Teachers' Growth/Development and the Organizational Climate of Elementary Schools

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TEACHERS' GROWTH/DEVELOPMENT AND THE ORGANIZATIONAL CLIMATE OF ELEMENTARY SCHOOLS

by

Louise Birch

A Dissertation
Submitted to the Faculty of The Graduate College
in partial fulfillment of the requirements for the Degree of Doctor of Education
Department of Educational Leadership

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TEACHERS' GROWTH/DEVELOPMENT AND THE ORGANIZATIONAL CLIMATE OF ELEMENTARY SCHOOLS

Louise Birch, Ed.D.
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The purposes of the study were: (a) to determine the types of professional development in which elementary teachers voluntarily participated and the extent of that participation, and (b) to investigate the relationships between school climate and teachers' participation, enrollment size and teachers' participation, and enrollment size and school climate.

The survey population included all of the 356 regular elementary school teachers in two southwestern Michigan school districts who each held a tenured position and was assigned to a building with the same principal for at least the 1980-81 and 1981-82 years. The number of schools was 15 in District A and 18 in District B.

Two questionnaires were used to gather data: (1) Halpin and Croft's (1963) Organizational Climate Description Questionnaire (OCDQ), and (2) The Professional Development Survey (PDS) developed by this researcher. Usable returns included 62% (93 teachers) in District A and 75% (155 teachers) in District B.

The individual school was considered the unit of analysis. Spearman rho correlation coefficients were used to determine the associations between the variables in the hypothesized relationships.
Positive relationships (significant at the .05 level) were found in District B between each of the OCDQ subtests "Disengagement" and "Esprit," and teachers' participation scores as measured by the PDS. No support was found for the major hypotheses which predicted relationships between: (a) "Openness" of climate and teachers' development activity, (b) school enrollment size and teachers' development activity, or (c) school enrollment size and climate.

Of the 40 types of development options listed on the PDS, "Professional Readings" accounted for the greatest number of reported instances of development activity. The category "Inservice Participation/Attendance" was responsible for the largest percentage of total activity. Different percentages of enrollment in coursework were reported by teachers in the two districts.

The PDS appears to be a viable tool for measuring regular elementary teachers' voluntary professional development activity. The lack of support for the major hypotheses of this study indicates the need for further investigations regarding the reasons teachers engage in renewal.
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Louise Birch

ii
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. THE PROBLEM AND ITS BACKGROUND</strong></td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Summary</td>
<td>12</td>
</tr>
<tr>
<td><strong>II. REVIEW OF THE LITERATURE</strong></td>
<td>14</td>
</tr>
<tr>
<td>Definitions</td>
<td>14</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>16</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>21</td>
</tr>
<tr>
<td>The Organizational Climate Description Questionnaire</td>
<td>24</td>
</tr>
<tr>
<td>Summary</td>
<td>46</td>
</tr>
<tr>
<td><strong>III. DESIGN OF THE STUDY</strong></td>
<td>47</td>
</tr>
<tr>
<td>Sample Selection</td>
<td>47</td>
</tr>
<tr>
<td>Data Collection</td>
<td>48</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>51</td>
</tr>
<tr>
<td>Treatment of the Data</td>
<td>54</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>56</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>PRESENTATION AND ANALYSIS OF THE RESULTS</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Hypothesis 1: Openness and Participation</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Hypothesis 2: Openness and Enrollment</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Hypothesis 3: Enrollment and Participation</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>The Professional Development Survey</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>71</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Summary of the Study</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Recommendations for Further Study</td>
<td>82</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>A</td>
<td>The Professional Development Survey</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>The Organizational Climate Description Questionnaire</td>
<td>89</td>
</tr>
<tr>
<td>C</td>
<td>Breakdown of OCDQ Items by Subtest</td>
<td>94</td>
</tr>
<tr>
<td>D</td>
<td>Cover Letter</td>
<td>98</td>
</tr>
<tr>
<td>E</td>
<td>Questionnaire Return Rates by Schools in District A</td>
<td>100</td>
</tr>
<tr>
<td>F</td>
<td>Questionnaire Return Rates by Schools in District B</td>
<td>102</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td>104</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Spearman rho Correlation Coefficients for Variables &quot;Openness&quot; and &quot;Participation&quot; for Districts A and B</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Spearman rho Correlation Coefficients for OCDQ Subtests and Variable &quot;Participation&quot; for Districts A and B</td>
<td>61</td>
</tr>
<tr>
<td>3.</td>
<td>Spearman rho Correlation Coefficients for Variables &quot;Openness&quot; and &quot;Enrollment&quot; for Districts A and B</td>
<td>62</td>
</tr>
<tr>
<td>4.</td>
<td>Spearman rho Correlation Coefficients for OCDQ Subtests and the Variable &quot;Enrollment&quot; for Districts A and B</td>
<td>64</td>
</tr>
<tr>
<td>5.</td>
<td>Spearman rho Correlation Coefficients for Variables &quot;Enrollment&quot; and &quot;Participation&quot; for Districts A and B</td>
<td>64</td>
</tr>
<tr>
<td>6.</td>
<td>Summary of Teachers' Participation in Development Activities, As Reported on the PDS, for District A</td>
<td>66</td>
</tr>
<tr>
<td>7.</td>
<td>Summary of Teachers' Participation in Development Activities, As Reported on the PDS, for District B</td>
<td>68</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The economic, political, and social changes of the 1980's pose unique challenges to public schools. To maintain an educational institution responsive to contemporary needs of society and competitive with the rising number of private schools, educational leaders must develop the system's renewal potentials while surmounting such problems as reduced funding, declining enrollment, reductions in force, and faculties with a high percentage of tenured teachers (Hite, 1977). The inherent implication in the process of organizational renewal is the necessity for individuals to grow and develop. Tannenbaum and Davis (1969) posited:

Organizations at times question whether it is their responsibility to foster individual growth. Whether or not it is, we believe that for most organizations, especially those desiring long-term survival through adaptability, innovation, and change, it is an increasing necessity. (p. 8)

The Problem

The continuation of educational institutions as dynamic organizations requires the promotion of individual renewal; however, there has been little research generated which reports investigations related to individual growth and development. Missing from the literature are articles describing the types and extent of teachers' participation in professional growth and development activities and the
identification of the factors related to teachers' voluntary participa-
tion in such experiences.

Purpose of the Study

This research study was undertaken to investigate the following
questions: (a) In what types of growth and development activities
are teachers involved and to what extent? (b) Is the organizational
climate of a school related to teachers' participation in growth and
development activities? (c) Is the size of school enrollment re-
lated to teachers' participation? (d) Is size of school enrollment
related to the school climate? Answers to these questions could
provide educational leaders with information potentially related to
the fostering of elementary teachers' participation in professional
growth/development activities. If climate variables were found to
be associated with teachers' participation in development, then ef-
forts could be made to alter climate variables which are related to
participation. School enrollment sizes might also be changed if re-
lationships were found between the size of enrollment and teachers'
participation or school climate. It is hoped that generalizations
resulting from this study will be tested in business and industrial
education units and in school institutions of other levels.

Significance of the Problem

Maintenance of institutions requires adaptation or change in
response to environmental pressures. While there are numerous dif-
ficulties facing educational institutions, perhaps the problems of
adaptation and change most threaten the future existence of formal school districts. If leaders are expected to meet the challenges of society, they must identify and understand the variables related to change, innovation, and adaptation.

Change occurs in organizations as a result of many external and internal environmental factors. One aspect of organizational change may be due to change in membership or change within individuals. Podemski (1980) and Carlson (1962/1978) suggested that the introduction of new members into a system increases the potential for organizational change and sources for professional growth. Mobility of teachers from one geographic area to another or among subsystems within an organization is thought to have been greatly reduced recently due to tightened economic conditions. This trend has resulted in fairly stable membership of teachers in districts and districts in which a great percentage of teachers hold tenured positions. Given these conditions, change within members rather than a change in membership is a viable alternative for effecting organizational renewal. Sergiovanni and Starratt (1979) realized the significance of this tenet when they suggested that dissatisfied teachers who remain in systems endanger the quality of instruction. To maintain the potential for change in educational institutions leaders must foster renewal in teachers.

In formal educational institutions, the growth of students has been the highest priority, yet growth of its members often has not even been a goal. The juxtaposition of these two conditions might be reconciled by the institution's recognition that teacher renewal
may be related to organizational development and instructional quality. Gaff, Festa, and Gaff (1978) expressed this view: "Unless faculty themselves feel valued, fulfilled, and competent as whole persons, they cannot contribute greatly to student growth or institutional well-being" (p. 70). Further, Emmerling (1961) concluded from his study that teachers open to experience are more effective in providing a learner-centered instructional climate in the classroom. Engaging in self-evaluation, keeping current with practices and materials designed to meet changing needs of students, reassessing and discussing educational philosophies and realities, or collaborating on projects with other staff members may broaden a teacher's vista and assist in maintaining or revitalizing the teacher as an active, contributing member of the organization. Nations (1962) summarized the relationship between the personal development of teachers and student/organizational growth:

He [the teacher] becomes first a person: meeting new challenges, moving into new experiences, learning through a desire to know in order to live more effectively. He then becomes a true example to youngsters; a worthy leader of their classroom group, and a functioning member of the community in which he lives. (p. 125)

By opening the system through individual member's renewal, the institution may develop its potential for change and, therefore, for student growth.

Results of this study may suggest plausible changes in the educational environment to promote teachers' voluntary pursuit of professional growth and development. If the organization's climate is related to teachers' participation in growth and development

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activities, then leaders can act upon the findings to establish conditions fostering teacher renewal. The significance of this study lies in the conceptualization of the growth and development process and the investigation of the relationship of this process to climate variables.

Background of the Problem

The need for teachers to renew their skills and knowledge has been realized by administrators and teachers. Contracts providing for pay increments or reimbursements to those who obtain college credit beyond a Bachelor's degree exemplify a district's recognition of the desirability for teacher renewal. School district leaders also attempt to effect renewal by requiring teachers to attend in-service sessions. While contractual agreements and district-wide programs offer some growth and development options for teachers, the benefits of other types of growth and development activities have neither been recognized formally by schools nor investigated by researchers.

Programs designed to meet organizational goals and intended for dissemination at general sessions of teacher groups are, for the most part, conceived, designed, implemented, and evaluated by administrators (McNergney & Carrier, 1981; Clark & Seidman, 1980; Sarason, 1971). As a result, "professional development" usually connotes in-service training, committee meetings, conferences, or college courses. Although the value of such experiences for teachers has been criticized (Edelfelt & Lawrence, 1975; Vanderpool, 1975;
Lippitt & Fox, 1971), that point is not disputed here. Rather, sub-
ject to question is the narrow conceptualization of professional de-
velopment and whether administratively determined programs can meet
individual teachers' concerns (Schiffer, 1978; Edman, 1968).

Dillman's study of 1964 indicated the great variety of profes-
sional development experiences available to teachers, yet articles
devoted to development other than inservice programs are rare indeed.
It is curious that teachers have not been given praise for their re-
newal efforts in other situations, and that change agents have not
explored these potential avenues more. While there appear to be
numerous paths mentioned briefly in the literature related to staff
improvement, there is a need for compilation of those various op-
tions. Related to this need is the necessity for obtaining data re-
garding the extent to which teachers participate in the available
activities. The Professional Development Survey used in this study
(see Appendix A) was developed to accomplish both tasks.

Getzels (1973) maintained that voluntarism within an organiza-
tion is the source of essential change.

It is in this type of change that leadership has the most
vital role. For it is the discovery of problems on one's
own initiative rather than accommodation and reaction to
problems presented on someone else's initiative that de-
fines what is most creative and productive in human
thought and behavior and that leads to functional change.
(p. 23)

Growth is a highly personal process (Brouwer, 1964/1969). If
change is to be lasting and effective, the need to change must be
internalized and willingly sought out by the individual (Hugh, 1977;

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self-assessment of one's interests and personal goals. Self-evaluation is almost as critical a step toward renewal as the activities themselves, for as people "look inward" they grow. As Brouwer (1964/1969) noted, "The function of self-examination is to lay the groundwork for insight, without which no growth can occur" (p. 44). A critical examination of one's goals and priorities may result in the desire for new goals. To achieve these new goals the individual must act differently or gain new awareness or knowledge. This rationale supports the viability and significance of an inquiry based upon personal selection and voluntary participation in professional growth and development activities.

Administratively determined staff development programs reflective of organizational goals may best serve organizational renewal, but individual teacher's growth could also be addressed by involving teachers in the change process, and by respecting their abilities to prescribe for their own weaknesses or new directions. The rise of teacher centers in the last decade (Eddy, 1974) substantiates the claim that administrative programs alone do not adequately provide for teachers' specific needs. Feiman and Floden (1980) stated: "Teachers' centers strive to be responsive to teachers' own definitions of their learning needs, to support teachers in their own directions of growth, and to build on teachers' motivation to take curricular responsibility" (p. 140). These centers help assure individual teachers that information received may be related to their own growing needs. Jackson (1980) referred to these types of development as "growth approaches" versus the traditional remediation.
approach of which McLaughlin and Marsh (1978) wrote: "The critical view of other educators is being powerfully communicated to teachers. . . . Teachers have typically been excluded from any discussion of their [teachers'] 'deficit' or any discussion about how to carry out its removal" (p. 89). Implied in these contrasting philosophies of growth versus deficit models of development is the need to expand the range of "acceptable" professional development activities and their sources of implementation. As McLaughlin (1976) suggested, ", . . . all environments in which adults are exposed to new information about themselves or their world can be regarded as potential facilitators of developmental change" (p. 23).

