A STUDY OF THE RELATIONSHIP BETWEEN TEACHER PARTICIPATION IN SCHOOL DECISION-MAKING AND THE TASK-NEEDS INTEGRATION IN SCHOOLS

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CURRICULUM STUDIORUM

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During recent years, there has been considerable interest in employing organizational theory as a source of knowledge about the school as an organization. Consequently, attention is focused on the behavior of individuals in the school environment. Concomitant with this emphasis, is an interest aimed at departing from the bureaucratic model and utilizing adaptive structures which integrate organizational demands and individual needs. In this sense, there is an interest in the need to integrate organizational behavior and organizational structure.

One body of theory emphasizes the idea that individuals in organizations are primarily decision-makers. Along with this approach to the organization, there is a growing awareness that the extent of an individual's participation in organizational decision-making is related to the individual's performance in the organization.

This study deals with an application of these principles to the school as an organization. In general terms, the problem of the study involves that of the relationship between teacher participation in school decision-making and the task-needs integration in schools. It is basically concerned with the relationship between an aspect of organizational structure and the behavior of individuals and groups in schools. Specifically, the aim of the study is as follows: (1) To determine the relationship between teacher participation in school decision-making and the behavior of

teachers and principals using dimensions of organizational climate as the criterion of behavior; (2) To determine the relationship between teacher participation in school decision-making and the climate of schools. Thus, the study provides important insights into the issue of teacher participation in school decision-making. It is theoretically based and has practical implications for practicing administrators who are charged with the responsibility of monitoring and maintaining a viable decision-making arrangement in their schools.

The report of this research is arranged in four chapters. Chapter I reviews literature pertaining to the variables in the study. Chapter II presents a description of the research design. Chapter III presents the results of analyzing data, and Chapter IV presents a discussion of the results.

CHAPTER I

REVIEW OF THE LITERATURE

This review presents a theoretical basis for the present research study. The first section examines theory associated with the concept of organizational climate and establishes a relationship to a theory of educational administration. The second section presents theory dealing with decision-making and the participation of subordinates in the decision process. Then, studies dealing with organizational climate and teacher participation in school decision-making are examined. The review indicates that the relationship between teacher participation in school decision-making and the task-needs integration in schools has not been determined. The specific problem and hypotheses of the study are presented in the final section.

1. Organizational Climate.

The concept of organizational climate is closely related to the body of organizational theory which has consistently identified organizational purpose as involving the satisfaction of individual needs and the achievement of organizational goals. This two dimensional concept of organizational purpose was first formulated by Barnard. In a statement which integrated the theory of the Scientific Management Era and the Human Relations Era, he stated that:

> The persistence of cooperation depends upon two conditions: (a) its effectiveness; and (b) its efficiency. Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character. The test of effectiveness is the accomplishment of a common purpose or purposes; effectiveness can be measured. The test of efficiency is the eliciting of sufficient individual wills to cooperate.[1]

Recent organizational theory is consistent with Barnard's formulation.

The major contribution of later organizational theorists to Barnard's concept of organizational purpose has been an emphasis on the need to integrate the two dimensions. Bakke and Argyris emphasize this aspect in their reference to the phenomena as follows:

> The first problem of all organizational life is how to take an aggregate of varied individual people, with varied capacities and predispositions and get them involved in cooperative activity which adds up to success for the organization and satisfaction for the individuals concerned. In short, the problem is to integrate the individual participants with the organization.[2]

Guba commented on the relationship in a similar manner and

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1 Chester I. Barnard, The Functions of the Executive, Cambridge, Harvard University Press, 1938, p. 60.

2 E.W. Bakke and C. Argyris, Organizational Structure and Dynamics, New Haven, Labor and Management Center, Yale University, 1954, p. 4, quoted by Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, 1968, p. 127.

related it to the work of the administrator. He stated that:

> The unique task of the administrator can now be understood as that of mediating between two sets of behavior-eliciting forces, that is, the nomothetic and the idiographic, so as to produce behavior which is at once organizationally useful as well as individually satisfying. Action which will lead to such behavior on the part of personnel is the highest expression of the administrator's art.[3]

Thus, there is an emphasis on the need to integrate the task-needs dimensions in organizations.

A discussion of organizational purposes leads easily to the concept of organizational climate. Lonsdale indicates this relationship in his definition of climate as:

> ... the global assessment of the interaction between the task-achievement dimension and the needs-satisfaction dimension, or, in other words, of the extent of the task-needs integration.[4]

Halpin defines climate as the "personality" of the organization. He states that "personality is to the individual what organizational climate is to the organization."[5] An

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3 Egon G. Guba, "Research in Internal Administration-What Do We Know?," in Roald F. Campbell and James M. Lipham (Eds.), Administrative Theory as a Guide to Action, Chicago, Midwest Administration Center, University of Chicago, 1960. p. 121, quoted by Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in Daniel E. Griffiths (Ed.), Behavioral Science and Educational Administration, The Sixty-third Yearbook of the National Society for the Study of Education, Part II, Chicago, the Society, 1964, p. 146.

4 Lonsdale, Op. Cit., p. 166.

5 Andrew W. Halpin, Theory and Research in Administration, Toronto, Collier-Macmillan, 1966, p. 131.

examination of the definitions of the subtests of Halpin's Organizational Climate Description Questionnaire[6], an instrument developed by Halpin and Croft to measure the organizational climate of schools, indicates that the instrument is concerned with the task-needs integration.[7] The results of factor analysis on the subtest level supports this position.[8] Also, Halpin and Croft indicate this relationship in the definition which they provide in the original manual. They define organizational climate as "the social interaction between the principal and the teachers."[9] On this basis, Andrews accepts the OCDQ as "a measure of leadership, of the sort that would stem from an interaction theory."[10] This definition is compatible with Brown's extension of Harry Stack Sullivan's interpersonal theory of psychology to describe organizational climate as "the cathetic patterns giving identity to subgroup and

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6 Henceforth abbreviated as OCDQ.

7 Halpin, Op. Cit., p. 150-151.

8 Ibid., p. 160-165.

9 Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, Chicago, University of Chicago Press, 1963, p. 7, quoted by John H.M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest, Vol. 5, No. 4, December 1965, p. 333.

10 Andrews, Op. Cit., p. 319.

interpersonal relations in a living organization."[11]

On the basis of the literature, it is concluded that Halpin's concept of organizational climate is compatible with the theory on organizations and with Lonsdale's definition. Thus, for the purpose of the study, behavior is defined as social interaction between the principal and teachers which is related to the accomplishment of organizational goals and the satisfaction of individual needs. Climate refers to an assessment of the social interaction between the principal and teachers which is related to the task-needs integration.

Brown's definition of climate suggests a relationship to the theories of Presthus and Argyris. Presthus[12] claims that large bureaucratic organizations produce anxiety in organizational participants who accommodate to the situation in unintended ways. He describes three modes of accommodation: upward mobility, indifference, and ambivalence. Upward mobiles accept the organization and its goals, values, and authority structure. This type is characterized by localism, high morale, impatience with opposition, and a strong need to control the environment. Indifferents contribute only what is necessary to the organization and derive their major

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11 Alan Brown, "Two Strategies for Changing Climate," The CSA Bulletin, Vol. 4, No. 5, July 1965, p. 66.

12 Robert Presthus, The Organizational Society, Toronto, Random House, 1962, xv-322 p.

satisfaction from outside the work environment. Ambivalents like the rewards of the organization, but value their own individuality and friendships above the organization. Argyris maintains that the needs of healthy individuals are in conflict with the demands of formal organizations. The result of this is that individuals adapt in a number of ways; they leave the organization, climb the organizational ladder, become defensive, create informal groups, and accept these modes of behavior as proper.[13] These theories suggest a relationship between organizational climate or behavior and the attainment of organizational goals.

Having identified the relationship of organizational goals to the behavior of role encumbents and organizational climate, it is now possible to establish a relationship to the Getzels social systems theory. According to Getzels, a social system involves two dimensions: (1) the nomothetic dimension consisting of institutions with certain roles and expectations, and (2) the idiographic dimension consisting of individuals with certain personalities and need-dispositions. Each concept in the model serves as an analytic unit for the concept immediately preceding it. Behavior is a function of the interaction between the

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13 Chris Argyris, Personality and Organization, New York, Harper and Row, 1957, p. 76-122.

idiographic and nomothetic dimensions.[14] However, it is possible to employ the model for analysis on the nomothetic or institutional level. Getzels, Lipham, and Campbell state that:

> If we know the institutions, roles, and expectations in a given system, we can make some rather accurate conjectures about the nature of behavior in that system without reference to any of the actual people involved.[15]

In the analysis of the nomothetic dimension, role is defined as "the structural or normative elements defining behavior expected of role encumbents or actors, that is, their mutual rights and obligations."[16] Thus, an extension of the social systems theory to include behavior and decision-making is possible on the basis that the provision for teacher participation in school decision-making is a structural element which defines behavior expected from role encumbents.

Since this review is concerned with behavior as dimensions of organizational climate and since organizational climate refers to the task-needs integration in the school, another relationship to the Getzels formulation can be established. In the model, effectiveness is related to the nomothetic dimension, and efficiency is related to the

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14 Getzels et al., Op. Cit., p. 56.

15 Ibid., p. 64.

16 Ibid., p. 60.

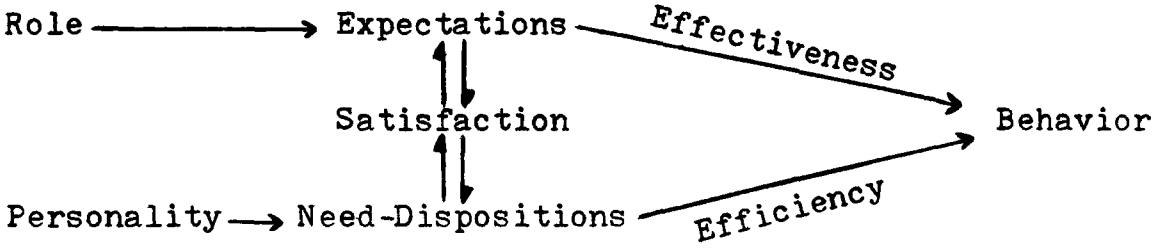

Figure 1.- Relation of role expectations to effectiveness, efficiency, and satisfaction.*

* J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65, No. 4, Winter 1957, p. 433, adapted by Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, 1968, p. 127.

idiographic dimension. Effectiveness depends on the relationship between expectations and behavior, and efficiency depends on the relationship between needs and behavior. In other words, if behavior and expectations are congruent, behavior is effective; and if behavior and needs are congruent, behavior is efficient. The degree of congruence indicates the level of satisfaction.[17] Regarding this relationship, Getzels and Guba state:

> ... that effectiveness is situational in origin and point of assessment, that efficiency is personal in origin and point of assessment, and that satisfaction is a function of the relationship between situation and person, the three concepts being entirely independent of one another in the present analysis.[18]

Thus, Getzels and Guba also claim that an integration of tasks and needs is necessary for the proper functioning of an organization.

The literature suggests that organizational climate conditions which result in a greater integration of tasks and needs are desirable.

Having examined the dependent variables of this study, that is, behavior and climate, this review now turns

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17 Ibid., p. 128-129.

18 J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65, No. 4, Winter 1957, p. 435.

to an examination of theory associated with the independent variable of the study, that is, participation in decision-making.

2. Decision-making and Participation in Organizations.

The study of teacher participation in school decision-making can be related to the social systems theory of administration. If teachers are allowed to participate in school decision-making, they have an opportunity to determine some of their role expectations. The teacher is helping to create his own role in the social system. In so doing, teachers instill the role with their own dispositions. The result is greater congruence between institutional requirements and individual needs. In the framework of the present review, the theory suggests that a higher degree of teacher participation in school decision-making will be associated with a more effective integration of tasks and needs in the school.

Before examining other theory on participation it is necessary to refer to theory on decision-making. The importance of organizational decision-making as a fundamental aspect of the administrative process was first identified by Barnard. He states that "the processes of decision ... are largely techniques for narrowing choice."[19] Simon, who

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19 Barnard, Op. Cit., p. 14.

elaborated on the concept, views people in organizations as decision-making organisms. The theme of his theory of organization is that:

> ... organizational behavior is a complex network of decisional processes, all pointed toward their influence upon the behavior of operatives-those who do the actual "physical" work of the organization. The anatomy of the organization is to be found in the distribution and allocation of decision-making functions. The physiology of the organization is to be found in the processes whereby the organization influences the decisions of each of its members-supplying these decisions with their premises.[20]

According to Simon, the purpose of organizations is to compensate for the limited rationality of individuals. He states that:

> ... when the limits to rationality are viewed from the individual's standpoint, they fall into three categories: he is limited by his unconscious skills, habits, and reflexes; he is limited by his values and conceptions of purpose, which may diverge from the organization goals; he is limited by the extent of his knowledge and information. The individual can be rational in terms of the organization's goals only to the extent that he is able to pursue a particular course of action, and he is correctly informed about the conditions surrounding his action.[21]

Simon views the administrative process as involving a number of activities concerned with decision-making. He analyzes three activities: "intelligence activity," i.e.,

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20 Herbert A. Simon, Administrative Behavior, New York, The Free Press, 1957, p. 220.

