In this study, it is the behavior of the leader or administrator upon which attention is focused, specifically the intermediate district directors of special education in Michigan, since they are in positions of importance to the field of special education, with an opportunity to provide initiative and thrust. The writer is especially interested in the leadership variables of the OCDQ as they are identified among special education directors.

Summary

For the present study, the Organizational Climate Description Questionnaire (OCDQ) was selected to measure the leadership behavior of the intermediate district directors of special education as they interact with the members of their staffs. The instrument which was originally developed by Halpin and Croft (1962) for use in elementary schools, was revised slightly (Appendix B) to make it appropriate for this situation. It was administered to the directors and staffs in the 29 intermediate districts with full-time directors holding Michigan approval.

In addition, another instrument developed by the writer was administered to the directors to provide information relative to academic preparation, professional experience and other demographic variables. Using the information gathered from the two instruments, Pearson

product-moment correlations were computed to test fourteen hypotheses which had been generated with regard to the relationships between OCDQ variables and the director's academic training, professional experience, age, tenure, and sensitivity training.

Findings and Conclusions

This research resulted in two main findings:

1. The eight factors of the OCDQ revised for use in intermediate school district special education staffs were shown to be statistically comparable to the eight factors in the original OCDQ. As explained in Chapter III (pp. 52-55), the factor loadings of the revised items corresponded to those of Halpin and Croft.

2. OCDQ factors were statistically significantly correlated with certain selected variables dealing with the academic training and professional experience of the director. Twelve such relationships were identified at or above the .05 level of significance.

The first hypothesis which stated that there is no relationship between scores on any of the OCDQ factors and the year in which the director received his highest academic degree was rejected. Hindrance was found to be positively related with the year of degree attainment. The reader may recall that this suggests that directors who have received their highest degrees more recently are perceived by their staffs to burden them with paper work,

reports, and "busywork" rather than to facilitate their work. As one would expect, age and year of degree are related; however, age is apparently not related to any of the OCDQ factors. It might be conjectured that the directors who have most recently received their degrees, having had a more theoretical orientation, might tend to be concerned with activities of a more academic than applied or practical nature. This might carry over into the demands they make on their staffs, and staff members may construe such demands as bothersome and irrelevant "busywork." These directors are perceived as relatively more "hindering" in the accomplishment of the staff's goals than other directors.

Five hypotheses were concerned with the academic preparation of the director. It was postulated that there is no relationship between the scores on any of the OCDQ factors and:

(Hypothesis 2) the amount of coursework in education taken by the director;

(Hypothesis 3) the amount of special education coursework taken by the director;

(Hypothesis 4) the amount of coursework in educational administration taken by the director;

(Hypothesis 5) the amount of coursework in special education administration taken by the director;

(Hypothesis 6) the director's scholastic achievement as measured by his reported undergraduate grade point average.

No significant relationships appeared, and none of the hypotheses could be rejected. The findings with regard to coursework in education were consistent with those of Gross and Herriott (1965). Smith (1966) found that thrust was negatively correlated with the number of courses in administration taken by the principal. The results of the present study should be interpreted with caution because of the unbalanced distribution on the dependent variables in some cases.

Perhaps the failure of relationships to appear is as significant as their appearance would have been. As far as these climate factors are concerned, training does not appear to have a significant relationship. If relationships were to appear where the population was larger and there was a better distribution within the variables, it is likely that the correlations would not be high. If climate factors are viewed as important by personnel in administration training programs, some research is needed to suggest ways in which training might influence this type of behavior. Those involved in administration training programs might be concerned about ways of structuring behavior in order to optimize their development.

Because no relationships were found between the OCDQ factors and variables pertaining to the academic preparation

of the director, it would be unwarranted to conclude that academic preparation is not related to leadership variables other than those measured by the OCDQ. It may very well be that academic preparation may make a person more proficient in his job. It can only be concluded as a result of this study that there appeared to be no relationship in this population between the OCDQ factors and any of the selected variables pertaining to educational training.

In testing hypothesis seven, that there is no relationship between the scores on any of the OCDQ factors and the amount of sensitivity training the directors had, no significant correlations were found, and the null hypothesis could not be rejected. However, caution must be exercised in drawing conclusions from these results, since only nine of the directors reported having had any sensitivity training. In this research, no evidence of a relationship between sensitivity training and any of the OCDQ factors is demonstrated.

Some interesting relationships were found when testing the null hypothesis that there is no relationship between the scores on the OCDQ factors and the director's teaching experience. A significant negative relationship was found between thrust and the number of years of secondary teaching. This is consistent with the findings of other researchers. Morphet and Schutz (1966), for

example, found that lengthy teaching experience was actually a deterent to effective administration. Dreeben and Gross (1965) offer the explanation that lengthy teaching experience tends to limit the perspectives of the administrator (p. 724).

Significant negative relationships were also found between consideration and both elementary grade teaching experience and the total number of years of teaching experience.

The results of this study would lead one to conclude as other researchers have, that the leadership of educational administrators, at least that measured by the OCDQ, does not seem to be enhanced by previous lengthy teaching experience.

A test of the null hypothesis that there is no relationship between the scores on any of the OCDQ factors and non-classroom special education experience showed that aloofness was significantly negatively related when non-classroom special education experience was dichotomized. It appears that directors who have had experience as school social workers, diagnosticians, speech correctionists, and so on, are perceived by their staffs as less impersonal, inflexible, "official" in their manner than those directors who have not had such experience.

It appears that the director who has had experience similar to that of the members of his staff is cognizant of their work and able to identify and empathize with them in their tasks and the problems associated with them. Thus, the staff perceives him as personally concerned for them as individuals.

