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The Analysis of the Relationship of the Superintendent's Satisfaction with the Principal's Leadership Behavior and the Organizational Climate

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Loyola University Chicago

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The Analysis Of The Relationship Of The Superintendent's

Satisfaction With The Principal's Leadership Behavior

And The Organizational Climate

By

Robert J. Madonia

A Dissertation Submitted to the Faculty of the Graduate School

of Education of Loyola University of Chicago in Partial

Fulfillment of the Requirements for the Degree of

Doctor of Education

May

1983

Robert J. Madonia

Loyola University Of Chicago

THE ANALYSIS OF THE RELATIONSHIP OF THE SUPERINTENDENT'S

SATISFACTION WITH THE PRINCIPAL'S LEADERSHIP BEHAVIOR

AND THE ORGANIZATIONAL CLIMATE

The purpose of this study was to assess the relationship between the superintendent's satisfaction with his/her principal's leadership behavior and the organizational climate. The study took place in selected Cook County, Illinois school districts. Established theories of leadership and climate determination have provided the framework for the analysis. The study utilized three survey instruments to measure the superintendent's satisfaction with the principal, the principal's and superintendent's leadership behavior and the organizational climate. Please note them below:

> (1) Survey of Management Practices- measures the
>
> superintendent's satisfaction with his/her principal.
>
> (2) Leadership Behavior Description Questionnaire- measures the
>
> principal's and superintendent's leadership behavior.
>
> (3) Organizational Climate Description Questionnaire- measures
>
> the organizational climate in a school.

Returns from all study instruments were excellent. One hundred percent of the school districts who participated in the study returned their questionnaires.

The Fisher Exact Test was used to determine the statistical significance of the hypotheses. The results of the statistical tests on the data yielded the following hypotheses as accepted:

(1) Hypothesis One- A superintendent of a given district and a randomly selected principal will have the same leadership style.

(2) Hypothesis Two- The superintendent's level of satisfaction with the principal is positively related to the congruency of the leadership styles of the superintendent and principal.

(3) Hypothesis Four- There is a positive relationship between the organizational climate and the superintendent's level of satisfaction with his/her principal.

The following study hypotheses were rejected:

(1) Hypothesis Three- There is a positive relationship between the climate in a school building and the principal's leadership style.

(2) Hypothesis Five- There is a positive relationship among the organizational climate, the leadership styles of the principal and superintendent, and the superintendent's satisfaction with the principal's administrataive style.

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      (5) Mrs. Karen Kasper

      (6) The Macmillan Publishing Company– The Organizational
           Climate Description Questionnaire was reprinted with
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           "Theory and Research in Administration" by Andrew W.
           Halpin. Copyright by Andrew W. Halpin, 1966.

VITA

Robert J. Madonia is the husband of Judith Madonia, father of Kimberly and Michael Madonia, and son of Doctor and Mrs. Loretto J. Madonia. He was born March 24, 1947 in Chicago, Illinois.

He graduated from St. Patrick High School, Chicago, Illinois in May, 1965. In May, 1969 he received a Bachelor of Science degree, majoring in biology, from St. Procopius College, Lisle, Illinois. He obtained a Master's degree in education, majoring in administration and superivsion, from Loyola University of Chicago, Chicago, Illinois, in May, 1975.

In 1969 the author became a teacher of biology at Fenwick High School, Oak Park, Illinois. He was an administrative intern during the 1975-76 school year at Maple School, Northbrook, Illinois. From 1976 to the present date, the author has been the principal of Sieden Prairie School, Matteson, Illinois.

He is a member of the Loyola Chapter of Phi Delta Kappa.

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Chapter I

Overview

Purpose

The purpose of this study was to assess the relationship
between the superintendent's satisfaction with his/her principal's
leadership behavior and the organizational climate in a school.

As in all types of educational research, it should benefit and
contribute to the field of education. This research project is no
exception to the rule. Hopefully after analyzing the findings, a new
light will be shed on the superintendent's satisfaction -principal's
leadership behavior-organizational climate relationship. In situations
of the superintendent being satisfied, does the superintendent and the
principal exhibit the same or different leadership behavior? How does
the superintendent's satisfaction effect the organizational climate?
Does good organizational climate reflect similar superintendent and
principal leadership behavior? Does good climate reveal a satisfied
superintendent with his/her principal's leadership behavior? Does good
climate go hand in hand with a particular leadership style? These are
just some of the many questions that are addressed in this study.

Justification Of The Study

The outcome of this research is valuable in the following ways:

(1) It will aid superintendents and school boards in the hiring of administrative personnel,

(2) It will assist in setting objectives and goals for administrative improvement,

(3) The study will aid school districts with poor organizational climate in identifying and rectifying problems,

(4) The project will add to the body of knowledge about leadership styles,

(5) University and college professors will be able to use this information when teaching their classes.

In October, 1982, a literature search was conducted through Educational Research Information Information Center (ERIC) regarding the topic of my research. The findings were as follows: (1) When correlating the principal's leadership behavior with organizational climate, 84 journals and research items that addressed this relationship appeared, (2) When adding the superintendent's satisfaction variable(in ERIC this is entered into the computer as superintendent attitude/style) with principal leadership behavior and organizational climate, only three items showed up. These three pieces of literature were: (1) The superintendent and the frequency of teacher performance initiated grievances, (2) organizational influence on teacher leadership perception and (3) educational administration and the improvement of instruction. None of the above items are pertinent to the superintendent's satisfaction with his principal's leadership behavior.

As a result of the ERIC search, it is obvious that the proposed relationship has not been specifically addressed, and there is justification and need for research in this area.

Hypotheses Of The Study

The following are the hypotheses investigated in this study:

(1) A superintendent of a given district and a randomly selected principal will have the same leadership style.

(2) The superintendent's level of satisfaction with the principal is positively related to the congruency of the leadership styles of the superintendent and principal.

(3) There is a positive relationship between the organizational climate in a school building and the principal's leadership style.

(4) There is a positive relationship between the organizational climate (in a school building) and the superintendent's level of satisfaction with his/her principal.

(5) There is a positive relationship among the organizational climate (in a school building) the leadership styles of the principal and superintendent, and the superintendent's satisfaction with the principal's administrative style.

Description Of The Target Population

Superintendents

This study was conducted utilizing elementary school superintendents from public, suburban Cook County, Illinois school districts. The participating superintendents were both male and female and were of various ethnic backgrounds.

Principals And Teachers

In addition to the elementary school superintendents, two additional groups were analyzed in the study. The first group was limited to randomly selected principals from each district that participated in the study. The second group was composed of the certified full time teachers from the randomly selected schools. All groups were both male and female and were of various ethnic backgrounds.

Limitations Of The Study

The target population that participated in the study was based upon the following limitations:

(1) Public suburban Cook County, Illinois elementary districts with a minimum of 2 schools and a maximum of 6 schools were identified for the research. This limitation was set to give homogeneity to the sample.

(2) The districts that were used were organized with standard grade levels not exceeding the 8th grade equivalent.

(3) From the districts identified as conforming to the requirements in items one and two, 20% (not less than 20 or more than 30) were randomly selected for inclusion in the study.

(4) One principal from each cooperating school district was

randomly selected for participation in the study.

(5) In the school where the principal is housed, 20% (not less that 20 or more than 30 or all staff members if less than 20) of the full time certified teaching staff were included in the project.

(6) The study was restricted to analysis of elementary school facilities utilizing a traditional academic program characterized by one teacher-one class instruction. The requirement of a traditional academic program for the elementary school was incorporated into this study to enhance the study's validity by controlling the possible effect that innovative curriculum might have upon the elementary school principal's leadership behavior.

Methods And Procedures

The 1982-83 Directory Of Suburban Public Schools was utilized to identify particular school districts which fulfilled the criteria of the study limitations.[1] Ninety-four districts surfaced, of which 20 were randomly selected to be contacted for possible inclusion in the study. The superintendents of the 20 districts were sent an overview of the study objectives (see Appendix A). Each superintendent was informed of the voluntary nature of his/her involvement in this research and was asked to sign a form verifying his/her willingness to participate (see Appendix B). Once permission was secured from the superintendent, the following steps were taken:

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[1]Educational Service Region of Cook County, Illinois, "1982-83 Directory Of Suburban Public Schools", 1982.

Characteristics Of Participants In The Study

District Number	School Name	School Enrollment	Teachers	Grade Level
30	Wescott	450	27	K-5
106	Highlands	301	20	6-8
109	Wilkins	980	61	7-8
113	Oakwood	435	28	K-6
117	Glen Oaks	391	19	K-6
118	Palos West	547	33	K-6
122	Lieb	456	21	K-6
124	Southeast	285	21	K-6
126	Lane	250	16	K-6
127	Worthwoods	225	11	K-5
128	Independence	226	17	7-8
145	Scarlet Oak	323	15	1-4
146	Memorial	435	22	K-6
159	Sieden Prairie	342	30	K-8
160	Meadowview	248	13	K-3
163	Algonquin	291	16	4-6
167	Brookwood	365	25	7-8
168	Strassburg	633	33	1-5
169	Phillips	394	26	4-8
194	Central	402	28	7-8

TABLE 1

(1) One principal was randomly selected from each cooperating district for inclusion in the project.

(2) A packet of materials was sent to each school superintendent. The packet included: A) a letter of explanation to the superintendent about completing and returning the Leadership Behavior Description Questionnaire (LBDQ) and the Survey Of Management Practices(see Appendix C and D), B) the instruments, C) postage paid envelopes addressed to Loyola University for the return of the completed questionnaires, and D) information regarding the principal and school that was randomly selected from the district.

(3) A packet of materials was sent to each principal. The packet included: A) a letter of explanation to the principal about completing the LBDQ and giving his/her teachers the Organizational Climate Description Questionnaire (OCDQ)(see Appendix E). Principals were directed to give the instruments to teachers of varied grade levels or subject areas. The principal was also asked to collect and return the questionnaires. B) the instruments, C) postage paid envelopes addressed to Loyola University for the return of the completed questionnaires.

To protect the study participants from any repraisal that might occur as a result of their participation in this study and to enhance the honesty of the study responses ,explicit directions were given that no identifying information was to be placed upon the completed questionnaires. Therefore, the completed questionnaires and their return envelopes were strictly anonymous.

To identify the questionnaire for statistical analysis, each participating school received survey instruments that were machine

stamped with the same five digit random number. Each identification
number was obtained from a published list of random numbers and was
utilized to match the anonymous responses of the participating superin-
tendents with the responses of the principals and teachers.

Instrumentation

Letters were sent in July, 1982 to the following to secure a
sample copy of various instruments (see Appendix F):

(1) Leader Behavior Description Questionnaire- used to measure
the leadership behavior of the superintendent and
principal. Contact point- Bureau Of Business Research, College
Of Commerce and Administration, Ohio State University, Columbus
Ohio 43210.

(2) Survey Of Management Practices-used to measure the
superintendent's satisfaction with his/her principal's leadership
behavior. Contact point- Clark L. Wilson, Warren S. Wright,
President, Wright Attitudes, Inc. Box 925, Waukesha, Wisconsin
53186.

(3) Organizational Climate Description Questionnaire-used to
measure
the organizational climate in a school. Contact point- Dr. Andrew
Hayes, School Of Education University Of North Carolina, P.O. Box
3725, Wilmington, N.C. 28406.

After reviewing the samples, it was evident that they fit the
needs of the study. Letters ordering the instrument were sent out (see
Appendix G)

Leadership Behavior Description Questionnaire (LBDQ)

The authors of the LBDQ are John Hemphill and Alvin Coons. It was developed and copyrighted in 1957 (original version) and 1962 (fourth version).

The purpose of this instrument is to describe the behavior of the leader, or leaders, in any type of group or organization. Some of the items that are used in the LBDQ-Form XII to measure leadership behavior are as follows:

(1) Representation-speaks and acts as the representative of the group. (five items)

(2) Demand Reconciliation-Reconciles conflicting demands and reduces disorder to the system. (five items)

(3) Tolerance Of Uncertainty-is able to tolerate uncertainty without anxiety or upset (ten items).

(4) Persuasiveness- uses persuasion and argument effectively; exhibits strong convictions (ten items)

(5) Initiation Of Structure- clearly defines own role, and lets followers know what is expected. (ten items)

(6) Tolerance Of Freedom -allows followers scope for initiative decision and action. (ten items)

(7) Role Assumption- actively exercises the leadership role rather than surrendering leadership to others (ten items)

(8) Consideration- regards the comfort, well being, status and contributions of followers (ten items)

(9) Production Emphasis- applies pressure for production output (ten items)

(10) Predictive Accuracy- exhibits foresight and ability to

predict outcomes accurately (five items)

(11) Integration-maintains closely knit organization; resolves

inter-member conflicts. (five items)

(12) Superior Orientation- maintains cordial relations with

superiors; has influence with them; is striving for higher status

(ten items)[2]

The response format for the LBDQ is a five point frequency

scale for each item: A= always, B= often, C= Occasionally, D= Seldom,

E= Never. The instrument is based on work by Hemphill, Coons and

Shartle. The Ohio State studies produced 2 strong factors of leader

behavior, consideration and structure. Stogdill reports subscale

reliabilities (based on modified Kuder-Richardson formula) ranging from

.30 to .91 with most coefficients .75 or better. Reliabilities were

found to range from .57 to .72 for structure and .71 to .79 for consid-

eration.[3]

Survey Of Management Practices

The Survey Of Management Practices is an instrument for manag-

ers to express their attitudes or views about subordinates. The author

of this instrument is Clark L. Wilson. Items in the Survey Of

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[2]Ann Morrison, McCall W. Morgan, David L. Devries, "Feedback to
Managers: A Comprehensive Review of Twenty-four Instruments", Center
for Creative Leadership, Greensboro, N.C., Mar, 1978. pp 63-64.

[3]Ibid., p.66.

Management Practices are grouped into 3 major categories, Please note them below:

(1) Managerial Task Cycle-such as:

(A) Clarification Of Goals

(B) Encourages Upward Communication

(C) Plans Work

(D) Facilitates Work

(E) Has Expertise

(F) Gives Feedback To Subordinates

(2) Control Scales-such as:

(A) Time Emphasis

(B) Has Control Of Details

(C) Exerts Goal Pressure To Subordinates

(D) Permission In Control

(3) Interpersonal Scales

(A) Work Allocation

(B) Approachability

(C) team building

(D) Recognizes and Rewards Task Performance

(E) Job Enrichment[4]

Based on the above, superintendents will be expressing their attitudes and satisfaction with their building principal.

A five point response format is provided for each item. These responses are: to a very little extent, to a little extent, to some extent, to a great extent, to a very great extent.

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[4] Ibid., pp 108-110.

Wilson conducted an "analysis of sources of scale variance". Results of these analyses are presented for 3 items: approachability, goal pressure and job enrichment. For each scale, six regional managers who each had nine subordinates were treated as six "levels" of a "factor" by a one-way ANOVA. Subordinates were nested within each level under their respective managers. For the three items mentioned, these comparisons were consistent in demonstrating that of the total variability among the fifty-four subordinates differences between managers accounted for approximately four times more variance than differences among subordinates who were describing the same manager. Thus, this result is suggestive of adequate interrater reliability among the items for differentiating managers. Cronbach's alpha coefficient was used to compute estimates of the internal consistency of each scale for subordinates and managers separately. All items demonstrated good internal consistency, with coefficients ranging from .63 to .97. Coefficients for subordinates and managers on any item did not differ appreciably.[5]

Organizational Climate Description Questionnaire

This questionnaire is a specialized instrument developed by Andrew Halpin and Don Croft. The Organizational Climate Description Questionnaire (OCDQ) comprises eight subtests, four of which describe selected facets of teacher behavior (as it is perceived by the teachers

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[5] Ibid., p.115.

and out of which deal with the principal's behavior- as it is perceived

by the teachers). The eight subtests are as follows:

(1) Disengagement- the teacher's tendency to be not with it.

(2) Hindrance- the teachers feelings that the principal burdens

them with unnecessary busy work.