21 Ibid., p. 241.

searching for conditions requiring decisions, "design activity," i.e., inventing, developing, and analyzing courses of action, and "choice activity," i.e., selecting a course of action from those available. Each of the three phases involves a complex decision-making process.[22] Dill labels the three activities outlined by Simon as "agenda-building," "search," and "commitment." In addition, he describes two other phases: "implementation" which involves clarifying the meaning of choice, and "evaluation" which involves examining the results of a decision.[23]

These views of decision-making serve to emphasize the importance of the approach in the study of organizations. Dill emphasizes this aspect in his review of the literature. He states that the emphasis on decision-making represents a "fundamental reorientation in our view of organizations," and that the distinguishing feature of the approach is "that it highlights the goals, the tasks, and the choices that determine activities in organizations."[24]

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22 Herbert A. Simon, The New Science of Management Decision, New York, Harper and Row, 1960, p. 2-3.

23 William R. Dill, "Decision-making," in Daniel E. Griffiths (Ed.), Behavioral Science and Educational Administration, The Sixty-third Yearbook of the National Society for the Study of Education, Part II, Chicago, the Society, 1964, p. 201.

24 Ibid., p. 200.

In his study of organizational behavior, Simon indicates that the task of the administrator is related to the task-needs integration. He states that the function of the administrator is to provide subordinates:

> ... with an environment of decision of such a kind that behavior which is rational from the standpoint of the environment is also rational from the standpoint of group values and the group situation.[25]

Griffiths also refers to the role of the chief executive in the decision process. He describes the role in the form of a proposition:

> The effectiveness of a chief executive is inversely proportional to the number of decisions which he must personally make concerning the affairs of the organization. It is not the function of the chief executive to make decisions; it is his function to monitor the decision-making process to make certain that it performs at the optimum level.[26]

These statements lead to the issue of the participation of subordinates in organizational decision-making.

The "participation movement" has its genesis in the Human Relation Era and is closely related to decision theory. First elaborated on by Follett, the position that employee participation in organizational decision-making is associated with the achievement of organizational goals and

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25 Simon, Administrative Behavior, Op. Cit., p. 243.

26 Daniel E. Griffiths, "Administration as Decision-making," in Fred D. Carver and Thomas J. Sergiovanni(Eds.), Organizations and Human Behavior, New York, McGraw-Hill, 1969, p. 147.

the satisfaction of individual needs has strong support in the literature. Follett's analysis centered on the concept of responsibility. She concluded that lower level executives should be regarded as responsible for helping to formulate general policy, and that workers should have a role in management.[27]

The recent literature on organization theory stresses two aspects of employee participation in decision-making, that is, motivation and the distribution of power. Theorists such as McGregor, Likert, and Argyris who are concerned with the problem of motivation have adopted a philosophical position which is based on the hierarchial needs structure proposed by Maslow. Thus, before examining their positions regarding employee participation in decision-making, it is necessary to allude to Maslow's theory.

According to Maslow, the drive that induces people to work toward goals is actually a hierarchy of needs. In his theory, human needs range from low order to high order as follows: physiological, safety, belongingness, esteem, and self-actualization. Lower order needs must be satisfied before higher order needs appear. Since higher order needs have

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27 Bertram M. Gross, "The Scientific Approach to Administration," in Daniel E. Griffiths (Ed.), Behavioral Science and Educational Administration, The Sixty-third Yearbook of the National Society for the Study of Education, Part II, Chicago, the Society, 1964, p. 49.

greater potency than the satisfied lower order needs, the higher order need dominates and drives the individual to behavior which satisfies the higher order need.[28] Applied to the organizational situation, the theory proposed by Maslow means that, in order to satisfy the needs of individuals and achieve organizational goals, the structural arrangements in organizations have to allow individuals to move toward the satisfaction of higher order needs, or dysfunctions will occur.

Although the position of theorists differs regarding the taxonomy of possible arrangements for participation of subordinates in decision-making, there is general agreement that the practice motivates behavior. McGregor considers two extremes represented by "Theory X" and "Theory Y." At one extreme there is no participation, while at the other end of the continuum the exercise of authority is decreased and there is considerable participation. He adopts a situational approach to the concept of participation by claiming that the level of participation that is desirable in a given situation depends on such factors as the nature of the problem, the background of subordinates, and the skill of managers. Regarding employee behavior, he argues that participation in decision-making offers opportunities for ego satisfaction

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28 Abraham H. Maslow, Motivation and Personality, New York, Harper and Row, 1954, xiv-246 p.

which affects motivation toward organizational goals.[29] Thus, according to McGregor, the practice leads to an integration of organizational goals and individual needs.

Likert[30] presents a concept of involvement that ranges from indirect participation by means of the "link pin" arrangement to substantial participation in which subordinates have equal status in group decision-making. Associated with his concept of involvement is the "principle of supportive relationships" which he states as follows:

> The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance.[31]

The effectiveness of group decision-making depends upon the use of the "principle of supportive relationships." Also, when group processes of decision-making are used properly, important issues are dealt with and discussion is focused on problems to be solved. The application of the "principle of supportive relationships," the use of group decision-making,

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29 Douglas McGregor, The Human Side of Enterprise, New York, McGraw-Hill, 1960, p. 126-131.

30 Rensis Likert, The Human Organization: Its Management and Value, New York, McGraw-Hill, 1967, ix-258 p.

31 Rensis Likert, New Patterns of Management, New York, McGraw-Hill, 1961, p. 103, quoted by Rensis Likert, The Human Organization: Its Management and Value, New York, McGraw-Hill, 1967, p. 47.

and the holding of high performance goals on the part of management lead to a situation in organizations which is characterized by high production and satisfied employees.[32]

The view of participation presented by Likert is concerned with the group; whereas, Argyris focuses on the individual. Argyris presents a taxonomy of possible arrangements for employee participation which includes the arrangements mentioned by McGregor and Likert. He moves from a basic position that there is a lack of congruency between the needs of healthy individuals and the demands of organizations to a description of four organizational strategies. The "Pyramidal Structure" provides for no participation of subordinates, and the best that can be accomplished in this situation, as far as the individual is concerned, is to minimize the energy consumed by minimizing frustration and conflict. A second type, the "Modified Formal Organizational Structure," is concerned with indirect participation and provides some means for psychological satisfaction. This arrangement corresponds to Likert's "link pin" concept; whereas, the first arrangement corresponds to McGregor's "Theory X." The third strategy, "Power According to Functional Contribution," provides each member with the opportunity to participate. The individual has the right to accept

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32 Likert, The Human Organization: Its Management and Value, Op. Cit., p. 47-58.

or reject the opportunity. This arrangement is seen as increasing the amount of energy available for work. The strategy which results in maximum productivity and commitment is referred to as "Power According to Inevitable Organizational Responsibilities." In this situation, each person has equal power and responsibility which he may not relinquish. Argyris recognizes that different situations require different practices, but claims that a greater integration between tasks and needs results from increased participation by subordinates in decision-making.[33]

Other theorists emphasize different aspects of the participation approach. Vroom views the involvement of subordinates as a means of increasing the quality of decisions, strengthening group norms to execute the decision, and increasing the worker's "ego involvement" in the goals of the organization.[34] Strauss considers the delegation of decision-making authority to the individual and the group as a means of power-equalization which may have dysfunctional consequences.[35] In his discussion of power, Griffiths states that

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33 Chris Argyris, Integrating the Individual and the Organization, New York, John Wiley, 1964, p. 197-211.

34 Victor H. Vroom, Work and Motivation, New York, John Wiley, 1964, p. 229.

35 George Strauss, "Some Notes on Power-equalization," in Fred D. Carver and Thomas J. Sergiovanni (Eds.), Organizations and Human Behavior, New York, McGraw-Hill, 1969, p. 261-269.

individuals who have more control over the decision-making process have the most power in an organization.[36] Tannenbaum views participation as a means of providing subordinates with a degree of control over their work. He states that distributing and increasing the amount of control distributes an important sense of involvement in an organization.[37] He claims that the amount of power in an organization is not fixed and relates control to motivation as follows:

> Patterns of control-as they are perceived by organizational members, at least, are tied significantly to the performance of the organization and to the adjustment and satisfaction of members.[38]

A discussion of decision-making by Tannenbaum, Weschler, and Massarik focuses on the leader and provides a means to summarize this section. They consider a range of possible behaviors based on the extent to which subordinates participate in the decision process. The delegation of power to make decisions is viewed as a means of increasing the freedom of subordinates. The amount of freedom is not based on the number of decisions made by subordinates, but rather freedom is related to the significance of the

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36 Griffiths, Op. Cit., p. 146.

37 Arnold S. Tannenbaum, "Control in Organizations: Individual Adjustment and Organizational Performance," Administrative Science Quarterly, Vol. 7, No. 2, September 1962, p. 256.

38 Ibid., p. 255.

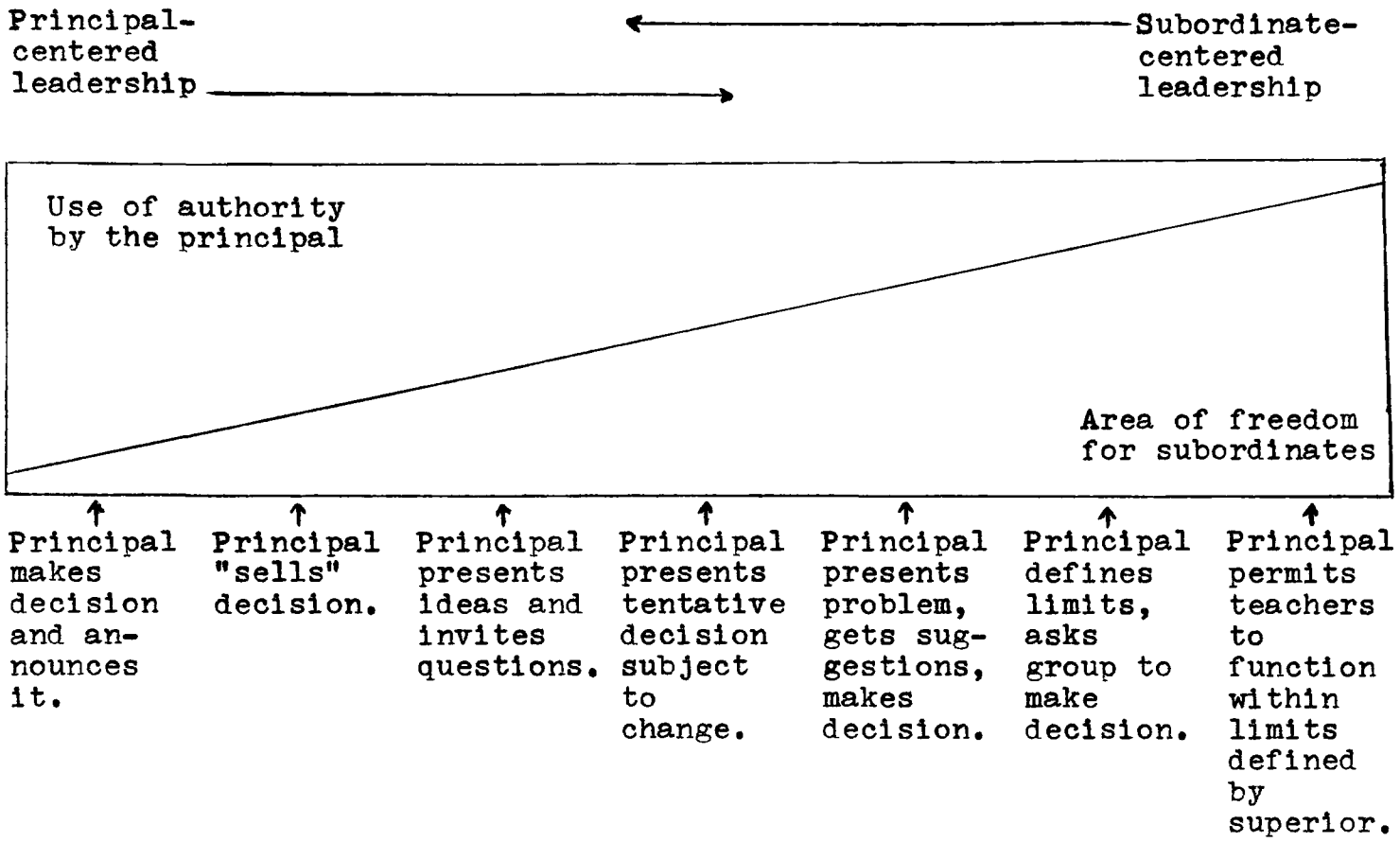

Figure 2.- Continuum of leadership behavior.*

* Adapted from Robert Tannenbaum, Irving R. Weschler, and Fred Massarik, Leadership and Organization: A Behavioral Approach, Toronto, McGraw-Hill, 1961, p. 69.

decisions which subordinates make.[39]

At this point, it is useful to consider involvement in the context of the school. In his model for shared decision-making, Bridges states that administrators can use two rules of thumb in identifying problems about which teachers will want to make decisions. One of these is based on Simon's "zone of acceptance."[40] Bridges refers to it as the "test of relevance." He points out that teachers want to make decisions about such matters as teaching methods, curriculum, instructional materials, methods of evaluation, handling discipline problems, and decoration of the classroom. A second test is that of "expertise." This refers to the need for participants to have some knowledge and information about the problem under consideration. In order for teachers to have an interest in participation they have to have some ability to contribute to the outcome.[41] Owens adds the "test of jurisdiction" which refers to the idea that teachers should have the legal authority to make a decision before

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39 Robert Tannenbaum, Irving R. Weschler, and Fred Massarik, Leadership and Organization: A Behavioral Science Approach, Toronto, McGraw-Hill, 1961, p. 69-73.