In testing the null hypothesis that there is no relationship between the scores on any of the OCDQ factors and the administrative experience of the director, no relationships were found between the OCDQ factor scores and educational administrative experience. However, when non-educational administrative experience was correlated as a dichotomy, significant relationships were found on three of the OCDQ factors, all of them negative. Those directors who have had administrative experience in business or industry, in government or in the armed forces tend to have lower scores in esprit, suggesting that morale is not especially high. If morale is typically low in business organizations, which may be highly competitive by nature, no research was found to give evidence that such is the case. Any conclusions drawn at this point with regard to reasons for this result would be highly speculative in view of the paucity of research on the subject.

Production emphasis and thrust are also negatively correlated with non-educational administrative experience. This phenomenon is difficult to explain since they seem to be contradictory.

On the one hand, the negative correlation on production emphasis suggests directors who have had non-educational administrative experience are perceived by their staffs as having low production emphasis. The reader may recall that Halpin and Croft (1962) define production emphasis as behavior which is "characterized by close supervision of the staff . . . highly directive." The administrator "plays the role of a 'straw boss.' His communication tends to go in only one direction, and he is not sensitive to feedback from the staff" (p. 40).

On the other hand, the negative correlation on thrust indicates that staff members perceive directors who have had non-educational administrative experience to be low on thrust. Thrust behavior is characterized by an "evident effort in trying to 'move the organization.'" It is marked not by close supervision, but by an attempt to motivate the staff "through the example which he personally sets." Perhaps the key to the problem is in this part of Halpin's and Croft's definition: ". . . his behavior, starkly task-oriented, is nonetheless viewed favorably by the teachers" (p. 43). It would appear that both factors have a common element--both are concerned with the task-orientation of the director. The difference is in the manner in which he "moves the organization," or at least is felt to do so by his staff.

The problem may be with the definitions given by Halpin and Croft for these two factors. If their descriptions were accurate, it seems unlikely that the correlations found here would be possible. It might be appropriate to refine these descriptions so that their independence, which is demonstrated by the factor analysis is more evident in the descriptions.

Another possible explanation may have to do with the factor, production emphasis, itself. It may be recalled that, in the factor-matching procedure, the lowest correlation was on the sixth factor (production emphasis -.41). This, together with the results of the correlations here, would suggest the need for further examination of the items which make up this factor, as well as the descriptions for both production emphasis and thrust.

When all administrative experience was combined and correlated with the OCDQ factors as a dichotomy, again, three relationships appeared. A positive relationship (significant at the .02 level of confidence) between hindrance and administrative experience indicated that staff members feel that directors who have had previous administrative experience tend to burden them with reports and paperwork which hinders them in the accomplishment of their work. Negative correlations on esprit and production emphasis appeared again here. It appears that directors with previous administrative experience do not tend to

elicit high morale among their staff members. According to Halpin's and Croft's definitions (1962, pp. 40-41) these directors are not perceived by their staff members as highly directive or as insensitive to feedback from others, as indicated by the negative correlation on production emphasis.

The reasons for such results are not readily apparent, but certainly warrant further study. If similar results were found in subsequent research, one would want to discover why this is so.

The eleventh hypothesis stated that there is no relationship between scores on any of the OCDQ factors and the amount of internship and practicum in administration which the director has had. A significant positive relationship was found on production emphasis when this hypothesis was tested by correlating internship as dichotomous data. The results suggest that directors who have had internship and practicum experience are perceived by their staff as being highly directive, as communicating in only one direction, closely supervising, and not sensitive to feedback from the staff.

It may be that internships are, by their very nature, situations which are highly directive and characterized by close supervision. Persons in administrative training may typically assign internship experiences which are structured in such a way that specific activities can be carried on by

the intern. The activities are usually of the type that can be used in evaluating the performance of the intern.

Because the intern is new in a very real situation, the internship supervisor may have a tendency to be highly directive, to limit the parameters within which the intern may work, to provide him with much information about the situation in order that the intern can function within the restrictions of that internship placement. Directors who have had this type of model might tend to carry over the same kind of behavior in relating to their staffs. In any case, there seems to be a relationship between production emphasis and the internship experience. Those who select such experiences might wish to investigate this relationship further. There seems to be no evidence at this time that a high or low score on production emphasis is an indication of more effective administration. We are simply operating on an a priori basis when we assume that high thrust and low production emphasis are characteristics of effective administrators. It remains, first, to be empirically demonstrated that this is so. Then, those who select internships may act accordingly.

In testing hypothesis 12, that there is no relationship between the scores on any of the OCDQ factors and the age of the director, it was found that, among these

directors of special education at least, age was not significantly correlated with the OCDQ scores.

The thirteenth hypothesis, that there is no relationship between the scores on any of the OCDQ factors and the length of tenure of the director in his present position, could not be rejected. It appears that, for this population, there are no relationships between the number of years that a director has been in this position and any of the OCDQ scores.

In testing the fourteenth hypothesis: there is no relationship between the scores on any of the OCDQ factors and the director's previous employment as a special education staff member in the intermediate district in which he is now director, no significant correlations were found, and the null hypothesis was not rejected.

It has been suggested that it is an advantage to an organization to employ an administrator from outside that organization. If one is concerned about the effect of such a practice on organizational climate, the evidence from this research does not seem to support this contention. This is not to say, however, that in certain situations where a special problem was encountered, such a practice might not be helpful, for reasons associated with the climate or for other causes.

Conclusions

To summarize briefly, as a result of this research, the following conclusions were drawn:

1. The OCDQ can be modified for use with intermediate school district special education staffs.

2. No relationships were found between scores on the OCDQ factors and the following variables:

   a. amount of coursework in education, special education, educational administration, special education administration taken by the director.

   b. the director's scholastic achievement as measured by his reported undergraduate grade point average.

   c. the amount of sensitivity training the director has had.

   d. the age of the director.

   e. the length of tenure of the director in his present position.

   f. previous employment of the director on the staff before becoming director.