(3) Espirit- refers to morale and satisfaction of social needs of

teachers.

(4) Intimacy- teachers enjoyment of social relations with each

other.

(5) Aloofness on the part of the principal

(6) Production Emphasis- behavior of the principal which is one way

and directive. He/she is not sensitive to the feedback from staff.

(7)Thrust- the principal's efforts to "move the organization"

(8) Consideration- the principals efforts to treat the teachers

humanly.

A four point response format is provided for each item. These

responses are: rarely occurs, sometimes occurs, often occurs, very

frequently occurs.

Research has shown that principal's perceptions expressed

through the Organizational Climate Description Questionnaire tend to be

significantly different than the perceptions of the teachers in the

same school.[6] The use of this instrument has proven to be more

reliable in an elementary school setting. It is not well suited for

large, urban, or secondary schools. The OCDQ, however, is used

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[6] J. Foster Watkins, "The OCDQ: An Application and Some
Implications" Educational Administration Quarterly ,IV, No 2 (Spring,
1968) pp 57-58

frequently in educational research and it has proven to be very useful

for obtaining feedback relative to organizational climate.

Data Collection And Analysis

The procedures for collecting data were as follows:

(1) Administer the LBDQ (Leadership Behavior Description

Questionnaire) and the Survey of Management Practices to the

superintendents. They will fill out the instruments relative to

the randomly selected principal in their district.

(2) Administer the LBDQ (Leadership Behavior Description

Questionnaire) to the selected principals. They will fill this out

with with reference to their superintendent.

(3) In each school building where selected principals of this study

are working, the Organizational Climate Description Questionnaire

was administered to 20% of the full time teaching staff (not less

than 20 or all teachers if less than 20 on the staff).

The data received were analyzed in the following way:

(1) The Wilcoxen Test was applied to the results of the LBDQ for

both the superintendent and principal to determine if a

relationship exists.

(2) The Kruskal Wallis 1-way ANOVA was applied to determine if a

positive relationship exists between the superintendent's

leadership style, the principal's leadership style and the degree

of satisfaction the superintendent has for his/her principal's

administrative behavior.

(3) The analysis of covariance was utilized to determine if there

is a relationship between the organizational climate and the principal's leadership style; the climate and the superintendent's leadership style; the climate and the superintendent's level of satisfaction with the principal's administrative behavior.
(4) A narrative analysis was conducted to determine trends, explanations and predictions.

Definition Of Terms

Superintendent- The chief managerial officer of a participating district, charged with the responsibility of the district.

Principal- The chief managerial officer of a participating elementary school, charged with the responsibility for the academic program of the school facility.

Subordinate Targets- Full time certified classroom teachers who work with the elementary school principal.

Traditional Curriculum- Elementary school curriculum characterized by: grade level standards one teacher, one class routine, and the rigid grouping of students for instruction.

Superintendent Satisfaction- A high degree of superintendent pleasure with the leadership behavior of his/her principal.

Leadership Behavior- Behavior exhibited by a superintendent or principal which will show the degree of autonomy (self direction, initiating structure) versus people orientation (shared decision making, consideration).

Organizational Climate- The level of teacher morale or satisfaction in a school.

Summary

A description of the design and methodology of the study is presented in this chapter. The study focused on an analysis of the relationship between the superintendent's satisfaction with his/her principal's leadership behavior and the organizational climate. The study analysis is centered upon the superintendent's perceptions of the principal-analyzing the principal's leadership behavior and the superintendent's satisfaction with it. The principal on the other hand, is analyzing the superintendent's leadership behavior. The teacher's role is to assess the organizational climate in the school.

Three instruments are utilized in the study. The Leadership Behavior Description Questionnaire measures the leadership behavior of the superintendent and the principal. The Survey Of Management Practices was used to identify the degree of satisfaction the superintendent has with his/her principal's leadership behavior. The Organizational Climate Description Questionnaire measures the climate in a given school.

After gathering together all the statistics from these instruments, significant facts have surfaced that address the relationship in this study. Hopefully, this information will be valuable for administrative hiring, administrative improvement, rectification of problems with organizational climate, and for classroom use to aid students in educational administration.

Chapter II

Review of the Literature

Introduction

Although much has been written on the topic of leadership behavior

and organizational climate, there is little evidence of how the super-

intendent's satisfaction with his principal's leadership behavior and

organizational climate relate. This chapter is divided into the

following three parts: leadership behavior, organizational climate, and

superintendent's satisfaction with the principal's leadership behavior.

Each of these sections will address theories and current literature on

the aforementioned topics. Chapter II will also give a new understand-

ing of how these topics have been studied in the past. This back-

ground information will help to set the stage for an analysis of the

relationship associated with this study.

Leadership Behavior

Research done by Goldsborough and Harriett shows that principals

are finding their jobs increasingly more demanding and frustrating.

The main point of frustration is felt to be the apparent erosion of

their function as educational leaders in their schools.[1] Contributing

to this problem is the plight of the elementary school principal caught

between pressures from teachers on one hand and superintendents and

boards of education on the other.[2] Variation in leadership behavior

of principals is as great as the numbers of principals in existence. A

selection of certain behaviors or styles on the part of the principal

could minimize the feeling of frustration and pressure experienced by

these educational leaders. Carol Yeakey points out that psychological

motivation on the part of the principal is essential to success in

administration.[3] This is true in any endeavor in life, but it is

especially pertinent to the discussion here. With proper motivation on

the part of the principal he/she will try a number of different behav-

iors or styles to find the right one that will yield the following:less

frustration, strength as an educational leader, good organizational

climate, good management etc. Without motivation, stagnation sets in

and the number of avenues open to solve frustrations and other problems

are greatly reduced. Just as educational times change, so do staff

members, students, and the administrators too ! Considering this fact,

the school principal must evaluate his/her leadership behavior

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[1]Harriett Goldsborough, "The Man in the Middle; How the Urban Secondary School Principal Sees His Roles and Responsibil- ities,"Canadian Education Association, Toronto, Canada, Dec, 1971

[2]David L. Martin, "Principals: Bothered, Bewildered, Belea- guered--So Why are They Smiling?" Learning, 6,2 (October, 1977): pp 92-97.

[3]Carol Yeakey, Gladys Johnston, "The Psychological Motivation of the School Principal", Planning and Changing, 8,2-3, (February, 1977), p 151-165.

constantly. What might be good, effective, and eliminate frustration today may not do so tomorrow.

The Trait Approach To Theory

In order to understand leadership behavior, an inquiry must be made first into various leadership behavior theories. There are different approaches to theory in this area. Early inquiries into leader behavior typically sought to clarify traits found in private business enterprises. Among the most significant of the early attempts to delineate leader behavior is the work of Henri Fayel.

In 1916 Fayel published his influential treatise entitled "Administration Industrial and Generale"[4]. Utilizing a unique methodology, Fayel identified five "elements" of administration: planning, organization, commanding, coordinating and controlling. The end results of Fayel's elements were a set of general administrative principles designed to clarify the managerial role. For example, Fayel stated that the manager who has to command should:[5]

(1) Have a thorough knowledge of his personnel

(2) Eliminate the incompetent

(3) Be well versed in the agreements binding the business and it's employees.

(4) Set a good example

(5) Conduct periodic audits of the organization and use

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[4] Henri Fayel, General and Industrial Management, trans. Constance Storrs, (London; Sir Isaac Pitman and Sons, 1949) p3.

[5] Ibid ., pp 97-98

summarized charts to further this investigation.

(6) Bring together his chief assistants by means of conferences, at which unity of direction and focusing of effort are provided for

(7) Not become engrossed in detail

(8) Aim at making unity, energy initiative, and loyalty prevail among the personnel

Fayel made a significant contribution to the study of leader behaviors. He provided a base for which further research and investigation in this area could begin.

The Behavioral Approach to Theory

A significant behavioral approach to the study of leader behavior was conducted by the Bureau of Business Research of Ohio State University. This study resulted in the development of the Leadership Behavior Description Questionnaire (LBDQ). The LBDQ was developed ".. to describe the behavior of the leader, or leaders in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group."[6]

Andrew Halpin and B. James Winere isolated two categories or dimensions of leader behavior, initiating structure and consideration. Halpin defined "consideration" and "initiating structure" as

[6]Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire (Form XII): An Experimental Revision (Columbus: The Ohio State University, Bureau of Business Research, 1963), p1.

follows:[7]

> Consideration refers to behavior indicative of friendship,
> mutual trust, respect, and warmth in the relationship between
> the leader and a member of a group. Initiating structure
> refers to the leader's behavior in delineating the relationship
> between himself and the members of his group, and in
> endeavoring to establish well-defined patterns of organization,
> channels of communication, and ways of getting the job done.

The latest version of the LBDQ (called the LBDQ XII) has twelve

subscales focusing upon the leader behaviors of "consideration" and

"initiating structure". Both the original and latest versions of the

LBDQ have given a great deal of information about the school

principalship leader behavior. This information has lead to the

development of a number of different theoretical models of the adminis-

trator's role.

The Sociological Approach To Theory

In 1938 Chester Barnard presented a theory of administration that

showed the influence of sociology upon administrative research. He

hoped to improve administrative practices by introducing this socio-

logical element. Barnard stated that an administrator works within the

organization which he defines as "a system of consciously coordinated

activities or forces of two or more persons".[8]

> Barnard's concept of the administrative role was as follows:[9]
> Organization, simple or complex, is always an impersonal system
> of coordinated human efforts; always there is purpose as the
> coordinating and unifying principle; always there is the
> indispensable ability to communicate, always the necessity for

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[7]Andrew W. Halpin, "The Leader Behavior and Leadership Ideology
of Educational Administrators and Aircraft Commanders", Harvard
Educational Review 25 (Winter, 1955): 18.

[8]Henri Fayel, General and Industrial Management trans. Constance
Storgs, (London: Sir Isaac Pitman and Sons, 1949) p 72.

[9]Ibid., pp 94-95

personal willingness, and for effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions.

Barnard's theory emphasizes the individuals role positions in an organization.

Moving on to other theoretical aspects of leadership behavior, socio/psychological theorists, J.W. Getzels and E.G. Guba's names are significant. The Getzels-Guba model of social interaction states that every social system is composed of two classes of phenomena which are independent of each other yet interacting at the same time. Please note the two phenomenas below:

(1) Institutions- roles and expectations established to achieve

the systems goals (nomothetic dimension of activity).

(2) Individuals- those personalities and needs disposition of

the people in the institution (idiographic dimension).

Leadership behavior is defined as the function of both the idiographic and nomothetic dimensions (see Table 2).[10] According to Getzels model of social behavior:

A given act is conceived as derived simultaneously from the normative and the personal dimensions , and performance in a social system is a function of the interaction between role and personality. That is a social act may be understood as resulting from the individual's attempts to cope with an environment in ways consistent with his own patterns of needs and dispositions. Thus we may write, by way of a shorthand notation, the general equation B= F(RXP) where B is observed behavior, R is a given institutional role defined by the expectations attaching to it, and P is the personality of the particular role incumbent defined by his needs disposition.[11]

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[10]Francis Griffith, <u>Administrative Theory in Education:Text and Readings</u> (Midland: Pendall Publishing Co., 1979) p. 87.

[11]Jacob W. Getzels, James M. Lipham and Roold F. Campbell, <u>Educational Administration as a Social Process: Theory, Research, Practice</u> (New York: Harper and Row, 1968) p. 80.

This study focused on the elementary school. The expectations of the leader behavior of the administrator represented the nomothetic dimension of the social systems model. The needs disposition associated with the personality of the administrator represented the idiographic dimension of the model.

In concluding the discussion of the theoretical approaches to leadership behavior, the discussion turns to the sociological approach and the works of Philip Gates, Kenneth Blanchard and Paul Hersey. These men are associated with the situational leadership theory. Three basic concepts are important here, note them below:[12]

> (1) Task Behavior- is the extent to which a leader engages in one-way communication by explaining what each subordinate is to do, as well as when, where and how tasks are to be accomplished.
> (2) Relationship Behavior- is the extent to which a leader engages in two-way communication by providing socio-emotional support,"psychological strokes", and facilitating behaviors.
> (3) Maturity- is defined as the capacity to set high but attainable goals, willingness and ability to take responsibility, and education and/or experience of an individual group. These variables of maturity should be considered only in relation to a specific task to be performed. People have varying degrees of maturity.

The basic concept here is very simple. Please note it below:

> As the level of maturity of the followers continues to increase in terms of accomplishing a certain task, leaders should begin to reduce their task behavior and increase their relationship behavior. This should be the case until the individual or group reaches a moderate level of maturity. As the followers begin to move into an above average level of maturity, it becomes appropriate for leaders to decrease not only task

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[12]Francis Griffith, _Administrative Theory in Education: Text and Readings_, (Midland: Pendall Publishing Co., 1979) p 145.