40 Simon, Administrative Behavior, Op. Cit., p. 12.

41 Edwin M. Bridges, "A Model for Shared Decision Making in the School Principalship," Educational Administration Quarterly, Vol. 3, No. 1, Winter 1967, p. 52.

participation is meaningful.[42]

To summarize, this section has examined organizational theory based on decision-making, the position of theorists regarding the participation of subordinates in the decision process, and a theoretical application of the model to the school situation. The review indicates that there is strong support for the involvement of subordinates in decision-making. Also, the literature provides a basis for defining teacher participation which, for the purpose of this study, refers to the degree to which a school staff is involved in making decisions concerning tasks associated with the school program.

3. Studies of Climate and Participation in Schools.

Because of the large number of studies dealing with organizational climate and with teacher participation in decision-making, it is necessary to be selective in this review. First, studies which are concerned with the construct validity of the OCDQ will be discussed. Next, studies dealing with teacher participation in school decision-making will be examined. Finally, three studies which are related to the present research are analyzed.

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42 Robert G. Owens, Organizational Behavior in Schools, Englewood Cliffs, New Jersey, Prentice-Hall, 1970, p. 109.

One of the major studies concerned with the construct validity of the OCDQ was conducted by Andrews.[43] His sample consisted of 165 elementary and secondary schools in Alberta. He utilized responses from a random sample of nine teachers and the principal, or from the total staff if the school had nine teachers or less. The data was gathered by administering the OCDQ and sixpoint Likert-type scales which measured teacher satisfaction, rated principal effectiveness, and rated school effectiveness. The OCDQ subtest scores were also correlated with pupil achievement and characteristics of the teacher sample. The Spearman Rank Correlation between teacher satisfaction and Climate was .61, between rated principal effectiveness and Climate the correlation was .58, and between rated school effectiveness and Climate the correlation was .61. These were all significant at the .01 level. Pearson Product Moment Correlations between teacher satisfaction and OCDQ subtest scores which were significant at the .01 level were Disengagement (-.40), Hindrance (-.43), Esprit (.68), Aloofness (-.21), Thrust (.60), and Consideration (.32). The correlations between rated principal effectiveness and organizational climate subtest scores which were

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43 John H.M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest, Vol. 5, No. 4, December 1965, p. 317-334, and, "What School Climate Conditions Are Desirable?," The CSA Bulletin, Vol. 4, No. 5, July 1965, p. 4-20.

significant at the .01 level were as follows: Disengagement (-.33), Hindrance (-.37), Esprit (.64), Intimacy (.21), Production Emphasis (.27), Thrust (.84), and Consideration (.45). The correlations between rated school effectiveness and subtest scores which were significant at the .01 level were Disengagement (-.42), Hindrance (-.21), Esprit (.59), and Thrust (.42). There was a significant relationship between the number of years teachers were in a school and Esprit (-.26). Also, large schools tended to have Closed Climates. Andrews concluded that the subtests provide valid measures of teacher-principal interaction. However, he rejected the six climate types as little more than a "blurred Esprit score."[44] Schmidt[45] and Plaxton[46] employed the sample used by Andrews as the population for studies which will be examined later in this review.

Since the publication of the OCDQ a number of investigations have been aimed at establishing relationships between organizational climate and achievement.

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44 Andrews, "School Organizational Climate: Some Validity Studies," Op. Cit., p. 326.

45 W.G. Schmidt, "Organizational Climate and Leader Behavior," The CSA Bulletin, Vol. 4, No. 5, July 1965, p. 40-63.

46 R. Plaxton, "Principal Personality and School Organizational Climate," The CSA Bulletin, Vol. 4, No. 5, July 1965, p. 21-35.

Feldvebel[47] used a sample of 900 fifth-graders to relate school organizational climate to achievement. His random sample of thirty schools was stratified on the basis of the socio-economic status of the clients of the schools. Achievement, as measured by the Stanford Achievement Test, correlated with Production Emphasis (-.399) and with Consideration (.391). Millar[48] used a sample of eight urban schools selected on the basis of similar socio-economic status of students attending the schools. Grade Nine Departmental Examinations in Alberta were used as the criterion of achievement. He found that pupil achievement correlated with Intimacy (.804) and with Aloofness (-.821). Andrews[49] used a School Achievement Index based on a combination of achievement in Grade Nine Departmental Examinations in Alberta and SCAT scores which provide a measure of academic ability. His sample for the analysis consisted of 6,153 students in ninety-five schools. He found that achievement was significantly related to Intimacy (.29). A possible explanation for the inconsistent findings is the

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47 Alexander M. Feldvebel, "Organizational Climate, Social Class, and Educational Output," Administrator's Notebook, Vol. 12, No. 8, April 1964, p. 1-4.

48 D.E. Millar, "Organizational Climate and Achievement," The CSA Bulletin, Vol. 4, No. 5, July 1965, p. 36-39.

49 Andrews, "School Organizational Climate: Some Validity Studies," Op. Cit., p. 330.

fact that Andrews controlled for ability, whereas Millar did not. Also, there is no necessary or logical basis for supposing that climate conditions have a cognitive pay-off at the pupil level. The cognitive outputs are teacher outputs rather than leader outputs.

The OCDQ is, to a large extent, a measure of behavior, and a number of researchers have related the OCDQ to other measures of principal behavior and teacher behavior. Schmidt[50] examined the relationships between OCDQ scores and scores on the Leader Behavior Description Questionnaire. The sample of sixty schools was divided into groups of ten representing each of the six climate types. The OCDQ scores were obtained from the study by Andrews, and the LBDQ scores were obtained from a random sample of ten teachers in each school. Although a number of significant relationships were established, the study did not reveal any overall relationship between climate and leadership. The lack of a significant relationship between the two subtests that measure Consideration indicates that the two subtests deal with different aspects of the construct; the OCDQ stresses personal assistance, while the LBDQ measures a type of Consideration which refers to non-authoritarianism.

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50 Schmidt, Op. Cit., p. 40-63.

Wiggins[51] used a random sample of thirty-five schools with 715 teachers and principals to investigate the relationship between the leader behavior of elementary school principals and organizational climate. He administered the OCDQ to teachers and the Fundamental Interpersonal Relationship Orientation-Behavior, the Orientation Inventory, and the Survey on Interpersonal Values to principals. A possible explanation for the failure to establish predicted relationships is that the study dealt with teacher perception of organizational climate as compared to principal perception of leader behavior characteristics. He also found that there was no significant change in the climates of thirteen of the thirty-five schools which had been assigned a new principal. These data were obtained by administering the OCDQ eight months after the original survey.

The OCDQ was related to another aspect of leader behavior by Watkins.[52] He investigated the relationship between the psychological distance of school principals as measured by the Assumed Similarity of Opposites Scales and

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51 Thomas W. Wiggins, "Leader Behavior Characteristics and Organizational Climate," paper based on unpublished doctoral dissertation and presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, February 1969, 7 p.

52 J. Foster Watkins,"The OCDQ-An Application and Some Implications," Educational Administration Quarterly, Vol. 4, No. 2, Spring 1968, p. 46-60.

organizational climate as measured by the OCDQ. Only thirty-six of the forty-eight schools in the sample were used in the analysis of data because there was an absence of agreement among teachers in the perceptions of climate in twelve of the schools. The article does not report the results of the analysis of data based on the two variables of the study, however, an analysis of situational factors is discussed, and a critique of the OCDQ is presented. School size was significantly related to five OCDQ dimensions in a direction indicating that large schools tend to have Closed Climates. The article also reports a negative relationship between the age of the principal and Production Emphasis, and that principals tend to view their schools as having a more Open Climate.

A study in Saskatchewan by Harvey[53] employed a sample of forty schools to relate OCDQ scores to teacher classroom behavior as measured by the Classroom Observation Record. Two superintendents independently observed classroom teachers, and each teacher did a self-rating. A subsample of twenty-four schools in which the highest rating performance was achieved was used for the analysis along with the full sample. No relationships were established between teacher classroom

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53 R.F.E. Harvey, "School Organizational Climate and Teacher Classroom Behavior," Manitoba Journal of Educational Research, Vol. 1, No. 2, June 1966, p. 18-27.

behavior and the climate types. He found a significant negative correlation between Pattern Yo (understanding, friendly vs. aloof, egocentric) teacher behavior and Disengagement. Aloofness was significantly related to teachers' own Pattern Yo scores. The study presents some evidence to support the position that the organizational climate of the school is related to teacher classroom performance.

Two studies have examined relationships betweeen OCDQ scores and the personality attributes of school personnel. Anderson[54] administered the Edwards Personal Preference Schedule to seventy-one teachers in Open Climate schools and to fifty-five teachers in Closed Climate schools. The schools were categorized as having Open and Closed Climates by using the OCDQ. He found that teachers in Open Climate schools had significantly lower scores on intraception and abasement. He concluded that there was little difference in the personality attributes of teachers as measured by the Edwards Personal Preference Schedule in Open and Closed Climate schools. Relationships between personality attributes and the eight dimensions of the OCDQ were not determined in the study by Anderson. Plaxton[55] administered the Myers-Briggs Type

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54 Donald D. Anderson, "Personality Attributes of Teachers in Organizational Climates," The Journal of Educational Research, Vol. 62, No. 10, July-August 1969, p. 441-443.

55 Plaxton, Op. Cit., p. 21-35.

Indicator to 164 principals to determine relationships between organizational climate and the personality attributes of principals. No overall relationships were found between the climate types and principal personality. He found significant relationships between personality type and Production Emphasis, Aloofness, Thrust, and Hindrance.

Lupini[56] researched the relationship between values and social behavior and discovered a number of relationships. He administered the OCDQ and the Differential Values Inventory to eighty-one principals and 854 teachers in the Montreal area. The research focused on Value-Congruence, that is, the similarity between principal's values and teachers' values within schools; and Value-Consonance, that is, the degree of variation in teachers' values within schools. Older teachers and older principals were significantly more traditional in their value patterns, and the holding of emergent values on the part of teachers was positively related to openness of climate. Congruence in values correlated negatively with Aloofness and Production Emphasis. The holding of traditional values on the part of teachers was associated with high scores on Disengagement and Production Emphasis and low scores on Esprit and Thrust. The principal's score on the value of Independence showed a positive relationship to Aloofness. The results of

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56 Dante Lupini, "Values and Social Behavior in Schools," The Canadian Administrator, Vol. 5, No. 2, November 1965, p. 5-8.

this study have to be interpreted cautiously because of the high mobility and short period of service of many of the principals in the sample.

Research by Heller[57] examined the relationship between the informal organization in schools and teachers' perceptions of the actual and preferred organizational climate of their schools. Two forms of the OCDQ were administered to the staffs in ten schools along with an instrument which identifies the informal groups operating in the school. Forty informal groups were identified. The study indicated that the perceptions of actual and preferred climates held by members of informal groups is not different from the perceptions of climate held by the total staff.

Johnson and Marcum[58] examined fifteen innovative schools and an equal number of noninnovative schools as identified by the Educational Innovation Checklist to determine if differences exist between principal's and teachers' perceptions of climate in the two kinds of schools and to determine if there were significant differences in climate in the two types of schools.

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57 Robert W. Heller, "Informal Organization and Perceptions of the Organizational Climate of Schools," The Journal of Educational Research, Vol. 61, No. 9, May-June 1968, p. 405-411.