Recognizing the diversity of teachers' needs and interests and the potential merits of individual study or other forms of personal professional development activities, voluntary professional growth and development is defined as "those experiences which a teacher chooses to undertake in anticipation that his or her ability to function effectively as a professional may be strengthened." Whether or not the willingness to participate was related to school climate was a question which guided this research project.

Environments encompass physical, organizational, and psychological elements. Glickman and Esposito (1979) espoused the philosophy that the physical environment is not a crucial factor in establishing a climate for change. The readiness for change, as they perceived the process, is in the psychological health of individuals in the organization. "Specifically, a learning environment is centered around how people perceive their relationships with each other and
how well they see themselves fitting into the scheme of things. It also includes their perceptions of the behavior of their leader" (p. 122). In this study investigations were confined to the organizational and psychological variables in the immediate environment. Although structural aspects maintain the organization, and physical aspects contain it, human interactions "move" the organization.

Two dimensions of organizational behavior which may be associated with teachers' attempts at new experiences are: (1) the perceived ability of the organization to meet members' needs, and (2) the perceived value of the rewards available. Related to the organization's ability to meet individuals' needs, Starbuck (1965) stated: "Members may be attracted by the organization's goals; they may be attracted by the activities which they perform in the organization's task structure; or they may be attracted by the interactions experienced in the organization's social structure" (p. 473). Whatever the initial attractions the educational system held for teachers, the attractions may vary during their employment. Since an individual's membership is contingent upon the organization's ability to meet at least one of the individual's needs, it may be assumed that teachers remain in teaching positions because each perceives the system as meeting at least one need.

The "attractions" to an organization outlined by Starbuck provide a useful framework for an investigation into the nature of members' changes and the effect of perceived rewards on individuals' behaviors. Changes in an organization may occur in one or all of three realms, namely: (1) goals of the organization, (2) the task
structure of the organization, and (3) the organization's social structure. It is unlikely that major changes in organizational goals will occur in traditionally conceived, formal elementary educational institutions. Therefore, the task and social structures seem more viable areas for inquiry into the nature of members' changes. Starbuck (1965) noted: "Changes in social structure tend to have direct effects on task structure, but to affect goals only indirectly" (p. 474). If results of an investigation into the dynamics of an organization could account for social structures in a relatively stable state, then the area for analysis most directly associated with individual change would be task structure. Starbuck (1965) similarly concluded: "Changes in task structure tend to have direct effects on both goals and social structures" (p. 474). In summary, since changes in task structures most directly affect other areas of an organization, a focus of this study was upon teachers' participation in growth and development activities which may reflect efforts to modify organizational tasks.

Motivation to engage in renewal experiences is associated with perceived values of the rewards anticipated in exchange for individuals' efforts. As Starbuck (1965) summarized:

The members of an organization receive inducements in exchange for their contributions. These inducements include salaries and statuses, the pleasures of performing tasks in particular and familiar ways and of associating with particular and familiar people, and the satisfactions of contributing to the accomplishment of specific organizational goals and of molding organizational goals to personal value systems. (p. 741)

The inducements to which Starbuck referred represent both intrinsic
and extrinsic rewards and may or may not be consciously provided by those in control. Howey (1980) suggested numerous motivational factors which may encourage or sustain personal growth (e.g., feedback about the effects of attempted changes), but such variables have not been studied to determine their ability to function as extrinsic rewards motivating teachers to engage in renewal. Whether the rewards are intrinsically derived, as Erikson (1978) suggested, or extrinsically determined (Levinson, 1978), individual perceptions of the value of the end goal dominate motivations (Yankelovich, 1978/1980). Perceived value of nonmaterial rewards, or "general incentives" as Barnard (1938) termed them, available in the environment may motivate individuals to achieve goals. Specifically, the rewards which teachers seek through participation in growth and development activities may be related to environmental variables, or climate, as they function within the organization and the individual system of which they are a part—the school.

Educational researchers have examined the relative strengths of various planned incentive structures in motivating teacher groups to attend "approved" programs, adopt innovations, or achieve goals determined by administrators. Often ignored in studies examined were teachers' perceptions of the climate variables which may affect teachers' motivations to grow and develop. Although investigators such as Brookover, Beamer, Efthim, Hathaway, Lezotte, Miller, Passalacqua, and Tornatzky (1982); Berman and McLaughlin (1975); Williams, Wall, Martin, and Berchin (1974); and McClendon (1962) referred to the important role of school climate in determining
teachers' behaviors, the focus of investigations has not been upon the relationship between climate and teachers' voluntary efforts to engage in renewal.

Halpin (1966) theorized that social needs in a system, esprit, and social control could be assessed to provide a measure of an organization's climate. The climate could then be expressed on a continuum reflecting the degree of "openness" or "closedness" of the organization. The Organizational Climate Description Questionnaire (OCDQ), developed by Halpin and Croft (1963), was written to be used as a measure of the climate of elementary schools. The theoretical soundness upon which that questionnaire was devised suggests its viability as an index of organizational dynamics.

Studies done by other researchers in the field of education and related to climate and change processes—including professional development—raised two other questions which were addressed in this study: (1) Is size of enrollment related to the climate of a school? (2) Is there a relationship between the size of enrollment in a school and the amount of professional development in which teachers engage?

Summary

The great number of elementary classroom teachers holding tenured positions in schools today is a challenge to administrators who wish to foster renewal in their faculties and their organizations. If a relationship can be established between teachers' perceptions of the school climate and teachers' participation in professional
growth and development activities, educational leaders may be pro-
vided with new directions for achieving teacher and organizational
renovation, in addition to discovering the extent to which teachers are
involved in professional development.

Chapter II is a review of the literature related to the sub-
jects of teachers' growth/development, organizational climate, and
the measures of teacher development and organizational climate.
CHAPTER II

REVIEW OF THE LITERATURE

The literature reported in this chapter includes discussions of theory and research related to the specific variables of the research topic. Following a list of definitions, general areas reported here concern growth/development, organizational climate, and Halpin and Croft's (1963) Organizational Climate Description Questionnaire.

Definitions

The following definitions are provided for the reader in order to establish the meanings of words used frequently throughout the review of literature. Unless otherwise indicated, the quoted material was taken directly from Boles (1980).

**Adaptation:** Adaptation is the alteration of an idea, situation, or materials in response to internal or external pressure.

**Administrator:** "An administrator is a person who occupies a position in an organization in which he is expected to implement policies established by others" (p. 260).

**Change:** "A change is an alteration of an aspect of a situation, regardless of cause" (p. 260).

**Growth and development:** "Growth and development are changes in an individual which result from exercising choice and accepting responsibility for choices made" (Boles, 1981, personal communication).
Incentive: "An incentive is a reward or an avoidance of unpleasantness that a person perceives as available to him/her" (p. 262).

Innovation: "An innovation is a goal-directed, person-induced change in a situation brought about by activation of some previously inoperative element" (p. 263).

Inservice: "Inservice is any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions" (Harris, 1980, p. 21).

Institution: "An institution is an established practice, law, or custom to which value is attached by a segment of society sufficient to assure attempts to perpetuate it" (p. 263).

Leader: "A leader is a person who is recognized by others as exerting—either short-or-long term—fluence, authority, or power in a given situation" (p. 263).

Motivation: "A motivation is an individual's relationship to an incentive or goal that is sufficiently strong to bring about action to satisfy the want or achieve the goal" (p. 264).

Organization: "An organization may be conceived as a social system characterized by interactions among cultural values, institutional roles, and personal dispositions so that a change in one of the elements affects the other elements" (Getzels, 1973, p. 22).

Organizational renewal: Organizational renewal refers to the ability of a school's staff to set and achieve goals. Schools high in renewal are those which achieve their goals (Williams et al.,
Perception: "Perception is the interpretation given to reality by an individual" (p. 264).

Renewal: Renewal is the restoration or reaffirmation of physical, structural, or mental vigor.

Voluntary professional growth and development: Voluntary professional growth and development is those experiences which a teacher chooses to undertake in anticipation that his or her ability to function effectively as a professional may be strengthened.

Growth and Development

The definition of voluntary professional growth and development provided in Chapter I, and repeated above, presents a broad conceptualization of the process. So defined, professional growth and development parallels psychological perspectives of personal change processes and results in an unbiased and comprehensive view of growth and development. References by other writers to professional development programs do not generally reflect the potential spectrum of development options. Hence, the literature review revealed information fragmented into various aspects of professional development.

Many writers refer to the importance of personal development in education, yet they generally do so by espousing a preference for some delivery mode. One such mode deemed worthy of much writing is inservice programs (Cooper, 1975/1978; Rubin, 1971; Fuller, 1969; Harris, Bessent, & McIntyre, 1969; Edman, 1968; Lawler, 1958).
Crowell (1981) noted the historic relevance of inservice for professional development:

Professional development for practicing educators has traditionally been an individual responsibility pursued in various settings as inservice education. Inservice programs for teachers have been viewed as either a function of higher education achieved through college courses and workshops or the responsibility of local school districts accomplished through designated inservice days. (p. 1)

The preponderance of literature available on the theory and practice of inservice suggests this type of growth and development activity is one of the few renewal alternatives available for teachers. Although Cooper (1975/1978) provided a conceptualization of inservice that was quite broad, it did not reflect the many other options available for growth and development.

Dillman's (1964) study of activities perceived to be relevant for teachers' professional development listed 31 types. Doctors, lawyers, clergymen, and educators were asked to rank the importance of each of the 31 activities for its importance in developing teachers as professionals. The rankings by the groups are quite similar, but the significance of Dillman's work to the present study lies in his expansive view of growth and development alternatives.

Other writers in the field of professional development also referred to different types of growth options. For example, teacher centers and teacher-initiated workshops received the attention of Feiman and Floden (1980), Fibkins (1980), Sykes (1980), Rogus and Martin (1979), Rogers (1976), Adams (1975), Eddy (1974), and Pilcher (1973). In spite of the positive reviews for these experiences,
teacher centers and workshops have not yet aroused the interest of many investigators.

Evaluation in the form of feedback has been referred to as a possible method for promoting teacher growth and development (Barth, 1979; Bryant & Haack, 1976; Bloom, 1969; Kelley, 1951), yet Dunn and Dunn (1977) reported that supervisory evaluation is most often an estimation of a teacher in comparison with his or her colleagues. In addition, Cochran and Moodie (1978) maintained that most evaluations are used as criteria for retention rather than as growth-enhancing possibilities. When used for the former purpose, McFadden and Schenck (1971) summarized the reactions of teachers to evaluation: "Generally, the teaching profession is becoming convinced that appraisal does more to interfere with professional concerns for quality teaching than it does to assist it" (p. 64). They suggested a possible solution might be the use of evaluation, or appraisal, as a diagnostic tool, thereby helping to "settle the fundamental controversy that exists between teachers and school administrators regarding appraisal activities" (p. 64). Another suggestion McFadden and Schenck made was for expanding the sources of evaluation systems: "Admittedly, relevant information can be obtained from [students and supervisory staff], but there remains a critical need for inputs from teachers, especially effective ones" (p. 65). Among the articles outlining the contributions of participation in peer and self-evaluation strategies are those written by Mai (1981); Alfanso (1977); Bryant and Haack (1976); Sergiovanni (1976); Tuckman, McCall, and Hyman (1969); and Chase (1951).
Other types of growth and development options noted by writers in the field of education which have gained some recognition in the literature of professional development are: on-site visitations (Bridges, 1968); creative projects (Nelson & Thompson, 1963; Openshaw, 1962); research (Redefer, 1959); and participation in professional organizations, committee work, and extra curricular events (Washington & Watson, 1976). More recently, the Office of Professional Development's "Evaluation of the State Plan for Professional Development" from the Michigan Department of Education (1982) included suggestions of readings, counseling (also advocated by Clark and Seidman in 1980), and travel as options for teachers' development. Interestingly, most of the options mentioned by all these authors had been listed by Dillman in 1964.

Among the change agents who have explored the methods for educational renewal, staff development advocates have demonstrated a fairly comprehensive view of professional growth and development. The thrust of staff development programs is to effect individual renewal in group settings (Schiffer, 1978; Lippitt & Fox, 1971). Wlodazczyk (1980) defined staff development as "affirmation of learning." He further specified:

It reflects a philosophy based on the success and survival of practice and experience, over a period of time, from a variety of school personnel involved in in-service education programs in school districts throughout the United States. We believe staff development, like learning, is a life-long process, which contributes to the well being of the individual, local school district, and society, through planned programs for all employees of a public or private school system. (p. 2)

Much of the responsibility for providing staff development for school

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districts has been charged, by those in the top administrative positions, to dissemination centers and higher educational institutions. As a result, much of the literature related to staff development focuses on "how to" approaches for changing teachers' attitudes or behaviors to achieve predetermined goals of administrators. Reported investigations which were examined for this study rarely addressed the issue of individual concerns as a function of either voluntary participation or school climate.

Despite the variety of sources for potential investigations, researchers looking at organizational change and adaptation have concentrated on the attitudes and behaviors of teachers engaged in the implementation of specific material or structural innovations as they are associated with inservice practices (Frey, 1977; Adams, 1975; Berman & McLaughlin, 1975; Smith, 1975; Hart, 1974; Havelock, 1973; Gracey, 1970; Gottlieb & Brookover, 1966). In part, this tendency may be explained by the fact that many large-scale funded projects often result in the publication of findings. In addition, the emergence of the staff development concept and growing respect for systems analysis and change strategies in educational settings partially explain the prevalence of studies on organizational implementation of innovations.