Getzels-Guba Model Of Social Interaction

NOMOTHETIC DIMENSION

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                    Institution----------Role----------Expectation
Social                  │  ↑              ↓  ↑              ↑  │         Observed
Systems                 ↓  │                                 │  ↓         Behavior
                    Individual--------Personality----Need---Disposition
```
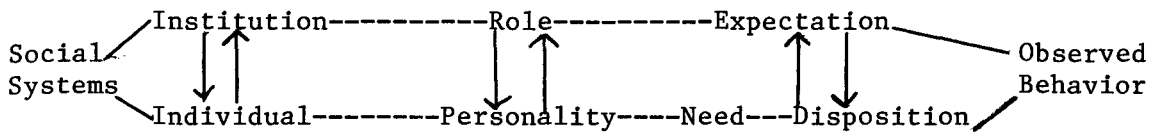
IDIOGRAPHIC DIMENSION

TABLE 2

behavior but relationship behavior as well. Now the individual

or group is not only mature in terms of the performance of the

task but also is psychologically mature.[13]

The situational leadership theory zeroes in on the appropriateness or

effectiveness of leadership styles according to the task relevant

maturity of the followers (see table 3).

In summary, the discussion has centered around viewing the follow-

ing:

(1) A trait approach to theory - this approach sets the

characteristics that a leaders should have. Leaders should

then be hired to fit these characteristics (Fayel and Barnard).

(2) A behavioral approach to theory- this approach recognizes

that leaders possess personal qualities and function in

situations, but it focuses on observed behavior and does not

look for causes (LBDQ study).

(3) A sociological approach to theory- this approach explains

leadership in the situation where the personalities and needs

disposition of people are blended with institutional factors to

get the leader behavior (Getzels-Guba model).

Turning to research and literature in the area of leadership

behavior, the bulk of the work centered around the following items:

(1) Initiating structure

(2) Productivity

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[13]Ibid., p 146.

(3) Decision making

(4) Atmosphere

(5) Consideration

Initiating Structure

Initiating structure is the amount of task orientation present in a leadership style. There were a couple of research items that addressed this point.

Daniel Kuntz and Wayne Hoy pointed out that principals who exhibit strong initiating structure tend to have teachers with a substantial zone of acceptance irrespective of the consideration dimension of leadership.[14] The point that was stressed here is that teachers like having a strong leader dedicated to the goals of the organization. This strength gave them a feeling of security. This type of leader seemed more predictable to them.

Wayne Hoy also did a research study on Machiavellianism in the school setting and the teacher-principal relations.[15] The results were that this orientation of principals was not significantly related to the principal's behavior in term of initiating structure; nor was it related to openess or closedness of school climate. Teacher

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[14]Daniel W. Kuntz, Wayne K. Hoy "Leadership Style of Principals and the Professional Zone of Acceptance of Teachers" Educational Administration Quarterly 12,3, (February, 1976) pp49-64.

[15]Wayne K. Hoy "Machiavellianism in the School Setting: Teacher-Principal Relations Final Report" a paper presented to Rutgers University Graduate School of Education, Rutgers University, New Brunswick, N.J., September, 1973.

The Hersey-Blanchard Situational Leadership Theory

Style Of Leader

	High Relationship and Low Task			High Task and High Relationship
Relationship Behavior		Low Relationship and Low Task	High Task and Low Relationship	

(High) — (Low) — (High)

Task Behavior
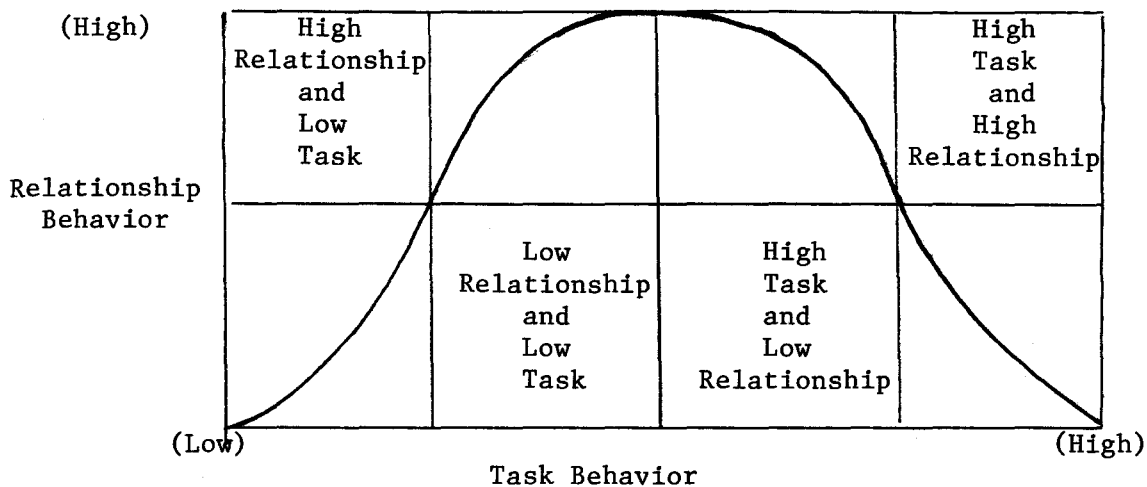
Maturity Of Follower

Mature	High	Moderate		Low	Immature
	M_4	M_3	M_2	M_1	

Table 3

loyalty to the principal and teacher's ratings of the effectiveness of the principal were not effected. Machiavellianism of principals, however, was found to be significantly related to job mobility.

Productivity

Society is entering an era of accountability and productivity. This is true in educational administration too! Demands are being placed on schools to be fruitful. Examining productivity with reference to leadership behavior, research gives some interesting results.

According to Lloyd E. McLeary, principals are seen to be important in effecting school productivity. There is growing recognition of the centrality of the principal in school improvement. School principals are clearly in a position to contribute to the solution of educational problems.[16]

Leonard B. Williams points out that effectiveness of a group is contingent upon the relationship between leadership style and the degree to which the situation enables the leader to exert influence.[17]

This article makes one think about the effects that varying types of leader behavior have on a situation.

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[16]Lloyd E. McLeary, "Toward a Reconstruction of the Principalship" The Executive Review 2, 3 (December, 1981) pp1-4.

[17]Leonard B. Williams, "Principal-Staff Relations: Situational Mediator of Effectiveness" Journal of Educational Administration,9,1 (May, 1971) pp 66-73.

Research shows us that the principal is very instrumental in school productivity, and the style he/she chooses could relate to effectiveness.

Shared Decision Making

Involving staff members in shared decision making seems to be a positive leader behavior of administrators. Brian Sharples points out that if principals are to re-establish a dominant role in education they will have to recognize the need for collective action.[18] Shared decision making seems to result in a more supportive staff relative to the items that were decided upon.[19] When a tolerant and integrator style was used on the part of the administrator ,the congruence between the teachers and the principal was high.[20]

Atmosphere

Good atmosphere in a school building is very important to conveying a positive attitude to all. Students do not perform well when their teachers are not positive; teachers do not perform well when their principal does not convey a good attitude. The principal with his/her

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[18]Brian Sharples, "The Principal's Predicament", Education Canada,18, 1 (Spring, 1978) pp 9-15.

[19]Jeffrey F. Dunstan, "An Ethnographic Study of the Decision Making Processes and Leadership Behavior at the School-wide Level in Selected Secondary Schools" a paper presented to Wisconsin University Graduate School of Education, Wisconsin University, Madison, Wisconsin, Feb, 1981.

[20]Frederick R. Ignatovich, "Types of Elementary School Principal-Leaders:A-Q Factor Analysis" a paper presented at the American Educational Research Association annual meeting, New York, New York, February 6, 1971.

behavior is instrumental in getting a positive tone set in a school.
Martha Bailey addressed the issue well in an article she wrote entitled
"The Art of Positive Principalship". In this article, it is explained
how a principal promotes a positive working and learning enviornment in
her school through written and verbal praise, open communication, and
the sharing of ideas.[21] This type of leader behavior proved very
successful for her.

Tied closely with good atmosphere is teacher morale and satisfac-
tion. Certain types of leadership behavior address this point better
than others. High consideration in a leadership style seems to produce
high morale. This will lead to an analysis of research in this area.

Consideration

Consideration refers to behavior indicative of friendship, mutual
trust, respect, and warmth in the relationship between the leader and
the member of a group. It means being concerned about people and their
needs. Everyone has different basic needs ranging from the physiologi-
cal to the emotional. It is up to the school principal to recognize
these emotional needs in teachers and address them.[22]
This should be part of the administrator's style.

The first step towards increasing the consideration variable in the
leadership behavior is to work closely every day with all of the

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[21]Martha Bailey, "Art of Positive Principalship", Momentum, 10, 2
(May, 1979) pp 46-47.

[22]Eldon J. Null, "The Hierarchy of Personal Needs: It's Signifi-
cance to School Principals", Peabody Journal of Education, 47, 6,(May,
1970) pp 347-351.

teachers. Robert Krajewski pointed out that if this is done consistently, it will be a primary determinant to the overall success of the school.[23] Jane Stallings and George Mohlman describe the following areas as beneficial to successful leadership behavior resulting in good teacher morale:[24]

(1) In schools where principals clearly define policies and rules and consistently enforce them, teacher morale was higher and there was less classroom misbehavior.

(2) In schools with more administrative support services and fewer burdensome duties, teacher morale was higher.

(3) In schools where the principal was more collaborative and respectful, teachers had high morale and students perceived teachers and students as more friendly.

(4) In schools with more supportive principals, more teachers implemented programs and were satisfied.

The key concern with the utilization of consideration in leadership behavior is whether or not it will result in effectiveness and productivity. Research shows that administrators are more effective as they are perceived to be considerate of their subordinates.[25] Yvonne Marint, in a journal article, identified the fact that a relationship oriented leadership style leads to task group effectiveness.[26]

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[23]Robert J. Krajewski, "Role Effectiveness Theory Into Practice", Theory Into Practice,18, 1,(February, 1979) pp 53-58.

[24]Jane Stallings, Georgea Mohlman, "School Policy, Leadership Style, Teacher Change and Student Behavior in Eight Schools. Final Report" Stallings Teaching and Learning Institute,Mountain View, California,(Sept, 1981) p 5.

[25]Frank W. Lutz, John A. McDannel, "The Effect of the Elementary School Principal's Rule Administration on Staff Militancy and Leadership Behavior",a paper presented at the American Educational Research Association Annual Meeting, New Orleans, La., Feb 26, 1973.

Consideration, however, is not the only element that is essential for productive school situations. The attitude of the principal is key here. It affects every facet of the administrator's job. The tone of a school is set by the attitude of the principal. Surjit Bhella showed a positive correlation between principal's attitude toward people and productivity.[27]

Leadership behavior is a major factor in the success accomplishment of the many tasks required of an educational administrator. An administrator's leadership style develops in proportion to his/her adaption to organizational structure, his/her personality and value system, concept of personal success, the experiences both in and out of the managerial capacity, and the role expectations as perceived by others. The resulting style, in turn, greatly influences the school and its personnel. Research indicates that administrators must be subordinate centered and that, given the problem oriented nature of modern school organizations, they must be adaptive.[28]

Organizational Climate

Organizational climate was defined in Chapter I as the level of teacher morale or satisfaction in a school. Teacher morale in a school is important to the overall effectiveness of the organization. Many

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[26] Yvonne Marint, "Leadership Effectiveness in Teacher Probation Committees", Educational Administration Quarterly, 12,2 (Spring, 1976) pp87-99.

[27] Surjit K. Bhella, "Principal's Leadership Style: Does it Affect Teacher Morale", Education, 102,4,, (Summer, 1982) pp.369-376.

[28] Terry Barraclough, "Management Styles. Educational Management Review Series Number 17", National Institute Of Education, Washington, D.C.,(May, 1973) 10p.

people have tried to define morale. Wiles defines it as the mental and

emotional reaction of an individual to his job.[29] Longsdale regards

it as a dynamic relationship of equilibrium between an individual and

an organization.[30] G.W. Allport defines it as an individual attitude

or group endeavor.[31] Guba addresses it well by including in his

definition of morale a linkage to satisfaction. He defines it as the

extra amount of energy needed to carry out institutional tasks, but

before this extra effort can take place, over an extended period of

time, there must exist an optimum degree of satisfaction.[32]

The oldest theories of morale and satisfaction used a continuum

approach. This approach is one which answers the question "what are

the factors that cause teachers to have good morale and satisfaction?"

The early theories used a listing of such items as salary, working

conditions, tenure, and fringe benefits that create dissatisfaction if

they are poor and satisfaction if they are good. A sliding scale

resulted with dissatisfaction and satisfaction at polar opposites.

Frederick Herzberg challenged the continuum theories, and the end

result was his theory of motivation and hygiene. Herzberg professed

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[29] Kimball Wiles, Supervision For Better Schools, Englewood
Cliffs, N.J.; (Prentice Hall, 1955, 2nd Ed.), p. 50.

[30] Richard C. Longsdale," Mainstreaming the Organization in
Dynamic Equilibrium", Behavioral Science and Educational Administration
63rd yearbook of the National Society for the Study of Educational
Administration.ed. Daniel Griffiths and Herman G. Richey, (Chicago:
University Of Chicago Press, 1964).

[31] G.W. Allport,"Psychology in Industry", (Boston, Houghton
Mifflin, 1965, 3rd edition) p.118.

[32] Francis Griffith, Administrative Theory in Education:Text and
Readings (Midland: Pendall Publishing Co.,1979) pp.86-87.
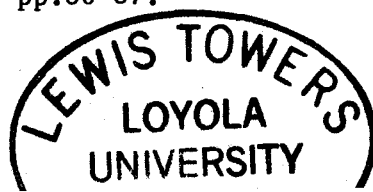
that events which lead to dissatisfaction are different from those

which lead to satisfaction. Both satisfaction and dissatisfaction are

related to a different range of needs. Abraham Maslow theorized that

men's needs could be arranged in a hierarchy of importance with life

preservation needs at the bottom, security needs at the next higher

level, and social, ego, and self-actualization needs following in that

order.[33] The lower levels-food and water, security, and belonging-are

related to man's animal nature and man strives to satisfy them by

earning money. The higher two levels stem from man's need to achieve

and to grow in psychological maturity through achievement. Human needs

are powerful incentives.[34]

The animal needs, which are related to the avoidance of dissatis-

faction, are affected by insufficient salary, working conditions,

tenure, and other aspects of the job environment. Herzberg called

these the hygiene factors because they are extrinsic to the job itself.

The absence of hygienic factors in the working environment causes

dissatisfaction, but their presence does not of itself result in

satisfaction.

Herzberg emphasized the fact that the opposite of job

dissatisfaction in not satisfaction, but no dissatisfaction. The

opposite of satisfaction is not dissatisfaction but no satisfaction.

Both satisfaction and dissatisfaction are separate entities with a

specialized range of needs associated with them. Herzberg received

great support for his theory when he conducted the following study:[35]

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[33]Ibid.,p.71.

[34]Ibid.,p374.

[35]Ibid.,p.375.

Herzberg surveyed two hundred engineers and accountants in a Pittsburg industry, using a critical incident technique. Each of the men were asked to tell about a time when he felt exceptionally good about his job and another time when he felt quite unhappy about it. The sequences were repeated so that for each individual there were two favorable and two unfavorable events recorded. The investigators probed for the underlying causes of the feeling in each instance and by a process of content analysis classified the responses by the topic to discover the types of events that led to dissatisfaction or satisfaction. The findings of the study supported Herzberg's theoretical formulation that factors causing satisfaction are different in kind from those causing dissatisfaction. Herzberg discovered that the determinants of job satisfaction were achievement, recognition, the attraction of work itself, responsibilty, and advancement. The determinants of dissatisfaction were a different set of factors; company policy and administration, technical supervision, salary, interpersonal relationships and working conditions— all related to the work environment rather than to the nature of work. The discovery that two distinctly different sets of factors were associated with satisfaction and dissatisfaction supported Herzberg's contention that these feelings are not opposites of one another but concerned with two different ranges of needs.

The factors which produce satisfaction cannot do so until the hygienic factors are removed or improved. Hygienic factors today are considered rights; the removal or correction of them will eliminate the dissatisfaction not create satisfaction. Once the dissatisfaction has been removed, the needs relating to satisfaction can be utilized and addressed. As soon as this has taken place, satisfaction will be forthcoming. . Satisfied workers with a good attitude are more productive workers. This point should be taken into consideration by administrators relative to the teachers in a school organization. It is important for teachers to have a large measure of control over their work and for principals to respect their opinions, especially when offering them criticism and advice.

Victor H. Vroom felt that the theories of Herzberg and Maslow were too simplistic. He proposed an alternative theory based on the assumption that an individual's course of action is related to the psychological events occuring at the same time as his behavior.[36] The following key concepts are present in Vroom's theory:

(1) Valence- strength for an individual's preference for a particular outcome.

(2) Expectancy- the perceived relationship between effort and first-level outcomes.

(3) Instrumentality-the relationship between first level and second level outcomes.

(4) Force- motivation. It is the product of valences for the outcomes multiplied by the expectancies (F=VXE).

First level outcomes are organizational objectives and are a means of achieving second level objectives or worker goals. An example of this would be if a school custodian who seeks promotion decides that a superior performance rather than unsatisfactory or mediocre performance is the best means to the end. His first level outcome, then, is superior performance and its valence is positive because of its relationship to the second level outcome of promotion.

Vroom's Theory is an individualistic approach to motivation. Specific suggestions for motivation cannot be offered because every individual's combination of valences and expectancies is unique. Further research in conjunction with this theory is necessary before it can be of practical use.

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[36]Victor H. Vroom, _Work and Motivation_, (New York: John Wiley and Son Inc., 1964) p.55.

Morale, as defined by Getzels and Guba is the function of commitment, rationality and belongingness- M= f(CXRXB). Commitment is the integration of institutional goals with individual needs and values. Rationality is the appropriateness of role expectations to institutional goals. Belongingness is the congruence between personal needs and institutional expectations.