3. The following variables were related to the scores on the OCDQ factors:

   a. Year of highest academic degree was positively correlated with hindrance.

   b. Elementary grade teaching was negatively correlated with consideration.

   c. Secondary grade teaching was negatively correlated with thrust.

d. Length of teaching experience was negatively correlated with consideration.

e. Non-classroom special education experience was negatively correlated with aloofness.

f. Non-educational administrative experience was negatively correlated with esprit, production emphasis, and thrust.

g. All administrative experience was positively correlated with hindrance; negatively with esprit and production emphasis.

h. Internship and practicum experience was positively correlated with production emphasis.

Recommendations for Further Study

Several ideas for further study emerged as a result of this research:

1. The study should be replicated in other states with an educational structure similar to intermediate school districts, with a larger population, and with a greater distribution within the selected variables.

2. Halpin's and Croft's suggestion that a team of observers do a case study in several districts should be carried out. These observers could rate the staff on each of the OCDQ factors and on climate. After the OCDQ had been administered, a group of experts could "blindly match" the OCDQ results with the ratings of the observers. Such a

procedure would, as Halpin and Croft point out (1962, p. 111), provide a criterion of the validity of the instrument.

3. Some effort should be made to obtain measures of the effectiveness of an organization; then to discover whether this effectiveness relates to any of the climate factors, singly or in combination.

4. It should be determined whether behaviors leading to climate scores can be influenced either by academic training or certain administrative experiences. If so, one might wish to incorporate such elements into a training program.

5. Attempts should be made to refine the OCDQ, particularly with respect to the sixth factor, production emphasis, and to improve upon the descriptions of the factors.

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APPENDICES

APPENDIX A

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

APPENDIX A

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. Halpin and D. B. Croft

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

The descriptive scale on which to rate the items is printed at the top of each page. Please read the instructions which describe how you should mark your answers.

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

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

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

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

In this example the respondent marked alternative 3 to show that the inter-personal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

Please mark your response clearly, as in the example. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

BIOGRAPHICAL INFORMATION

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

8.	Position:	Principal	1._____
		Teacher	2._____
		Other	3._____
9.	Sex:	Man	1._____
		Woman	2._____
10.	Age:	20-29	1._____
		30-39	2._____
		40-49	3._____
		50-59	4._____
		60 and over	5._____
11.	Years of experience in education:	0-3	1._____
		4-9	2._____
		10-19	3._____
		20-29	4._____
		30 and over	5._____
12.	Years at this school:	0-3	1._____
		4-9	2._____
		10-19	3._____
		20 or over	4._____

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

13.	Teachers' closest friends are other faculty members at this school.	1 2 3 4
14.	The mannerisms of teachers at this school are annoying.	1 2 3 4
15.	Teachers spend time after school with students who have individual problems.	1 2 3 4
16.	Instructions for the operation of teaching aids are available.	1 2 3 4
17.	Teachers invite other faculty to visit them at home	1 2 3 4
18.	There is a minority group of teachers who always oppose the majority.	1 2 3 4
19.	Extra books are available for classroom use.	1 2 3 4
20.	Sufficient time is given to prepare administrative reports.	1 2 3 4
21.	Teachers know the family background of other faculty members.	1 2 3 4
22.	Teachers exert group pressure on non-conforming faculty members.	1 2 3 4
23.	In faculty meetings, there is a feeling of "let's get things done."	1 2 3 4
24.	Administrative paper work is burdensome at this school.	1 2 3 4
25.	Teachers talk about their personal life to other faculty members.	1 2 3 4
26.	Teachers seek special favors from the principal.	1 2 3 4
27.	School supplies are readily available for use in classwork.	1 2 3 4
28.	Student progress reports require too much work.	1 2 3 4

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

29.	Teachers have fun socializing together during school time.	1 2 3 4
30.	Teachers interrupt other faculty members who are talking in staff meetings.	1 2 3 4
31.	Most of the teachers here accept the faults of their colleagues.	1 2 3 4
32.	Teachers have too many committee requirements.	1 2 3 4
33.	There is considerable laughter when teachers gather informally.	1 2 3 4
34.	Teachers ask nonsensical questions in faculty meetings.	1 2 3 4
35.	Custodial service is available when needed.	1 2 3 4
36.	Routine duties interfere with the job of teaching.	1 2 3 4
37.	Teachers prepare administrative reports by themselves.	1 2 3 4
38.	Teachers ramble when they talk in faculty meetings.	1 2 3 4
39.	Teachers at this school show much school spirit.	1 2 3 4
40.	The principal goes out of his way to help teachers.	1 2 3 4
41.	The principal helps teachers solve personal problems.	1 2 3 4
42.	Teachers at this school stay by themselves.	1 2 3 4
43.	The teachers accomplish their work with great vim, vigor and pleasure.	1 2 3 4
44.	The principal sets an example by working hard himself.	1 2 3 4

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

45.	The principal does personal favors for teachers.	1 2 3 4
46.	Teachers eat lunch by themselves in their own classrooms	1 2 3 4
47.	The morale of the teachers is high.	1 2 3 4
48.	The principal uses constructive criticism.	1 2 3 4
49.	The principal stays after school to help teachers finish their work.	1 2 3 4
50.	Teachers socialize together in small select groups.	1 2 3 4
51.	The principal makes all class-scheduling decisions.	1 2 3 4
52.	Teachers are contacted by the principal each day.	1 2 3 4
53.	The principal is well prepared when he speaks at school functions.	1 2 3 4
54.	The principal helps staff members settle minor differences	1 2 3 4
55.	The principal schedules the work for the teachers.	1 2 3 4
56.	Teachers leave the grounds during the school day.	1 2 3 4
57.	The principal criticizes a specific act rather than a staff member.	1 2 3 4
58.	Teachers help select which courses will be taught.	1 2 3 4
59.	The principal corrects teachers' mistakes.	1 2 3 4
60.	The principal talks a great deal.	1 2 3 4