The variables related to specific innovation strategies were not topics of investigation in this project. Rather, the initial purpose for this study was the compilation of information related to options for teachers' growth and development. A review of the literature did reveal a great variety of development opportunities for
teachers. In summary, the following list includes those options mentioned by writers from educational fields:

1. Inservice attendance, conferences, clinics
2. Teacher centers and workshops
3. Evaluation: supervisory, peer, self
4. On-site visitations
5. Creative projects
6. Participation in professional organizations, committee work, extracurricular events
7. Research, readings, coursework
8. Personal counseling
9. Travel

The options listed above comprise the items listed on the Professional Development Survey used in the present study to assess teachers' participation in professional development activities.

The next section of the literature review concerns the context within which teachers work—the organization.

Organizational Climate

Organizational climate, as it has come to be termed, is a construct—a label attached by writers such as Bakke (1950) to the unique atmosphere in an organization resulting from "a common understanding on the part of the members as to what kinds of behaviors are acceptable and appropriate" (Frederickson, 1968/1976, p. 41). Cornell's (1955) definition of organizational climate referred to its components and measurement:
... a delicate blending of interpretations (or perceptions as [sic] social psychologist would call it [sic]) by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization. (p. 222)

A description of organizational climate is determined by establishing a set of germane factors in a particular organization and then measuring individual member's perceptions of those factors. The combined perceptions are considered the organizational climate.

The public schools are defined as organizations, and as such, have often been the subject of studies which investigated the topic organizational climate. Brookover et al. (1982) noted the variety of school climate references:

The concept climate has been used in many different ways in relation to schools. Organizational climate has commonly referred to the nature of human relations among adult members of an organization. Others have used climate to refer to the degree of orderly discipline or violence in the school. (p. 2)

Halpin (1966) uniquely referred to climate as the "personality" of a school.

Educational change strategists often stress the importance of assessing the climate of an organization (Schmuck & Schmuck, 1974; Havelock, 1973). Suggested areas for analysis have included the organization's readiness for change (Manning, 1976; Fox, 1973), the individual's readiness (Openshaw, 1962; Lippitt, Watson, & Westley, 1958), and the relationship between the two (Schiffer, 1978). In addition, studies such as that of Williams et al. (1974) concentrated on leader behaviors, teacher roles, and school and community values as variables related to achievement of organizational goals.
More recently, Brookover et al. (1982) investigated learning climate as it related to student achievement. The common factor in these studies is the premise that climate is a significant variable in the school organization and should be assessed.

It is generally agreed that schools have a particular climate about them (Wiggins, 1972). In part, the differences between schools reflect the structural components of the buildings themselves, but more important to the literature of organizational behavior are the differences resulting from unique interactions among the members. Analysis of interactions and their relationship to other aspects of the school organization has been approached in a variety of ways depending upon the intent or outcome of the study and accessibility of personnel or data. Some researchers have taken a psychological approach to the understanding of phenomena in schools and have collected data regarding differences of teachers' personalities from which to draw conclusions (Cook, 1979/1980; Fawley, 1979/1980; Williams et al., 1974; Hackman & Lawler, 1971; Lawler & Hall, 1970; Ryans, 1960; Guba, Jackson, & Bidwell, 1959). Others have evaluated school phenomena by comparing personal attributes of teachers by their ages (Kuieck, 1980; Jacobson, 1979/1980; Williams et al., 1974; Catherwood, 1973/1974; Adelson, 1972; Fuhr, 1970/1971; Watkins, 1968; Ryans, 1960; Wiles, 1955), sex (Jacobson, 1979/1980; Williams et al., 1974; Lambert, 1968/1969; Finch, 1964; Ryans, 1960), and experience in terms of years (Kuieck, 1980; Williams et al., 1974; Catherwood, 1973/1974; Lambert, 1968/1969; Ryans, 1960). There is value in collecting data regarding such individual characteristics as these, or
regarding specifics such as motivation factors (Leavitt, 1972; Herzberg, 1966), job involvement (Lawler & Hall, 1970; Lodahl & Kejner, 1965), job satisfaction (Kuieck, 1980), or needs (Maslow, 1954). However, for this study data of such types were rejected in favor of a more sociological view of the organization and to access data for which the confidentiality would be relatively easy to assure. Also, Katz and Kahn's (1966) warning that it would be a major error to "disregard the systematic properties of the organization and to confuse individual change with modifications in organizational variables" (p. 390) was heeded. Further, Schiffer (1978) noted that individual change was not enough to bring about school-wide renewal. She maintained that individual classroom activities only have an indirect impact on the overall instructional program and general school climate. Hence, to assess school climate the collective responses of teachers, by individual schools, were gathered for analysis.

The Organizational Climate Description Questionnaire

Owens (1970) stated that perhaps the best known and most widely used instrument for assessing organizational climate in schools has been Halpin and Croft's (1963) OCDQ (see Appendix B). As originally conceived, the OCDQ was designed as a measure of climate in elementary schools. Hence, the questions included in it were particularly suited to the collection of data for this study. The purported ability of the OCDQ to discriminate between social interactions related
to teachers' behaviors and those related to behaviors of the leader, or principal, further supported its viability as a tool for assessing school climate.

Studies of organizations usually include descriptions of the interactions among members: (a) between the leader(s) and followers, and (b) among followers as they work at tasks within their formal and informal roles. Two dimensions of the OCDQ which parallel these two theoretical aspects of organizational dynamics are:

(1) "Teachers' Behaviors," and (2) "Principal's Behaviors." Four subtests related to "Teachers' Behaviors" are teachers': (1) Disengagement, (2) Hindrance, (3) Esprit, and (4) Intimacy. Related to the "Principal's Behaviors" are the four subtests: (1) Aloofness, (2) Production Emphasis, (3) Thrust, and (4) Consideration. Each of the subtests will now be discussed with respect to its hypothesized relationship to teachers' participation in development activities.

Presented in the section are findings from studies carried out in elementary school settings with regular classroom teachers, since substantial evidence supports that there are major differences between elementary and junior or senior high schools (Miller, 1980; Waite, 1966/1967; Bidwell, 1964; Ryans, 1960; Redefer, 1959; Chase, 1951).

The first of the two OCDQ factors to be presented is "Teachers' Behaviors." References to specific questions from the OCDQ are indicated by item numbers. A breakdown of questions by subtests is available in Appendix C.
Teachers' Behaviors

Disengagement. The first of the "Teachers' Behaviors" subtests to be discussed is "Disengagement." Halpin (1966) described this as:

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. . . . In short, this subtest focuses upon teachers' behavior in a task-oriented situation. (p. 150)

Subtest items (#'s 6, 10, 38) which reflect intergroup differences may represent high conflict, or at least an inability to achieve group consensus. In schools which exhibited low organizational renewal (inability to achieve predetermined goals), Williams et al. (1964) found that high conflict predominated and that teachers exhibited passivity. Doak (1970) described a cohesive group as one having well-defined goals. It follows, then, that individuals unable to establish cohesiveness might obtain high "Disengagement" scores and would be inversely associated with teachers' participation in development activities.

The "seeking of special favors from the principal" (Item # 14) may be characteristic of a divisiveness among the staff and may reinforce the perception that some individuals "stay by themselves" (Item # 30). Teachers' "talk about leaving the school system" (Item #61) suggests teachers may not demonstrate high job commitment (Loftis, 1962/1963), or the job involvement described by Lodahl and Kejner (1965) as "the degree to which a person is identified psychologically with his work or the importance of work in his total self-image" (p. 25). While it could not be concluded that there is a
relationship between job involvement and performance (Lawler & Hall, 1970), it was hypothesized that teachers' disengagement would be inversely associated with teachers' willingness to engage in development activities directly related to their jobs.

**Hindrance.** The next subtest of the "Teachers' Behavior" factor presented is "Hindrance," which Halpin (1966) described as follows:

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. (p. 150)

High scores on the "Hindrance" subtest reflect the burdensome tasks which are demanded of teachers, and it may be those tasks which preempt teachers' having or making time for growth activities. The term "bureaucratic obligations" describes the tasks (Item #8, 12, 16, 30, 24) considered a hindrance, such as paper work and extra duties. McLaughlin and Shea (1960) recorded some of the most frequently listed teacher dissatisfactions as excessive clerical work and extra duties. Redef er (1959) also noted that low morale in the elementary schools was partially attributed to the reports and clerical duties which teachers believed were given undue significance. That bureaucratic regulations represent a leader-dominated role in which teachers may not be consulted for their opinions about the organization is particularly significant, for Ignatovich (1970) found "low hindrance" among teachers where principals balanced freedom for teachers against bureaucratic order. Similarly, Kennedy (1973) found that teachers more actively participated in innovation.
activities in schools perceived as low in organizational structure. Gold (1962) also noted that the fewer administrative tasks assigned, the more teachers participated in decision making.

It may be that lack of democratic procedures contributes to inaction. Hines and Grobman's (1956) study of teachers' attitudes toward change found that democratic principals secured wider support and participation in change procedures than did nondemocratic principals. In summary, it was anticipated that "Hindrance" scores would be negatively associated with teachers' participation in growth and development activities.

Espirit. "Espirit" is another subtest of the "Teachers' Behaviors" factor of the OCDQ, which Halpin (1966) described thus: "Espirit 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" (p. 151).

Research and opinion have determined that satisfaction is an indication of morale; therefore, "Espirit," as an index of teachers' morale, is likely to include satisfaction items. Chase (1951) found that teachers considered the adequacy of supplies (Item #'s 7, 15) important to their satisfaction, as did McLaughlin and Shea (1960). Cook (1970/1971) furthermore noted that the availability of services was a determinant of teachers' satisfaction (Item #'s 23, 54). High scores in the subtest "Espirit" reflect a group cohesiveness, a general positive feeling in the work environment toward one another and toward the prospects for accomplishment (Item #'s 11, 19, 27, 31, 35).
Many have written advocating the building of positive morale in schools. One reason for this is the belief that a group whose members feel good about themselves (and are willing to take risks, or make changes) exhibit positive morale. Hence, "Esprit"—as a reflection of personal and professional satisfaction—may be closely related to teachers' willingness to participate in growth and development activities. Redefer (1959) did note that in high morale schools, teachers reported that they carried on more research, took more professional studies, joined more professional associations, and participated more actively in professional associations than teachers in low morale schools. Based upon the finding that teachers who actively participated in school functions, committees, and organizations exemplified positive morale; Washington and Watson (1976) suggested that principals build the morale of a school by encouraging teachers' professional growth.

In order to understand the potential relationship between "Esprit" and teachers' behaviors, a possible opposite effect of high "Esprit" scores must also be considered. Halpin (1966) suggested that high scores in "Esprit" meant that teachers enjoyed satisfaction in their past achievements. In order to change, however, there must be some realization that change is necessary; a feeling of discomfort with the present (Doak, 1970). High morale may indicate complacency with the status quo and, in fact, be associated with lower teacher participation scores. As a predictor of teacher behavior, "Esprit" is a rather complicated subtest, and only careful investigation may reveal its true association with teachers' desire
for renewal.

**Intimacy.** The final subtest of the factor "Teachers' Behaviors" to be discussed is "Intimacy." Halpin (1966) described it: "Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment" (p. 151). Halpin remarked that this particular subtest reflected individual needs rather than group social needs. Andrews (1965) similarly concluded from his analysis of the OCDQ that "Intimacy" was most valuable as an indicator of individual needs and was related to achievement.

Lawler and Hall (1970) concluded that intrinsic motivation reflects the degree to which an individual feels that satisfaction of higher order needs (autonomy, feeling of worth, self-esteem, and opportunity for growth) is dependent upon perceived job performance. If this position is given merit, then the subtest "Intimacy" represents satisfaction related to affiliation, rather than to intrinsic motivation or the desire for growth and development. Ellenburg (1972) did find that satisfaction with the job was dependent upon numerous factors in the environment: interpersonal relationships, achievement, recognition, responsibility, and the work itself. As one of those environmental factors, "Intimacy," may represent extrinsic rewards of association through participation in growth activities with fellow workers. Greene (1978) advocated the social interaction of teachers to counter the sense of alienation and to develop
a sense of self. "Intimacy" items may reflect real needs of teachers and may account for teachers' participation in development experiences.

Andrews (1965) interpreted high scores on "Intimacy" as a reflection of environments low in conflict. Conflict is generally associated with some type of change. If little conflict exists, then the impetus to engage in change situations may be low. In other words, "Intimacy" scores may be associated with low participation scores.

In summary, as an indicator of teachers' participation in professional development activities, "Intimacy" was not considered to be a reliable predictor. This subtest must be evaluated in light of other subtests that reflect satisfaction associated with interpersonal relations and performance.

"Teachers' Behaviors" summary. The literature reviewed did not reveal any findings which directly related teachers' behaviors and teachers' participation in professional development. However, variables which may be related to the specific variables of the OCDQ were identified. The factors which may be related to the specific subtests of "Teachers' Behaviors," and may have bearing on the hypothesized relationships between the subtest scores and teachers' participation in growth/development activities, are summarized below:
Interactions among teachers have been discussed as a major component of the organizational climate in elementary schools. While this variable constitutes a significant portion of the total climate in a school, the effects of the principal must not be overlooked. There have been conflicting reports about the ability of the principal to modify the environment. These results may be inconsistent due to dissimilar research strategies. One specific factor which might be related to a principal's ability to significantly alter the environment may be the number of years a staff has been together prior to the principal's assignment to a building. Halpin (1966) noted:

How futile it was to assign a principal with high scores on both Consideration and Initiating Structure to a school whose faculty was not quite ready to accept a leader who, at least from our point of view, was likely to be effective. The group could immobilize him, especially in a situation where the teachers held tenure and the principal did not. (p. 132)

While the evidence seems to favor the opinion that the principal is at least partially responsible for the climate in a school,
predictions about spheres of influence must be made cautiously. Intuition, experience, and research in educational leadership support the hypothesis that a principal can affect the morale of teachers. Thus, the principal's ability to affect morale—as a component of climate and related to teachers' behaviors—may be related to teachers' participation in development activities. The hypothesized relationship of the principal's behaviors to teachers' participation will now be discussed.