There are two types of morale that are pertinent here: (1) group morale, and (2) individual morale. Group morale is easier to maintain if the group is composed of less than a dozen people. Individuals find identifying with large groups difficult. Morale is high when group members are actively involved in making decisions that affect them and their achievements. People feel secure when they are treated fairly and when policies that control their work are consistent. One of the biggest factors associated with group morale, however, is leader behavior. When leader behavior exhibits high initiating structure and consideration, group morale is positively affected. Negative group morale, on the other hand, is characterized by leaders with high initiating structure and low consideration in their style.

Individual morale is closely linked with group morale. If a group is satisfied and has a good attitude, usually the individual will also be satisfied. A good example of this is the Los Angeles Dodgers. The Dodgers have consistently been winners and annual pennant contenders. The group morale of this organization affects the individual. This can be seen when more than one sports writer commented that ball players improve the moment they put on a Dodger uniform.

Goodwin Watson listed five factors essential for high morale in teachers:

(1) A sense of a positive goal

(2) Mutual support

(3) A sense of commitment

(4) A sense of contribution

(5) A sense of progress and awareness of results ("Morale is

much stronger when the teacher can see that he has the

competency to improve existing conditions"[37])

School administrators need to know that teacher morale does not

change suddenly, but is developed over a long period of time. Prin-

cipals should be acutely aware of the fact that high teacher morale is

brought about by :

(1) Teacher involvement in decision making

(2) High task and consideration in a leadership style

(3) Systematic procedures

(4) Concern for the individual and group needs

Poor teacher morale surfaces as a result of:

(1) High initiating structure and low consideration in a

leadership style

(2) Poor school discipline

(3) A lack of concern for the needs of the individual or group

In summarizing the theoretical aspects of organizational climate,

the discussion centers on teacher satisfaction and morale. The origi-

nal theories relating to satisfaction used a continuum approach

listing the factors which must be good if satisfaction exists and poor

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[37]Goodwin Watson, "Five Factors in Morale", Second Yearbook,
Society for the Psychological Study of Social Issues, New York: (Holt,
Rinehart, and Winston Inc., 1942), pp.30-47.

if dissatisfaction is present. Frederick Herzberg challenged this. He states that satisfaction and dissatisfaction are related to a different range of needs. Vroom, on the other hand, felt that an individual's satisfaction or dissatisfaction is related to the psychological events occuring at the same time as his behavior.

Morale was defined by Getzels and Guba as a function of commitment, rationality, and belongingness. Group morale is high when teachers are involved in decision making and their administrators exhibit a high degree of initiating structure and consideration. Group morale and individual morale are closely linked. If a group has high morale, the individual usually does too.

After examining these two components, a true picture of organizational climate is evident. Andrew Halpin had a perfect analogy relating to this, he states "personality is to the individual as organizational climate is to the organization".[38]

There are many factors that contribute to or effect open organizational climate. Richard Zimman identifies the following five in his work:[39]

      (1) School's design

      (2) School's size

      (3) School's staff

      (4) Teacher advisor program

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[38]Andrew W. Halpin, Theory and Research in Administration, New York, (The Macmillan Company, 1966), p.131.

[39]Richard N. Zimman, "An Ethniographic Case Study of the Administrative Organization, Processes, and Behavior in a Model Comprehensive High School" a dissertation presented to the Wisconsin University Graduate School of Education, Wisconsin University, Madison, Wisconsin, Sept., 1980.

(5) The principal

The best way to get a comprehensive view of all facets of organization-
al climate is to turn to the research in this area. The bulk of the
literature is centered around the following items:

(1) Attitude and organizational climate

(2) Values and organizational climate

(3) Strength and control and organizational climate

(4) Leadership style and organizational climate

Attitude and Organizational Climate

Attitude is a very important part of organizational climate. A
good attitude is contagious, just as a bad attitude can spread too!
The principal is the key person in a school setting. All administra-
tive policy, rules and expectations come from his/her office down to
the staff members. If the principal is a hard worker and has a posi-
tive attitude, so will the teachers, and so will the students project a
good frame of mind. An important part of attitude is respect. Prin-
cipals must respect the teachers, in addition to being positive. In
order to do this , however, he must respect himself, be a strong leader
and project an attitude of true concern for people. Robert Krajewski
addressed this point in an article he wrote in the National
Association of Secondary School Principal's Bulletin entitled "I Never
Met a Teacher I Didn't Like". In this article, he states that a
principal who knows, accepts and respects himself will be able to
respect his teachers, allowing for effective interactions and a

positive educational climate.[40]

An integral part of attitude is the spirit of cooperation. Unless cooperation and support exist from the school board to the superintendent, from the superintendent to the principals, and from the principal to the teachers, it is very difficult to achieve good attitudes.[41] Mutual support for and between each staff member is crucial to giving people a feeling of confidence, trust, self worth, satisfaction and good morale. All of the aforementioned feelings are important to good organizational climate.

Good teacher attitudes are formed in part by teacher satisfaction. George Theodry in his studies identifies good leader-member relations and strong principal power position as correlating with teacher satisfaction and high student scores on national tests.[42]

As a result of the literature that has been reviewed here, a conclusion can be drawn that respect and cooperation are instrumental in developing a positive attitude.

Values and Organizational Climate

A value is defined as a principle standard or quality considered worthwhile or desirable. Individual people, schools, business

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[40]Robert J. Krajewski, " I Never Met A Teacher I Didn't Like", NASSP Bulletin, 60 (April, 1976): p.399.

[41]Paul Zatz,"Reform in Education", NASSP Bulletin,60, 397, (Feb.,1976) pp.95-98.

[42]George C. Theodory, "The Mediator's Role of the Principal's Situational Favorableness on School Effectiveness", a paper presented at the annual meeting of the American Educational Research Association, New York, New York, March, 1982.

organizations, church organizations, cities, states, societies, and
countries having differing values. It is important, however, that a
person respects a value system that is different from the one he is
accustomed to. When an employee is part of an organization, it is
essential that he put his values aside for the values of the
organization. A commitment is made to this effect, when he is hired.
As a result of this fact, there may be thousands of different
individual value systems in a company, but everyone must be committed
to the values and goals of the organization. This is true in education
too. School districts have a set of policies or values which all
administrators and teachers must conform to. The cooperation of each
school employee to comply with these values is essential to the
successful outcome of the organization.

The work of Earl B. Ingle is important to relating values to group
satisfaction, morale and organizational climate in a school. The
objective of Ingle's study was to test several hypotheses concerning
the relationship of principal-teacher value congruence to group satis-
faction in elementary schools. Teachers and principals from rural and
small town public elementary schools in Illinois and Indiana were asked
to respond to two questionnaires. Analysis of the data revealed that
in high group satisfaction schools, principal-teacher value divergence,
rather than congruence, was prevalent.[43] This study verifies
the fact that in schools where there is high group satisfaction, it is
not uncommon to have divergence in values between principal and teacher

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[43] Earl B. Ingle, "Relationship of Values to Group", a paper pre-
sented at the annual meeting of the American Research Association, New
York, New York, April, 1977.

or any staff member and another staff member. A high degree of satis-
faction exists because people are working cooperatively for the
organization's
goals and values and not letting their personal value system interfere
with the successful climate of the organization. It is good to know
that the attainment of good organizational climate is not hampered by
differing values among teachers, administrators and other staff
members.

Strength, Control, and Organizational Climate

In a school, business organization, city or nation, there are
certain expectations that are placed upon a person in a leadership
position. Among these expectations are strength and control. People
look to their supervisors and feel satisfied and secure knowing that
someone with strength is leading them.

In a school situation, the principal is looked upon for leadership.
Teachers are satisfied when they see their leader as strong. Staff
members especially like to see principals have strong pupil control.
An article written by Jerry Long states that teachers perceive their
principal's pupil control views to be stricter than was actually the
case.[44] From this piece of literature the point can be made that
leader strength is a true concern for a teacher even to the point where
they will give credit for greater strength than is actually present.

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[44]Jerry N. Long,"Pupil Control, Pluralistic Ignorance and
Teachers' Ratings of Their Principal's Leadership", Educational
Research Quarterly, 5,3, (Fall, 1980) pp.33-39.

Further studies along these lines give similar results. Monica B.

Morris found out from her research that strong principal leadership

emerged as a consistent factor in teacher satisfaction and motivation.

Teachers' comments on their relationships with principals showed

significant differences between the less satisfying and the more

satisfying work environments. Strong principals were characterized as

autonomous, supportive, consistent, and in control. The implications

for teacher satisfaction were evident in findings on productivity,

turnover, health and morale.[45] All of these findings resulted in a

positive organizational climate.

Leadership Style and Organizational Climate

There is a great deal of research present verifying the relation-

ship between leader behavior characteristics of elementary school

principals and organizational climate.[46] This should force

educators to take a serious look at what specific leadership charac-

teristics result in good climate.

Being supportive of teachers should be a very important element of

a principal's leadership style. Support gives teachers a feeling of:

     (1) Trust in the principal-teacher relationship

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[45]Monica B. Morris, "The Public School as Workplace; The
Principal as a Key Element in Teacher Satisfaction. A Study Of
Schooling in the United States. Technical Report Series, No. 32" a
dissertation presented to the University of California Graduate School
of Education, University of California , Los Angeles California, Sept.,
1981.

[46]Thomas W. Wiggins, "Leader Behavior Characteristics and Orga-
nizational Climate", a paper presented at the annual meeting of the
American Educational Research Association, Los Angeles, California,
Feb. 5-8, 1969.

(2) Confidence that all ethical actions on the part of the

teachers will be backed up by the administration.

(3) Credibility with parents and students

(4) Importance as a professional educator

(5) Cooperation and a drive to reciprocate support back to the

principal.

All of the items mentioned in this list are related to interpersonal

relationships between principals and teachers. Warren Mellor in his

studies verifies that the quality of interpersonal relationships

affects the outcome of encounters between teachers and administrators.

The principal will, therefore, achieve the greatest overall success if

he is supportive in his leadership style.[47]

Literature shows that a key factor in successful organizational

climate is teacher involvement in management. Involvement of teachers

in schools can take various forms. Please note some of them below:

(1) Teacher input on school matters

(2) Teacher involvement in shared decision making

(3) Teacher involvement in curriculum planning

Every teacher likes to have the opportunity to give input on

matters that affect him in a school. This input gives staff members a

feeling of being needed. Teachers feel important and respected when

asked about their opinion on a particular issue. It is a known fact

that principals who exhibit a democratic emphasis in their style

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[47]Warren Mellor,"The Supervisor Role. Eductional Management
Review Series, Number 18" a paper presented to the National Center for
Educational Research and Development (May, 1973) 8p.

administer schools with more open climates.[48] Soliciting teachers

input on school issues can be a very democratic approach to management.

Knowing where the teachers stand on a particular problem, and using

this information to influence decisions, is important. There are

varying degrees of utilizing teacher input. At one end of the spectrum

is the principal who just goes through the motions to secure teacher

opinions and still makes his own decisions, regardless what the input

tells him. The opposite of this is the administrator who gets

teacher's opinions on issues and makes decisions based on the

democratic outcome of the inquiry. There is no question that most

principals are somewhere in the middle of these extremes. It is up to

the principal to assess his staff, style, school, students, community

etc. before deciding how involved he feels his staff should be in

decision making. The school administrator interested in ascertaining

the level of teacher participation in decisions in his organizational

unit might take the following steps:[49]

> (1) Establish the criteria of teacher involvement in decision
>
> making that the principal wishes to employ.
>
> (2) List any number of significant decisional situations that
>
> existed during the past year (or some specific period of time).
>
> (3) Substitute each of those decisional situations into a
>
> questionnaire framework.

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[48]David L. Edge, Jerry W. Valentine,"Administrative Style and Organizational Climate in Junior High and Middle Schools", a paper presented to the National Middle School Association, Fairboen, Ohio,(Sept, 1981) 6p.

[49]Francis Griffith, Administrative Theory In Education: Text and Readings, (Midland: Pendall Publishing Co., 1979), p.282.

(4) Ask the teachers to respond to the questionnaire in item

three. The questionnaire should inform the principal how much

the staff feels they should be involved in a particular

situation of decision making.

(5) Collect the data and display the frequencies on tables.

(6) In light of the criteria in item one, evaluate the levels

of shared versus autocratic decision making in each area and

take the appropriate administrative actions to continue or

change the results.

In some situations, teachers don't want to be involved at all, in

making difficult decisions, and look for a strong leader to do it for

them. If the above procedures are followed, a principal can ascertain

where the involvement should and should not be.

John K. Best conducted a study asking teachers in a selected

district to respond to a questionnaire that asked the extent to which

each was involved in twelve decisional situations. They were also

asked whether they wanted to be involved in each of the decisions. The

results showed that no less than 50% of the staff was participating to

the degree that it preferred. Very few participated more than they

desired. Relatively large numbers indicated that current participation

was less than desired.[50]

Administrators who actively use the shared decision making process

to some degree, reap some real benefits. Some of the advantages are

listed below:

(1) Teachers have a feeling of importance and satisfaction when

---

[50]Ibid., pp 278-281.

involved in the decision making process.

(2) Teachers who are involved in a decision will more actively support the result.

(3) Staff morale gets a boost.

(4) Teachers have a greater respect for administrators and each other.

The inclusion of teacher input in the decision making process yields two important things- satisfaction and good morale. Both of these items are directly linked to positive organizational climate. Ki-Suck Chung points out that a high teacher centered management style of leadership behavior and high job satisfaction of teachers are significantly related. Chung characterizes teacher centered administrative management style as :[51]

(1) Much sharing in decision making

(2) Less close teacher supervision

(3) High administrative support of teacher's professional growth

(4) Strong personal relationships

(5) Accesible relationships

Teacher involvement in curriculum development is very important. Being practioners and executers of school curricular objectives, they can give specialized input relative to articulating programs to the particular needs of the children they teach. It doesn't benefit anyone to have all curricular decisions made by top management. When this happens, teachers are resentful and don't properly execute the programs

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[51]Ki-Suck Chung, "Teacher Centered Management Style of Public School Principals and Job Satisfaction of Teachers", a paper presented at the American Educational Research Association Annual Meeting, (Minneapolis, Minnesota, March 6, 1970) 24p.

in the curriculum. Without the valuable input of the staff, decisions

could drift away from the curricular needs of the students. The only

access top management has to the children is what is in their

cumulative folders. School districts, however, need more than that.

They need the comprehensive evaluations of the student - grades,

social, mental, and emotional factors. Teachers and teachers alone can

provide this very important specialized input. Administrators should

incorporate this teacher involvement into their leadership style. It

is a plus for the students, teacher satisfaction, morale and positive

organizational climate.

Schools which have group organizational processes, like the items

related to teacher involvement in schools, yield administrators that

are high in the following leader behaviors:[52]

    (1) Tolerance of freedom

    (2) Consideration

    (3) Integration

    (4) Tolerance of uncertainty

Principals who would like to improve their school climate should

consider incorporating these behaviors into their leadership style.

Superintendent's Satisfaction With The Principal's Leadership Behavior

The superintendent's satisfaction with the principal's leadership

behavior is the part of this study that is unique. Existing theories

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[52]Fred C. Fietler, "A Study of Principal Leader Behavior and
Contrasting Organizational Enviornments", a paper presented at the