58 Homer Johnson and R. Laverne Marcum, "Organizational Climate and the Adoption of Educational Innovations," paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, February 1969, 9 p.

They found that highly innovative schools have Open Climates, while less innovative schools have Closed Climates. The study also indicates that both teachers and principals perceive a Closed Climate in noninnovative schools and an Open Climate in innovative schools.

To this point, the review has examined twelve studies which have employed the OCDQ as a research instrument. The analysis has focused on aspects of these studies which could be predicted from theory. Thus, the section presents support for the construct validity of the OCDQ. A basic weakness of some of the studies is that the relationships between the variables under consideration and the eight dimensions of the OCDQ were not determined. The studies by Harvey[59] and Anderson[60] were suggested by Halpin and Croft.[61] These researchers did not establish all the predicted relationships. As the review indicates, part of the problem lies in assuming that the six climate types have as much specificity as the eight dimensions of the OCDQ. This helps to explain the failure to establish relationships between certain variables and the six climate types. However, the eight dimensions of the OCDQ appear to have good construct validity as measures of the task-needs

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59 Harvey, Op. Cit., p. 18-27.

60 Anderson, Op. Cit., p. 441-443.

61 Halpin, Op. Cit., p. 227-232.

integration in schools.

This review now turns to an examination of studies dealing with school decision-making which focus on teacher participation in the process. An early study by Chase[62] shows that teachers who report that they have an opportunity to participate in school policy making are more enthusiastic about their school systems. He concluded that teachers derive satisfaction from participation in planning, that joint participation of teachers and citizens in the community increases teacher satisfaction, and that a pretense for participation is not a viable substitute for genuine involvement.

Sharma[63] conducted an extensive study which dealt with teacher participation and teacher satisfaction. He attempted to find the views of teachers on who makes decisions in schools, who should make decisions, and how practices in decision-making are related to an individual's satisfaction in teaching. His questionnaire consisted of thirty-five items and was administered to 1270 teachers with a return of 44.7 per cent. He found that the percentage of teachers desiring participation was generally higher than the percentage reporting that they

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62 Francis S. Chase, "The Teacher and Policy Making," Administrator's Notebook, Vol. 1, No. 1, May 1952, p. 1-4.

63 Chiranji Lal Sharma, "Who Should Make What Decisions?," Administrator's Notebook, Vol. 3, No. 8, April 1955, p. 1-4.

participated. The sharpest differences existed between what teachers desired and current practices with regard to participation in decision-making by groups of teachers. The results also indicated that teachers wanted more autonomy for individual schools. Sharma concluded that teacher satisfaction is related directly to the extent of their participation in decision-making either as individuals or in groups.

A study in Wisconsin by Eye et al.[64] examined the point at which decisions are made and the extent of teacher participation in decisions related to curriculum planning and development. The Decision Point Analysis was developed for the study enabling the researchers to determine who made decisions, who participated in the decision, and the extent of participation. In systems of high congruence of decision points there was evidence of planned instructional change, whereas the opposite occurred in systems of low congruence of perception. The researchers concluded that teacher involvement in curriculum planning and development led to higher productivity, better implementation, and more provision for

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64 Glen G. Eye et al., "Relationship Between Instructional Change and the Extent to Which School Administrators and Teachers Agree on the Location of Responsibilities for Administrative Decisions," Cooperative Research Project No. 5-0443 (1913), USOE, 1966, 240 p., quoted by D.E. Griffiths, "Administrative Theory," Encyclopedia of Educational Research, Toronto, Collier-Macmillan, 1969, p. 19-20; and by E. Miklos, "Increasing Participation in Decision Making," The Canadian Administrator, Vol. 9, No. 6, March 1970, p. 26.

change in instructional content.

A study in Alberta by Simpkins[65] analyzed teacher participation in decision-making as perceived and preferred by teachers in fourteen schools. He identified three decision sources: the individual teacher, the formal staff group, and a higher administrative authority. For the instrument, he selected twelve task activities from the literature which were grouped into four areas as follows: Curriculum Planning and Adaptation, Classroom Management, Arrangement of School Instructional Program, and General School Organization. The results indicated that individual teachers made most decisions regarding classroom management. Administrators made most decisions regarding matters external to the classroom. Teachers perceived that administrators were the major decision makers in matters such as curriculum, general school administration, and arrangement of the school instructional program. Generally, teachers preferred the individual teacher or the staff group to make decisions in these areas. An exception was the desire of teachers to have administrators decide the basic outline of a curriculum. In general, teachers wanted more variety in the means of participation than they perceived.

Early studies on teacher participation in school

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65 William S. Simpkins, The Distribution of Decision-Making Authority in the School, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1968, xxi-290 p.

decision-making were generally concerned with aspects of teacher satisfaction. Recently, researchers have become interested in determining relationships between teacher participation in decision-making and other variables. Such is the case with a study in Quebec by Masse.[66] He examined the relationship between teacher participation and professional attitudes to determine whether the desire of teachers to participate in decisions of a professional nature was different from their degree of participation. The study also examined the relationship between the desire of teachers to participate in decisions of a professional nature and their professional orientation toward authority, knowledge, and service. The sample consisted of 1300 teachers with a return of fifty per cent of the questionnaires. Ths study indicated that, in twenty-seven out of thirty-five tasks, a majority of the teachers felt they were not given any degree of participation, while they preferred an arrangement whereby they would jointly make decisions with administrators. The study also indicated that teachers' orientations toward professional authority was significantly related to their desire to participate in decision-making.

The five studies just reviewed indicate that there

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66 Denis Masse, Teacher Participation and Professional Attitudes, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1969, xii-157 p.

are often significant differences between the perceived and preferred levels of teacher participation in school decision-making. Increased participation appears to be associated with higher teacher satisfaction, enthusiasm for the school system, higher productivity in the area of curriculum development, and professional attitudes. Having examined these studies, it is now necessary to review studies which are more closely related to the present study.

A search of the literature indicated that three studies have been reported which bear a relationship to this study. In a study of the modes employed by principals to involve teachers in decision-making, Bridges[67] identified four modes: announcing, testing, soliciting, and delegating. He developed the Index of Participation which consists of twenty tasks. The sample consisted of twenty-eight schools divided equally between open-minded and close-minded principals. He found that open-minded principals did not involve teachers to a greater extent than close-minded principals. The level of participation was, however, related to the size of the school and the age of principals. High participation did not result in more favorable attitudes toward the principal among teachers with a high need for independence as compared to teachers with a low need for independence. Attitudes toward the principal were

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67 Edwin M. Bridges, "Teacher Participation in Decision-Making," Administrator's Notebook, Vol. 12, No. 9, May 1964, p. 1-4.

related to participation, the degree to which the principal supported teachers, and the teachers' need for independence. Teachers' attitude toward their work was not significantly related to the principals' behavior regarding participation. Bridges concluded that soliciting behavior on the part of the principal, that is, the principal asks teachers for advice but makes the decision himself, is the most appropriate way to involve teachers in making decisions concerning matters which are of central concern to teachers.

Two related studies employed the OCDQ as a research instrument. Otto and Veldman[68] related the control structure in schools to dimensions of school climate. The instruments used in the study were the OCDQ and the McLeod Control Structure Description Questionnaire which deals with problem situations in four areas: Educational Program, Development of Personnel, Managing the School, and Community Relations. The study dealt with the location in the hierarchy at which decisions are made and the influence of various people on the final decision. Control structure was defined as the organization for decision-making. Canonical correlations were computed between OCDQ profiles and decision profiles. They report significant relationships between and among the principals'

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68 Henry J. Otto and Donald J. Veldman, "Control Structure in Public Schools and the Decision and Influence Roles of Elementary School Principals and Teachers," Educational Administration Quarterly, Vol. 3, No. 2, Spring 1967, p. 149-161.

allocations of scores on both instruments. Fewer relationships were found for teachers' scores. The general conclusion was that principals and teachers do not use a common frame of reference for viewing their relationship to each other and see decision-making and school climate from dissimilar vantage points. The article presents little evidence to support this conclusion.

The final study which is relevant to this review was conducted by Reynoldson.[69] He employed the sample of schools used by Johnson and Marcum[70] to investigate the interrelationships of educational decision-making with organizational climate and the innovativeness of schools. The Educational Innovation Checklist, the Decision Point Analysis, and the OCDQ were administered to 1250 teachers in the fifty schools which participated in the study. The focus of the study was the relationships of decision-making and climate to innovation. He found a significant negative correlation (-.32) between educational decision-making and OCDQ scores. This relationship was based on using OCDQ scores to dichotomize schools on the basis of Open Climate and Closed Climate using a method suggested by Croft. The researcher did not determine relationships

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69 Roger L. Reynoldson, "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools," Project No. 8-H-015, USOE, 1969, ix-72 p.

70 Johnson and Marcum, Op. Cit., 9 p.

between decision-making and the eight dimensions of the OCDQ. A serious problem with the design of this study is that the OCDQ scores for the fifteen high innovation schools and for the fifteen low innovation schools were obtained from the earlier study by Marcum and Johnson. The OCDQ scores for the remaining twenty schools were obtained by administering the instrument at a later time when the other data for the study was collected.

To summarize, this section has presented three groups of studies: (1) studies which provide support for the construct validity of the OCDQ, (2) studies dealing with teacher participation in school decision-making, and (3) studies which are related to the present study. The review indicates that the relationship between teacher participation in school decision-making and the task-needs integration in schools has not been researched in an exhaustive manner, that is, teacher participation in school decision-making has not been related to the eight dimensions of the OCDQ. The last section of this chapter presents a statement of the problem and the hypotheses of this research.

4. Statement of the Problem.

To this point, the review indicates that research dealing with relationships between teacher participation in school decision-making and other variables is lacking. The

problem of the study is based on the position established in the literature, that is, that theory dealing with the participation of subordinates in decision-making and the task-needs integration indicates that there is a fundamental relationship between these two variables. In other words, the theory suggests that high participation will be associated with low Disengagement, low Hindrance, high Esprit, high Intimacy, low Aloofness, low Production Emphasis, high Thrust, high Consideration, and an Open Climate on the OCDQ. The contribution of this study involves that of determining these relationships. Thus, in general terms, the problem may be stated as follows: To determine the relationship between teacher participation in school decision-making and the task-needs integration in schools. The problem may be sub-divided as follows: (1) To determine the relationship between teacher participation in school decision-making and the behavior of teachers and principals using dimensions of organizational climate as the criterion of behavior; (2) To determine the relationship between teacher participation in school decision-making and the climate of schools.

The hypotheses are as follows:

1. There are no significant relationships between Teacher Participation Scores and the behavior scores of teachers and principals on the eight dimensions of the OCDQ.

2. (a) There is no significant difference in climate between high participation schools and low participation schools.
(b) There is no significant difference in climate between elementary schools and secondary schools.
(c) There is no significant interaction between participation and level of school.

CHAPTER II

EXPERIMENTAL DESIGN

This chapter presents a description of the research design. Section one describes the sample. Section two deals with the instruments. The third section describes the collection and scoring of responses. The fourth section presents a description of the data, and the final section presents the plan of the statistical analysis.

1. The Sample.

The sample of schools was selected from all schools on Prince Edward Island which had a full-time teaching staff of ten or more teachers. Schools which were not typical of the Island such as junior high schools and vocational schools were excluded. On the basis of these criteria, fifteen secondary schools and twenty-nine elementary schools were eligible for participation in the study. All fifteen secondary schools were included in the sample, and sixteen elementary schools were randomly selected from the total of twenty-nine. All thirty-one schools participated in the study. The responses from two elementary schools and from three secondary schools were not included in the analysis either because less than seventy per cent of the questionnaires were returned, or less than seventy per cent of the questionnaies were usable. Thus, twenty-six schools representing 83.9 per cent of the sample

were included in the analysis.

In schools with more than ten full-time classroom teachers, responses were obtained from a random sample of ten teachers in each school. Responses were obtained from all classroom teachers in five of the schools since these schools employed only ten full-time classroom teachers. Since the study focused on the regular classroom teacher, specialists such as music teachers, librarians, and physical education teachers were excluded.

For the twenty-six schools included in the analysis, a total of 234 or ninety per cent of the teacher sample responded to at least fifty-eight items on the OCDQ. The remaining twenty-six teachers either omitted more than six items or failed to return the questionnaire. A total of 234 or ninety per cent of the teachers responded to at least ten items on the School Decision-Making Questionnaire. The remaining twenty-six teachers either omitted more than two items or did not return the instrument.

Table I presents characteristics of the sample of elementary teachers, and Table II presents characteristics of the sample of secondary teachers. Comparison of the two subsamples indicates that (1) secondary schools have more men, (2) secondary teachers have less experience, and (3) secondary teachers are more highly qualified. These observations are representative of the teaching population from which the sample was chosen.

Table I.-

Characteristics of the Elementary Teacher Sample (N = 133).