The second major dimension of the OCDQ reflects the "Principal's Behaviors." Kimbrough (1968), among others, wrote of the importance of the principal to the climate of the school.

In spite of the fact that morale is affected by numerous factors, including the makeup and individual personalities of the teachers themselves, there is general agreement among authorities that the leadership of the elementary school principal is the key variable in establishing morale. Morale appears to be positively associated with the kind of organizational climate or social system that becomes reality for each school. (p. 228)

Although Barry (1974), Hood (1965/1966), and even a U.S. Senate Select Committee (Fox, 1973) completed studies recognizing the principal's responsibility for setting the tone of a school, not all researchers have agreed with their findings (Wiggins, 1972). However, the works of Loucks and Pratt (1979); Dangle, Conrad, and Hopkins (1978); Hugh (1977); Eddy (1974); and Howsam (1967) documented the critical influences of the principal on the change processes. Those who stressed the importance of the educational administrator on implementation of successful changes included Hall and Rutherford (1976), Gracey (1970), Kimbrough (1967), and Lawler (1958). Morale...
was also attributed to the principal's effects by Ellenburg (1972). In any case, teachers named their principals as one of their top reasons for liking their present positions and being satisfied (Schultz, 1952).

The descriptions of principals' behaviors which Halpin and Croft (1963) deemed appropriate for inclusion in the OCDQ were divided among four subtests: (1) Aloofness, (2) Production Emphasis, (3) Thrust, and (4) Consideration. Each of these will now be discussed with respect to its potential relationship to teachers' participation in growth activities.

**Aloofness.** The "Aloofness" subtest of the OCDQ was described by Halpin (1966) thus:

Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself—at least, "emotionally"—at a distance from his staff. (p. 151)

Halpin also referred to this subtest as a measure of social control. Described as such, a principal's formality or rigidity (Item #s 58, 59, 52, 55) suggests that the principal is not open to, or interested in, teacher input or concerns. In this type of environment, teacher morale would probably be low. If positive morale is related to teachers' participation and is associated with a friendly environment (Item #s 34, 44) in which risk-taking is supported, then teachers' perceptions of the principal as
"teacher-centered" may be related to high morale. Vice (1976) found that principals who were rated as "teacher-centered" recognized teachers' importance, were approachable when needed, provided encouragement, and supported professional growth. Also, Leipold and Yarbrough (1949) noted that morale was affected by a principal's personal interest and confidence in teachers. Williams et al. (1974) also concluded that schools high in organizational renewal had principals rated higher in "personal style" than principals in schools low in organizational renewal.

The importance of various communication patterns for reaching desired ends has been a topic of many writers. Items numbered #40 and #64 refer to the principal's daily contacts and contacts following classroom visitations. Communication about the principal's visits to classrooms (regardless of outcomes) may decrease anxiety over teachers' evaluations, especially if teachers have input into the evaluation process (McFadden & Schenck, 1971). Daily communication with each teacher suggests the accessibility of a leader and perhaps represents a less bureaucratic environment in which support for change is available.

Principal "Aloofness"—characterized by lack of accessibility, poor or negative communication, and bureaucratic conditions—was hypothesized to be negatively associated with teachers' participation in professional growth and development activities.

Production Emphasis. Another subtest of the OCDQ representing the behaviors of the principal is "Production Emphasis." Like
"Aloofness," Halpin (1966) considered it a measure of social control, as indicated in his description:

Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff. (p.

Indicative of the principal's need to be in complete control would be the scheduling of classes, work, and extra duties (Item #'s 51, 39, 43) without using democratic procedures. Such a need suggests little confidence in teachers' abilities. Teachers in high organizational renewal schools expressed the desire for inclusion in the making of such decisions (Williams et al., 1974) as well as the need for principals to be tolerant of uncertainty. This is noteworthy for the present study in that democratic principals are more likely to engage the participation of teachers in change programs than are nondemocratic principals (Hines & Grobman, 1956). In addition, autocratic behaviors and attitudes have been found to be related to low teacher morale (Campbell, 1954, Chase, 1951; Leipold & Yarbrough, 1949). Teacher morale also has been linked to principals' supervision practices (Item #'s 62, 47, 45).

Redefer (1959) reported that teacher morale was related to performance ratings by administrators. In fact, Ryans (1960) found that teachers judged superior by a principal generally held more favorable attitudes toward administrators than did those who were rated lower. Finch (1964) documented that teachers judged highest in competence by the principal reported attending more inservice
programs. Lack of recognition for good teaching was reported by teachers as a source of dissatisfaction (McLaughlin & Shea, 1960). Hence, if teacher morale and satisfaction are linked with supervisory practices, and these variables are factors of climate, it seemed reasonable to hypothesize that "Production Emphasis" would be negatively associated with teachers' participation in growth and development experiences.

Generally, one of the principal's responsibilities is the evaluation of programs. Wiles (1955) noted that superiors typically did not encourage experimentation. It seems unlikely, then, that teachers would be willing to try to effect change in settings where experimentation is not encouraged. Teachers were also found to be negatively inclined toward change in low organizational renewal schools rated high in conflict, where principals were too pushy with change ideas (Williams et al., 1974). In fact, Andrews (1965) noted that "Production Emphasis" was associated with high conflict and correlated negatively with teacher satisfaction.

Finally, Halpin wrote that high "Production Emphasis" might represent a need to dominate—detracting from the reality-centeredness of leadership. It was anticipated that principals' "Production Emphasis" would be negatively related to teacher participation in growth and development.

Thrust. "Thrust" is another subtest included in the "Principal's Behaviors" factor of the OCDQ, which Halpin (1966) described thus:
Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers. (p. 151)

Halpin referred to the principal's ability to motivate teachers. Assessment of motivation was obtained by asking teachers to reflect upon the role model and personal communication patterns which the principal portrayed. These two factors are believed to be important to the climate and may be interwoven as they relate to a principal's ability to provide incentives which encourage teachers' participation in development activities.

McPhearson (1978) pointed out that teachers want support (interpreted as caring), but not interference from the principal. Hence, constructive criticism (Item #'s 36, 49) may be well received from principals with referent and expert power sources. In fact, Hornstein (1968) noted these two types of power were related to the principal's total influence. In other words, good supervisory practices may encourage teachers to engage in risk-taking activities. Leipold and Yarbrough's (1949) findings supported this hypothesis. They related teacher morale to the principal's ability to use constructive supervision practices and to help teachers with such problems as those related to discipline. Shilland (1949) found that administrative cooperation was important to teacher morale. Redefer (1959) discussed the relationship between low morale and supervisors who did not try to improve conditions for teachers (Item #53).
Responses to OCDQ Items numbered #28, #32, and #56 reflect teachers' perceptions of the principal's industry and assistance.

The principal's ability to communicate effectively may be related to that principal's ability to motivate teachers (Item #'s 41, 63). Williams et al. (1974) found that in schools low in organizational renewal, principals were perceived as not expressing themselves well. Even such a seemingly small item as principals' condensing notes on bulletin boards for teachers was found to be associated with teachers' satisfaction (Connor, 1952). One OCDQ item (#60) "The principal tells teachers of new ideas he/she has run across" may best reflect the leader's attitude toward development. This item suggests a modeling effect—that the principal is engaged in renewal. Calhoun (1980/1981) found that teachers' views of principals as creative, interested in teacher-initiated innovation, and managerially supportive were most conducive to teacher growth. This is a critical finding. Of the ideas gleaned from the literature reviewed, it may best describe the relationship between principals' behaviors or attitudes and those of teachers.

In summary, "Thrust" scores were hypothesized to be positively related to teachers' involvement in growth and development activities.

**Consideration.** The last subtest of the "Principal's Behaviors" for discussion is "Consideration," described by Halpin (1966) as: "behavior by the principal which is characterized by an inclination to treat teachers 'humanly,' to try to do a little something extra
for them in human terms” (p. 151).

Halpin said that "Consideration," like "Intimacy," probably describes individuals' attitudes toward the organization rather than the group's attitudes. Lambert (1968/1969) found teachers' morale correlated with "Consideration" more than with "Intimacy." Cook's (1970/1971) findings that: (a) teachers' perceptions of the principal's consideration affected their satisfaction and (b) high scores in morale were related to principals' "Consideration" and "Initiating" behavior (as measured by the Leader Behavior Description Questionnaire; Hemphill & Coons, 1950) are significant.

Some of the "Consideration" items (#'s 29, 33, 37, 42, 50) reflect assessment of the principal's assistance with teachers' personal problems, staff differences, and conditions related to their work. Calhoun (1980/1981) noted the importance of principals' "personal commitment" as supportive of teachers' growth. Vice (1976) concluded that the single factor contributing to "high climate" in schools was the "Problem Solving" characteristic of the principals. Principals perceived as concerned with teachers provided encouragement and recognized the importance of teachers. In general, principals' assistance and problem solving may be interpreted by teachers as consideration.

Teachers listed faulty teacher/administrator relations as a major contributor to dissatisfaction in McLaughlin and Shea's (1960) study. Johnson (1967) found that elementary teachers emphasized that good interpersonal relations were related to their satisfaction. The relationship of high morale to a principal's concern for teachers
was noted by Shilland (1949) and of morale to the principal's interest and confidence in ability and integrity of staff by Redefer (1959) as well as by Leipold and Yarbrough (1949). Related to these matters is the principal's use of democratic procedures (Item #46). Williams et al. (1974) reported that schools high in organizational renewal had principals displaying a "personal style" of management. Particularly important to the present study was Chesler, Schmuck, and Lippitt's (1963) finding that the most innovative teachers were those who felt supported by principals and colleagues. Stromberg's (1966/1967) study revealed that principals who were evaluated as high in "Consideration" were also high initiators.

"Consideration" may reflect individual teachers' needs (i.e., for support) rather than attitudes toward the organization, but principals' concerns for staff appear to be fundamental to morale and, hence, to climate. For these reasons, "Consideration" was hypothesized to be positively related to teachers' participation in growth and development activities.

In summary, the literature reviewed did not reveal any findings which directly related principals' behaviors and teachers' participation in professional development. However, variables related to the OCDQ subtests were identified. The factors which may be related to the specific subtests of "Principal's Behaviors" and may have bearing on the hypothesized relationships between the subtest scores and teachers' participation in growth and development activities are summarized below:
<table>
<thead>
<tr>
<th>OCDQ Subtest</th>
<th>Related Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aloofness</td>
<td>social control, formality, bureaucratic structure, morale, participation, risk-taking, leader style, communication</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>social control, democratic situations, attitudes, morale, satisfaction, conflict, evaluation, uncertainty</td>
</tr>
<tr>
<td>Thrust</td>
<td>evaluation, concern, creativity, power, morale, satisfaction, communication</td>
</tr>
<tr>
<td>Consideration</td>
<td>attitudes, morale, satisfaction, conflict, democratic situations, leader style, concern, interest, initiative</td>
</tr>
</tbody>
</table>

This presentation concludes the discussion of the individual subtests of the OCDQ.

The literature reviewed suggested tentative relationships between certain climate variables and teachers' participation. These relationships were developed as the following subhypotheses:

1. "Disengagement" is negatively associated with teachers' participation in development activities.
2. "Hindrance" is negatively associated with teachers' participation in development activities.
3. "Esprit" is positively associated with teachers' participation in development activities.
4. "Aloofness" is negatively associated with teachers' participation in development activities.
5. "Production Emphasis" is negatively associated with teachers' participation in development activities.
6. "Thrust" is positively associated with teachers' participation in development activities.
7. "Consideration" is positively associated with teachers' participation in development activities.

The next section of the literature review describes Halpin and Croft's climate continuum of school "openness" to "closedness."

The Climate Continuum

The means of responses on the eight subtests of the OCDQ, described in the previous section, may be taken together providing a profile for each school. Profiles of schools may then be categorized along a continuum labeled from "Open" (flexible) to "Closed" (rigid). Like the concept "Climate," the climate continuum is a construct, the purpose of which is to differentiate between schools for analysis and discussion purposes. Halpin and Croft (1963) defined six prototypic school profiles by establishing "Esprit" as a key subtest for describing a school's organizational climate. So that the reader may more fully comprehend the nature of the continuum, the following descriptions of the most open and most closed climates are provided. Lipham, and Hoeh (1974) quoted Halpin and Croft's (1963/1974) description of the Open Climate:

THE OPEN CLIMATE describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all members. (p. 105)
Lipham and Hoeh also presented Halpin and Croft's (1963/1974) description of the Closed Climate:

THE CLOSED CLIMATE is characterized by a high degree of apathy on the part of all members of the organization. The organization is not "moving"; esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed as "in-authentic"; indeed, the organization seems to be stagnant. (p. 106)

These descriptions may appear dramatic in comparison, yet the possibility that a school would be fully characterized by either end of the continuum is questionable; nevertheless, the contrast is appropriate for a discussion of the literature related to open and closed school climates. Kimbrough (1968) stated that the particular climate that a social system manifests (i.e., open, closed) will affect the adoption of new ideas. The present study was an attempt to validate such statements and explore innovation as a facet of change. Though adoption of new ideas is a limited concept of growth and development, it may indicate the ability of individuals and organizations to change, or be flexible.

Support for the hypothesized relationship between climate and teachers' participation in growth and development activities was gleaned from a review of the literature of "open" versus "closed" climates, as well as from the reported studies related to the OCDQ subtests.