American Educational Research Association Annual Meeting (Chicago, Ill,
April 7, 1972) 15p.

do not specifically address this aspect of the superintendent's satisfaction-principal's leadership behavior-organizational climate relationship.

Looking at current research and literature in this area is important. An investigation was made through the Educational Research Information Center (ERIC) in October, 1982. The superintendent's satisfaction with the principal's leadership behavior was searched out in the ERIC computer under superintendent's attitude. The results of this investigation yielded the following three pieces of literature:

(1) "The Relationship Between the Management Performance Characteristics of Superintendents and the Frequency of Teacher-Initiated Grievances" by William E. Caldwell and Harry H. Finkleston.

(2) "Organizational Influence on Teacher Leadership Perception" by Ray Stout.

(3) "Educational Administration and the Improvement of Instruction" by Helen R. Burchell and William B. Castetter.

None of the above specifically address the superintendent's satisfaction variable.

It was evident from the earlier parts of chapter II that a lot of theories and research are present on the principal's leadership behavior and organizational climate. Since this is not true for the variable of superintendent's satisfaction, the following conclusions can be drawn:

(1) No one has specifically addressed the relationship of the superintendent's satisfaction with the principal's leadership behavior and organizational climate.

(2) There is justification and need for the study.

Summary

This chapter reviewed the literature in three areas related to the study:

(1) Leadership behavior

(2) Organizational climate

(3) The superintendent's satisfaction with the principal's leadership behavior

A number of researchers have sought to define and qualify the leader behavior of principals and organizational climate. While considerable insight into this area has been obtained, the situational specifics required to address the superintendent's satisfaction-principal's leadership behavior-organizational climate relationship have not been adequately developed. Consequently, there is no concise prescription available to school districts giving them information specifically about the relationship in this study.

Chapter III

Data Presentation and Analysis

Introduction

The purpose of this study has been to assess the relationship between the superintendent's satisfaction with the principal's leadership behavior and the organizational climate. The study took place in selected Cook County, Illinois school districts. Established theories of leadership and climate determination have provided the framework for the analysis. The study utilized three survey instruments to measure the superintendent's satisfaction with the principal, the principal's and superintendent's leadership behavior and the organizational climate. Please note them below:

(1) Survey of Management Practices (SMP)- measures the superintendent's satisfaction with his/her principal.

(2) Leader Behavior Description Questionnaire (LBDQ)- measures the principal's and superintendent's leadership behavior.

(3) Organizational Climate Description Questionnaire (OCDQ)- measures the organizational climate in a school.

In this chapter, the data obtained as a result of the study are presented. An analysis and interpretation of the data generated by each of the study hypotheses are included.

Preliminary Analysis of the Data

Prior to analysis of the individual study hypotheses, a general
overview of the results will be discussed. This preliminary analysis
will enhance the discussion of the overall study results.

The questionnaire returns were excellent. One hundred percent of
the instruments that were sent out were returned (see Table Four). As
a result of this, data were present for the superintendent's satisfac-
tion of his/her principal, the superintendent's leadership style, the
principal's leadership style, and the organizational climate for each
of the twenty districts that participated in the research.

Scoring the Leader Behavior Description Questionnaire and the
Survey of Management Practices instruments was simple. There were
forty LBDQ instruments (twenty from principals and twenty from superin-
tendents) and twenty SMP questionnaires. The Organizational Climate
Description Questionnaire, however, had a very complex scoring proce-
dure. As a result of this, it was necessary to have the OCDQ computer
scored. The only person who had the program for scoring this instr-
ument was Dr. Andrew Hayes from the University of North Carolina at
Wilmington. Since 270 OCDQ instruments were collected from twenty
schools, losing them in the mail was a true concern. To eliminate that
apprehension, all of the OCDQ instruments were key punched on to
standard eighty column computer cards in Palos Heights, Illinois. Once
this was complete, the cards were mailed to North Carolina. The
original instruments were retained to protect the results from being
lost. Two weeks later the results were received. This data, along
with the data from the LBDQ and the SMP, were put in the computer and

Number of Instruments Sent, Received, and Percentages of

Completed Instruments Returned

Target Group	Sent	Received	Percentage
Superintendent-LBDQ	20	20	100
Superintendent-SMP	20	20	100
Principal-LBDQ	20	20	100
Groups of Teachers-OCDQ	20	20	100

LBDQ- Leader Behavior Description Questionnaire

SMP- Survey of Management Practices

OCDQ- Organizational Climate Description Questionnaire

Table Four

statistically correlated to yield the necessary findings to address the

goals of the study. The results could now accept or reject the study

hypotheses.

Analysis of the Study Hypotheses

In this section a thorough analysis of each study hypothesis is

presented along with the implications of the data for various members

of the school district's organizational structure.

Hypothesis One

A superintendent of a given district and a randomly selected
principal will have the same leadership style.

The superintendent's and the principal's leadership style were

measured by the Leader Behavior Description Questionnaire. The re-

sponses on this instrument classified the administrator as typifying

one of the following:

> (1) An Initiating Structure Style- one which shows a high
>
> degree of task orientation.
>
> (2) A Consideration Type Style- one which shows a high degree
>
> of people orientation.

Illustrated in Table Five are the raw data collected for Hypothesis

One. Table Six reflects the frequency of the superintendent's two

possible styles of leadership in the population. Sixty-five percent of

the superintendents exhibited a high consideration leadership style.

On the other hand, thirty-five percent displayed the initiating struc-

ture type of leadership. As far as principals were concerned, fifty

Superintendent's and Principal's Leadership Styles

School	Superintendent	Principal
School #1	Initiating Structure	Initiating Structure
School #2	Consideration	Initiating Structure
School #3	Consideration	Consideration
School #4	Initiating Structure	Initiating Structure
School #5	Initiating Structure	Initiating Structure
School #6	Initiating Structure	Consideration
School #7	Initiating Structure	Initiating Structure
School #8	Initiating Structure	Initiating Structure
School #9	Initiating Structure	Initiating Structure
School #10	Initiating Structure	Consideration
School #11	Consideration	Consideration
School #12	Initiating Structure	Consideration
School #13	Consideration	Consideration
School #14	Initiating Structure	Initiating Structure
School #15	Initiating Structure	Initiating Structure
School #16	Initiating Structure	Initiating Structure
School #17	Initiating Structure	Consideration
School #18	Consideration	Consideration
School #19	Consideration	Consideration
School #20	Consideration	Consideration

Table Five

Frequency of the Superintendent's and Principal's

Leadership Styles in the Population

Superintendent's Style

	Number of Cases	Percent
Consideration	7 out of 20	35
Initiating Structure	13 out of 20	65

Statistics Revealed the Standard of Error at .109

Principal's Style

	Number of Cases	Percent
Consideration	10 out of 20	50
Initiating Structure	10 out of 20	50

Statistics Revealed the Standard of Error at .115

Table Six

percent of them were high in initiating structure and fifty percent were of the considerate type. It was interesting to note that fifteen out of twenty, or seventy-five percent, of the superintendent-principal pairs had the same leadership style.

After in-depth consultation with statisticians, it was determined that the Fisher Exact Test was more appropriate to determine statistical significance for Hypotheses One through Four than the tests that were originally suggested. Table Seven gives the results of the Fisher Exact Test on the data for Hypothesis One. The statistics show that the data yielded results that were statistically significant. There is only a 2.86 chance out of one hundred (at the .05 level of confidence) that it would occur. Any chance five out of one hundred or below is considered significant. As a result of this, Hypothesis One is accepted. It is considered true that a superintendent and a randomly selected principal will have the same leadership style.

Superintendents, along with school boards, are responsible for hiring principals. It seems appropriate for superintendents to support principals that are like themselves in leadership style. A superintendent who is high in initiating structure may look for a principal who is equally concerned with task orientation. A principal of high consideration may not interest this superintendent since he/she would be afraid that their goals and objectives would not be the same. Fear of people orientation at the expense of organizational goals could be present. The converse, however, might also be true- a superintendent with high consideration in his/her style might look for a principal with the same people orientation skills. This superintendent might feel that it is important to have a principal with good public

Fisher Exact Test Results for Hypothesis One

	Principal Consideration	Principal Initiating Structure
Superintendent Consideration	6	1
Superintendent Initiating Structure	4	9

Fisher Exact Test Statistical Significance--.0286

Table Seven

relations skills. As a result of the findings in Hypothesis One, it would behoove superintendents to hire principals who possess the same leadership style that they do. Thechance that they will possibly meet with success increases when the superintendent and principal are alike in style.

There are situations where superintendent and principal have different leadership styles. Sometimes a superintendent comes on the job and inherits a principal of the opposite style. In other cases a superintendent's power is suppressed and the school board or selection committee overrides him/her and hires a principal with a different style. Whatever the case may be, obstacles could develop relative to the following:

(1) Different goals

(2) Different philosophies

(3) Lack of support

(4) Lack of consistency in administrative dealings throughout the district.

Since the research here shows that a superintendent and a randomly selected principal have the same leadership type, it would seem that the districts that have had superintendents and principals with differing styles have not met with success and have changed their administrative staff to reflect like styles.

In addition to the superintendent looking for principals with the same leadership, it is important for principals to accept positions with superintendents of the same style. The chance of the principal meeting with success is greatly increased under these circumstances.

Looking at the results of Hypothesis One analytically, it would seem that not only would the superintendent and the randomly selected principal have the same leadership style, but the same high task or people orientation would be present throughout the district. The school board, the superintendent, the assistant superintendent, the principal, the assistant principal and possibly even the teachers might all possess these same characteristics. The tone in a district is set for either structure or consideration, and this is what is kept in mind when the board hires the superintendent, the superintendent selects the principal and when the principal picks his/her choice for teachers.

Hypothesis Two

The superintendent's level of satisfaction with the principal is positively related to the congruency of the leadership styles of the superintendent and the principal.

The superintendent's satisfaction with his principal was measured by the Survey of Management Practices. The superintendent's and the principal's leadership styles were measured by the Leadership Behavior Description Questionnaire.

Illustrated in Table Eight are the raw data for Hypothesis Two. Table Nine reflects the frequency of the superintendent's satisfaction or dissatisfaction with the principal and the congruency or incongruency of the leadership styles of the superintendent and the principal in the population. Fifteen percent of the superintendents were dissatisfied with their principals. On the other hand, eighty-five percent of the superintendents were satisfied with their principals. As far as leadership style congruency between the principal

Superintendent's Satisfaction and Superintendent's

and Principal's Leadership Styles

School	Superintendent's Satisfaction	Superintendent's Style	Principal's Style
School #1	Satisfied	I.S.	I.S.
School #2	Satisfied	C.	I.S.
School #3	Satisfied	C.	C.
School #4	Satisfied	I.S.	I.S.
School #5	Satisfied	I.S.	I.S.
School #6	Dissatisfied	I.S.	C.
School #7	Satisfied	I.S.	I.S.
School #8	Satisfied	I.S.	I.S.
School #9	Satisfied	I.S.	I.S.
School #10	Satisfied	I.S.	C.
School #11	Satisfied	C.	C.
School #12	Dissatisfied	I.S.	C.
School #13	Satisfied	C.	C.
School #14	Satisfied	I.S.	I.S.
School #15	Satisfied	I.S.	I.S.
School #16	Satisfied	I.S.	C.
School #17	Dissatisfied	I.S.	C.
School #18	Satisfied	C.	C.
School #19	Satisfied	C.	C.
School #20	Satisfied	C.	C.

I.S.= Initiating Structure , C.= Consideration

Table Eight

Frequency of the Superintendent's Satisfaction With the Principal

and the Congruency of the Superintendent's and Principal's

Leadership Styles

Superintendent's Satisfaction With the Principal

	Number of Cases	Percent
Dissatisfied	3 out of 20	15
Satisfied	17 out of 20	85

Statistics Revealed the Standard of Error at .082

Congruency of Superintendent's and Principal's Leadership Styles

	Number of Cases	Percent
Incongruent	5 out of 20	25
Congruent	15 out of 20	75

Statistics Revealed the Standard of Error at .099

Table Nine

and superintendent is concerned, seventy-five percent of the pairs were congruent and twenty-five percent were not.

The Fisher Exact Test was used to determine if the results were statistically significant. Table Ten shows the results of this test on the data from Hypothesis Two. The statistics prove that the results were significant. There are only eight chances out of one thousand that these results would occur. As a result of this, Hypothesis Two is accepted. It is considered true that a superintendent's level of satisfaction with the principal is positively related to the congruency of the leadership styles of the superintendent and principal.

The acceptance of Hypothesis Two implies that a satisfied superintendent yields a principal-superintendent pair of the same leadership style. It would seem inevitable that superintendents will be most satisfied when they see principals who are mirror images of themselves. Even though superintendents may respect leadership styles that are different from their own, they are most content when working with principals that have the same style. Principals should take note of the findings here. If they are interested in satisfying their superintendents, they might want to emulate them in every respect. It is interesting to note, however, that some principals are not interested in being like their superintendents. These people are independent and are exclusively devoted to their own philosophies and convictions, which are manifested in a particular leadership style. It is evident that these principals do not hold superintendent satisfaction high on their priority list.

Looking at the conditions surrounding dissatisfied superintendents is most interesting. The results here reveal that dissatisfied

Fisher Exact Test Results for Hypothesis Two

	Superintendent's Satisfaction	
	Dissatisfied	Satisfied
leadership Style Congruence		
Incongruent	3	2
Congruent	0	15

Fisher Exact Test Statistical Significance .00877

Table Ten

superintendents will be paired up with principals of a different
leadership style. The raw data reflect this fact. Out of twenty
superintendents, three were dissatisfied. In all three cases the
superintendent-principal pair yielded a different leadership type. In
addition to this, all three dissatisfied superintendents had an
initiating structure leadership style, while their correlating
principal was of the considerate type. Looking at this analytically,
it seems that the task oriented superintendent is not as amenable to
tolerating a considerate principal. The reason for this might be the
fact that they are usually only concerned about a relatively narrow
perspective- that of structure and task orientation. On the other
hand,if these superintendents were of the considerate type, they
probably would have been more open to working with a principal of a
different leadership style. The possibility exists that they might
never have been dissatisfied.

Hypothesis Three

There is a positive relationship between the climate in a school
building and the principal's leadership style.

The principal's leadership style was measured by the Leadership
Behavior Description Questionnaire. The organizational climate in a
school was found to be open or closed based upon the results of the
Organizational Climate Description Questionnaire.

Illustrated in Table Eleven are the raw data collected for Hypothe-
sis Three. Table Twelve reflects the frequency of the principal's two
possible styles of leadership and the two possible organizational
climates in the population. Fifty percent of the principals exhibited a

Principals' Leadership Styles and Organizational Climate

School	Principal's Style	Organizational Climate
School #1	Initiating Structure	Open
School #2	Initiating Structure	Open
School #3	Consideration	Open
School #4	Initiating Structure	Closed
School #5	Initiating Structure	Open
School #6	Consideration	Closed
School #7	Initiating Structure	Open
School #8	Initiating Structure	Open
School #9	Initiating Structure	Closed
School #10	Consideration	Closed
School #11	Consideration	Open
School #12	Consideration	Closed
School #13	Consideration	Open
School #14	Initiating Structure	Open
School #15	Initiating Structure	Closed
School #16	Initiating Structure	Closed
School #17	Consideration	Closed
School #18	Consideration	Open
School #19	Consideration	Open
School #20	Consideration	Open

Table Eleven

Frequency of the Principals' Leadership Styles

and the Organizational Climate

Principal's Leadership Style

	Number of Cases	Percent
Consideration	10 out of 20	50
Initiating Structure	10 out of 20	50

Statistics Revealed the Standard of Error at .115

Organizational Climate

	Number of Cases	Percent
Open	12 out of 20	60
Closed	8 out of 20	40

Statistics Revealed the Standard of Error at .112

Table Twelve

high consideration leadership style. On the other hand, fifty percent yielded the initiating structure type of leadership. As far as the organizational climates were concerned, sixty percent of the schools in the population had an open climate and forty percent closed.

The Fisher Exact Test was used to determine whether the results were statistically significant or not. Table Thirteen gives the results of the Fisher Exact Test on the data for Hypothesis Three. The statistics showed that the results were not statistically significant. There are 67.5 chances out of one hundred that these results would occur. As a result of this, Hypothesis Three is rejected. It is not considered true that there is a positive relationship between the climate in a school building and the principal's leadership style.