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

61.	The principal explains his reasons for criticism to teachers.	1 2 3 4
62.	The principal tries to get better salaries for teachers.	1 2 3 4
63.	Extra duty for teachers is posted conspicuously.	1 2 3 4
64.	The rules set by the principal are never questioned.	1 2 3 4
65.	The principal looks out for the personal welfare of teachers.	1 2 3 4
66.	School secretarial service is available for teachers use.	1 2 3 4
67.	The principal runs the faculty meeting like a business conference.	1 2 3 4
68.	The principal is in the building before teachers arrive.	1 2 3 4
69.	Teachers work together preparing administrative reports.	1 2 3 4
70.	Faculty meetings are organized according to a tight agenda.	1 2 3 4
71.	Faculty meetings are mainly principal-report meetings.	1 2 3 4
72.	The principal tells teachers of new ideas he has run across.	1 2 3 4
73.	Teachers talk about leaving the school system.	1 2 3 4
74.	The principal checks the subject-matter ability of teachers.	1 2 3 4
75.	The principal is easy to understand.	1 2 3 4

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

76.	Teachers are informed of the results of a supervisor's visit.	1 2 3 4
77.	Grading practices are standardized at this school.	1 2 3 4
78.	The principal insures that teachers work to their full capacity.	1 2 3 4
79.	Teachers leave the building as soon as possible at day's end.	1 2 3 4
80.	The principal clarifies wrong ideas a teacher may have.	1 2 3 4

APPENDIX B

INTERMEDIATE SCHOOL DISTRICT SPECIAL EDUCATION QUESTIONNAIRE

INTERMEDIATE SCHOOL DISTRICT SPECIAL EDUCATION QUESTIONNAIRE

General Instructions

This questionnaire is designed to measure the organizational behavior, communication behavior, as well as to gather general biographical data concerning intermediate departments of special education.

Your responses to items on this questionnaire will be held in the strictest confidence. To protect the anonymity of each respondent and to insure a meaningful response, please observe the following procedures:

1. Use a Number 2 or soft lead pencil to mark the answer sheet.
2. Mark each response carefully.
3. Completely erase all errors.
4. Do not discuss items with other staff members while answering the questionnaire.
5. Place your answer sheet in the 8½ x 11 manila envelope provided.
6. Turn in this questionnaire.

Specific Instructions

On the upper left hand side of the answer sheet is a box marked "Position." Please indicate your position by marking the appropriate space according to the following code:

1. Director
2. Supervisor
3. Diagnostician
4. School Social Worker
5. Speech Correctionist
6. Type C Consultant
7. Teacher Consultant (Type 4)
8. Teacher of Homebound and/or Hospitalized
9. Other

Each section of this questionnaire will be preceded by its own specific instructions.

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. Halpin and D. B. Croft

The items in this questionnaire describe typical behaviors or conditions that occur within an organization. Please indicate to what extent each of these descriptions characterizes your special education department staff in the intermediate office. 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 staff.

The descriptive scale on which to rate the items is printed at the top of each page. Please read the instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which members of the staff behave and of the various conditions under which they must work. This questionnaire also asks each respondent to indicate what behavior he desires for the staff and director of intermediate special education departments. After you have answered the questionnaire, we will examine the behaviors or conditions that have been described as typical by the majority of the staff members, and we will construct from this description, a portrait of the Organizational Climate of your staff.

MARKING INSTRUCTIONS

Printed below is an example of a typical item found in the Organizational Climate Description Questionnaire:

REAL	DESIRED
1. Rarely occurs	1. Should rarely occur
2. Sometimes occurs	2. Should sometimes occur
3. Often occurs	3. Should often occur
4. Very frequently occurs	4. Should very frequently occur

Sample item:

	REAL				DESIRED			
	1	2	3	4	1	2	3	4
Staff members call each other by their first names.			■			■		

In this example, the respondent marked alternative 3 under the REAL column on the Answer Sheet to show that the interpersonal relationship described by this item does in fact "often occur" among his colleagues.

The respondent also marked alternative 2 under the DESIRED column to indicate that he desires that this behavior "should sometimes occur."

Please mark your responses clearly, making sure that you mark every item in BOTH COLUMNS. If changes are necessary, completely erase the response you wich to change.

DO NOT CONTINUE UNTIL SPECIFIC INSTRUCTIONS ARE GIVEN.

REAL	DESIRED
1. Rarely occurs	1. Should rarely occur
2. Sometimes occurs	2. Should sometimes occur
3. Often occurs	3. Should often occur
4. Very frequently occurs	4. Should very frequently occur

****

1. Staff members' closest friends are other members of this staff.

2. The mannerisms of members of this staff are annoying.

3. Staff members spend time after hours with teachers who have individual problems.

4. Instructions for operation of educational media are available.

5. Staff members invite other members to visit them at home.

6. There is a minority group of staff members who opposes the majority.

7. Extra materials are available for staff use.

8. Sufficient time is given to prepare administrative reports.

9. Staff members know the family background of other staff members.

10. Staff members exert group pressure on nonconforming staff members.

11. In staff meetings, there is a feeling of "let's get things done."

12. Administrative paper work is burdensome in the intermediate office.

13. Staff members talk about their personal life to other staff members.

14. Staff members seek special favors from the director.

15. Office supplies are readily available for use of individual staff members.

16. Student contact reports require too much work.

17. Staff members have fun socializing together during work hours.

PLEASE CONTINUE

REAL	DESIRED
1. Rarely occurs	1. Should rarely occur
2. Sometimes occurs	2. Should sometimes occur
3. Often occurs	3. Should often occur
4. Very frequently occurs	4. Should very frequently occur