Vice (1976) reported a relationship between principals' innovativeness and their management styles, but found it was nonlinear in nature; similarly, the relationship between innovativeness and...
climate was found to be nonlinear. Fox (1973) noted that healthy environments were associated with innovation and that teachers were more satisfied than were teachers in noninnovative environments, while Doak (1970) stated that a positive climate was important for initiating and sustaining change. It seemed, then, that a positive, flexible, "Open" environment would be associated with teachers' willingness to risk change by engaging in growth activities.

Among the variables others have tested in relation to climate of schools is size of school enrollment. McKay (1971) found that the larger the school, the lower the morale. However, Lambert (1968/1969) did not find such a relationship. Ryans (1960) reported that attitudes toward administrators were more positive in schools each having 17-50 teachers than in schools with smaller staffs. Catherwood's (1973/1974) study did not reveal a difference in teachers' satisfactions according to size of school. Certainly, the reports regarding morale and satisfaction are mixed with respect to findings and bases for comparisons.

Watkins (1968) and Fuhr (1970/1971) employed the OCDQ and found the climate of large schools to be closed, but Andrews (1965) noted the opposite to be true. The conflicting evidence may represent a difference among district climates, lack of consensus regarding the use of the term "large," or even suggest an underlying nonlinear relationship between openness and enrollment. In any case, the hypothesis: "Openness of school is related to enrollment size as measured by the OCDQ," was established to test that relationship and to draw further conclusions regarding the directionality of any
relationship found.

It was conjectured that size of enrollment would be related to teachers' participation in professional growth and development activities. If the openness in a school is related to size of enrollment, and openness is associated with flexibility or receptivity to change, then it may be that size of enrollment and teachers' participation in professional growth and development activities are directly related. To test the association, the following hypothesis was established: "Size of school enrollment is related to teachers' participation in professional growth and development activities."

Summary

A review of the literature related to the topics of growth and development, organizational climate, and the OCDQ did not reveal any studies which dealt with the relationship between elementary school climate and teachers' growth and development activities. Numerous related variables did emerge which were considered related to these factors and thus were explored in the literature review. The following major hypotheses were extrapolated for testing purposes:

\( H_1 \): School climate is related to teachers' participation in growth and development activities.

\( H_2 \): School climate is related to the size of enrollment.

\( H_3 \): The size of enrollment is related to teacher participation in growth and development activities.

The hypotheses developed in this chapter for testing purposes will be described in Chapter III, "The Design of the Study."
CHAPTER III

DESIGN OF THE STUDY

Sample Selection

Two school districts of somewhat comparable size located in southwestern Michigan were selected for sampling. The purpose of having two districts was to test whether the findings would be similar. It was considered undesirable to combine collected data for the purpose of testing hypotheses due to potential effects of different political, economic, and social conditions on school climates.

To determine the climate of each building and the types and extent of faculty participation in development activities, each teacher of a regular elementary classroom having the two following qualifications was included in the sample: (1) each held a tenured position in the district and (2) each had been hired for the 1980-81 and 1981-82 school years and assigned to the same building for those years. In each case, the principal had been in the same school for at least those two consecutive years. The total population of teachers selected to be surveyed was 149 in District A and 207 in District B.

Since Wiggins (1972), Fuhr (1970/1971), McIntyre (1968), and Watkins (1968) found evidence which suggested that principals and teachers do not necessarily perceive organizational climate similarly, the sample population included only classroom teachers.
Special education teachers and those responsible for ancillary programs were not surveyed in order to reduce potential differences in perceptions of school climate.

Data Collection

Permission for the investigation was obtained from the appropriate authorities in each district. With their cooperation, the names of teachers meeting the specified criteria were obtained. Principals and other teachers were contacted to verify the qualifications of teachers scheduled to receive questionnaires.

In District A, at a meeting of principals on April 13, 1982, the Director of Elementary Education explained the nature of the research project, distributed copies of the questionnaires and cover letters to the principals, and alerted them to the date (April 21, 1982) when they would receive the packets of information through the school mail for the teachers in their buildings. Principals were instructed to distribute the packets as soon as possible to the teachers whose names were written on the cover letters. This procedure appeared to be followed by all principals, since completed questionnaires were received within a week of the scheduled distribution date.

In District B, at a meeting of principals on April 21, 1982, the Director of Elementary Education introduced this researcher who then explained the nature of the project and distributed to each principal the packets of information for the teachers. After some discussion, the principals were asked to distribute the materials to
their staff members (by noting the names printed on the cover letters) as soon as possible. By the end of the week, it had come to the attention of this researcher, the Director of Elementary Education, the district Research Director, and the Superintendent that some principals had decided to wait to distribute materials for assurances to principals that findings were not, under any circumstances, to be used in the evaluation of principals' performances. A subsequent letter from the Research Director making such stipulations was sent to all principals. A letter with similar content was mailed from the Superintendent's office later, when principals let it be known that the Research Director's message was not considered a sufficient guarantee. Hence, some completed questionnaires were received by this researcher almost two weeks before teachers in other schools had even received their packets.

Included in each teacher's packet were: (a) a cover letter (see Appendix D) explaining the rationale for the study, assuring the confidentiality of responses, explaining the code number, providing a definition of "voluntary professional growth and development," and containing the signature of the Research Director giving permission to carry out the investigation; (b) one copy of the OCDQ; (c) a copy of the PDS; and (d) a stamped envelope addressed to the researcher's home.

In each district, follow-ups were handled differently due to time parameters and the fact that the researcher was more familiar with school personnel in one district than the other. In District A, two weeks after the initial distribution of materials, a call was
made to the Director of Elementary Education to request his support in getting principals to encourage their teachers to return the completed questionnaires. The Director reported that such a plea was made at a meeting on the 4th of May. Following a phone conversation a week later, the Director requested and received a list of response rates for each school. He shared this information with the principals, at their request, during a meeting on May 11 and discussed the importance of obtaining a high rate of returns, both for the principals' information and for the benefit of the project.

After another contact of this researcher with the Director, a memo was sent by the latter to all principals, asking them to contact the administration office and report whether any teacher needed replacements for "misplaced" materials. This information was to be telephoned into his office by May 26. On May 27, this researcher called the Director and was told that no principal had called with requests for more surveys. On June 3, 1982, collection of data from District A was considered complete. Usable returns included 62% (93 teachers) of the survey sample in that district. Information displaying the return rate for each school in District A is provided in Appendix E.

In District B, this researcher made phone calls throughout the month of May to individuals from each school with whom prior personal or professional relationships had been established. In some cases, persons contacted were teachers, in others—principals. Each was asked to talk with the teachers in his or her building to find out whether questionnaires had been returned and if any replacements

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were needed. In cases where new questionnaires were requested, the items were sent to the contact person for distribution. Another follow-up procedure was the delivery of homemade cookies to teachers (and principals) in the sample, with an attached hand-written note thanking them for their help. Individuals received cookies in their school mailboxes between May 13 and May 18.

Data collection for District B was also considered complete on June 3, 1982. Usable returns included 75% (155 teachers). Information related to the return rate for each school in District B is provided in Appendix F.

Instrumentation

Two instruments were used to gather data relevant to the research hypotheses: (1) The Organizational Climate Description Questionnaire (Halpin & Croft, 1963), and (2) the Professional Development Survey designed by this investigator.

The Organizational Climate Description Questionnaire (OCDQ)

The OCDQ is a 64-item instrument using a Likert-type four-category response scale to measure the independent variable "climate." Four subtests related to group factors of the climate are teachers': (1) Disengagement, (2) Hindrance, (3) Esprit, and (4) Intimacy, and the four climate subtests of principals': (1) Aloofness, (2) Production Emphasis, (3) Thrust, and (4) Consideration. Thomas (1976) referred to the basis for the OCDQ:
In developing a theoretical framework for their study Halpin and Croft relied heavily on the leader behaviour studies with which Halpin had been associated at Ohio State University in the 1950's. Halpin's experience with those studies, which produced the Leader Behaviour Description Questionnaire (LBDQ), convinced him that the study of leadership styles was of greater value when seen in the context of related information about the organization itself. Thus the development of the OCDQ took place within a theoretical framework much influenced by studies of leader behaviour. (p. 445)

The establishment of the eight subtests resulted from factor analytic procedures employed by Halpin and Croft (Halpin, 1966). Furthermore, after establishing "Esprit" as the key subtest for describing a school's organizational climate, Halpin and Croft defined six prototypic school profiles on a continuum of "Openness" (or flexibility) to "Closedness" (or rigidity). Halpin explained how the six profiles were devised.

By applying the Q technique of factor analysis to the 71 profiles [the number of schools in the sample], we found that we could, indeed, classify these profiles into six major clusters, each of which could be used to depict a different type of Organizational Climate. (p. 166)

The determination of the continuum was explained:

We ranked these six Organizational Climates in respect to openness versus closedness and then used the content (and, of course, the prototypic scores for each of the eight subtests) to describe, for each climate, the behavior which characterizes the principal and the teachers. (p. 167)

Andrews (1965) offered evidence for the construct validity of the instrument. A number of other investigators (see Thomas' 1976 reference list) have attempted validation studies of the OCDQ through factorial content of the instrument. While these validation efforts are not conclusive, there appeared to be enough support for
the use of the OCDQ for studying the variables investigated in the present study. Furthermore, Brown and House (1967) concluded: "By sheer bulk of evidence, organizational climate has become recognized by educational administration researchers as a variable of major importance touching every aspect of their discipline" (p. 401).

The Professional Development Survey (PDS)

To measure the extent of teachers' participation in growth and development activities, a questionnaire was developed by this investigator.

PDS options were generated after a review of the literature in this area. Professional development experiences, noted by writers, were added to the list until it was believed comprehensive. Items were then categorized by areas of involvement and a frequency table was designed for teachers to indicate the number of times they had engaged in each type of activity over a two-year period. To validate the instrument, copies were sent to leaders in the Michigan Coalition for Staff Development and School Improvement for their opinions regarding the comprehensiveness of the options, classification groups, and appropriateness of the frequency table. Weighting of the activities was not attempted since assessment of the value of each experience was not an issue. Teachers' participation in development was considered reflective of initiative—the willingness to engage in renewal activities. Appropriate changes in the questionnaire were made based on the responses of the professional development leaders.
Treatment of the Data

The OCDQ

Subtests. Each of the four choice response categories of the OCDQ items was assigned a value: response "Rarely Occurred" (RO) was assigned a value of 1, response "Sometimes Occurred" (SO) assigned a value of 2, response "Often Occurred" (OO) assigned a value of 3, and response "Very Frequently Occurred" (VFO) assigned a value of 4. Negatively scored items (#'s 4, 8, 25, 54, 64) were treated inversely: responses marked 4 were valued 1, those marked 3 valued 2, responses of 2 valued 3, and those marked 1 valued at 4. Individual teacher's subtest scores were obtained by adding the assigned values of all responses and dividing by the number of items in each subtest to which the person responded. When data were omitted in any subtest, the score was determined by dividing the weighted response total by the number of items checked. A school's cumulative subtest scores were determined by computing the mean of the respondents' scores for each subtest. District mean scores for each subtest were derived from the combined mean subtest scores of all schools in a district.

Climate continuum. While numerous authors have criticized the usefulness of the six discrete climates ranging from "Open" to "Closed" (Watkins, 1968; Andrews, 1965; Brown, 1965/1978), Hoy and Miskel (1978) recognized the strengths of such a continuum and devised a method "to determine the relative openness or closedness of
a set of school climates" (p. 142). They suggested the use of the following climate openness index:

\[
\text{OPENNESS INDEX} = \text{Thrust score} + \text{Esprit score} - \text{Disengagement score.}
\]

They substantiated the index by noting that "these three OCDQ sub-tests are the salient characteristics of the open and closed climates, and when used together, they tend to identify open and closed profiles described by Halpin and Croft" (p. 142). This index was employed to determine the "Openness" of each school identified in the present study.

The PDS

Teachers were asked to check a category representing the frequency with which they participated in each of several specific types of professional development activities during the 1980-82 school years, including the summer of 1981. Categories were assigned values as follow:

<table>
<thead>
<tr>
<th>Frequency Category</th>
<th>Value Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1-3</td>
<td>2</td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
</tr>
<tr>
<td>7-9</td>
<td>8</td>
</tr>
<tr>
<td>10 or more</td>
<td>11</td>
</tr>
</tbody>
</table>

Participation scores for teachers were determined by adding the total of the values assigned to the categories checked. Unmarked items were considered as representing nonparticipation (value of 0)
when it became evident that teachers used no response to indicate nonparticipation. The mean participation score of teachers for each school was then established, as well as an average participation score for each district.

**Enrollment**

An enrollment variable was introduced to investigate the relationship between that aspect of climate and teachers' participation in development activities. In each district, student enrollment figures were obtained for each school and did not include students labeled "Special Education."

**Data Analysis**

Teachers' responses to the questionnaires were transferred to scanner sheets. The coded data were stored by Western Michigan University's Computer Center personnel. Houchard's (1974) Bank Data Management Package and Statpack Statistical Package were used to analyze the data.

The individual school was considered the unit of analysis. To test each of the major and subhypotheses, Spearman rho tests of correlation were employed since the data were considered at least ordinal in nature. The .05 level was established as the probability for committing a Type I error. The process of supporting or not supporting hypotheses was based on Siegel's (1956) tables of significant coefficients for one-tail tests. The process for two-tail tests involved the computation of t values as specified by Siegel (1956).
based on the predetermined rho values, then determined as significant or not as based on Hinkle, Wiersma, and Jurs's (1979, p. 466) tables of critical values of the $t$ distribution. The following hypotheses were tested in this manner for one-tail tests:

$H_1$: The higher the "Openness" score as measured by the OCDQ (and using the Openness Index), the more teachers will engage in professional development activities as measured by the PDS: $\rho > 0$.