The results from Hypothesis Three could be significant when analyzing the relationship of the principal with teachers and organizational climate. Teaching staffs are usually heterogeneous in their personal philosophies and ideas. Some teachers might be more structured and task oriented and have a tendency to not favor change. On the other hand, some staff members might believe in a more open humanistic approach to education. These people are usually very receptive to change. Teaching staffs are usually composed of both types of teachers. As a result of this, it can be difficult to label any complete staff as one type. This point might be significant here. When talking about a principal , the discussion centers around one person with one style or philosophy of education. The principal can be put in the initiating structure category or the consideration group. It seems impossible to label a whole staff this way. It is likely, therefore, that based on leadership style, some teachers might approve of the

Fisher Exact Test Results for Hypothesis Three

Principal's Style	Organizational Climate	
	Closed	Open
Consideration	4	6
Initiating Structure	4	6

Fisher Exact Test Statistical Significance .675

Table Thirteen

principal's leadership type while others might not. The results of
this are that an entire staff might never be completely happy or
satisfied with the principal's style since it is possible that it could
be conflicting with their own. Morale, based on this could be
predicted as low. Instead of looking at a principal's leadership style
as a key determinant of organizational climate, maybe the concerns
should center around the principal's actions and decisions. Even
though a teacher's personal philosophy might conflict with a
principal's leadership style, the teacher could still respect this
difference and not let it affect the feelings he/she has for the
school's leader. It seems more appropriate for the teachers to be
satisfied with a principal because that person has exhibited support
and fairness with teachers. The fact that teacher dissatisfaction
could come from a difference in teacher philosophy and the principal's
leadership style might not be true at all. The results from Hypothesis
Three seem to support this contention.

If the goal of a school district is to select a principal that will
yield the best school climate, it would behoove them to possibly
evaluate all the candidates for the following items:

 (1) Support of teachers

 (2) Ethics and professionalism

 (3) Fairness in past administrative dealings

Considering the fact that the suggested relationship between climate
and principal's fairness and support could be true, it might have
ramifications for the hiring of school administrators.

Hypothesis Four

There is a positive relationship between the organizational climate and the superintendent's level of satisfaction with his/her principal.

The superintendent's satisfaction with the principal was measured by the Survey of Management Practices. The organizational climate was measured by the Organizational Climate Description Questionnaire.

Illustrated in Table Fourteen are the raw data collected for Hypothesis Four. Table Fifteen reflects the frequency of the superintendent's satisfaction or dissatisfaction with the principal and the two possible types of organizational climates in the population. Fifteen percent of the superintendents were dissatisfied with their principal. On the other hand, eighty-five percent of the chief administrators were satisfied with them. As far as organizational climates were concerned, sixty percent of the schools in the population had an open climate and forty percent were closed.

The Fisher Exact Test was used to determine whether the results were statistically significant or not. Table Sixteen gives the results of the Fisher Exact Test on the data for Hypothesis Four. The statistics showed that the data were statistically significant. There are 4.5 chances out of one hundred that these results would occur. As a result of this, Hypothesis Four is accepted. It is considered true that there is a positive relationship between the organizational climate and the superintendent's level of satisfaction with his/her principal.

Superintendent's satisfaction with the principal can take on different forms. The first form is when the superintendent is satisfied with the principal because he/she has been making prudent administrative decisions and has followed through on every directive from the superintendent. The second kind of satisfaction is one which focuses in on the school rather than the person. In this case the

The Superintendent's Satisfaction With the Principal and

Organizational Climate

School	Superintendent's Satisfaction	Organizational Climate
School #1	Satisfied	Open
School #2	Satisfied	Open
School #3	Satisfied	Open
School #4	Satisfied	Closed
School #5	Satisfied	Open
School #6	Dissatisfied	Closed
School #7	Satisfied	Open
School #8	Satisfied	Open
School #9	Satisfied	Closed
School #10	Satisfied	Closed
School #11	Satisfied	Open
School #12	Dissatisfied	Closed
School #13	Satisfied	Open
School #14	Satisfied	Open
School #15	Satisfied	Closed
School #16	Satisfied	Closed
School #17	Dissatisfied	Closed
School #18	Satisfied	Open
School #19	Satisfied	Open
School #20	Satisfied	Open

Table Fourteen

Frequency of the Superintendent's Satisfaction With the Principal

and the Organizational Climate in the Population

Superintendent's Satisfaction

	Number of Cases	Percent
Satisfied Superintendents	17 out of 20	85
Dissatisfied Superintendents	3 out of 20	15

Statistics Revealed the Standard of Error at .082

Organizational Climate

	Number of Cases	Percent
Open	12 out of 20	60
Closed	8 out of 20	40

Statistics Revealed the Standard of Error at .112

Table Fifteen

Fisher Exact Test Results for Hypothesis Four

Superintendent's Satisfaction	Organizational Climate	
	Closed	Open
Dissatisfaction	3	0
Satisfaction	5	12

Fisher Exact Test Statistical Significance .049

Table Sixteen

superintendent would be satisfied with the principal because it appears that the teachers in his/her school are happy and the climate is good. For example,it does not take into account the fact that the principal might be haphazard about completing work given to him/her. Items of personal concern might be overlooked because, to the public, the school looks like it is running in fine order. It is likely that if the public is happy with the principal, then the superintendent will follow suit. The results from Hypothesis Four suggest that the later form of satisfaction might be the most prevalent. One possible explanation for superintendent's satisfaction being viewed this way is that the super-intendent might only be interested in keeping all schools in the district happy and running smoothly. Having schools in a district with open organizational climates seems to affect the superintendent's job performance in a positive way. The superintendent tends to look good under these circumstances. Concerns about a principal's specific techniques that do not please the superintendent might be overlooked if good climate exists in a building.

The superintendent's satisfaction of the principal, focusing in on organizational climate, seems to be supported by some specific data collected from this study. The Survey of Management Practices was used to measure the superintendent's satisfaction with the principal. In this questionnaire, fifteen areas of the principal's performance, were analyzed to determine the superintendent's satisfaction or dissatisfaction. It was interesting to note that one sub test of the Survey of Management Practices indicated that superintendents did not approve of the principal's delegation of authority. This could mean that the principal delegates too much or too little authority. Table

Seventeen shows the raw data for the superintendent's satisfaction with the principal's delegation. Table Eighteen shows the frequency of superintendent's satisfaction or dissatisfaction with the principal's delegation of authority. The results indicate that seventy percent of the superintendents that were polled were dissatisfied with the principal's delegation. On the other hand, thirty percent were satisfied with this category. The findings seem to support a point made earlier. It is possible that a superintendent could overlook dissatisfaction with the principal's delegation of authority as long as his/her school exhibits a good organizational climate.

The results from Hypothesis Four yield some very interesting findings about dissatisfied superintendents. In one hundred percent of the cases where superintendents were dissatisfied, the school associated with the principal had a closed climate. This would seem to indicate that the superintendent is only happy with the principal when the school has an open climate. Superintendents did mark principals negatively in some categories of their evaluation yet still gave them an overall satisfactory rating when the climate was open.

Hypothesis Five

There is a positive relationship among the organizational climate, the leadership styles of the principal and superintendent, and the superintendent's satisfaction with the principal's administrative style.

Illustrated in Table Nineteen are the raw data for Hypothesis Five. After an in-depth discussion with the statisticians, it was established that it was impossible for Hypothesis Five to be true. The reason for this is because of the results from Hypothesis Three. In order for

Superintendent's Satisfaction With the Principal's

Delegation of Authority

School	Satisfaction or Dissatisfaction With Delegation
School #1	Satisfied
School #2	Satisfied
School #3	Dissatisfied
School #4	Satisfied
School #5	Dissatisfied
School #6	Dissatisfied
School #7	Dissatisfied
School #8	Dissatisfied
School #9	Dissatisfied
School #10	Satisfied
School #11	Dissatisfied
School #12	Dissatisfied
School #13	Satisfied
School #14	Dissatisfied
School #15	Dissatisfied
School #16	Dissatisfied
School #17	Dissatisfied
School #18	Dissatisfied
School #19	Dissatisfied
School #20	Satisfied

Table Seventeen

The Frequency of the Superintendent's Satisfaction With the

Principal's Delegation of Authority in the Population

	Delegation of Authority	Percent
Superintendent Satisfaction	6 out of 20	30
Superintendent Dissatisfaction	14 out of 20	70

Table Eighteen

Raw Data for Hypothesis Five

School	Super. Style	Super. Satis.	Principal's Style	Climate
1	I.S.	S	I.S.	Open
2	C	S	I.S.	Open
3	C	S	C	Open
4	I.S.	S	I.S.	Closed
5	I.S.	S	I.S.	Open
6	I.S.	D	C	Closed
7	I.S.	S	I.S.	Open
8	I.S.	S	I.S.	Open
9	I.S.	S	I.S.	Closed
10	I.S.	S	C	Closed
11	C	S	C	Open
12	I.S.	D	C	Closed
13	C	S	C	Open
14	I.S.	S	I.S.	Open
15	I.S.	S	I.S.	Closed
16	I.S.	S	I.S.	Closed
17	I.S.	D	C	Closed
18	C	S	C	Open
19	C	S	C	Open
20	C	S	C	Open

Note: Super.= Superintendent, I.S.= Initiating Structure, C =

Consideration, S = Satisfied, and D = Dissatisfied

Table Nineteen

Hypothesis Five to possibly be true all four variables in the study -

superintendent's style, principal's style, superintendent's

satisfaction and school climate would all have to be positively relat-

ed. The principal's leadership style was shown not to be positively

related to organizational climate in Hypothesis Three. As a result of

this, it is impossible for all four variables to be positively related

when the positive relationship between two have already been rejected.

The conclusion that is drawn here is that Hypothesis Five is rejected.

It is considered false that there is a positive relationship among the

organizational climate, the leadership styles of superintendent and

principal, and the superintendent's satisfaction with the principal's

administrative style.

Even though all four variables cannot be positively related, it is

significant that some of the individual variables are related to each

other. It seems inevitable that the more factors you incorporate into

a hypothesis, the less likely it is that a significant relationship can

be established. This is could be true in Hypothesis Five.

Since the results from Hypothesis Two showed that a super-

intendent's satisfaction is related to the congruency of the leadership

styles of the superintendent and principal, it can be tied into the

results from Hypothesis Three. The outcome of Hypothesis Three reject-

ed the fact that there is a relationship between the organizational

climate and the principal's leadership style. The connection between

these results might be the fact that while the superintendent's

satisfaction of the principal is related positively to the climate, the

leadership styles of the principal and superintendent do not seem to be

factors affecting organizational climate. It is likely that the

successful superintendent and principal, while directing and
administering in accordance with their style, do deviate from it when
the need arises. It could be the goal of administrators to put their
convictions aside at times and act differently in the best interest of
the school district. Flexibility on the part of the administrator
seems to be important to success. A narrow minded leader not willing
to compromise might find the district suffering and success difficult
to achieve.

Summary

The returns from all study instruments were excellent. One hundred
percent of the school districts who participated in the study returned
their questionnaires.

The Fisher Exact Test was established as being more appropriate to
determine statistical significance for Hypothesis One through Four than
the tests that were originally suggested. The results of the
statistical tests on the data yielded the following hypotheses as
accepted:

> (1) Hypothesis One- A superintendent of a given district and a
> randomly selected principal will have the same leadership
> style.
>
> (2) Hypothesis Two- The superintendent's level of satisfaction
> with the principal is positively related to the congruency of
> the leadership styles of the superintendent and principal.
>
> (3) Hypothesis Four- There is a positive relationship between
> the organizational climate and the superintendent's level of

satisfaction with his/her principal.

On the other hand, the following hypotheses were rejected:

(1) Hypothesis Three- There is a positive relationship between the climate in a school building and the principal's leadership style.

(2) Hypothesis Five- There is a positive relationship among the organizational climate, the leadership styles of the principal and superintendent, and the superintendent's satisfaction with the principal's administrative style.

Chapter IV

Summary, Conclusions and Recommendations

Introduction

The purpose of this study has been to assess the relationship between the superintendent's satisfaction with the principal's leadership behavior and organizational climate. The study took place in selected Cook County, Illinois school districts. Established theories of leadership and climate determination have provided the framework for the analysis. The study utilized three survey instruments to measure the superintendent's satisfaction with the principal, the principal's and superintendent's leadership behavior and the organizational climate. Please note them below:

(1) Survey of Management Practices (SMP)-measures the superintendent's satisfaction with his/her principal.

(2) Leadership Behavior Description Questionnaire (LBDQ)- measures the principal's and superintendent's leadership behavior.

(3) Organizational Climate Description Questionnaire (OCDQ)- measures the organizational climate in a school.

Chapter IV will be composed of the following three subsections:

(1) Summary

(2) Conclusions

(3) Recommendations for further study

The summary section will reveal key observations about the study as a whole. Special findings, in addition to the conclusions, will be highlighted.

The section entitled "Conclusions" will deal directly with the results of the study. Concluding statements will be made regarding all facets of the research. Conclusions secured from the five study hypotheses will be discussed. Included in this section will be statements concerning how school boards, superintendents and principals can benefit from this research.

The "Recommendations for Further Study" section will suggest the following:

(1) It will suggest areas to explore that are offshoots of this study.

(2) It will suggest alternate ways that future research in this area can be handled.

Summary

As a whole, the study went smoothly. One of the key difficulties was trying to get the responses back from all the research participants. Each district had anywhere from ten to twenty-two participants in the study. Research data from any one district were not useful unless all responses were returned. All data from one district were needed in order to correlate superintendent's responses to principal's responses to teacher's responses. Only after a number of phone calls and letters was it possible to overcome this difficulty and achieve a

one hundred percent return. This perfect return enhances the validity

of the study.

The instruments were corrected by hand and computer. The Fisher

Exact Test determined the statistical significance of the study

hypotheses. The results from this test accepted three hypotheses and

rejected two. It is interesting to note that a superintendent and a

randomly selected principal were shown to have the same leadership

style. In addition to this, a superintendent's satisfaction with the

principal was shown to be positively related to the congruency of the

superintendent-principal leadership styles and the organizational

climate. On the other hand, the principal's leadership style was not

related to climate and there was no positive relationship established

among the four variables in the study- superintendent's satisfaction

with the principal, superintendent's style, principal's style and

organizational climate.

In addition to the collecting of the data and statistically cor-

relating it, the following surfaced as additional research findings:

(1) Superintendents who were dissatisfied with their principals

had different styles from the principals. In these cases, the

principal's style was always considerate while the

superintendent's style was structured.

(2) In every case where the superintendent was dissatisfied

with the principal, there were closed climates.

(3) Seventy percent of the superintendents that were surveyed

were dissatisfied with the principal's delegation of authority.

Conclusions

The conclusions of this study will be pointed out in a discussion of the results of each of the five study hypotheses.

Hypothesis One

The results from Hypothesis One show that a superintendent and a randomly selected principal will have the same leadership style. This was proven statistically significant at the .0286 level. Seventy-five percent of the twenty superintendent-principal leadership style pairs were the same. It seems likely that superintendents meet with success when they hire principals of the same leadership style. It might also be important for principals to accept positions with superintendents of the same leadership style. If the superintendent hires principals of the same type, this may also have ramifications for the teachers that are hired.

Hypothesis Two

The results from Hypothesis Two show that the superintendent's level of satisfaction with the principal is positively related to the congruency of the leadership styles of the superintendent and principal. This was proven statistically significant at the .00877 level. It seems that superintendents are most satisfied when working with principals that are mirror images of themselves. Principals interested in pleasing their superintendents might want to consider emulating them. Dissatisfied superintendents, on the other hand, seem to be paired up with principals of different leadership styles. Out of twenty