****

18. Staff members interrupt other members who are talking in staff meetings.

19. Most of the staff accept the faults of their colleagues.

20. Staff members have too many committee requirements.

21. There is considerable laughter when the staff gathers informally.

22. Members ask nonsensical questions in staff meetings.

23. Custodial service is available when needed.

24. Routine duties interfere with individual job requirements.

25. Staff members prepare administrative reports by themselves.

26. Members ramble when they talk in staff meetings.

27. Members of this staff show loyalty to the intermediate district.

28. The director goes out of his way to help staff members.

29. The director helps staff members solve personal problems.

30. Members of this staff stay by themselves.

31. Staff members accomplish their work with great vim, vigor, and pleasure.

32. The director sets an example by working hard himself.

33. The director does personal favors for members of the staff.

34. Staff members eat lunch by themselves.

35. The morale of the staff is high.

36. The director uses constructive criticism.

37. The director stays after hours to help staff members finish their work.

PLEASE CONTINUE

REAL	DESIRED
1. Rarely occurs	1. Should rarely occur
2. Sometimes occurs	2. Should sometimes occur
3. Often occurs	3. Should often occur
4. Very frequently occurs	4. Should very frequently occur

****

38. Staff members socialize together in small select groups.

39. The director makes all travel scheduling decisions.

40. Staff members are contacted by the director each day.

41. The director is well prepared when he speaks at intermediate district functions.

42. The director helps staff members settle minor differences.

43. The director schedules the work for the staff.

44. Staff members may deviate from their work schedule at their own discretion.

45. Staff members help select areas of discussion for staff meetings.

46. The director corrects staff members' mistakes.

47. The director talks a great deal.

48. The director explains his reasons for criticism to staff members.

49. The director tries to get better salaries for staff members.

50. Extra duty for staff members is posted conspicuously.

51. The rules set by the director are never questioned.

52. The director looks out for the personal welfare of his staff.

53. Secretarial service is available for staff members' use.

54. The director runs the staff meetings like a business conference.

55. The director is in the office before staff members arrive.

PLEASE CONTINUE

REAL	DESIRED
1. Rarely occurs	1. Should rarely occur
2. Sometimes occurs	2. Should sometimes occur
3. Often occurs	3. Should often occur
4. Very frequently occurs	4. Should very frequently occur

****

56. Staff members work together preparing administrative reports.

57. Staff meetings are organized according to a tight agenda.

58. Staff meetings are mainly director-report meetings.

59. The director tells staff members of new ideas he has run across.

60. Staff members talk about leaving the intermediate district.

61. The director checks the competence of staff members.

62. The director is easy to understand.

63. Staff members are informed of the results of a supervisor's visit.

64. The director insures that staff members work to their full capacity.

Items 65 through 71 are intended to gather Biographical information. Please mark the appropriate response on your Answer Sheet for each item.

65. Age
1. 20-29
2. 30-39
3. 40-49
4. 50-59
5. 60 or over

66. Sex
1. Male
2. Female

67. Years on this staff
1. 0-3
2. 4-9
3. 10-19
4. 20 or over

PLEASE CONTINUE

68.	Years of experience in education	1. 0-3 2. 4-9 3. 10-19 4. 20-29 5. 30 or over
69.	Experience in special education	1. 0-1 years 2. 2-3 years 3. 4-5 years 4. 6-7 years 5. 8 years or more
70.	Highest degree held	1. Associate 2. Bachelors 3. Masters 4. Specialist 5. Doctorate
71.	Year of highest degree	1. 1968-1969 2. 1966-1967 3. 1964-1965 4. 1962-1963 5. 1961 or before

PLEASE CONTINUE QUESTIONNARIE ON THE NEXT PAGE.

Items 72 through 85 were designed to measure the communications behavior of Intermediate Special Education Departments. Please mark the appropriate response on your answer sheet for each item.

Items 72-81

Please indicate your most important source(s) of information about new ideas in Special Education. Place a mark under Number 1 after the source(s) that you feel are most important.

72. Intermediate Director of Special Education.

73. Intermediate Special Education staff.

74. Local Special Education personnel.

75. Non-educator lay persons.

76. State Department of Education consultants.

77. Conventions of professional organizations.

78. Publications i.e. Journals of Professional Organizations.

79. Intermediate school district publication e.g. Newsletter.

80. State Department of Education publications.

81. The mass media i.e. radio, television, newspapers.

Items 82-86

Please write your response (a number) on the line after the appropriate number on the answer sheet.

82. In how many professional organizations are you a dues paying member?

83. How many professional journals do you read regularly?

84. How many days during the 1968-69 school year did you spend away from the intermediate district attending professional conferences, conventions, committee meetings, or organization meetings?

85. On the lines provided, please write the Position (Social worker, Director, etc.) of three persons on the intermediate staff with whom you discuss new ideas for special education programs, practices, or procedures.

86. On the average, how many hours do you spend in the intermediate office each week.

THANK YOU FOR YOUR COOPERATION IN THIS STUDY

APPENDIX C

LETTER TO SUPERINTENDENTS OF DISTRICTS PARTICIPATING IN STUDY

Dear October, 1969

We are asking for your cooperation in obtaining some information regarding special education staffs of Intermediate School Districts in Michigan. This information will provide part of the data for three dissertations currently in progress at Michigan State University. Approximately one hour of staff time will be necessary to obtain this information.

All three of the studies use the Organizational Climate Description Questionnaire (OCDQ), which is a measure of perception of group interaction. The OCDQ has been used in innumerable studies of K-12 districts in Michigan as well as in other states and Canada. However, this instrument has never been used in a study of Intermediate School Districts. To use the OCDQ with Intermediate School Districts, we must standardize it with this population. Therefore, it is essential that we obtain information from all Intermediate School Districts in Michigan.

This study has been proposed to the Michigan Association of Intermediate Special Education Administrators, and on October 15, 1969, this group gave their endorsement to such a study.

We will be contacting you within a few days to request an appointment, and at that time we will be happy to answer any questions you may have.

Sincerely yours,

Sister Anne L. Clark

Harrold W. Spicknall

Edward L. Birch

cc. Director of Special Education

APPENDIX D

QUESTIONNAIRE FOR DIRECTORS OF SPECIAL EDUCATION

QUESTIONNAIRE FOR DIRECTORS OF SPECIAL EDUCATION

This questionnaire is part of a study of Special Education Departments on the Intermediate level in the state of Michigan. Please answer all questions. Your cooperation is appreciated, and all responses will be held in strictest confidence.