Schools	Sex		Teaching Experience (Years)			Experience in School (Years)			Teaching Certificate		
	M	F	1	2-5	6+	1	2-5	6+	Lic. 1-4	Cert. 1-2	Cert. 3-6
1	1	9	3	1	6	5	1	4	4	5	1
2		9	2	2	5	2	5	2		7	2
3	1	8			9	9			6	2	1
4	1	9	2	2	6	3	5	2	1	9	
5	1	9	1		9	1	9		7	1	2
6		9		1	8	3	5	1	3	5	1
7	3	7		2	8	1	7	2	3	3	4
8	1	9		1	9		8	2	5	5	
9	1	9		2	8	2	7	1	5	4	1
10		9		3	6	1	6	2	3	3	3
11		10		1	9		3	7	7	3	
12		10	1	1	8	1	2	7	2	6	2
13		8			8		2	6		7	1
14		9	1	4	4	3	5	1		8	1

Table II.-

Characteristics of the Secondary Teacher Sample (N = 107).

Schools	Sex		Teaching Experience (Years)			Experience in School (Years)			Teaching Certificate		
	M	F	1	2-5	6+	1	2-5	6+	Lic. 1-4	Cert. 1-2	Cert. 3-6
1	4	3	2		5	2	2	3		2	5
2	8	2	3	5	2	3	7			1	9
3	5	5	1	6	3	4	5	1	1		9
4	3	5	2	2	4	3	4	1			8
5	5	2	1	6		1	6				7
6	6	2	3	2	3	5	3			1	7
7	5	5	3	4	3	4	4	2		2	8
8	5	4		2	7	1	2	6		1	8
9	6	4	4	2	4	4	4	2	2	2	6
10	4	6	1	3	6	1	7	2		4	6
11	6	4	4	2	4	4	2	4		2	8
12		8		3	5	2	2	4		2	6

2. The Instruments.

This section describes the instruments used in the study: the Organizational Climate Description Questionnaire, and the School Decision-Making Questionnaire.

The OCDQ was selected to measure the task-needs integration in the sample of schools. This instrument grew out of the situational approach to the study of leadership at Ohio State University. It was developed by Halpin and Croft and published in 1963. The questionnaire consists of sixty-four Likert-type items which are answered on a four-point scale. The normative data for the instrument are based on responses obtained from a sample of 1151 teachers in seventy-one elementary schools. Eight subtests or dimensions were derived by means of a factor analysis of the sixty-four items. Four dimensions refer to the leader behavior of the principal, and four dimensions refer to behavior of the staff group. Halpin describes the eight dimensions as follows:

Teachers' Behavior

> Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.
>
> Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.

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

Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

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

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

Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.[1]

Kenny and Rentz[2] analyzed the results of an application

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1 Andrew W. Halpin, Theory and Research in Administration, Toronto, Collier-Macmillan, 1966, p. 150-151.

2 James B. Kenny and R. Robert Rentz, "The Organizational Climate of Schools in Five Urban Areas," The Elementary School Journal, Vol. 71, No. 2, November 1970, p. 61-69.

of the OCDQ in five urban core areas. Instead of an eight-factor solution, they selected a four-factor solution for the data from the 102 schools in their sample. The first factor, "Principal as Authority Figure," indicates that principals in these schools are perceived as authority figures. Factor II, "Teacher qua Teacher Group Perception," refers to a somewhat negative image of the teacher group as perceived by teachers. Factor III, "Non-Classroom Teacher Satisfaction," indicates that teachers obtained their satisfaction from outside the work environment. A fourth factor, "Work Conditions," reflected the teachers' frustration with their work. This study demonstrates that the factor structure of the OCDQ varies from population to population. However, the eight-factor solution reported by Halpin is more appropriate for the data collected for the present study. Most of the schools in the sample for the present research were located in rural areas.

In addition to the factor analysis of the OCDQ on the item level, Halpin and Croft performed a factor analysis on the eight dimension scores. As a result, they selected a three-factor solution. Factor I, "Social Needs," is an individual factor and refers to the satisfaction of individual social needs. Intimacy and Consideration yield high loadings on this factor. Factor II, "Esprit," is a group factor. Esprit and Thrust yield high positive loadings on this factor, while Disengagement and Hindrance yield high negative loadings.

The third factor, "Social Control," is a leader factor and deals with the principal's behavior. Aloofness and Production Emphasis yield the highest loadings on this factor.[3]

On the basis of the three-factor solution, Halpin inferred three paramaters which conceptualize social interaction in organizations. The first, "Authenticity," refers to the genuineness of principal-teacher interaction. This is based on the Social Needs factor. The second paramater, "Satisfaction," is based on Esprit. It refers to the attainment of group member's satisfaction with respect to task accomplishment and social needs. "Leadership Initiative," the paramater based on the third factor, refers to the latitude within which the group members as well as the leader can initiate leadership acts.[4]

Besides providing eight behavior scores, the OCDQ has been used to categorize schools on the basis of six climate types.[5] Most researchers have utilized the method employed by Halpin and Croft for the schools in the normative sample. The climate types are based on the second order factor analysis. A number of researchers have expressed serious reservations about the validity of the climate classifications. Andrews

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3 Halpin, Op. Cit., p. 160-165.

4 Ibid., p. 186-192.

5 Ibid., p. 166-186.

administered the OCDQ in 165 schools and rejected the six climate types as little more than a "blurred Esprit score."[6] Watkins found that the climate types were of questionable validity and were weak in the middle classifications.[7]

The consensus of researchers is that the instrument provides valid measures of the eight dimensions dealing with the behavior of teachers and principals, but the climate types, as described by Halpin, are of questionable validity. Consequently, it was decided to utilize another method for deriving climate scores. The method used was to combine the scores for Esprit and Thrust and subtract the score for Disengagement. Reynoldson used a similar method in his research.[8] The method was suggested by Croft. Since this study deals with the task-needs integration, there is a logical basis for deriving the climate scores in this manner. The three factors which are used to obtain the score are loaded on Factor II so that there is a relationship to the "Satisfaction" paramater. Thus, the climate scores reflect the integration of organizational demands and individual needs.

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6 John H.M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest, Vol. 5, No. 4, December 1965, p. 333.

7 J. Foster Watkins, "The OCDQ-An Application and Some Implications," Educational Administration Quarterly, Vol. 4, No. 2, Spring 1968, p. 52.

8 Roger L. Reynoldson, "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools," Project No. 8-H-015, USOE, 1969, p. 17.

The second instrument, the School Decision-Making Questionnaire, was developed for the study. As Table III indicates, all of the items used in the questionnaire were employed by Simpkins who grouped the items into four task areas each consisting of three items.[9] A four-factor solution[10] was selected for the data in the present study. The items in the four scales are as follows:

I. Instructional Program
   7. Determination of the size and composition of classes.
   8. Determination of the promotion and class placement of pupils.
   9. Determination of the allocation of money to teachers or departments for instructional aids and equipment.
   10. Determination of the teaching load and other duties of teachers.

II. Curriculum Planning
   1. Determination of the basic outline of a curriculum.
   2. Determination of the detailed content of a curriculum.
   3. Determination of the texts and instructional materials for a curriculum.

III. Classroom Management
   4. Determination of the way a subject-matter field is presented in class.
   5. Determination of the frequency and methods of classroom testing.
   6. Determination of the relative friendliness of classroom teacher-pupil relationships.

IV. School Organization
   11. Determination of the arrangements for parents to discuss matters concerning their children's schooling.
   12. Determination of school rules and regulations for the general student body.

For each item, responses are given on a sixteen-point scale which represents a continuum ranging from no

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9 William S. Simpkins, The Distribution of Decision-Making Authority in the School, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1968, p. 82-84.

10 See Appendix 2.

Table III.-

Studies Which Have Used Items Similar to Those Included in the School Decision-Making Questionnaire.

Present Study Item No.	Simpkins[a]	Sharma[a]	Eye[a]	Reynoldson[b]	Masse[c]
1	*	*			*
2	*	*			*
3	*	*	*	*	*
4	*	*	*	*	*
5	*				*
6	*				
7	*				
8	*	*	*	*	
9	*	*	*	*	*
10	*	*	*	*	*
11	*		*	*	
12	*	*	*	*	*

a William S. Simpkins, The Distribution of Decision-Making Authority in the School, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1968, p. 113.

b Roger L. Reynoldson, "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools," Project No. 8-H-015, USOE, 1969, p. 60-61.

c Denis Masse, Teacher Participation and Professional Attitudes, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1969, p. 133-137.

participation of teachers in decision-making to complete control over making decisions concerning a task. This continuum was divided into four categories as follows:

1. No Participation in Decision-Making - Teachers do not participate in making decisions related to this matter.
2. Consultative Decision-Making - Teachers participate in making decisions by providing advice to administrators.
3. Collegial Decision-Making - Teachers and administrators jointly make decisions related to this matter.
4. Autonomous Decision-Making - Teachers make decisions themselves either individually or in groups.

It is assumed that these four categories represent the situations which arise in schools, and that the categories represent a continuum of activity.

The test-retest reliability coefficients for the School Decision-Making Questionnaire were computed by means of the Pearson Product-Moment method. These coefficients are based on the administration of the instrument to twenty teachers in two schools with a four week interval between testings. The correlations are as follows: Instructional Program - .73, Curriculum Planning - .62, Classroom Management - .75, School Organization - .54, Overall Participation - .69.

Table IV presents intercorrelations for the five scales derived from the School Decision-Making Questionnaire. The intercorrelations for the two subsamples are similar to those for the total sample. The items in the scale dealing with Classroom Management are not associated with the other scales. This scale is concerned with specific duties of

Table IV.-

Intercorrelations Between the Five Scales of the School Decision-Making Questionnaire for the Total Sample ($\overline{N = 26}$).

Participation Scales	1	2	3	4	5
1. Instructional Program	1.00	.11	-.19	.53	.76
2. Curriculum Planning		1.00	.12	.48	.63
3. Classroom Management			1.00	.07	.18
4. School Organization				1.00	.81
5. Overall Participation					1.00

$.95r_{24} = .388$

a teacher in the classroom. Curriculum Planning, School Organization, and Instructional Program contain items which deal with tasks external to the classroom. Also, an examination of the items in the scales dealing with Instructional Program and School Organization indicates that these scales are, to a large extent, concerned with working conditions.

3. Collection and Scoring of Responses.

The questionnaires used to collect data were delivered to the schools by the researcher. Principals were requested to appoint a coordinator who was responsible for the distribution and collection of the questionnaires. The researcher collected completed questionnaires one week later. In cases where questionnaires were not completed, the schools were assigned a code number, and the principal was requested to mail the remaining questionnaires.

The sixty-four items on the OCDQ were scored by assigning the following values: A = 1, B = 2, C = 3, and D = 4. The scores for each teacher on the eight dimensions of the OCDQ were obtained by combining the items as outlined by Halpin. School scores on the eight dimensions were obtained by calculating the mean score for all respondents in each school and dividing the mean by the number of items in the dimension. Climate scores for each teacher were obtained by adding the scores for Esprit and Thrust and subtracting the score for Disengagement. Climate scores for each school were

obtained by calculating the mean score of all teachers in each school.

The School Decision-Making Questionnaire was scored by assigning a value of zero to the first point on the continuum which represented no participation of teachers in decision-making and increasing the value up to sixteen which represented an autonomous decision-making arrangement. The scores for each teacher on each of the four scales were obtained by adding the scores pertaining to the task area and dividing by the number of items in the scales. The score for Overall Participation was calculated by summing the twelve items and dividing by twelve. The scores derived from the School Decision-Making Questionnaire are referred to as Teacher Participation Scores. The five Teacher Participation Scores for each school were calculated by determining the mean score of all respondents in the school.

In cases where six or fewer items were omitted on the OCDQ, the instruments were completed by determining the mean of the responses given by other teachers in the school for the item. The same procedure was used when one or two items were not answered on the School Decision-Making Questionnaire.

4. Description of the Data.

The means and standard deviations of the school means for behavior scores on the OCDQ are presented in Table V. The distributions are normal and unimodal. The median test

Table V.-

Means and Standard Deviations of the School Means for Behavior Scores on the Organizational Climate Description Questionnaire.

	Means			S.D.		
Behavior	AS[a]	ES[b]	SS[c]	AS[a]	ES[b]	SS[c]
Disengagement	1.43	1.33	1.55	.22	.22	.15
Hindrance	.05	-.07	.19	.27	.23	.25
Esprit	2.88	3.02	2.73	.31	.25	.30
Intimacy	1.50	1.40	1.62	.23	.19	.21
Aloofness	.95	.92	.98	.21	.20	.23
Production Emphasis	2.05	1.90	2.23	.35	.26	.38
Thrust	2.96	3.10	2.83	.49	.46	.51
Consideration	2.13	2.11	2.28	.39	.35	.46

a All schools in the sample (N = 26).
b Elementary schools (N = 14).
c Secondary schools (N = 12).