Related to this hypothesis of the overall openness of the climate, the following subhypotheses were developed to further test the predicted relationship.

Subhypotheses:

$h_1$ As "Disengagement" scores (as measured by the OCDQ) increase, PDS scores will decrease: $\rho < 0$.

$h_2$ As "Hindrance" scores (as measured by the OCDQ) increase, PDS scores will decrease: $\rho < 0$.

$h_3$ As "Esprit" scores (as measured by the OCDQ) increase, PDS scores will increase: $\rho > 0$.

$h_4$ As "Aloofness" scores (as measured by the OCDQ) increase, PDS scores will decrease: $\rho < 0$.

$h_5$ As "Production Emphasis" scores (as measured by the OCDQ) increase, PDS scores will decrease: $\rho < 0$.

$h_6$ As "Thrust" scores (as measured by the OCDQ) increase, PDS scores will increase: $\rho > 0$.

$h_7$ As "Consideration" scores (as measured by the OCDQ) increase, PDS scores will increase: $\rho > 0$.
H₂: The higher the "Openness" score (as measured by the OCDQ and employing the Openness Index), the lower the size of school enrollment will be: \( \rho < 0 \).

H₃: The higher the size of school enrollment, the lower the PDS scores will be: \( \rho < 0 \).

In Chapter IV the results of the correlation tests of the hypotheses will be presented and assessed. Findings regarding teachers' participation in development activities will be summarized.
CHAPTER IV
PRESENTATION AND ANALYSIS OF THE RESULTS

Tests of the major and subhypotheses will now be presented and analyzed. Tables will be provided to display results of the Spearman rho correlation tests. In each case, the null hypothesis was $\rho = 0$, with $N = 15$ for District A and $N = 18$ for District B. There will also be summaries of the findings regarding the types of growth and development activities in which teachers reported involvement, and the frequency of that participation.

Hypothesis 1: Openness and Participation

It was hypothesized that the greater the openness of the climate in a school, the more teachers would engage in professional development activities. To test this hypothesis and the related hypotheses, Spearman rho correlation coefficients were used. The probability of committing a Type I error was set at .05 for the one-tail tests of significance. In order to reject the null hypothesis of $\rho = 0$, for District A the rho should have been .44 and for District B rho should have been .39. Table 1 shows the correlation coefficients for both districts.

In both districts, the hypothesis was not supported; it could not be concluded that there was a relationship between openness of school climate and teachers' participation in professional development activities.

59
Table 1
Spearman rho Correlation Coefficients for Variables
"Openness" and "Participation" for
Districts A and B*

<table>
<thead>
<tr>
<th>District</th>
<th>rho</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A</td>
<td>-.32</td>
<td>ns</td>
</tr>
<tr>
<td>District B</td>
<td>.09</td>
<td>ns</td>
</tr>
</tbody>
</table>

*One-tail test of significance.

Subhypotheses

Major Hypothesis 1 predicted a relationship between overall climate openness and teachers' participation in development. The subtests of the OCDQ were considered more specific tests of the hypothesized relationship between climate and teachers' participation. Hypotheses regarding the seven subtests of the OCDQ ("Intimacy" was not included for the purposes stated in Chapter II) were tested for their predicted relationships to teachers' participation in professional development activities as measured by the PDS.

h₁: As "Disengagement" scores (as measured by the OCDQ) increase, PDS scores will decrease: rho < 0.

h₂: As "Hindrance" scores (as measured by the OCDQ) increase, PDS scores will decrease: rho < 0.

h₃: As "Esprit" scores (as measured by the OCDQ) increase, PDS scores will increase: rho > 0.
h₄: As "Aloofness" scores (as measured by the OCDQ) increase, PDS scores will decrease: ρ < 0.

h₅: As "Production Emphasis" scores (as measured by the OCDQ) increase, PDS scores will decrease: ρ < 0.

h₆: As "Thrust" scores (as measured by the OCDQ) increase, PDS scores will increase: ρ > 0.

h₇: As "Consideration" scores (as measured by the OCDQ) increase, PDS scores will increase: ρ > 0.

Results of the correlation tests between the OCDQ subtests and the PDS scores for Districts A and B are presented in Table 2.

<table>
<thead>
<tr>
<th>OCDQ Subtest</th>
<th>District A</th>
<th>District B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ρ</td>
<td>Significance</td>
</tr>
<tr>
<td>Disengagement</td>
<td>-.24</td>
<td>ns</td>
</tr>
<tr>
<td>Hindrance</td>
<td>.26</td>
<td>ns</td>
</tr>
<tr>
<td>Esprit</td>
<td>-.27</td>
<td>ns</td>
</tr>
<tr>
<td>Aloofness</td>
<td>-.21</td>
<td>ns</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>-.35</td>
<td>ns</td>
</tr>
<tr>
<td>Thrust</td>
<td>-.29</td>
<td>ns</td>
</tr>
<tr>
<td>Consideration</td>
<td>-.15</td>
<td>ns</td>
</tr>
</tbody>
</table>

*One-tail test of significance.
Table 2 shows that one of the OCDQ subtests, "Esprit," in District B was related as predicted to teachers' participation in development activities. Indications are that "Esprit" scores were positively associated with teacher participation in development activities as measured by the PDS. "Disengagement" was also found to be related to teachers' participation in development activities, but not in the predicted direction. The correlation coefficients showed that as teachers reported more disengagement, participation in activities (as measured by the PDS) increased.

Hypothesis 2: Openness and Enrollment

It was hypothesized that the higher the "Openness" score of a school, the lower the size of enrollment would be; the relationship was expected to be inverse. The probability of committing a Type I error was set at .05 for the one-tail test. In order to reject the null hypothesis of rho = 0, the rho should have been .44 for District A and .39 for District B. Table 3 shows the correlation coefficients for Districts A and B.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>rho</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A</td>
<td>-.02</td>
<td>ns</td>
</tr>
<tr>
<td>District B</td>
<td>.11</td>
<td>ns</td>
</tr>
</tbody>
</table>

*One-tail test of significance.
In neither district was the hypothesis "Higher openness scores as measured by the OCDQ will be related to lower size enrollment" supported. It could not be said that the openness of a school was found to be associated with the size of enrollment.

To pursue the general hypothesis that a relationship between overall school climate and enrollment exists, Spearman rho tests were conducted between subtests of the OCDQ (as more specific climate variables) and the size of enrollment. The probability of committing a Type I error was set at .05 for the two-tail tests. In order to reject the null hypothesis that rho = 0, the rho should have been .52 for District A and .47 for District B (as computed using Siegel's [1956] formula and with reference to Hinkle's et al. [1979] tables for the critical values of \( r \)). The results of these tests are shown in Table 4.

Correlation coefficients of the OCDQ subtests and enrollment size were not significant. No correlation coefficients revealed enrollment size to be significantly related to the climate of a school—either conceptualized as "openness" or as indicated by the specific variables measured by the OCDQ subtests.

Hypothesis 3: Enrollment and Participation

It was hypothesized that the greater the size of enrollment in a school, the lower the PDS scores would be. The relationship was expected to be inverse. The probability of committing a Type I error was set at .05 for the one-tail tests. In order to reject the null hypothesis of rho = 0, the rho should have been .44 for
Table 4
Spearman rho Correlation Coefficients for OCDQ Subtests and the Variable "Enrollment" for Districts A and B*

<table>
<thead>
<tr>
<th>OCDQ Subtests</th>
<th>District A</th>
<th></th>
<th>District B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td>-.01</td>
<td>ns</td>
<td>.06</td>
<td>ns</td>
</tr>
<tr>
<td>Hindrance</td>
<td>.42</td>
<td>ns</td>
<td>-.15</td>
<td>ns</td>
</tr>
<tr>
<td>Esprit</td>
<td>.16</td>
<td>ns</td>
<td>-.07</td>
<td>ns</td>
</tr>
<tr>
<td>Aloofness</td>
<td>-.05</td>
<td>ns</td>
<td>-.46</td>
<td>ns</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>.08</td>
<td>ns</td>
<td>-.25</td>
<td>ns</td>
</tr>
<tr>
<td>Thrust</td>
<td>-.15</td>
<td>ns</td>
<td>.26</td>
<td>ns</td>
</tr>
<tr>
<td>Consideration</td>
<td>-.15</td>
<td>ns</td>
<td>.25</td>
<td>ns</td>
</tr>
</tbody>
</table>

*Two-tail test of significance.

District A and .39 for District B. Table 5 shows the correlation coefficients of enrollment and teachers' participation in Districts A and B.

Table 5
Spearman rho Correlation Coefficients for Variables "Enrollment" and "Participation" for Districts A and B*

<table>
<thead>
<tr>
<th>District</th>
<th>rho</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>District A</td>
<td>.21</td>
<td>ns</td>
</tr>
<tr>
<td>District B</td>
<td>.17</td>
<td>ns</td>
</tr>
</tbody>
</table>

*One-tail test of significance.
In neither district did the correlation coefficients support the research hypothesis; hence, it could not be said that the size of enrollment was related to teachers' participation in growth and development activities as measured by the PDS.

This presentation concludes the results of the tests of the hypotheses. A discussion of the findings of the PDS follows.

The Professional Development Survey

One of the purposes of the present study was to determine what types of professional growth and development activities teachers were involved in, and to report the frequency of participation in each activity. The findings which were gathered from responses to the PDS questionnaire are presented in Tables 6 and 7. Displayed in the tables are: (a) the number of times teachers in each district reported involvement in an activity (# of cases), (b) the number of people who were responsible for the # of cases reported, (c) the percentage of people who were responsible for the # of cases reported, (d) rank order of involvement in each activity, and (e) the percentage of total participation that each of the categories represents.

In District A, a total of 3,446 instances of professional development activities was reported. Of the 93 teachers who responded to the PDS, the greatest involvement in development activities was in the reading of professional periodicals (441 cases, or 13% of the total), as reported by 82 teachers (88%); and books (292 cases, or 8%), as reported by 69 teachers (74%). The category of development
Table 6
Summary of Teachers' Participation in Development Activities, As Reported on the PDS, for District A

<table>
<thead>
<tr>
<th>Development activity</th>
<th># of cases</th>
<th># of people</th>
<th>% of people</th>
<th>Rank</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice attendance/participation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td>231</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Seminars, clinics</td>
<td>112</td>
<td>44</td>
<td>47</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Lectures, demonstrations, presentations, films</td>
<td>222</td>
<td>63</td>
<td>68</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Workshops (make-it/take-it, etc.)</td>
<td>184</td>
<td>56</td>
<td>60</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Teacher centers</td>
<td>114</td>
<td>33</td>
<td>35</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>34</td>
<td>8</td>
<td>9</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>897</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Served as a member of: | | | | | |
| Professional organizations (PTA, ATE, etc.) | 240 | 72 | 77 | 3 | |
| Advisory boards, assessment teams, councils | 69 | 22 | 24 | 18 | |
| Committees (school, area, state, national) | 214 | 65 | 70 | 8 | |
| Subtotal             | 523        | 15          |             |      |            |

| Enrollment in: | | | | | |
| Credit courses (record by # of hours) | 234 | 45 | 48 | 4 | |
| Noncredit courses (record by # of titles) | 107 | 40 | 43 | 14 | |
| Subtotal             | 341        | 10          |             |      |            |

| Involvement in formal: | | | | | |
| Self-assessment, goal-setting | 102 | 42 | 45 | 15 | |
| Peer evaluation, demonstrations, visitations | 127 | 39 | 42 | 11 | |
| Supervisory evaluation/assessment | 83 | 31 | 33 | 16 | |
| Career or personal counseling | 47 | 17 | 18 | 21 | |
| Subtotal             | 359        | 10          |             |      |            |