1. What is the highest degree which you have received?

_____ Bachelor's or less

_____ Master's

_____ Educational Specialist

_____ Doctor's

2. When did you receive this degree?

_____ (year)

3. With respect to scholastic achievement, what is your best estimate of your grade point average as an undergraduate?

(Use the scale 4 = A; 3 = B; 2 = C)

_____ 3.75 or higher

_____ 3.5 to 3.74

_____ 3.0 to 3.49

_____ 2.5 to 2.99

_____ below 2.5

4. What was your major area of study as a graduate student?

_____ Education(NOT Special Education or Administration)

_____ Special Education (Specify area_____)

_____ Administration

_____ Other (Specify_____)

5. What was your major area of study as an undergraduate?

_____ Education (NOT Special Education)

_____ Special Education (Specify area_____)

_____ Other (Specify_____)

6. How many years have you been Director of this Department of Special Education? Count this year as one.

_____ years

7. How many years were you a member of this staff in this Special Education department before you became the Director?

_____ years

In what capacity?_____

8. In addition to your present type of position, what previous educational administrative positions have you held? Indicate the number of years in each.

_____ Principal _____Assistant superintendent

_____ Assistant principal _____Other (Specify_____)

_____ Supervisor

9. If you have had any other administrative or managerial position other than educational; for example, as manager of a store, please indicate the type of position and the number of years you held it.

_____ None

	No. of Years
_____	_____
_____	_____
_____	_____

10. How many years did you teach in regular elementary grades (NOT SPECIAL EDUCATION)?

_____ years

11. How many years did you teach in regular secondary grades (NOT SPECIAL EDUCATION)?

_____ years

12. How many years did you teach in Special Education classes?

_____ years

13. Have you had other Special Education experience (Speech Correction, etc.)? Specify type and number of years in each.

_____	None	No. of Years
_____		_____
_____		_____

14. How much time have you spent in formal sensitivity training or similar experience involving group dynamics? (Include such activities as T - grouping, etc., but NOT micro-lab sessions which were merely part of a class activity.)

_____ none
_____ one day or less
_____ two or three days
_____ four to seven days
_____ eight to ten days
_____ more than ten days

15. Did you have an internship and practicum experience in educational administration (NOT Special Education) as part of your formal academic training? If so, estimate as closely as possible the number of clock hours spent in it.

_____ None

_____ Clock hours

16. Did you have an internship and practicum experience in Special Education Administration. If so, estimate as closely as possible the number of clock hours spent in it.

_____ None

_____ Clock hours

For numbers 17 through 22, select the column which is appropriate, depending upon your situation. Estimate the number as closely as possible and check that column.

	Semester Credits							Term Credits					
	None	1-10	11-20	21-30	31-40	41 +		None	1-15	16-30	31-45	46-60	61 +
17. How many credit hours of education courses did you have as an undergraduate student?													
18. How many credit hours of education courses did you have as a graduate student?													
19. How many credit hours of courses in education have you taken since 1965. (Include school year 1965-66 up to the present). . .													

In answering questions 20 -22, do NOT include courses in general education or educational psychology in which Special Education and administration were only a part of the course.

20. How many of the credit hours in education courses (No. 17 and 18) were in Special Education? . . .													
21. In all, how many credit hours of courses have you had in educational administration?.													
22. Of these (No.21) how many credit hours were in Special Education Administration?.													

APPENDIX E

SUPPLEMENTARY INSTRUCTIONS

SUPPLEMENTARY INSTRUCTIONS

After reading pages 1, 2, and 3 of the questionnaire:

1. Please note that for each item, you will first respond to how you presently perceive the situation to be and then how you would desire it to be. Notice also that the answer sheet is numbered across the entire line for numbers 1 and 2; 3 and 4 on the second line, etc.

2. When statements do not directly apply to an experience you have had, please answer the question on the basis of how you believe such an experience would have resulted had it occurred--and how you would have desired it to be.

3. Questions which relate to "supervisor" behavior should be answered with respect to the supervision regardless of whether it is the director, supervisor, or chairman of a department.

4. You will notice on the answer sheet for items 72 through 81 that only space number 1 is numbered. Of items 72-81, please fill the first space only for those items which you feel are the most important source(s) of information about new ideas in special education.

5. Items 82, 83, 84, and 86 require a number to be written on the red line to the right of the item number. If a "0" is appropriate, please place a "0" on the line rather than leaving it blank.

6. For item 85 you are asked to write the positions of three people on your staff with whom you most often discuss new ideas, practices, or procedures for special education. For example, if you discuss new ideas most often with two speech therapists and a consultant, your response might be: line 1 - speech therapist; line 2 - speech therapist; line 3 - consultant.

7. When you have finished, please check your answer sheet to make sure you have responded to all items. An envelope is being provided for returning the questionnaire and answer sheets.