Table VI.-

Means and Standard Deviations of the School Means for Climate Scores on the Organizational Climate Description Questionnaire.

Sample	Means	S.D.
Total Sample (N = 26)	41.06	7.77
Elementary Schools (N = 14)	44.47	5.40
Secondary Schools (N = 12)	37.08	7.89

Table VII.-

Means and Standard Deviations of the School Means for Teacher Participation Scores on the School Decision-Making Questionnaire.

Participation Scales	Means			S.D.		
	AS[a]	ES[b]	SS[c]	AS[a]	ES[b]	SS[c]
Instructional Program	6.21	6.82	5.48	1.61	1.42	1.39
Curriculum Planning	7.34	7.09	7.63	1.49	1.69	1.22
Classroom Management	12.34	12.35	12.33	.76	.89	.63
School Organization	7.95	7.79	8.15	1.66	1.56	1.77
Overall Participation	8.81	8.94	8.49	.90	1.01	.76

a All schools in the sample (N = 26).
b Elementary schools (N = 14).
c Secondary schools (N = 12).

was used to determine if there were significant differences between elementary and secondary schools. None of the differences were significant. Table VI presents means and standard deviations for the school climate scores.

Table VII presents means and standard deviations for the Teacher Participation Scores. The distributions are normal and unimodal. No significant differences were found between elementary and secondary schools when the median test was applied to the two samples.

5. The Statistical Analysis.

To test the first hypothesis, Pearson Product-Moment Coefficients will be determined between scores on the OCDQ and Teacher Participation Scores. The .1 level will be used as the level of significance.

To test the second hypothesis, a 2 x 2 factorial design will be used to test differences in climate scores for participation, level of school, and the interaction between participation and level of school. F-ratios at the .05 level will be accepted as significant.

CHAPTER III

PRESENTATION OF RESULTS

The plan outlined in the second chapter was used to analyze the data. This chapter presents a report of the statistical analysis. The first two sections present the results of testing the hypotheses of the study. The third section summarizes the findings.

1. Relationships Between Participation and Behavior.

The first hypothesis was as follows: There are no significant relationships between Teacher Participation Scores and the behavior scores of teachers and principals on the eight dimensions of the OCDQ. The hypothesis was tested by computing Pearson Product-Moment Coefficients between Teacher Participation Scores and the behavior scores of teachers and principals on the OCDQ. Tables VIII, IX, and X present the coefficients of correlation for the total sample, for the elementary school sample, and for the secondary school sample. Tests for differences between the correlations for the three samples did not reveal any significant differences. The significant relationships between teacher participation and behavior are discussed in the remainder of this section.

Disengagement.- The expectation that high participation would be associated with low Disengagement held only for the sample of secondary schools. Teachers in the secondary schools who participate in matters concerning the school program are

Table VIII.-

Pearson Product-Moment Correlations Between Teacher Participation Scores and Behavior Scores of Teachers and Principals for the Total Sample (N = 26).

	Teacher Participation Scores				
Behavior	Instructional Program	Curriculum Planning	Classroom Management	School Organization	Overall Participation
Disengagement	-.25	-.09	.17	-.04	-.12
Hindrance	-.29	.24	.13	.15	.00
Esprit	.35*	.07	.02	.36*	.34*
Intimacy	-.17	.27	.05	.09	.09
Aloofness	-.25	-.15	-.38*	-.32	-.38*
Production Emphasis	-.43**	.03	-.18	-.37*	-.35*
Thrust	.24	-.02	-.18	.15	.16
Consideration	.31	.28	-.29	.40**	.38*

** $p < .05$
* $p < .1$

Table IX.-

Pearson Product-Moment Correlations Between Teacher Participation Scores and Behavior Scores of Teachers and Principals for Elementary Schools (N = 14).

	Teacher Participation Scores				
Behavior	Instructional Program	Curriculum Planning	Classroom Management	School Organization	Overall Participation
Disengagement	.15	-.17	.29	.02	.16
Hindrance	-.20	.31	.48*	.33	.23
Esprit	-.33	.03	.00	-.09	-.14
Intimacy	-.06	.02	-.16	-.40	-.14
Aloofness	-.13	-.16	-.43	-.35	-.31
Production Emphasis	-.01	-.09	-.28	-.43	-.15
Thrust	-.07	-.29	-.23	-.18	-.22
Consideration	.27	.20	-.35	.06	.22

* $p < .1$

Table X.-

Pearson Product-Moment Correlations Between Teacher Participation Scores and Behavior Scores of Teachers and Principals for Secondary Schools (N = 12).

	Teacher Participation Scores				
Behavior	Instructional Program	Curriculum Planning	Classroom Management	School Organization	Overall Participation
Disengagement	-.40	-.34	.01	-.32	-.50*
Hindrance	.01	-.04	-.33	-.13	-.10
Esprit	.78***	.40	.03	.83***	.90***
Intimacy	.38	.49	.40	.50*	.68**
Aloofness	-.31	-.22	-.34	-.34	-.47
Production Emphasis	-.54*	-.04	-.14	-.54*	-.54*
Thrust	.44	.52*	-.11	.56*	.63**
Consideration	.56*	.37	-.24	.68**	.65**

*** $p < .01$
** $p < .05$
* $p < .1$

more engaged and ego-involved. The relationship is not strong and occurred only for Overall Participation. The results do not provide support for a relationship between Disengagement and any of the four task areas.

Hindrance.- The items in the Classroom Management task area are concerned with matters which are specific to the teachers' work in the classroom. Elementary teachers who perceive high decision-making authority in these matters also perceive that they are burdened by routine duties and inconsequential tasks. This was the only finding which indicated a dysfunctional consequence of participation. Apparently, the elementary teachers prefer more direction from administrators in matters regarding Classroom Management.

Esprit.- For both the total sample and the sample of secondary schools, there was a significant positive relationship between Esprit and participation in matters regarding School Organization, Instructional Program, and Overall Participation. The teachers who participate in matters external to the classroom perceive that their social needs are being met and that they are enjoying a sense of accomplishment. Both Chase[1] and Sharma[2] report similar findings in

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1 Francis S. Chase, "The Teacher and Policy Making," Administrator's Notebook, Vol. 1, No. 1, May 1952, p. 1-4.

2 Chiranji Lal Sharma, "Who Should Make What Decisions?," Administrator's Notebook, Vol. 3, No. 8, April 1955, p. 1-4.

research on teacher participation.

Intimacy.- Teachers in the sample of secondary schools who perceive higher levels of participation in matters regarding School Organization and Overall Participation also perceive higher Intimacy on the part of the staff group. It is reasonable to expect that teachers who participate in making decisions regarding the arrangements for parent-teacher conferences and rules for the student body - tasks of a social nature - would feel that their social needs are being more satisfactorily met. This finding also provides support for a relationship between participation and the satisfaction of organizational members.

In summary, the relationships between teacher participation and teacher behavior are meaningful in terms of the theory. Participation is related to some, but not all, of the aspects of teacher behavior which are measured by the OCDQ. The failure to find predicted relationships for the sample of elementary schools requires further investigation.

Although teacher participation is not related to the behavior of principals in the sample of elementary schools, the results indicate a number of meaningful relationships for the total sample and for the sample of secondary schools. For the secondary schools, participation is related to Production Emphasis, Thrust, and Consideration; and for the total sample, participation is related to Aloofness, Production Emphasis, and Consideration.

Aloofness.- Behavior of the principal that is characterized as informal and impersonal, is negatively related to participation in matters regarding Classroom Management and Overall Participation. Thus, teachers who perceive low participation feel that the principal is being guided by rules and policies. Teachers in the low participation situation feel that the principal is concerned with the nomothetic dimension and is not concerned with teachers' needs. Although the direction of the relationships is consistently negative for the total sample and for the sample of elementary schools, none of the relationships were significant.

Production Emphasis.- The relationships between participation and this dimension of principal behavior were consistently negative for all three samples. The feeling on the part of teachers that the principal is highly directive, that the principal supervises closely, and that the principal is not sensitive to feedback is associated with a feeling on the part of teachers that they have little freedom to make decisions on matters external to the classroom. These relationships were not significant for the elementary schools, however the direction was negative.

Thrust.- This dimension of principal behavior is positively related to participation in matters regarding Curriculum Planning, School Organization, and Overall Participation in the sample of secondary schools. Teachers who perceive high participation in these areas feel that the principal works

hard and "tries to move the organization." Although none of the relationships were significant for the elementary schools, correlations are in the predicted direction.

Consideration.- Teachers who perceive high participation in matters regarding School Organization and Overall Participation also feel that the principal is considerate. Teachers who have freedom to make decisions have a greater opportunity to influence organizational structures and satisfy their needs. Thus, teachers feel that the principal is assisting them in a personal way.

In summary, the results provide considerable support for the practice of participation in schools. The results for the sample of elementary schools indicate only one significant relationship, however most of the correlations are in the predicted direction.

2. Relationship Between Participation and Climate.

The second hypothesis was divided as follows: (a) There is no significant difference in climate between high participation schools and low participation schools; (b) There is no significant difference in climate between elementary schools and secondary schools; and (c) There is no significant interaction between participation and level of school. Table XI presents the results of testing the hypotheses by using a 2 x 2 factorial design. Hartley's F_{max} test was performed and the variance was homogeneous. There is no significant difference in climate between high participation schools and low participation schools. However,

Table XI.-

Analysis of Variance for Testing Climate and Interactions Between Participation(A) and Level of School(B).

Source of Variation	SS	df	MS	F
Between Groups				
A	57.89	1	57.89	1.48
B	352.70	1	352.70	9.01***
AB	236.52	1	236.52	6.05**
Within Groups				
r:AB	860.76	22	39.13	

*** $p < .01$
** $p < .05$

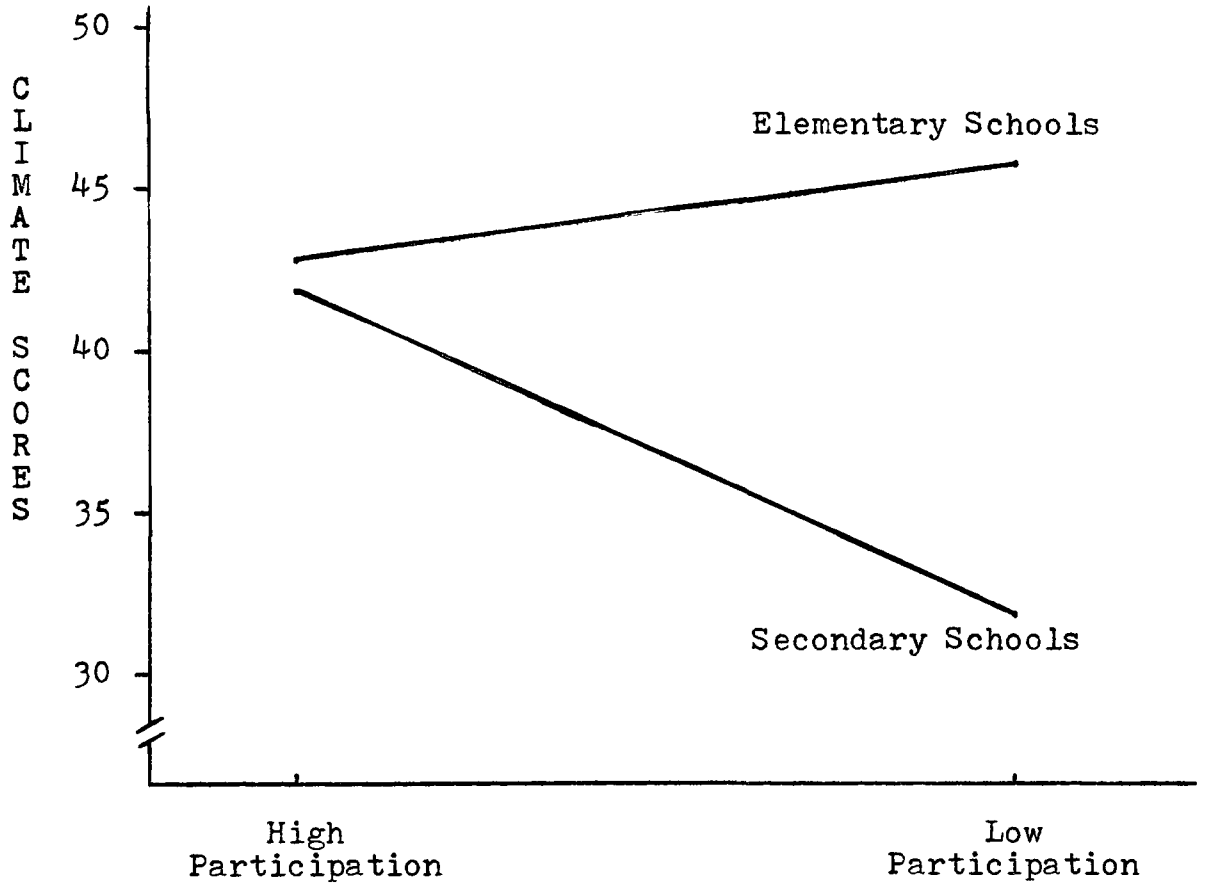

Figure 3.- Interaction Pattern Between Participation and Level of School based on data of Table XI.

there is a difference when elementary and secondary schools are considered. Reference to Figure 3 indicates that there is ordinal interaction between participation and level of school.