(Continued)
<table>
<thead>
<tr>
<th>Development activity</th>
<th># of cases</th>
<th># of people</th>
<th>% of people</th>
<th>Rank</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision of:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teachers</td>
<td>73</td>
<td>22</td>
<td>24</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Regular classroom volunteers</td>
<td>138</td>
<td>45</td>
<td>48</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>211</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Development/organization/management of:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books, articles for periodicals</td>
<td>25</td>
<td>11</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>New curricula, models, programs</td>
<td>57</td>
<td>24</td>
<td>26</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Movies, slides, filmstrips, tapes</td>
<td>64</td>
<td>23</td>
<td>25</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>146</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Readings of professional:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books (record the number completed)</td>
<td>292</td>
<td>69</td>
<td>74</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Periodicals (record the # of different titles)</td>
<td>441</td>
<td>82</td>
<td>88</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>733</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td><strong>Travel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency-directed</td>
<td>41</td>
<td>16</td>
<td>17</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Self-directed</td>
<td>225</td>
<td>69</td>
<td>74</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>266</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>225</td>
<td>266</td>
<td></td>
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<td>3,446</td>
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<th>Development activity</th>
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<th># of people</th>
<th>% of people</th>
<th>Rank</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice attendance/participation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Conferences</td>
<td>251</td>
<td>78</td>
<td>50</td>
<td>9</td>
<td>25</td>
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<tr>
<td>Seminars, clinics</td>
<td>217</td>
<td>71</td>
<td>46</td>
<td>11</td>
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<tr>
<td>Lectures, demonstrations, presentations, films</td>
<td>379</td>
<td>118</td>
<td>76</td>
<td>3</td>
<td></td>
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<tr>
<td>Workshops (make-it/take-it, etc.)</td>
<td>266</td>
<td>75</td>
<td>48</td>
<td>7</td>
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<tr>
<td>Teacher centers</td>
<td>180</td>
<td>50</td>
<td>32</td>
<td>12</td>
<td></td>
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<tr>
<td>Other</td>
<td>43</td>
<td>8</td>
<td>5</td>
<td>24</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>1,336</td>
<td>25</td>
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<td>Served as a member of:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional organizations (PTA, ATE, etc.)</td>
<td>244</td>
<td>89</td>
<td>57</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Advisory boards, assessment teams, councils</td>
<td>130</td>
<td>45</td>
<td>29</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Committees (school, area, state, national)</td>
<td>306</td>
<td>104</td>
<td>67</td>
<td>6</td>
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<tr>
<td>Subtotal</td>
<td>680</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
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<tr>
<td>Enrollment in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit courses (record by # of hours)</td>
<td>138</td>
<td>27</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Noncredit courses (record by # of titles)</td>
<td>109</td>
<td>44</td>
<td>28</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>247</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Involvement in formal:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Self-assessment, goal setting</td>
<td>252</td>
<td>80</td>
<td>52</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Peer evaluation, demonstrations, visitations</td>
<td>169</td>
<td>52</td>
<td>34</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Supervisory evaluation/assessment</td>
<td>163</td>
<td>62</td>
<td>40</td>
<td>15.5</td>
<td></td>
</tr>
<tr>
<td>Career or personal counseling</td>
<td>76</td>
<td>26</td>
<td>17</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>660</td>
<td></td>
<td>12</td>
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(Continued)
<table>
<thead>
<tr>
<th>Development activity</th>
<th># of cases</th>
<th># of people</th>
<th>% of people</th>
<th>Rank</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision of:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teachers</td>
<td>163</td>
<td>55</td>
<td>35</td>
<td>15.5</td>
<td></td>
</tr>
<tr>
<td>Regular classroom volunteers</td>
<td>333</td>
<td>93</td>
<td>60</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>496</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Development/organization/management of:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books, articles for periodicals</td>
<td>68</td>
<td>19</td>
<td>12</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>New curricula, models, programs</td>
<td>158</td>
<td>46</td>
<td>30</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Movies, slides, filmstrips, tapes</td>
<td>178</td>
<td>40</td>
<td>26</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>404</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Readings of professional:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books (record the number completed)</td>
<td>496</td>
<td>116</td>
<td>75</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Periodicals (record the # of different titles)</td>
<td>586</td>
<td>127</td>
<td>82</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>1,082</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Travel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency-directed</td>
<td>86</td>
<td>32</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Self-directed</td>
<td>333</td>
<td>102</td>
<td>66</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>419</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Total = 5,324</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
options in which teachers reported most involvement was inservice attendance/participation (897 cases, or 26% of the total). Membership in professional organizations, advisory boards, assessment teams, councils, and committees accounted for 15% of the total instances of teacher participation in development activities (523 cases). Involvement in formal self-assessment, goal-setting, peer evaluation, demonstrations, visitations, supervisory evaluation/assessment, and career or personal counseling was reported in 359 cases (10% of the total). Another 10% of the total involvement in development activities was attributed to enrollment in either credit or noncredit courses (341 cases). Finally, the other development categories in which teachers said they engaged were: agency or self-directed travel (8%, or 266 cases); supervision of student teachers and regular classroom volunteers (6%, or 211 cases); and development/organization/management of books and articles for periodicals, new curricula, models, programs, and media (4%, or 146 cases).

In District B, the total number of reported participation experiences among the 155 teachers who responded to the PDS was 5,324. The options which were ranked in the first two places for participation were the reading of periodicals (1), for 586 cases, or 11% of the total as reported by 127 teachers (82%), and the reading of professional books (2), reported by 116 teachers (75%) to be 496 cases, or 9% of total participation. The development option category which accounted for the greatest portion (25%) of the reported instances of activity was inservice attendance/participation (1,336 cases, or
25% of the total). Membership in professional organizations, advisory boards, assessment teams, councils, and committees was reported in 680 cases, or 13% of the total. Another 12% of the total development activities reported was involvement in formal self-assessment, goal-setting, peer evaluation, demonstrations, visitations, supervisory evaluation/assessment, and career or personal counseling (660 cases). The supervision of student teachers and regular classroom volunteers included 496 cases of participation (9%). Finally, travel included 8% (419 cases); development/organization/management of books or activities, new curricula, models, programs, and media comprised 8%, or 404 cases; and enrollment in credit and noncredit courses was 5% of the total, or 247 cases.

Summary

Three major hypotheses and seven subhypotheses were investigated in this study. Spearman rho correlation coefficients were used to test each of the hypotheses. In summary, none of the major hypotheses was supported, but some support for one subhypothesis was found. Correlations which were considered statistically significant are reviewed below.

1. In District B, "Esprit" scores were positively related to teachers' participation in development activities.

2. Although not in the anticipated direction, "Disengagement" scores were positively related to teachers' participation in development activities in District B.
Use of the PDS revealed that the major source of development activities was professional readings. The greatest percentage of total reported involvement in development was in inservice attendance/participation. Teachers were not generally involved in the development/organization/management of books or articles for periodicals, new curricula, models, programs, or media. The greatest differences between teachers' participation in the two districts surveyed were: (a) the pursuit of coursework, and (b) the development/organization/management of books or articles for periodicals, new curricula, models, programs, or media. In District A, 10% of the total participation reported was attributed to teachers' enrollment in credit and noncredit courses (where 48% of the respondents reported involvement in credit courses and 43% in noncredit courses), while in District B enrollment constituted only 5% of the total participation reported (where 17% of the respondents reported involvement in credit courses and 28% in noncredit courses). The development/organization/management of books or articles for periodicals, new curricula, models, programs, or media accounted for 4% of the total participation in District A, while in District B 8% of teachers' reported development activities was in this area.

The findings reported in this chapter will be reviewed and discussed in Chapter V.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the study, discussion of some conclusions, and recommendations for further research are presented in this chapter.

Summary of the Study

The purposes of this study were: (a) to determine the types of professional development in which elementary teachers participated and the extent to which they engaged in each, and (b) to investigate the relationships between teachers' participation in development activities and (1) school climate and (2) size of enrollment. Also investigated was the relationship between enrollment and school climate.

The survey population included 356 regular elementary school teachers in two southwestern Michigan school districts. Teachers were selected for inclusion in the population according to the following criteria:

1. Each held a tenured position.
2. Each had been assigned to, and worked in, the same school for at least the two consecutive years of 1980-81 and 1981-82.
3. Each was a classroom teacher for some grade(s) K-6.

Two instruments were used to gather data related to the research hypotheses. The Organizational Climate Description Questionnaire (OCDQ) designed by Halpin and Croft (1963) was the measure of
organizational climate. The Professional Development Survey (PDS) was designed by this researcher to measure the types of activities and the extent to which teachers participated in those activities. Questionnaires were distributed to teachers by their principals during the months of April and May. Follow-ups were made to teachers periodically during the month of May through personal contacts by the principals or by previously specified persons. Completed and usable questionnaires were received from 93 teachers (62%) in District A, and from 155 teachers (75%) in District B.

Spearman rho correlation coefficients were employed to test each of the major hypotheses and subhypotheses. Individual schools were considered the unit of analysis. Hypothesis number one stated that a school's openness would be associated with teachers' participation in growth and development activities. Subhypotheses related to climate stated specific relationships between the OCDQ subtests and teachers' participation scores. Hypothesis number two predicted an inverse relationship between openness score and enrollment size. Hypothesis number three stated that low enrollment size would be associated with teachers' high participation scores.

The frequency with which teachers reported participating in those professional development options listed on the PDS were summarized and reported in Chapter IV.

The following statements summarize the findings of this study:

1. The hypothesized relationship between openness of school climate and teachers' participation in development activities was not supported.
2. In general, the OCDQ subtests were not found to be related to teachers' participation scores. However, in one district it was found that "Disengagement" and "Esprit" scores were associated with participation in development activities.

3. No support was found for the hypothesized relationship between openness of school climate and size of school enrollment.

4. The hypothesized association between size of enrollment and teachers' professional development activities was not supported.

5. A major proportion of development activities in both districts was reported as professional readings. However, the greatest percentage of total reported development involvement in both districts was reported to be inservice attendance/participation.

6. Teachers were not generally involved in the development/organization/management of books or articles for periodicals, new curricula, models, programs, or media.

7. The greatest differences in teachers' participation in development activities, between districts, appeared to be in the:
   (a) area of enrollment in coursework, and (b) development/organization/management of books or articles for periodicals, new curricula, models, programs, or media.

Conclusions

The conclusions drawn from the findings regarding each of the hypotheses tested in this study will now be discussed. Some general remarks about the results of the responses to the PDS questionnaire will also be made.
It was hypothesized that the more open a school's climate, the higher the participation scores teachers would attain. This hypothesis was not supported. A number of possible explanations for this outcome are offered. "Openness," as measured by an index devised by Hoy and Miskel (1978), was based on scores from three subtests of the OCDQ: Esprit + Thrust - Disengagement. While the rationale for the index is well-founded, it may be that the score derived was not appropriate for clearly differentiating among school climates.

Another explanation regarding the lack of support for a relationship between openness and participation may lie in different meanings of "openness." Halpin (1966) noted that "some elementary schools possess climates that are more Open than others and we [Halpin & Croft] have inferred that this Openness seems to be an index of greater authenticity on the part of the principal and the teachers alike" (p. 234). So summarized and based upon the subtest "Esprit," Openness cannot truly be considered the measure of flexibility that Halpin and Croft originally suggested. As an indicator of change, the Openness factor was not an effective measure of teachers' willingness to engage in renewal activities.

The hypothesized relationships between climate variables (OCDQ subtests) and teachers' participation was significant only in the case of the subtest "Esprit." As an indicator of morale, a high "Esprit" score suggests that teachers from low conflict groups are more likely to engage in change, or in risk-taking situations, than are teachers in high conflict or low morale groups. The fact that this outcome was considered to be significant in only one district

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is indicative of the complex nature of the "morale" concept. Therefore, the conclusion that morale was found to be associated with teacher participation in development activities is stated with reservations.

The relationship found between "Disengagement" scores and teachers' participation in the same district where "Esprit" was positively associated with teachers' participation is curious. These relationships seem contradictory; however, it may be that each of these subtests is related to teachers' participation in different types of development activities. It may also be that teachers who report disengagement participate in development in an effort to counter the feelings they are experiencing. In addition, another possible explanation for the established relationship between both "Disengagement" and "Esprit" and teachers' participation is in the nature of statistical research. When the probability of committing a Type I error is set at alpha .05 and numerous correlation tests are performed, there is the possibility that at least one association will achieve significance by chance. Since the literature supported the association between morale ("Esprit") and participation, the finding that "Disengagement" also was related to participation might be a chance association.

It was hypothesized that a relationship between enrollment size and teachers' participation would be established. No support for this relationship was found. Apparently the number of students enrolled in a school did not significantly affect teachers' willingness to engage in renewal activities. Perhaps teachers' perceptions
of the school environment were more affected by the ethos of the classroom than by the total school. If this was true, student/teacher ratios might have affected teachers' willingness to participate. Contractual agreements in both school districts included in the study insured fairly equal student/teacher ratios. This may explain the apparent lack of relationship between size of school enrollment and teachers' participation. Another explanation for the unsupported hypothesis that enrollment is related to teachers' participation may have been in the differences in response rates for schools. Teachers from schools with low response rates may have reported different levels of involvement in professional development than did teachers from schools with high response rates. It is unwise to generalize to a majority from the reports of a minority. Hence, schools for which response rates were less than 50% were eliminated from the data for each district before further analysis. In District A, after subtraction of the four schools with lower than 50% response rates, resulting Spearman rho correlation coefficients were not considered significant. These findings support the previous conclusions regarding results from that district. However, in District B, when the three schools which had less than 50% response rates were excluded from the analyses, Spearman rho correlation coefficients indicated a significant relationship between enrollment and participation (.45), although not in the predicted direction. As enrollment increased, teachers in this district more frequently engaged in voluntary development activities. It may be that large schools "attract" a certain type of teacher or perhaps the size of
the school encouraged teachers to participate in renewal activities
in order to share (in more intimate settings) growth experiences.

The hypothesized relationship between openness and enrollment
was not supported. This finding may have resulted from the con­
ceptual problems regarding "Openness" discussed earlier. Some fur­
ther investigations into the proposed relationship between climate
and enrollment resulted in the "nearly significant" inverse relation­
ship (-.46 when -.47 was considered significant for a two-tail test)
between principal's aloofness and size of enrollment. In one dis­
trict, it seemed that the larger the size of enrollment, the less
aloof a principal was perceived to be. This outcome may either in­
dicate a nonlinear relationship or it may reflect the characteris­
tics of the type of respondent. It should be noted that the per­
centage of responses received was smaller from the schools ranked in
the highest third of enrollment size than from schools ranked in the
lower two-thirds. It may be that this lower response rate did not
reflect principals' aloofness in large schools, since it was also
noted that staff membership was the least stable in those schools in
which response rates were low; fewer teachers had been at such
schools for two years or more. Furthermore, when schools in which
the response rate was lower than 50% were eliminated from the analy­
ses, Spearman rho correlation coefficients were not significant to
support a relationship between enrollment and "Aloofness." While it
is difficult to conjecture about why the response rates were differ­
et, certainly this point should be taken into account before any
attempts are made to alter school variables based on this outcome.
The potential differences between respondents and nonrespondents also may have been an important factor in the findings from the present study. The nonrespondents who let their refusal to participate be known to this researcher or to school contact persons were, for the most part, older, more experienced teachers who frankly stated they had not been involved in development activities "for years." Thus, the mean participation scores in both districts might well have been lower if nonrespondents who did not engage in development had reported. In addition, the potential effects of nonrespondents on summary data are important with respect to the outcomes regarding the hypothesis of an inverse association between enrollment size and openness of school climate. It may be that nonrespondents not only participated in development rates differently, but perceived the climates uniquely. Hence, outcomes regarding climate and enrollment or climate and participation might have been altered had there been greater response rates.