APPENDIX F

RANDOM NUMBERS ASSIGNED TO INTERMEDIATE SCHOOL DISTRICTS PARTICIPATING IN STUDY

TABLE F1

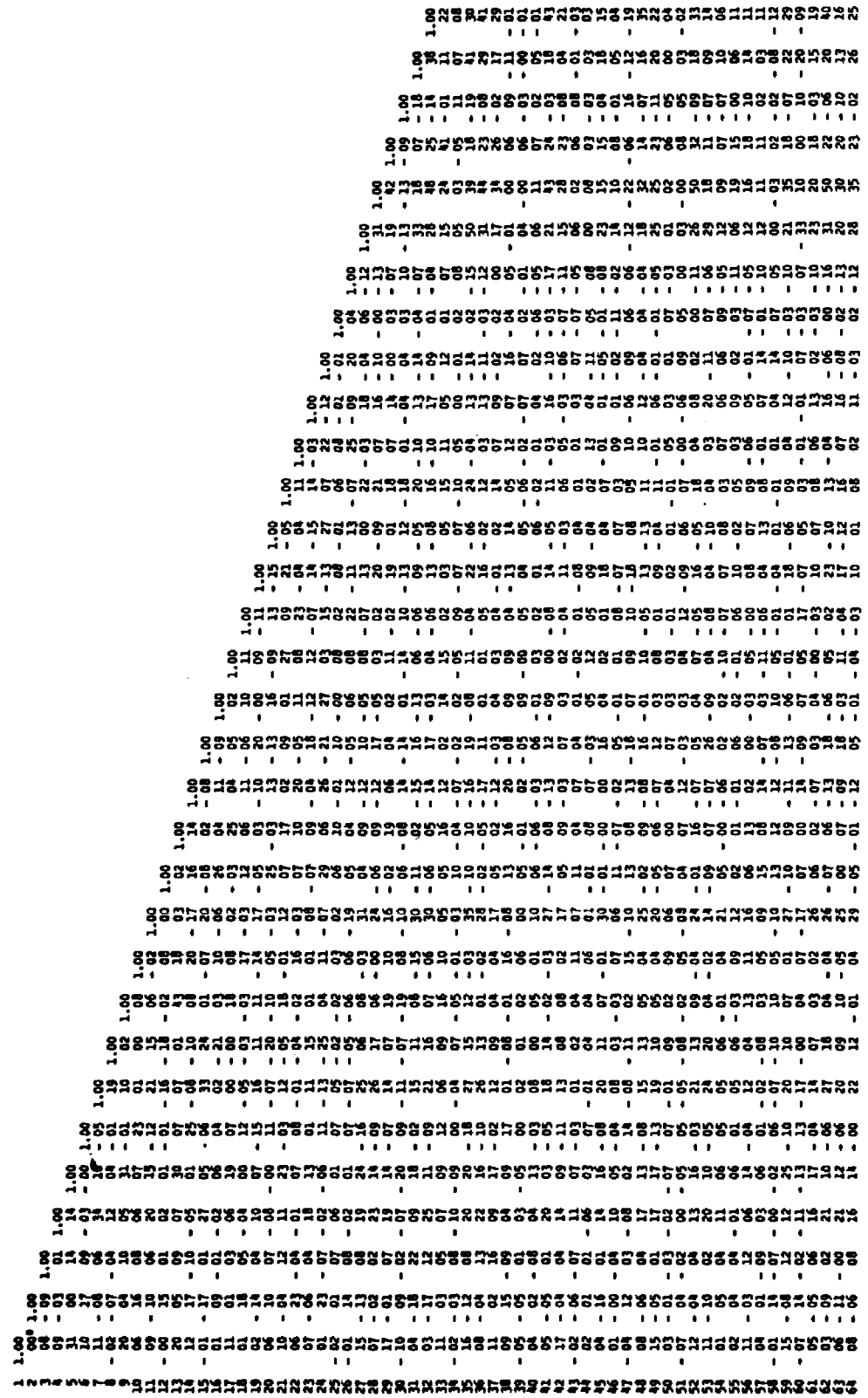
RANDOM NUMBERS ASSIGNED TO INTERMEDIATE SCHOOL DISTRICTS PARTICIPATING IN STUDY*

District	Code Number	District	Code Number
1	01	16	62
2	05	17	63
3	07	18	65
4	11	19	67
5	18	20	68
6	19	21	70
7	23	22	73
8	29	23	75
9	30	24	77
10	34	25	79
11	39	26	80
12	42	27	85
13	53	28	88
14	56	29	93
15	60		

*These code numbers will be used to identify the districts throughout the remainder of this paper.

APPENDIX G

INTERCORRELATION MATRIX FOR 64 ITEMS OF REVISED OCDQ



*The decimal points have been omitted.

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

1.00																															
11	1.00																														
09	- 04	1.00																													
14	05	42	1.00																												
24	14	20	30	1.00																											
13	- 01	- 06	- 11	05	1.00																										
08	05	03	02	08	06	1.00																									
06	02	10	11	09	03	20	1.00																								
09	01	33	34	23	11	01	09	1.00																							
16	05	15	28	23	- 03	03	14	20	1.00																						
01	02	- 01	08	01	- 05	18	24	- 02	11	1.00																					
10	10	08	04	05	05	- 12	- 02	- 01	- 02	- 09	1.00																				
07	00	22	14	05	- 04	06	20	14	21	09	05	1.00																			
05	02	12	23	14	03	04	21	07	20	17	08	10	1.00																		
- 04	- 00	- 26	- 18	- 02	11	06	01	- 22	- 04	04	- 02	- 07	07	1.00																
03	01	31	41	15	- 03	- 03	07	32	31	02	11	21	14	- 09	1.00																
11	02	25	24	18	- 03	05	05	21	17	11	07	24	09	- 02	30	1.00															
07	05	01	- 02	02	04	00	- 03	10	12	02	- 02	06	06	03	14	10	1.00														
09	08	- 08	- 02	05	- 00	07	07	- 11	06	11	01	- 01	05	14	- 04	08	03	1.00													
22	- 01	30	33	26	01	- 03	09	27	26	08	04	16	12	- 11	33	32	01	02	1.00												
- 01	06	26	25	12	- 03	- 01	03	17	10	09	07	15	14	- 07	23	15	03	- 09	09	1.00											
01	00	14	15	- 00	09	14	11	14	04	08	- 03	05	14	01	19	08	15	02	09	10	1.00										
12	- 00	19	12	14	03	- 05	09	20	04	01	- 01	03	12	- 03	05	05	07	08	16	09	12	1.00									
16	04	14	13	12	13	08	16	14	12	08	- 02	11	04	- 03	08	13	07	04	11	04	09	10	1.00								
08	04	03	07	05	14	10	04	08	08	17	- 05	- 02	08	08	- 01	06	07	12	10	- 01	27	16	- 09	1.00							
06	00	- 10	- 12	- 07	11	01	- 06	- 18	- 04	08	04	- 27	01	14	- 08	- 07	- 01	12	- 05	- 03	07	02	- 03	16	1.00						
06	04	- 28	35	28	- 09	- 02	16	33	26	09	07	23	13	- 14	30	- 29	- 00	- 02	35	14	12	17	15	06	- 09	1.00					
07	- 02	- 42	- 22	- 11	05	- 08	05	- 13	- 12	03	00	- 14	- 02	12	- 18	- 22	- 04	11	- 12	- 16	- 07	- 05	- 08	- 05	12	- 10	1.00				
10	- 07	14	29	17	04	04	21	18	23	17	- 18	17	27	- 02	19	15	01	01	23	14	21	08	12	17	01	22	- 04	1.00			
11	07	42	44	22	- 05	00	06	42	24	04	03	14	10	- 22	38	15	04	- 10	35	20	09	11	11	07	- 06	36	- 18	23	1.00		
07	- 01	27	36	12	- 01	- 08	14	24	28	12	- 07	20	14	- 07	28	18	20	03	18	17	11	12	25	08	- 06	23	- 15	26	28	1.00	
13	02	26	37	25	- 03	11	18	23	22	13	- 08	19	20	- 08	23	22	10	- 03	29	14	16	17	16	14	00	33	- 18	44	32	36	1.00