The results indicate that teacher participation is an important factor in the secondary schools. The climate conditions in high participation secondary schools reflect an effective integration between needs and tasks. On the other hand, the low participation secondary schools are characterized by an incongruence between the demands of the organization and the needs of individuals. Participation in the secondary schools is associated with a more appropriate task-needs integration. The organizational climate of elementary schools tends to be open regardless of the level of teacher participation. The results indicate that high participation does not have adverse effects, however, low participation results in dysfunctional behavior in some situations.

3. Summary of Findings

The findings of this study are as follows:

A. Participation and Behavior
   1. For the total sample, teacher participation is positively related to Esprit and Consideration and negatively related to Aloofness and Production Emphasis. There are no significant relationships between teacher participation and Disengagement, Hindrance, Intimacy, and Thrust.
   2. For the sample of elementary schools, teacher participation is positively related to Hindrance. There are no significant relationships between teacher participation and Disengagement, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration.

3. For the sample of secondary schools, teacher participation is negatively related to Disengagement and Production Emphasis, and positively related to Esprit, Intimacy, Thrust, and Consideration. There is no relationship between participation and Hindrance or Aloofness.

B. Participation and Climate
   1. There is no difference in climate between high participation schools and low participation schools.
   2. There is a difference in climate between elementary schools and secondary schools in the sample.
   3. There is a significant interaction effect between participation and level of school. Low participation elementary schools have an Open Climate, while low participation secondary schools have a Closed Climate.

The above conclusions and the discussion in the next chapter have to be interpreted within certain limitations. There are two sources of mortality in the study: schools and individuals within schools. The number of schools used in the analysis is too small to warrant definitive conclusions. The experimenter had very little control over the administration of the questionnaires. Results which are significant at the .1 level should be interpreted as providing only marginal support for the theory. Furthermore, some significant relationships could be expected to occur by chance. Because of these threats to validity, it is possible that the conclusions of the study are not warranted.

CHAPTER IV

DISCUSSION OF RESULTS

This chapter presents a more detailed discussion of the findings of this study and relates the findings to other research and to theory associated with the two variables in the study. The first section discusses the sample of schools in terms of behavior and climate, and the second section describes the sample in terms of participation. The findings of the study are discussed in relation to theory in the third section.

1. Behavior and Climate.

This section deals with factors measured by the OCDQ and discusses the sample of schools in terms of behavior and climate.

A useful way to attack this section is in terms of desirable and undesirable scores. According to Halpin[1] and Andrews[2], an effective integration exists between tasks and needs if the school has low scores on Disengagement and Hindrance, high scores on Esprit and Thrust, and medium scores on Intimacy and Consideration. However, while Halpin

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1 Andrew W. Halpin, Theory and Research in Administration, Toronto, Collier-Macmillan, 1966, p. 135-136.

2 John H.M. Andrews, "What School Climate Conditions Are Desirable?," The CSA Bulletin, Vol. 4, No. 5, July 1965, p. 7.

feels that low Aloofness and low Production Emphasis are desirable[3], Andrews feels that Aloofness is "mildly undesirable" and Production Emphasis is "mildly desirable."[4] The behavior scores may now be treated in detail keeping in mind that there is some disagreement as to the most desirable scores.

Generally, the schools in the sample have low to moderate scores on Disengagement. Teachers feel that they work together reasonably well and that they are engaged and ego-involved in a task-oriented situation. The scores for secondary schools were only slightly higher than the scores for elementary schools.

Scores for Hindrance also tend to be low, with elementary schools slightly lower than secondary schools. Generally, teachers feel that they are not burdened by routine duties and committee requirements. It is reasonable to expect that scores would be low on this dimension for the schools in the sample. In many of the schools, principals spend a considerable portion of their time teaching so that they have less time to hinder teachers.

Scores for Esprit range from moderate to high. Again, secondary schools tend to have low scores when it is preferable to have high scores. Generally, teachers feel that their

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3 Halpin, Op. Cit., p. 135-136.

4 Andrews, Op. Cit., p. 19.

social needs are being satisfied, and that they are enjoying a sense of accomplishment. The elementary teachers in the sample have slightly higher scores for this dimension. It is possible that the more highly educated secondary teachers have higher expectations so that their Esprit scores are lower.

Given the fact that the sample of schools was located in a rural setting, it might be expected that scores on Intimacy would be high. On the contrary, scores ranged from low to medium with the secondary schools yielding slightly higher scores. In general, teachers in the sample do not socialize or have intimate personal relationships with other faculty members.

To this point, the dimensions of the OCDQ dealing with teacher behavior have been examined. The scores are within desirable ranges, although some of the schools score in an undesirable direction. The next task is to describe the sample in terms of the behavior of principals.

Most of the principals in the sample had low scores on Aloofness. Teachers do not feel that principals are formal, impersonal, and detached. This pattern could be expected in a rural setting where both teachers and principals are "locals." If Andrews's position that Aloofness is "mildly desirable" is accepted, it is possible that slightly higher scores would be more appropriate for the schools in the sample.

Scores on Production Emphasis range from low to

moderately high. Secondary principals tend to have higher scores than elementary principals. Teachers in the secondary schools perceive that they are supervised more closely and that communication goes in one direction. Low scores on this dimension are desirable.

The principals' Thrust scores ranged from moderately low to high. Elementary principals have slightly higher scores on this dimension. In general, teachers feel that principals attempt to "move the organization." In other words, principals are task-oriented, but their behavior is marked by effort on their part. The low scores on this dimension represent a very undesirable situation.

Consideration scores range from low to moderate for the sample of principals. Generally, teachers in the sample perceive that principals offer little to moderate personal assistance. Higher scores are desirable in terms of the task-needs integration.

For the purpose of this study, behavior was defined as social interaction between the principal and teachers which is related to the accomplishment of organizational goals and the satisfaction of individual needs. In view of the analysis of the eight behavior scores, it is concluded that some of the behavior in the sample of schools is not effective in integrating tasks and needs. The behavior of principals is more deviant in this regard than the behavior of teachers.

Climate was defined as an assessment of the social interaction between the principal and teachers which is related to the task-needs integration. Operationally, the concept was defined by combining the scores on Esprit and Thrust and subtracting the score on Disengagement. Thus, the score represents a measure of the "Satisfaction" paramater described by Halpin[5] and is a measure of the task-needs integration. The median score was used to divide the sample of schools into those with an Open Climate and those with a Closed Climate. As a result, ten elementary schools have an Open Climate, while four elementary schools have a Closed Climate. On the other hand, three secondary schools have an Open Climate, while nine secondary schools have a Closed Climate. The range of climate scores for the schools in this study was from 21.1 to 52.8, whereas, the scores for the schools in Reynoldson's sample ranged from 33.0 to 67.0.[6]

The Open Climate school is characterized by high morale (high Esprit), an effectively functioning work group (low Disengagement), and a principal who sets an example by working hard (high Thrust). The behavior in this situation may be viewed as genuine or authentic. The situation represents an appropriate and effective integration between

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5 Halpin, Op. Cit., p. 161-165.

6 Roger L. Reynoldson, "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools," Project No. 8-H-015, USOE, 1969, p. 26-27.

tasks and needs. On the other hand, the Closed Climate is characterized by low morale (low Esprit), an ineffective work group (high Disengagement), and a principal who does not motivate by setting an example (low Thrust). Behavior of teachers and principals in the Closed Climate school may be viewed as ineffective in terms of the task-needs integration.

In summary, this section briefly described the sample of schools in terms of behavior and climate. Generally, the behavior of principals was slightly more deviant than the behavior of teachers. Also, most of the elementary schools have an Open Climate, while most of the secondary schools have a Closed Climate.

2. Participation

This section describes the sample of schools in terms of teacher participation in school decision-making. For the purpose of the study, teacher participation was defined as the degree to which a school staff is involved in making decisions concerning tasks associated with the school program. Four task areas were examined: Instructional Program, Curriculum Planning, School Organization, and Classroom Management. These four areas were combined to give an overall score.

The first task area, Instructional Program, dealt with tasks which have traditionally been assigned to administrators in hierarchial organizations: determination of the size and composition of classes, determination of the promotion and class placement of pupils, determination of the allocation of

money for instructional aids and equipment, and determination of the duties of teachers. Teachers perceived less participation in this area than in the other areas. In most schools, a consultative arrangement was employed. In a few schools, teachers perceived that they did not participate, whereas, in a few others, teachers and administrators jointly made decisions. There was only a slight difference between elementary and secondary schools, with more freedom in elementary schools.

The second task area, Curriculum Planning, dealt with matters pertaining to determination of the basic outline of a curriculum, determination of texts and instructional materials for a curriculum, and determination of the detailed content of a curriculum. Teacher perception of their participation in this area was mostly in the range encompassing the consultative arrangement. For the majority of schools, the teachers felt they participate by providing advice to administrators. In a few schools, teachers and administrators jointly made these decisions. There was little difference between the two levels of schools.

The participation pattern for School Organization which dealt with making arrangements for parent-teacher conferences and regulations for the student body was similar to the pattern for Curriculum Planning.

The tasks in the scale dealing with Classroom Management differ from the others in the sense that these duties are concerned with matters specific to the teacher in the classroom: the presentation of subject matter, the frequency and methods of

testing, and the friendliness of teacher-pupil relationships. In most schools, teachers felt that there was an autonomous arrangement for making decisions regarding these matters. Generally, administrators are not involved. Thus, for this task area, the schools in the sample represent the expectations for decision-making in a professional organization.

For Overall Participation, two arrangements were in evidence: consultative and collegial. In general, the participation arrangements in the sample of schools are characteristic of a semi-professional, bureaucratic organization. Administrators often seek advice and information from teachers, however administrators are the major decision-makers. Since the term "administrator" refers to all hierarchial authority, it is evident that the bureaucratic model is generally employed. The degree of involvement also varies with the task particularily in reference to matters regarding Classroom Management.

Other studies dealing with teacher participation have reported that teachers want more opportunities to participate than they are given. It is reasonable to expect that the teachers in the sample would be somewhat dissatisfied with their role in school decision-making. Simpkins[7] obtained a

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7 William S. Simpkins, The Distribution of Decision-Making Authority in the School, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1968, xxi-290 p.

profile for perceived participation which was similar to the profile obtained in this study. He found that teachers made most decisions regarding the management of the classroom, and that administrators made most decisions in other areas. He also found that teachers wanted the individual teacher or the formal staff group to make these decisions. The study by Masse also indicates that teachers want more opportunities to participate. Most of the teachers in his sample wanted an arrangement whereby teachers and administrators would jointly make decisions.[8] On the basis of other research, it is reasonable to expect that the teachers in this study would want more opportunities to participate and this could have effects on the task-needs integration in the sample of schools.

3. Discussion of the Results of Testing the Hypotheses of the Study.

This study investigated the relationship between teacher participation in school decision-making and the task-needs integration in schools. This section presents a discussion of the findings in relation to theory associated with the problem of the study.

Theoretically, the desirable situation in terms of climate and behavior is one which provides for an appropriate

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8 Denis Masse, Teacher Participation and Professional Attitudes, unpublished doctoral thesis presented to the /Department of Educational Administration/ University of Alberta, Edmonton, Alberta, 1969, xii-157 p.

integration between tasks and needs. The relationships established between participation and behavior in the study provide general support for the position established in the literature, that is, that participation leads to the satisfaction of individual needs and the accomplishment of the goals of the organization. In terms of behavior, high participation is associated, in various instances, with low Disengagement, high Hindrance, high Esprit, high Intimacy, low Aloofness, low Production Emphasis, high Thrust, and high Consideration. Generally, the direction of the behavior scores conform with the profile for an overall Open Climate, or an effective integration between tasks and needs. A number of relationships to theory are evident.

In terms of Barnard's concept of organizational purpose[9], the use of participation appears to be associated with appropriate behavior. The negative relationships between participation and Disengagement, Aloofness, and Production Emphasis indicates a relationship between participation and "effectiveness" as does the positive relationship of Thrust and Esprit to participation. The positive relationships between participation and Esprit, Intimacy, and Consideration and the negative relationship between participation and Aloofness provide support for the position that increased participation

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9 Chester I. Barnard, The Functions of the Executive, Cambridge, Harvard University Press, 1938, p. 60.

leads to "efficiency" as defined by Barnard.