One of the purposes of the present study was to provide educational leaders with information relating to the fostering of voluntary participation in growth activities based on climate variables. At this point in the inquiry into relationships between school climate variables and teachers' voluntary participation in growth and development activities, only one generalization based on the findings seems appropriate: Since school staff members who reported positive morale ("Esprit") in one district reported having engaged more in development activities, leaders might be advised to promote positive morale; one suggestion would be to provide praise and
recognition (monetary or nonmonetary) for participation and "good jobs" done. In addition, teachers who demonstrate "disengaged" behaviors might be encouraged to become involved in development to alleviate such feelings. Leaders might also structure activities in the school environment which encourage teachers to work together closely and positively. Specific directions educators might take in the promotion of teacher involvement in development should be made after careful analysis of the data resulting from further employment of the PDS and identification of those specific development activities which are "encourageable" by leaders within a given district.

The PDS appeared to be an adequate measure of teachers' participation in growth and development activities. Only five completed PDS questionnaires contained comments regarding confusion over the meaning of category items. However, there is some question in the mind of this researcher as to whether all teachers comprehended the intended meaning of the first item: "Conferences." Although this was an item under the "Inservice" category, perhaps "Conferences" was interpreted by some teachers to mean routine conferences with parents, since it is unlikely that a teacher could attend 10 or more conferences in a two-year period, as some teachers reported having done. In fact, this possible confusion regarding the meaning of the word "Conferences" led to the retesting of all hypotheses related to teachers' participation after eliminating the "Conferences" item from teachers' scores. Few outcomes were different as a result of this procedure, however. Furthermore, Spearman rho correlation coefficients of the two differently derived scores for participation
resulted in .97 for District A (when .44 was considered significant at .05 level) and .72 for District B (when .39 was considered significant at .05). Such high correlation coefficients suggested there were few real differences between the two differently derived scores.

Clearly, the use of the PDS revealed differences between types of development activities in which teachers voluntarily participated. The most striking comparison was in the amount of enrollment in credit courses. In District A, 48% of the teachers reported taking credit courses over the specified two-year period, while in District B only 17% of the teachers reported having done so despite the fact that colleges and a university were geographically closer. The reason for this difference between districts may be due to the mandatory renewal policy in District A, which states that all teachers must report involvement in "approved" professional development every five years. Another explanation for the difference might be in previous level of educational degrees attained; teachers in District B might already have held, on the average, higher degrees than did teachers in District A.

Recommendations for Further Study

The literature reviewed did not reveal any reports of previous research focusing on the relationship between either school climate or size of enrollment, and elementary teachers' participation in voluntary professional development experiences. A wealth of material is available regarding rationale and procedures for school
administrators, intermediate school district personnel, university and college education leaders, and various persons acting in change agent roles for use in assisting teachers in pursuing renewal activities. It became apparent that there was a need for research to document the assumed merits of the espoused rationales and procedures. Why teachers engage in development activities seemed a fundamental question to investigate. The present study is thought to be the first research project designed to analyze teachers' participation in voluntary professional growth and development experiences. The fact that the major research hypotheses of this study were not supported indicates the need for further inquiry into this area. The following recommendations for further research are made with regard to the field of inquiry and to measurement instruments.

Regarding further investigations into the relationship between climate and teachers' voluntary participation in development:

1. Teachers' attitudes toward students should be explored as a variable.

2. The possibility of nonlinear associations should be built into the research designs.

3. Analysis of the relationship between participation in specific development categories and climate variables should be accomplished.

4. Analysis of the OCDQ subtests "Esprit" and "Disengagement" might be investigated to explain why both of these subtests were found to be related to teachers' participation in one district.
5. Teachers' ages or years of experience should be explored as variables.

Further research regarding teachers' voluntary participation in growth and development activities might include:

1. A study of possible relationships between the size of school enrollment and the specific types of development teachers choose for renewal.

2. Explanations of why teachers engage in each type of development activity.

3. Explanations of why teachers in different districts engage in different types of development activities.

The following recommendations for further research into organizational climate or teachers' voluntary activities refer to instrumentation:

1. A more in-depth approach (e.g., through interviews) should be used to determine the nature of associations between climate and teachers' development activities.

2. The PDS might be used as a basis for an interview regarding teachers' reasons for involvement in specific development activities.

3. If the OCDQ is to be used to measure environmental variables, the subtests rather than climate continuum should receive the emphasis for analyses.

4. If assessment of the flexibility or adaptability of the environment is desired, an instrument other than the OCDQ should be employed.
5. If openness of school climate is a variable for study, all subtests of the OCDQ should be included in the "Openness" measure.

In general, it is also suggested that further investigations be based upon larger sample sizes when correlation analysis is used. However, since different outcomes were found in the two school districts sampled for this study, data from school districts should not be combined. Perhaps a large-scale project similar to the present study, but inclusive of school districts across the country, might be conducted in order to retest the hypotheses here.
Appendix A

The Professional Development Survey
PROFESSIONAL DEVELOPMENT SURVEY

Listed below are professional development activities. Please put an (x) in the space which approximates the number of times you VOLUNTARILY engaged in each of these activities during the 1980-81 and 1981-82 school years (include the summer of 1981). Record participation in any specific activity only ONCE.

Number of Times You Participated:

<table>
<thead>
<tr>
<th>0</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10+</th>
</tr>
</thead>
</table>

INSERVICE ATTENDANCE/PARTICIPATION:
- Conferences
- Seminars, Clinics
- Lectures, Demonstrations, Presentations, Films
- Workshops (Make-it/Take-it, etc.)
- Teacher centers
  Other

SERVED AS A MEMBER OF:
- Professional organizations (PTA, ATE, etc.)
- Advisory boards, Assessment teams, Councils
- Committees (school, area, state, national)

ENROLLMENT IN:
- Credit courses (record by # of hours)
- Non-credit courses (record by # of titles)

INvolvement in formal:
- Self-assessment, Goal-setting
- Peer evaluation, Demonstrations, Visitations
- Supervisory evaluation/assessment
- Career or personal counseling

SUPERVISION OF:
- Student teachers
- Regular classroom volunteers

DEVELOPMENT/ORGANIZATION/MANAGEMENT OF:
- Books, Articles for periodicals
- New Curricula, Models, Programs
- Movies, Slides, Filmstrips, Tapes

READINGS OF PROFESSIONAL:
- Books (record the number completed)
- Periodicals (record the # of different titles)

TRAVEL:
- Agency-directed
- Self-directed

YOUR COOPERATION IS GREATLY APPRECIATED!
Appendix B

The Organizational Climate Description Questionnaire
Organizational Climate Description Questionnaire

Marking instructions.
On a scale of: Rarely Occurred (RO)
Sometimes Occurred (SO)
Often Occurred (OO)
Very Frequently Occurred (VFO)

react to each of the statements about behaviors of people in the
school in which you were employed as a classroom teacher during
the 1980-81 and 1981-82 school years.

Please mark your responses clearly on the spaces provided for each
item. PLEASE BE SURE THAT YOU MARK EVERY ITEM.

1. Teachers' closest friends are other
   faculty members.

2. The mannerisms of teachers at the school
   are annoying.

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

4. Instructions for the operation of
   teaching aids are available.

5. Teachers invite other faculty members
   to visit them at home.

6. There is a group of teachers who almost
   always oppose the majority.

7. Extra books are available for class-
   room use.

8. Sufficient time is given to prepare
   administrative reports.

9. Teachers know the family backgrounds of
   other faculty members.

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10. Teachers exert group pressure on nonconforming faculty members.

11. In faculty meetings there is the feeling of "let's get things done."

12. Administrative paper work is burdensome at this school.

13. Teachers talk about their personal lives to other faculty members.

14. Teachers seek special favors from the principal.

15. School supplies are readily available for use in classwork.

16. Student progress reports require too much work.

17. Teachers have fun socializing together during school time.

18. Teachers interrupt other faculty members who are talking in staff meetings.

19. Most of the teachers here accept the faults of our colleagues.

20. Teachers have too many committee requirements.

21. There is considerable laughter when teachers gather informally.

22. Teachers ask nonsensical questions in faculty meetings.

23. Custodial service is available when needed.

24. Routine duties interfere with the job of teaching.

25. Teachers prepare administrative reports by themselves.

26. Teachers ramble when they talk in faculty meetings.

27. Teachers at this school show much school spirit.
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<tr>
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<tr>
<td>28.</td>
<td>The principal goes out of his/her way to help teachers.</td>
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<td>29.</td>
<td>The principal helps teachers solve personal problems.</td>
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<td>30.</td>
<td>Teachers at this school stay by themselves.</td>
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<td>31.</td>
<td>The teachers accomplish their work with great vim, vigor, and pleasure.</td>
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<td>32.</td>
<td>The principal sets an example by working hard him/herself.</td>
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<td>33.</td>
<td>The principal does personal favors for teachers.</td>
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<tr>
<td>34.</td>
<td>Teachers eat lunch by themselves in their own classrooms.</td>
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<td>35.</td>
<td>The morale of teachers is high.</td>
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<td>36.</td>
<td>The principal uses constructive criticism.</td>
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<td>37.</td>
<td>The principal stays after school to help teachers finish their work.</td>
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<td>38.</td>
<td>Teachers socialize together in small select groups.</td>
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<td>39.</td>
<td>The principal makes all class-scheduling decisions.</td>
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<td>40.</td>
<td>Teachers are contacted by the principal each day.</td>
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<td>41.</td>
<td>The principal is well prepared when he/she speaks at school functions.</td>
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<td>42.</td>
<td>The principal helps staff members settle minor differences.</td>
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<td>43.</td>
<td>The principal schedules the work for the teachers.</td>
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<td>44.</td>
<td>Teachers leave the grounds during the day.</td>
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<td>45.</td>
<td>The principal insures that teachers work to their full capacities.</td>
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<td>46.</td>
<td>Teachers help select which courses will be taught.</td>
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<td>47. The principal corrects teachers' mistakes.</td>
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<td>48. The principal talks a great deal.</td>
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<td>49. The principal explains his/her reasons for criticism to teachers.</td>
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<td>50. The principal tries to get better conditions for teachers.</td>
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<td>51. Extra duty for teachers is posted conspicuously.</td>
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<td>52. The rules set by the principal are never questioned.</td>
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<tr>
<td>53. The principal looks out for the personal welfare of teachers.</td>
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<tr>
<td>54. School secretarial service is available for teachers' use.</td>
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<td>55. The principal runs the faculty meetings like business conferences.</td>
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<td>56. The principal is in the building before teachers arrive.</td>
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<td>57. Teachers work together preparing administrative reports.</td>
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<tr>
<td>58. Faculty meetings are organized according to a tight agenda.</td>
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<td>59. Faculty meetings are mainly principal-report meetings.</td>
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<td>60. The principal tells teachers of new ideas he/she has run across.</td>
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<td>61. Teachers talk about leaving the school system.</td>
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<td>62. The principal checks the subject-matter ability of teachers.</td>
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<td>63. The principal is easy to understand.</td>
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<tr>
<td>64. Teachers are informed of the results of a supervisor's visit.</td>
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</table>
Appendix C

Breakdown of OCDQ Items by Subtest
Disengagement

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

Hindrance

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

Esprit

3. Teachers spend time after school with students who have individual problems.
7. Extra books are available for classroom use.
11. In faculty meetings, there is the feeling of "Let's get things done."
15. School supplies are readily available for use in classwork.
19. Most of the teachers here accept the faults of their colleagues.
21. There is considerable laughter when teachers gather informally.
23. Custodial service is available when needed.
27. Teachers at this school show much school spirit.
31. The teachers accomplish their work with great vim, vigor, and pleasure.
35. The morale of the teachers is high.

Intimacy

1. Teachers' closest friends are other faculty members.
5. Teachers invite other faculty members to visit them at home.
9. Teachers know the family background of other faculty members.
13. Teachers talk about their personal life to other faculty members.

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Intimacy (continued)

17. Teachers have fun socializing together during school time.
25. Teachers prepare administrative reports by themselves.*
57. Teachers work together preparing administrative reports.

Aloofness

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

Production Emphasis

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

Thrust

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

Consideration

29. The principal helps teachers solve personal problems.
33. The principal does personal favors for teachers.
37. The principal stays after school to help teachers finish their work.
Consideration (continued)

42. The principal helps staff members settle minor differences.
46. Teachers help select which courses will be taught.
50. The principal tries to get better conditions for teachers.

*Items which are negatively scored.
Appendix D

Cover Letter
Dear Colleague:

I believe elementary teachers are trying to do the best job they can. I know, because I've been one for eight years. Our efforts need to be documented!

YOU CAN HELP.

Complete the enclosed questionnaires. I will use the data from your school to test my dissertation hypotheses regarding school climate and teachers' professional development efforts.

YOU NEED TO KNOW:

Consider voluntary professional development as those activities which a teacher undertakes in anticipation that his/her ability to function effectively as a professional educator may be strengthened.

Your responses will be kept confidential. The code number on your questionnaires has been assigned to facilitate follow-up in schools where returns may be lagging.

Please return the completed questionnaires in the attached stamped/ addressed envelope within a week. A summary of the results of the study will be available to your school by the end of June.

THANK YOU FOR YOUR INTEREST AND CO-OPERATION!

Yours truly,

Louise Birch

Approval for this study has been granted by ____________________________
Appendix E

Questionnaire Return Rates by
Schools in District A
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<td>O</td>
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Appendix F

Questionnaire Return Rates by
Schools in District B
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