superintendents, three were dissatisfied. In all three cases, the

superintendent-principal pair not only yielded a different leadership

type, but also the specific pairing of an initiating structure

superintendent with a considerate principal. It is possible that the

task oriented superintendent might only be concerned with a relatively

narrow perspective- that of structure and task orientation. On the

other hand, if these superintendents were of the considerate type, they

probably would have been more open to working with a principal of a

different leadership style. The possibility exists that they might

never have been dissatisfied.

Hypothesis Three

The results from Hypothesis Three show that there is not a positive

relationship between the climate in a school building and the princi-

pal's leadership style. This hypothesis was rejected at the .675 level

of significance. Teaching staffs are usually heterogeneous in their

personal philosophies and ideas. Some teachers might be very

structured and task oriented while others could have a very different

approach to education. It can be very difficult to label complete

staffs as structured or humanistic. This point might be significant.

When talking about a principal, the discussion centers on one

leadership style- initiating structure or consideration. It seems

impossible to label a whole staff this way. It is likely, therefore,

that some teachers might approve of the principal's leadership style

while others might not. The results of this is that a staff could

never be completely happy with a principal's leadership style since it

might be conflicting with their own. Instead of leadership style, it seems more appropriate to consider correlating a principal's actions and decisions with organizational climate. It seems likely that teachers will be satisfied with a principal because he/she has exhibited support and fairness with teachers in his/her actions.

If the goal of a school district's board is to hire a principal that will yield the best school climate, it would behoove it to possibly evaluate all the candidates in accordance with the following items:

    (1) Support for teachers

    (2) Ethics and professionalism

    (3) Fairness in past administrative dealings

Considering the fact that the suggested relationship between climate and principal's fairness and support could be true, it might have ramifications for the hiring of future school administrators.

Hypothesis Four

The results from Hypothesis Four show that there is a positive relationship between the organizational climate and the superintendent's level of satisfaction with his/her principal. This was proven statistically significant at the .045 level.

There are two forms of superintendent satisfaction with the principal. The first form occurs when the superintendent is satisfied with the principal because he/she has been making prudent administrative decisions and has followed through on every directive from the superintendent. The second kind of satisfaction is one which focuses in on

the school rather than the person. In this case, it does not take into account the fact that the principal might be haphazard about completing work given to him/her etc. Items of personal concern might be overlooked because, to the public, the school looks like it is running in fine order. It is likely that if the public is happy with the principal, then the superintendent will follow suit. The results from Hypothesis Four suggest that the latter form of satisfaction might be the most prevalent. One possible explanation for superintendent's satisfaction being viewed this way is that the superintendent might only be interested in keeping all schools in the district happy and running smoothly. Having schools in a district with high organizational climate seems to affect the superintendent's job performance in a positive way. The superintendent tends to look good under these circumstances. Concerns about a principal's specific techniques that do not please the superintendent might be overlooked if good climate exists in the school.

The results from Hypothesis Four show that in one hundred percent of the cases where the superintendents were dissatisfied with the principal, the correlating school had a closed climate. This would seem to indicate that the superintendent is only happy with the principal when the school has an open climate.

Hypothesis Five

The results show that there is no positive relationship among the organizational climate, the leadership styles of the principal and superintendent and the superintendent's satisfaction with the

principal's administrative style. After an in-depth discussion with the statisticians, it was established that it was impossible for Hypothesis Five to be true. The reason for this is because of the results of Hypothesis Three. In order for Hypothesis Five to possibly be true, all four variables in the study- superintendent's style, principal's style, superintendent's satisfaction and school climate would all have to be positively related. The principal's leadership style was shown not to be positively related to organizational climate in Hypothesis Three. As a result of this, it is impossible for all four variables to be positively related when the positive relationship between two have already been rejected. Even though all four variables cannot be positively related, it is significant that some of the individual variables are related to each other. It seems that the more factors that you incorporate into a hypothesis, the less likely it is that a significant relationship can be established.

The superintendent's satisfaction of the principal is related positively to climate. The leadership styles of the principal and superintendent do not seem to be factors affecting organizational climate. It is likely that the successful superintendent and principal, while directing and administering in accordance with their style, do deviate from it when the need arises. It could be the goal of administrators to put their convictions aside at times and act differently in the best interest of the school district. Flexibility on the part of the administrator seems to be important to success. A narrow-minded leader, not willing to compromise, might find the district suffering and success difficult to achieve.

The results of this study can benefit school boards, superintendents and principals. It would benefit these school officials to take the results and see if it fits their needs.

School boards might want to take into account the following results and suggestions:

(1) The tone of a district can be set for structure or consideration based on the superintendent that is employed by the board. It would seem important for school boards to establish their philosophy and hire their chief administrator accordingly. It could have ramifications for everyone that is hired under the superintendent.

(2) Since the principal's leadership style is not positively related to school climate, it would behoove school boards to possibly consider the following when selecting a principal: (a) support for teachers, (b) ethics and professionalism, and (c) fairness in past administrative dealings.

Superintendents can weigh the results and suggestions from this study and hopefully allow it to improve their job execution in some way. The recommendations for superintendents are listed below:

(1) Superintendents should hire principals with the same leadership style.

(2) Research reveals that superintendents are satisfied with principals when the climate in a school is open. In addition to this, it might be a good idea for superintendents to consider this and possibly be more objective when evaluating principals, taking into account the principals specific execution of his/her job description.

(3) Since the principal's leadership style is not positively related to school climate, it would behoove superintendents to possibly consider the following when selecting or evaluating principals: (a) support for teachers, (b) ethics and professionalism, and (c) fairness in past administrative dealings.

(4) In order to achieve success, it seems important for superintendents to be flexible and deviate from their style when the need arises. It is likely that this approach will benefit the district the most.

Principals can benefit from the results of this study by taking note of the following points:

(1) In order to achieve success, principals might want to consider accepting positions with superintendents of the same leadership style.

(2) If a principal wants to satisfy the superintendent, he/she might want to emulate them in philosophy style, goals and objectives.

Recommendations for Further Study

Besides addressing the goals and objectives of the study, a few items surfaced in the data that might be of significance for future research.

Seventy percent of the superintendents that were surveyed felt that they were dissatisfied with their principal's delegation of authority.

Taking this statistic into account, it would be advantageous for researchers to look into the following:

(1) Investigate to find out if the superintendent feels that the principal delegates too much authority.

(2) Investigate to find out if the superintendent feels that the principal delegates too little authority.

(3) Find out how much authority superintendents would like principals to delegate.

The results of this study showed that every superintendent who was dissatisfied with his/her principal had a different style from the principal. The principal's style always turned out to be considerate while the superintendent exemplified the initiating structure type of leadership. Future research might want to look into this and consider exploring the following:

(1) Investigate to find out what specific points displease the structured superintendent with the considerate principal.

(2) Investigate to find out what points, if any, please the structured superintendent about the considerate principal.

(3) Investigate to find out how many of the dissatisfied superintendents hired their principal or inherited them from a previous administration.

Superintendents who were dissatisfied with the principal always resulted in schools with closed climates. This finding could be expanded and explored in research in the following ways:

(1) Find out what factors displease the teachers in closed climate situations.

(2) Pick specific factors of the superintendent's

dissatisfaction with the principal and see how it is related to
school climate.

Future research could be done by changing some of the key variables
in the study. Recommendations relative to this are listed below:

(1) Analyze the relationship of the principal's satisfaction
with the superintendent and district climate.

(2) Replicate the study changing the sample.

(3) Replicate the study analyzing the principal's satisfaction
with the teacher's style and organizational climate.

(4) Analyze the relationship of the school board's satisfaction
with the superintendent and district climate.

(5) Analyze the relationship of the teachers satisfaction with
the principal and superintendent and organizational climate.

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APPENDIX A

November 1, 1982

Dear Superintendent,

A question of concern to educators is: What type of relationship exists between the superintendent's satisfaction with his/her principal's leadership behavior and the climate in a school building? I am conducting a research study in cooperation with local school districts, Loyola University Of Chicago, and as a partial fulfillment of the requirements for a doctoral degree. The results of this research study will provide valuable information for administrative hiring, administrative improvement, and methods to increase the morale or climate of staff members.

The study involves the administration of 2 instruments which will measure the leadership behavior and satisfaction of the superintendent. The questionnaires will require not identifying information and will take a minimal amount of time to complete. Additionally, the study will involve one randomly selected principal and school from the district. The principal will be asked to fill out an instrument measuring his/her leadership style, and a selected group of staff members will

be asked to fill out a questionnaire which will determine the

level of staff morale or climate. All responses to the

questionnaires will be anonymous and will be mailed directly

back to Loyola University. My advisor, Dr. Robert Monks, will

collect them at Loyola and forward them to me. The outcome of

the study will be available to all participants upon request.

Your participation in this research study will be greatly

appreciated. The data that your district could provide will

be very valuable to the outcome of the study. If you are willing

to participate in this basic research effort, please sign the

attached sheet and return it to me. I will then contact you

personally to further explain the project and to answer any

of your questions about the study.

Sincerely,

Robert J. Madonia,
Doctoral Candidate,
Loyola University Of Chicago

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APPENDIX B

Please check the appropriate box below, and return this
sheet in the enclosed envelope.

Thank You.

☐   I would like to participate in the research
         study conducted by Robert J. Madonia

☐   I am not interested in participating in the
         research study conducted by Robert J. Madonia

District #   Superintendent's Signature

APPENDIX C

November 8, 1982

Dear _____,

Thank you for agreeing to participate in the research that I am conducting. _____ and

_____ have been randomly selected to take part in the study. The LBDO (Leadership Behavior Description Questionnaire--for principals) and the Organizational Climate Description Questionnaire (for teachers) have been sent to the above mentioned principal.

I would appreciate it if you would do the following:

> (1) Fill out the LBDO (Leadership Behvior Description Questionnaire).
>
> (2) Fill out the Survey Of Management Practices with reference to _____
>
> (3) After completion of the questionnaires, please return them in the enclosed envelope.

This study is designed to determine the relationship between the superintendent's satisfaction with his/her principal's leadership behavior and the climate in a school building. The results of this research will provide valuable information for administrative hiring, administrative improvement, and methods to increase the morale or climate of staff members.
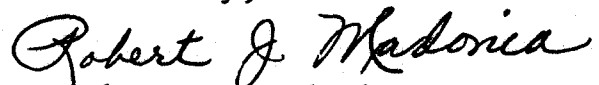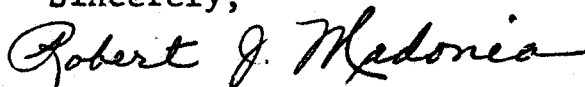
All responses to the questionnaires are totally anonymous and will be mailed directly back to Loyola University. My advisor, Dr. Robert Monks, will collect them at Loyola and forward them to me.

Please extend my gratitude to your principal and teachers for the time and cooperation they will give in assisting with this study; and for your interest and help, I am sincerely appreciative.

If you have any questions regarding the study, please telephone me at 720-2626 or 599-7448. I am looking forward to receiveing your responses.

Sincerely,

Robert J. Madonia,
Doctoral Candidate,
Loyola University Of Chicago

APPENDIX D

School: _____

<div align="center">

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Andrew W. Halpin and Don B. Croft

</div>

The items in this questionnaire describe behavior or conditions that occur within a school. Please indicate to what extent each of these conditions characterize your school by circling the appropriate number following each statement. The numbers after each statement have the following meanings:

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

Do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

Please respond to every item.

1. Teachers' closest friends are other faculty members at this school.   1 2 3 4

2. The mannerisms of teachers at this school are annoying.   1 2 3 4

3. Teachers spend time after school with students who have individual problems.   1 2 3 4

4. Instructions for the operation of teaching aids are available.   1 2 3 4

5. Teachers invite other faculty to visit them at home.   1 2 3 4

6. There is a minority group of teachers who always oppose the majority.   1 2 3 4

7. Extra books are available for classroom use.   1 2 3 4

8. Sufficient time is given to prepare administrative reports.   1 2 3 4

9. Teachers know the family backgrounds of other faculty members.   1 2 3 4

10. Teachers exert group pressure on non-conforming faculty members.   1 2 3 4

11. In faculty meetings, there is a feeling of "let's get things done".   1 2 3 4

12. Administrative paper work is burdensome at this school.   1 2 3 4

13. Teachers talk about their personal life to other faculty members.   1 2 3 4

14. Teachers seek special favors from the principal.   1 2 3 4

15. School supplies are readily available for use in classwork.   1 2 3 4

16. Student progress reports require too much work.   1 2 3 4

17. Teachers have fun socializing together during school time.   1 2 3 4

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

18. Teachers interrupt other faculty members who are talking in staff meetings.   1 2 3 4

19. Most of the teachers here accept the faults of their colleagues.   1 2 3 4

20. Teachers have too many committee requirements.   1 2 3 4

21. There is considerable laughter when teachers gather informally.   1 2 3 4

22. Teachers ask nonsensical questions in faculty meetings.   1 2 3 4

23. Custodial service is available when needed.   1 2 3 4

24. Routine duties interfere with the job of teaching.   1 2 3 4

25. Teachers prepare administrative reports by themselves.   1 2 3 4

26. Teachers ramble when they talk in faculty meetings.   1 2 3 4

27. Teachers at this school show much school spirit.   1 2 3 4

28. The principal goes out of his way to help teachers.   1 2 3 4

29. The principal helps teachers solve personal problems.   1 2 3 4

30. Teachers at this school stay by themselves.   1 2 3 4

31. The teachers accomplish their work with great vim, vigor, and pleasure.   1 2 3 4

32. The principal sets an example by working hard himself.   1 2 3 4

33. The principal does personal favors for teachers.   1 2 3 4

34. Teachers eat lunch by themselves in their own classrooms.   1 2 3 4

35. The morale of the teachers is high.   1 2 3 4

36. The principal uses constructive criticism.   1 2 3 4

37. The principal stays after school to help teachers finish their work.   1 2 3 4

38. Teachers socialize together in small select groups.   1 2 3 4

39. The principal makes all class-scheduling decisions.   1 2 3 4

40. Teachers are contacted by the principal each day.   1 2 3 4

41. The principal is well prepared when he speaks at school functions.   1 2 3 4

42. The principal helps staff members settle minor differences.   1 2 3 4

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

43. The principal schedules the work for the teachers.   1 2 3 4

44. Teachers leave the grounds during the school day.   1 2 3 4

45. Teachers help select which courses will be taught.   1 2 3 4

46. The principal corrects teachers mistakes.   1 2 3 4

47. The principal talks a great deal.   1 2 3 4

48. The principal explains his reasons for criticism to teachers.   1 2 3 4

49. The principal tries to get better salaries for teachers.   1 2 3 4

50. Extra duty for teachers is posted conspicuously.   1 2 3 4

51. The rules set by the principal are never questioned.   1 2 3 4

52. The principal looks out for the personal welfare of teachers.   1 2 3 4

53. School secretarial service is available for teachers' use.   1 2 3 4

54. The principal runs the faculty meeting like a business conference. 1 2 3 4

55. The principal is in the building before teachers arrive.   1 2 3 4

56. Teachers work together preparing administrative reports.   1 2 3 4

57. Faculty meetings are organized according to a tight agenda.   1 2 3 4