APPENDIX H

INTERCORRELATION MATRIX FOR OCDQ SUBTEST SCORES AND DEPENDENT VARIABLES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	1.00																																			
2	18	1.00																																		
3	-40	-25	1.00																																	
4	-04	-02	42	1.00																																
5	57	40	-33	08	1.00																															
6	-24	-14	42	20	-13	1.00																														
7	-18	-23	74	38	-11	28	1.00																													
8	-23	-03	64	65	-06	37	73	1.00																												
9	-20	41	15	09	08	17	10	12	1.00																											
10	-15	-01	-03	-05	06	-15	-12	-15	31	1.00																										
11	-00	24	-16	-03	14	-00	23	19	23	-17	1.00																									
12	-16	15	-13	-05	10	-14	04	-00	43	74	54	1.00																								
13	-22	-01	-18	-23	-26	-32	-10	-17	04	38	07	38	1.00																							
14	-20	-02	-08	03	11	-02	07	-07	34	47	35	64	42	1.00																						
15	-09	25	-12	12	15	-08	15	14	39	10	53	44	42	55	1.00																					
16	-11	15	14	02	24	27	-06	03	03	01	12	06	-07	12	13	1.00																				
17	-11	02	-06	-16	22	06	09	-12	04	-19	15	-09	-12	03	-04	17	1.00																			
18	-05	03	10	-20	13	-01	16	-09	07	-14	07	-09	-16	03	-18	12	88	1.00																		
19	-25	-16	-04	-35	-29	10	-03	-41	-08	-04	09	04	12	20	-02	02	45	39	1.00																	
20	-03	-36	-14	-07	-01	-17	-39	-33	-20	31	-21	14	14	33	-30	13	-15	-11	09	1.00																
21	13	07	-03	-17	22	-07	-12	03	24	26	-09	15	09	-15	05	-12	-01	-00	-20	-02	1.00															
22	-10	-26	-13	-36	-05	-07	-32	-43	-02	32	-12	20	21	22	-15	01	19	18	56	61	48	1.00														
23	-02	-05	05	-32	04	14	-16	-29	39	60	-16	41	16	37	03	09	15	17	37	38	48	75	1.00													
24	01	-29	01	-06	-34	13	18	-02	-14	-48	32	-17	-23	-19	12	-12	-04	-13	13	-29	-24	-24	-36	1.00												
25	-08	-28	-06	-04	-46	-23	02	02	-26	-29	22	-05	-09	-21	-06	-41	-10	-03	08	-13	-14	-11	-33	66	1.00											
26	-05	-17	-21	-13	03	-13	-04	-16	-48	03	26	19	24	27	13	04	29	11	24	14	-17	12	-08	05	14	1.00										
27	15	23	-35	-07	26	-17	-26	-16	-21	-16	32	07	09	27	20	07	34	10	15	20	-03	-20	-03	00	05	68	1.00									
28	-08	24	-09	-20	-13	-07	-17	-02	18	09	-07	04	12	-06	13	-23	-08	-08	-12	-10	20	-01	21	-03	18	-00	16	1.00								
29	-02	11	-39	-27	08	-44	-39	-28	13	32	-00	28	14	08	09	-24	09	14	-08	13	38	26	22	-07	33	08	17	49	1.00							
30	-09	10	-20	-24	-09	-13	-16	-10	-12	09	09	15	23	10	18	-16	10	00	04	-01	06	06	13	01	23	57	52	82	42	1.00						
31	17	45	-44	-24	36	-46	-29	-27	-03	10	29	27	05	14	11	-12	34	22	08	06	10	15	03	-14	09	51	76	28	57	52	1.00					
32	-15	07	19	14	-04	34	11	18	39	35	19	42	19	46	35	23	20	14	06	05	-06	03	37	-04	-12	07	22	46	19	42	12	1.00				
33	-24	-22	18	04	-00	51	17	18	46	40	11	42	32	44	31	19	21	14	24	-03	06	17	53	-31	-45	-02	03	23	-07	18	-03	71	1.00			
34	-00	-28	-12	-31	-17	01	-27	-21	-63	-08	-36	-30	00	-30	-27	-03	-03	-11	05	14	-04	09	-01	09	11	44	23	44	10	61	12	07	-07	1.00		
35	24	-30	-00	-09	10	-24	02	-09	-61	-05	-44	-40	00	-25	-28	-02	-00	-04	03	06	01	06	-12	-18	-21	03	03	-16	-21	-11	-12	-29	-32	40	1.00	
36	-18	-00	34	13	10	05	22	-13	-03	-14	-07	-17	-23	-05	12	61	40	40	16	-06	-17	-04	-03	12	-09	09	10	-19	-12	-11	03	15	03	05	04	1.00

*The decimal points have been omitted.