58. Faculty meetings are mainly principal-report meetings.   1 2 3 4

59. The principal tells teachers of new ideas he has run across.   1 2 3 4

60. Teachers talk about leaving the school system.   1 2 3 4

61. The principal checks the subject-matter ability of teachers.   1 2 3 4

62. The principal is easy to understand.   1 2 3 4

63. Teachers are informed of the results of a supervisor's visit.   1 2 3 4

64. The principal insures that teachers work to their full capacity.   1 2 3 4

I am answering as: Code _____

☐ Myself
☐ A supervisor of the person named on the survey
☐ One who reports to the person named
☐ A peer of the person named

SURVEY OF
MANAGEMENT PRACTICES   (Form SMP — JQ)

by
Clark L. Wilson, Ph.D.

INSTRUCTIONS:

This survey pertains to things managers and supervisors do or attitudes they may hold. The questions relate to the communications and relations between the person whose name is at the top of the page and those who report to him or her. You will evaluate each statement depending on how well it describes that particular person's relations with those people — even if that person is you. As a frame of reference, think how that person compares with managers or supervisors in general.

For example, you will find a statement such as:

......keeps the group's activities well planned......(_____).

You will put a number from "1" to "7" in the answer space, depending on how well you think it describes the person whose name is at the top of this page — even if that person is yourself.

To guide you:
  "1" means the statement is true to an **extremely small extent, never, or not at all.**
  "4" means it is true to an **average extent, or about normal in degree** or frequency.
  "7" means it is true to an **extremely high extent, always or without fail.**

Of course, you may use the other numbers:
  "3" and "2" represent varying degrees **between average and extremely low.**
  "5" and "6" represent varying degrees **between average and extremely high.**

Please use ratings of "1" or "7" only when you feel quite strongly.

Be sure to check every statement. There is no time limit. There are no "right" or "wrong" answers. You will do best if you answer as accurately and as honestly as you can.

You may notice that some statements are similar. Actually, no two are exactly alike. They differ, even though to a minor degree. The reason is that different people see such statements in different ways and this apparent repetition provides consistency in the results.

The code number at the top of the page identifies the manager or supervisor you are observing — no one else. If you report to that person, your responses will remain anonymous and completely confidential.

Please mark your answers with a ball point pen or No 2 lead pencil (no felt pens or soft pencils) and press hard. Your answers will then register on the carbon.

"1" means the statement is true to an **extremely small extent, never,** or **not at all.**
"4" means it is true to an **average extent,** or **about normal in degree** or **frequency.**
"7" means it is true to an **extremely high degree, always,** or **without fail.**
Of course, you may use the other numbers:
"3" and "2" represent varying degrees **between average and extremely low.**
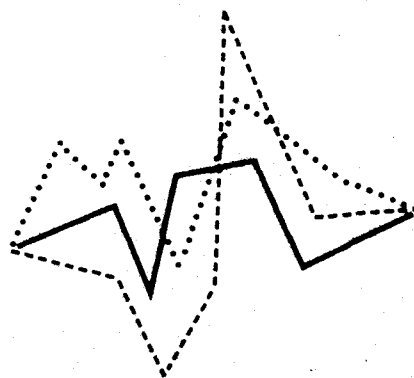"5" and "6" represent varying degrees **between average and extremely high.**

This manager (supervisor, etc.):

1. . . . . . is sincerely interested in the suggestions of members of the group . . . 1. (___) 1-11
2. . . . . . is well organized and a good planner . . . . 2. (___)
3. . . . . . makes sure people are properly trained for their jobs . . . . 3. (___)
4. . . . . . gives individuals feedback on their performance . . . . 4. (___)
5. . . . . . is very concerned about getting things done on time . . . . 5. (___) 15

6. . . . . . explains how people's jobs, work, and goals relate to organization goals 6. (___)
7. . . . . . asks their advice on better ways of doing things . . . . 7. (___)
8. . . . . . plans the work so it keeps running smoothly . . . . 8. (___)
9. . . . . . is a helpful coach and trainer . . . . 9. (___)
10. . . . . . lets them know where they stand. . . . . 10. (___) 20

11. . . . . . makes changes as a result of listening to people in the group . . . . . 11. (___)
12. . . . . . plans the work well in order to provide for an orderly flow of work . . . . . 12. (___)
13. . . . . . knows how to get things done or find the resources to do them . . . . . . 13. (___)
14. . . . . . tries to give people honest opinions of the work they do . . . . 14. (___)
15. . . . . . is sure to remind people about deadlines . . . . 15. (___) 25

16. . . . . . discusses goals with the group to be sure they are clear . . . . . 16. (___)
17. . . . . . welcomes ideas from others even if they differ from his/her own . . . . 17. (___)
18. . . . . . keeps their work well organized through good planning . . . . 18. (___)
19. . . . . . can answer almost any question about the compensation policies and program . . . 19. (___)
20. . . . . . pushes to get things done when they are scheduled . . . . 20. (___) 30

21. . . . . . sets goals which are a challenge to the group . . . . . 21. (___)
22. . . . . . encourages people to express their ideas and participate in decisions . . 22. (___)
23. . . . . . does a good job of planning the group's work . . . . 23. (___)
24. . . . . . coaches group members to help them improve their performance on the job . . . . . . 24. (___)
25. . . . . . gives individuals frequent and honest criticism of their work . . . . 25. (___) 35

26. . . . . . clearly communicates to the group the importance of their goals . . 26. (___)
27. . . . . . encourages individuals to speak up if they think they have a good idea . . 27. (___)
28. . . . . . is knowledgeable about organization policies and plans in general . . . . . . 28. (___)
29. . . . . . looks for ways to help people do a better job . . . . 29. (___)
30. . . . . . stresses the need to get things done when they are promised . . . . 30. (___) 30

31. . . . . . sets goals which help people make worthwhile contributions . . . . 31. (___)
32. . . . . . asks group members to participate in decisions on new problems . . . . 32. (___)
33. . . . . . expertly deals with the political, social, or market problems that come up . . . . . 33. (___)
34. . . . . . frankly lets individuals know how well they are doing their jobs . . . . 34. (___)
35. . . . . . thinks it is important to meet due dates . . . . 35. (___) 45

36. . . . . . discusses goals with members of the group . . . . 36. (___)
37. . . . . . pays attention to planning the work in advance . . . . 37. (___)
38. . . . . . is highly competent in the technical or functional aspects of the group's work . . . 38. (___)
39. . . . . . is supportive and helpful of their efforts to do their jobs well . . . . 39. (___)
40. . . . . . lets individuals know how he/she evaluates their work . . . . 40. (___) 50

41. . . . . . sets meaningful goals for the work group . . . . 41. (___)
42. . . . . . asks the group for recommendations on matters that affect their work . . 42. (___)
43. . . . . . is well regarded as an expert manager . . . . 43. (___)
44. . . . . . makes sure people have adequate training to do their work . . . . 44. (___)
45. . . . . . honestly says what he/she thinks about each person's performance . . . . 45. (___) 55

46. . . . . . is systematic about planning and organizing the group's work . . . . 46. (___)
47. . . . . . is thoroughly familiar with the organization's services, products, operations, etc. . 47. (___)
48. . . . . . makes sure people have the resources they need to do their jobs . . . . 48. (___)
49. . . . . . gives individuals frank comments about the way they do their jobs . . . . 49. (___)
50. . . . . . makes them get their reports in or finish assigned tasks when they are due . . . . 50. (___) 60

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Remember: Check each statement 1 to 7 on how truly it describes the person you are rating. To guide you:
"1" means the statement is true to an **extremely small extent, never,** or **not at all.**
"4" means it is true to an **average extent,** or **about normal in degree** or **frequency.**
"7" means it is true to an **extremely high degree, always,** or **without fail.**
Of course, you may use the other numbers:
"3" and "2" represent varying degrees **between average** and **extremely low.**
"5" and "6" represent varying degrees **between average** and **extremely high.**

This manager (supervisor, etc.):

51. . . . . . keeps track of the details on each job assignment . . . . . 51. (___) 2-11
52. . . . . . insists that everything be done his/her way . . . . 52. (___)
53. . . . . . compliments individuals who contribute significantly to the group's effort . . 53. (___)
54. . . . . . feels it is important to get the group to work together as a team . . . . 54. (___)
55. . . . . . shows an interest in helping people in their careers . . . . 55. (___) 15

56. . . . . . punishes or yells at individuals who make mistakes . . . . . . 56. (___)
57. . . . . . has confidence in the ability of group members to do their own planning 57. (___)
58. . . . . . shows appreciation when someone solves a tough work-related problem . . 58. (___)
59. . . . . . feels planning for people's advancement is as important as planning the work . . . . 59. (___)
60. . . . . . is trusted by people in the work group . . . . 60. (___) 20

61. . . . . . lets people work at their own speed . . . . 61. (___)
62. . . . . . gives individuals recognition when they do good work . . . . 62. (___)
63. . . . . . is easy to approach and communicate with . . . . 63. (___)
64. . . . . . effectively gets people to cooperate with each other . . . . 64. (___)
65. . . . . . is dependable in fulfilling commitments . . . . 65. (___) 25

66. Members of the group get nervous when he/she watches them . . . . . 66. (___)
67. . . . . . gives credit and praise for good work . . . . 67. (___)
68. . . . . . wants people in the group to get along well with each other . . . . 68. (___)
69. . . . . . is genuinely interested in each individual's personal achievement . . . . 69. (___)
70. . . . . . is trusted by upper management . . . . 70. (___) 30

71. . . . . . allows people to direct their own activities . . . . 71. (___)
72. . . . . . expresses appreciation when a person performs well . . . . 72. (___)
73. . . . . . sincerely wants people to feel free to talk to him/her about anything . . . . . . 73. (___)
74. . . . . . tries to develop a sense of loyalty in the group . . . . 74. (___)
75. . . . . . wants group members to have a feeling of personal success in their work . . . . 75. (___) 35

76. . . . . . supervises the work very closely . . . . 76. (___)
77. . . . . . gets upset when goals are not met . . . . 77. (___)
78. . . . . . lets individuals plan their work the way they think best . . . . 78. (___)
79. . . . . . is a friendly, approachable person . . . . 79. (___)
80. . . . . . tries to provide each person with a sense of personal accomplishment . . . . 80. (___) 40

81. . . . . . tries to keep track of the details on each job assigned . . . . 81. (___)
82. . . . . . compliments people when they do something well . . . . 82. (___)
83. . . . . . develops cooperation between members of the group . . . . 83. (___)
84. . . . . . wants people to improve themselves so they can advance . . . . 84. (___)
85. . . . . . can be trusted to do what he/she says will be done . . . . 85. (___) 45

86. . . . . . tells people not only what to do but how to do it . . . . 86. (___)
87. . . . . . feels it necessary to apply pressure to get results . . . . 87. (___)
88. . . . . . lets individuals do their jobs their own way . . . . 88. (___)
89. . . . . . successfully gets group members to work as a team . . . . 89. (___)
90. . . . . . honestly represents the group's interests to upper management . . . . 90. (___) 50

91. . . . . . closely directs individuals in the performance of each task . . . 91. (___)
92. . . . . . lets group members alter procedures to their liking . . . . 92. (___)
93. . . . . . is easy to talk to about work problems . . . . 93. (___)
94. . . . . . tries to make sure each person gets a fair chance to learn and advance . . . . 94. (___)
95. . . . . . is open and above board in dealing with people . . . . 95. (___) 55

96. . . . . . complains vigorously if goals are not met . . . . 96. (___)
97. . . . . . rewards individuals when they deserve to be rewarded . . . . 97. (___)
98. . . . . . makes it easy for people to say what is on their minds . . . . 98. (___)
99. . . . . . willingly counsels individuals to give them a sense of worth and importance . . . . 99. (___)
100. . . . . . honestly reports to the group the thinking and reactions of upper management . . . . . . 100. (___) 60

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APPENDIX E

November 8, 1982

Dear Principal,

The Superintendent of your district has agreed to participate in a research study being done in cooperation with local school districts and the Graduate School Of Education of Loyola University. This study is designed to determine the relationship between the superintendent's satisfaction with his/her principal's leadership behavior and the climate in a school building.

The results of this research will provide valuable information for administrative hiring, administrative improvement, and methods to increase the morale or climate of staff members.

You and your teachers have been randomly selected to participate in the research. The study involves the following:
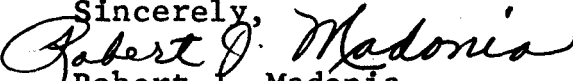
      (1) The administration of the LBDQ (Leader Behavior Description Questionnaire) to all principals

      (2) The administration of the Organizational Climate Description Questionnaire to a select group (or all of your teachers-depending on the number of staff members) of teachers. Please try to give the instrument to teachers of varied grade levels or subject areas.

      (3) After completion of the questionnaires, collect and return the teacher's and principal's instruments in the enclosed envelope.

All responses to the questionnaires are totally anonymous

and will be mailed directly back to Loyola Univeristy. My

advisor, Dr. Robert Monks, will collect them at Loyola and

forward them to me. The number assigned to each questionnaire

is for statistical correlational purposes and in no way can it

be used for identification of any individual response or

school setting.

Your participation in this research study will be greatly

appreciated. The data that your school could provide will

be very valuable to the outcome of the study. If you have any

questions about any aspect of the study, please telephone me

at 720-2626 or 599-7448. Thank you for your cooperation.

Sincerely,

Robert J. Madonia,
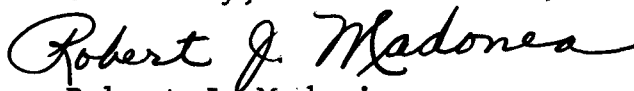Doctoral Candidate,
Loyola University Of Chicago

APPENDIX F

8120 W. 90th Street
Hickory Hills, Illinois 60457
June 23, 1982

Dear Sir/Madam,

I would like to have one sample copy of the_____.

_____. I have enclosed _____ to

cover the cost of this document. I would appreciate receiving

this as soon as possible. Please send it to the above Hickory

Hills address. Thank you for your time and trouble.

Sincerely,

Robert J. Madonia
Robert J. Madonia
Phone 312-599-7448
      312-720-2626

APPENDIX G

6131 ALLEMONG DRIVE
MATTESON, ILLINOIS 60443
Phone (Area Code 312) 720-1300

DONALD J. TESMOND   WALTER DUNNE
   Superintendent   Assistant Superintendent

Mrs. Agnes Fisher   November 2, 1982
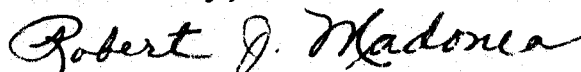McMillan Publishing Co.
866 3rd Avenue
New York, New York 10022

Dear Mrs. Fisher,

        I would like to respectfully request permission from the
McMillan Publishing Company to use the Organizational Climate
Description Questionnaire (Andrew Halpin and Don B. Croft)
for research. The results obtained from this instrument will
be incorporated into my doctoral dissertation.

        Your consideration of this matter will be greatly ap-
preciated. I am looking forward to hearing from you.

                                Sincerely,

                                Robert J. Madonia,
                                Doctoral Candidate,
                                Loyola University Of Chicago

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SIEDEN PRAIRIE SCHOOL   WOODGATE SCHOOL   NEIL A. ARMSTRONG SCHOOL   MARYA YATES SCHOOL
 725 Notre Dame Drive   101 Central Avenue   5030 Imperial Drive   6131 Allemong Drive
 Matteson, Illinois 60443   Matteson, Illinois 60443   Richton Park, Illinois 60471 Matteson, Illinois 60443
 Phone 312-720-2626   Phone 312-720-1107   Phone 312-481-7424   Phone 312-720-1800
Robert J. Madonia, Principal Ferdinand Bronzell, Principal Leo Jacko, Principal   Laverne Zeleznak, Principal

November 5, 1982

Mr. Robert J. Madonia
8120 W. 90th Street
Hickory Hills, Illinois 60457

Dear Mr. Madonia:

You have our permission to use, in the English language only, the
"Organizational Climate Description Questionnaire" from THEORY AND
RESEARCH IN ADMINISTRATION by Andrew W. Halpin, subject to the following
limitations:

Permission is granted for usage of the material in the manner and for the
purpose as specified in your letter of November 2, 1982. If your doctoral
dissertation is published, other than by University Microfilms, it is
necessary to reapply for permission;

Permission is granted for a fee of $35.00. This fee is payable upon the
signing of this letter of agreement;

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> © Copyright by Andrew W. Halpin, 1966.

If you are in agreement, kindly sign and return one copy of this letter with
your remittance; the second copy is for your records.

Thank you very much.

Sincerely yours,

(Mrs.) Agnes Fisher
Contracts Supervisor

AGREED TO AND ACCEPTED:

Robert J. Madonia

APPENDIX H

8120 W. 90th Street
Hickory Hills, Illinois 60457
December 29, 1982

Dr. Andrew A. Hayes
School Of Education
University Of North Carolina At Wilmington
P.O. Box 3725
Wilmington, North Carolina 28406

Dear Dr. Hayes,

As per our phone conversation, I am sending you 270 standard 80 column cards of the Organizational Climate Description Questionnaire that were completed by teachers in 20 different schools. Please note the following:

(1) Columns 1-12 were used for I.D. purposes ie: school 01, 02, 03,........20

(2) Columns 13-80 were used for the OCDQ item responses.

I understand that the cost of scoring the instruments is 10¢ each. Please find a check for $27.00 enclosed. I am very interested in finding out if good or poor climate exists in each school.

Since I am under a strict time schedule for completion of my research, I would appreciate any effort that you could expend to get the results back to me as soon as possible. Your cooperation in this regard will be greatfully appreciated. If you have any questions, you can contact me at (office) 312-720-2626 or (home) 312-599-7448.

Sincerely,

Robert J. Madonia
Robert J. Madonia
8120 W. 90th Street
Hickory Hills, Illinois 60457

APPROVAL SHEET

The dissertation submitted by Robert J. Madonia has been read and

approved by the following committee:

Dr. Robert L. Monks, Associate Professor of
Educational Administration and Supervision,
Director of Continuing Education, Loyola
University of Chicago.

Dr. Phillip Carlin, Associate Professor
and Chairman of the Department of Education-
al Administration and Supervision, Loyola
University of Chicago.

Dr. Max Bailey, Associate Professor of
Educational Administration and Super-
vision, Loyola University of Chicago.

The final copies have been examined by the director of the dissertation

and the signature which appears below verifies the fact that any

necessary changes have been incorporated and that the dissertation is

now given final approval by the Committee with reference to content and

form.

The dissertation is therefore accepted in partial fulfillment of the

requirements for the degree of Doctor of Education.

4/13/83
Date

Director's Signature