The findings are also meaningful in terms of the Getzels-Guba social systems theory. By extending the theory, it can be argued that teachers who participate in decision-making have an opportunity to determine some of their role expectations so that there is congruence between individual needs and organizational demands. The results of the study indicate that participation is associated with goal-oriented behavior on the part of individuals and groups in schools (low Disengagement, high Esprit, low Aloofness, low Production Emphasis, and high Thrust) and the satisfaction of individual needs (high Esprit, high Intimacy, and high Consideration). The claim by Getzels et al., that it is possible to predict behavior if you know the nature of the roles, i.e., decision-making roles, is substantiated.[10]

Also, in relation to the body of theory which has emphasized the need to integrate organizational tasks and individual needs, it is important to note that high participation is associated with scores which indicate integration. The profile of behavior scores which are significantly related to participation is indicative of integration.

Leader behavior which is conducive to an integration of tasks and needs is evident in situations where there is more participation. Guba has commented on the need for the

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10 Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, 1968, p. 64.

leader to integrate the nomothetic and idiographic dimensions. In his conceptualization, the leader who stresses the tasks of the organization and considers the needs of individuals is more effective.[11] Relating this position to the behavior scores of principals on the OCDQ indicates that, in terms of the idiographic and nomothetic dimensions, low Aloofness, low Production Emphasis, high Thrust, and high Consideration are desirable for effective administrative behavior. The relationships between these four behavior scores and teacher participation indicates that scores vary in these directions with high teacher participation. In other words, the leader who initiates structure and considers the needs of individuals is perceived as a leader who provides for more teacher autonomy. The relationship between teacher participation and Likert's "principle of supportive relationships" and high performance goals is also evident.[12]

The relationship between participation and the task-needs integration is suggestive of the value of participation

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11 Egon G. Guba, "Research in Internal Administration-What Do We Know?," in Roald F. Campbell and James M. Lipham (Eds.), Administrative Theory as a Guide to Action, Chicago, Midwest Administration Center, University of Chicago, 1960, p. 121, quoted by Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in Daniel E. Griffiths (Ed.), Behavioral Science and Educational Administration, The Sixty-third Yearbook of the National Society for the Study of Education, Part II, Chicago, the Society, 1964, p. 146.

12 Rensis Likert, The Human Organization: Its Management and Value, New York, McGraw-Hill, 1967, ix-258 p.

in relation to the quality of decision-making. Theorists, such as Simon[13] and Griffiths[14] who have emphasized the rational aspect of decision-making, have argued that participation leads to more rational decisions. The fact that high participation is generally associated with a more effective organization, that is, a more appropriate task-needs integration, provides support for the claim that the quality of decisions is improved by allowing teachers to participate in the process. The implications for the administrator are evident both in terms of the task-needs integration and in terms of the quality of decisions. In this sense, the positions of Simon and Griffiths are upheld - the effective administrator provides for teacher participation.

The dysfunctional consequences of low levels of teacher participation are evident from some of the results. In other words, some of the relationships provide support for the theories of Argyris[15] and McGregor[16] both of whom claim that low levels of participation lead to conflict and alienation.

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13 Herbert A. Simon, Administrative Behavior, New York, The Free Press, 1957, p. 241.

14 Daniel E. Griffiths, "Administration as Decision-making," in Fred D. Carver and Thomas J. Sergiovanni (Eds.), Organizations and Human Behavior, New York, McGraw-Hill, 1969, p. 147.

15 Chris Argyris, Integrating the Individual and the Organization, New York, John Wiley, 1964, p. 197-211.

16 Douglas McGregor, The Human Side of Enterprise, New York, McGraw-Hill, 1960, p. 126-131.

Low participation is associated with scores on the OCDQ which are indicative of an incongruency between tasks and needs: high Disengagement, low Esprit, low Intimacy, high Aloofness, high Production Emphasis, low Thrust, and low Consideration. The relationship between participation and climate for the sample of secondary schools is also indicative of conflict. The results indicate a marked difference in climate between high participation secondary schools and low participation secondary schools. Low participation secondary schools have a Closed Climate, while high participation secondary schools have an Open Climate.

The teachers in the sample of secondary schools were more highly qualified and less experienced than the teachers in the sample of elementary schools. Apparently, the structure in a low participation situation does not provide the secondary teachers with the type of freedom which is required in terms of their need-dispositions. On the other hand, teachers in high participation secondary schools perceive themselves as behaving more effectively. In relation to the Getzels-Guba theory, the results indicate that participation in decision-making provides these teachers with an opportunity to determine their roles. In this sense, the use of participation in the sample of secondary schools provides a means to articulate the differences between subordinates and superordinates.

The situation is different in the elementary schools. The sample of teachers in the elementary schools had more

experience than the sample of secondary teachers. The traditional structures employed by the administrative hierarchy for the schools in the sample have been pyramidal with little teacher participation. Since the elementary teachers have more experience, they have more exposure to this structure. Thus, it is possible that the elementary teachers have become conditioned to this mode and their expectations are not in the direction of participation. In Simon's terms, these teachers appear to have a wider "zone of acceptance"[17] and their behavior is slightly more integrated in a low participation school. Likert's "principle of supportive relationships"[18] provides a theoretical explanation for this finding in the sense that background and experience appear to be important variables in dealing with the relationship between participation and organizational behavior.

Also, the elementary teachers have low qualifications and are possibly insecure in a participatory situation because they lack the expertise to contribute to the outcome of the decision. The need to assess the situation in terms of the participation model presented by Bridges is evident.[19] The tests of "relevance"

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17 Simon, Op. Cit., p. 12.

18 Likert, Op. Cit., p. 47.

19 Edwin M. Bridges, "A Model for Shared Decision Making in the School Principalship," Educational Administration Quarterly, Vol. 3, No. 1, Winter 1967, p. 49-61.

and "expertise" provide the principal with a practical means to make judgments about the desirability of employing participatory practices, at least, in relation to the task-needs integration.

Strauss[20] and, more recently, Miklos[21] have expressed concern about the dysfunctional consequences that may result from high participation of subordinates in decision-making. In this study, the only instance of a dysfunctional consequence was the positive relationship between participation and Hindrance. This relationship occurred in the elementary schools. The relationship is not strong, however, it may be an indication of what happens when teachers are involved who do not expect to be involved or who lack the expertise to contribute to the outcome of the decision. High participation was not related significantly to any other dysfunctions in terms of the task-needs integration. Thus, the study does not provide support for those who claim that participation has undesirable consequences. Other aspects of this problem should be studied.

The relationships between participation and behavior indicates that decision-making structures and Halpin's

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20 George Strauss, "Some Notes on Power-equalization," in Fred D. Carver and Thomas J. Sergiovanni (Eds.), Organizations and Human Behavior, New York, McGraw-Hill, 1969,

21 E. Miklos, "Increasing Participation in Decision Making," The Canadian Administrator, Vol. 9, No. 6, March 1970, p. 25-29.

conceptualization of social interaction in the school organization[22] are related. The positive relationship between participation and Intimacy, and between participation and Consideration provides support for a relationship between decision structures and authenticity in principal-teacher interaction. The "Satisfaction" paramater refers to the group members satisfaction with respect to task accomplishment and social needs. The positive relationships of Esprit and Thrust to participation is indicative of this relationship as is the negative relationship between Disengagement and participation. The negative relationships between Aloofness and participation and between Production Emphasis and participation indicates that teachers who participate feel less controlled and can initiate leadership acts. Thus, in terms of social interaction in the school, high participation is generally related to effective behavior in terms of Halpin's theory.

In regard to recent literature on participation, the results indicate considerable consistency with theory. The significant relationships between behavior and participation generally support the theories of Argyris, Likert, McGregor, and Tannenbaum, that is, that participation motivates individuals. In this regard, it is interesting to note that most of the relationships between behavior and participation occurred for

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22 Halpin, Op. Cit., p. 186-192.

the two task areas dealing with School Organization and Instructional Program along with Overall Participation. The scales dealing with School Organization and Instructional Program contain tasks which are external to the classroom. Thus, the study provides little support for a relationship between behavior and teacher participation in matters internal to the classroom, or in matters regarding curriculum.

In general, the investigation indicates that administrators must attempt to understand the effects of organizational structure on organizational behavior. In some situations, principals who do not provide for participation seriously impair their ability to provide leadership and minimize frustration and conflict. The finding that high participation is frequently associated with a more appropriate task-needs integration provides an empirical link for the theories of Simon on the rational aspect of decision-making, of Argyris, Likert, McGregor, and Tannenbaum on the motivational aspect of participation, and of Getzels on the relationship between role expectations and organizational behavior.

SUMMARY AND CONCLUSIONS

The problem of this study involved that of determining the relationship between teacher participation in school decision-making and the task-needs integration in schools. The following hypotheses were derived from the literature:

1. There are no significant relationships between Teacher Participation Scores and the behavior scores of teachers and principals on the eight dimensions of the OCDQ.

2. (a) There is no significant difference in climate between high participation schools and low participation schools.
(b) There is no significant difference in climate between elementary schools and secondary schools.
(c) There is no significant interaction between participation and level of school.

The first hypothesis was tested for a sample of twenty-six schools and for two subsamples consisting of fourteen elementary schools and twelve secondary schools. The other hypotheses were tested by using the twenty-six schools.

The results have to be interpreted within the limitations of the study. The study is based on cognitive responses rather than observed behavior. In a strict sense, the findings are applicable only to the schools in the population from which the sample was chosen. Another important limiting factor is the small size of the samples.

The conclusions of the study are as follows:

(1) For the sample of schools, behavior and climate scores were generally in the desirable to slightly undesirable range. Secondary schools had significantly lower climate scores than elementary schools.

(2) The profile of scores for perceived teacher participation was similar to that found in other studies thus providing support for the validity of the School Decision-Making Questionnaire.

(3) Regarding teacher behavior, the study provides strong evidence for a relationship between participation and Esprit. The strength of the relationships between participation and the teacher behaviors of Intimacy and Disengagement were not as strong. There was little evidence of a relationship between participation and Hindrance.

(4) The behavior of principals was more frequently related to participation than teacher behavior. Aloofness, Production Emphasis, Thrust, and Consideration were all related to participation.

(5) Teacher participation is generally associated with behavior which is indicative of an integration between tasks and needs, although situational factors appear to play a role.

(6) There was little evidence of dysfunctional behavior in terms of the task-needs integration in high participation schools, however, there was evidence of an inadequate integration in some low participation schools.

(7) Effective leadership behavior is generally associated with high teacher participation. Also, high teacher participation is generally associated with behavior which is indicative of higher levels of motivation.

(8) Teacher participation in matters dealing with tasks external to the classroom was generally related to the task-needs integration. Teacher participation in matters dealing with curriculum and other classroom matters was generally not related to behavior.

In summary, the study provides considerable support for the position that participation in certain matters is related to the integration of tasks and needs. Situational factors possibly influence the relationship. The results present very little evidence to indicate that participation is detrimental to the task-needs integration.

The fact that participation is related to behavior in some instances and not in others indicates that teacher expectations regarding participation may play an important role

in the relationship between participation and behavior. Research indicates that a difference often exists between the actual and preferred levels of participation. The effects of this differential on behavior should be investigated using the OCDQ or the Organizational Climate Index.

Another problem which requires study is the relationship between teacher participation and student participation. Does leadership behavior which permits teacher participation have a payoff at the classroom level? This problem should be examined in view of the current emphasis on the open campus school.

Finally, the present study requires replication. A larger sample, another experimental unit, and other methods of analysis could be employed to investigate the problem of this research.

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APPENDIX 1

SCHOOL SURVEY

SCHOOL SURVEY

This survey consists of two questionnaires: the Organizational Climate Description Questionnaire, and a School Decision-Making Questionnaire.

You have been selected randomly from all teachers in your school. All answers will be treated as strictly confidential.

Please answer ALL questions as accurately as possible. If none of the answers apply, write in your own answer. You may write comments on the margin for any question which you feel needs clarification.

Answer the questions only in terms of your own opinions and experience, and not in terms of what other people in your school think or do.

Personal Data

Please check or write in the appropriate answer.

1. Years of teaching experience, including the present year.

   ____ 1 year ____ 2 - 5 years ____ 6 years or more

2. Your sex. ____ Male ____ Female

3. Years of teaching experience in your present school, including the present year.

   ____ 1 year ____ 2 - 5 years ____ 6 years or more

4. Please indicate your teaching certificate category for salary purposes.

   _____

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE*

Instructions

This questionnaire contains a number of events which commonly occur in schools. For each event, you are asked to indicate HOW TRUE THIS IS OF YOUR SCHOOL.

There are four frequencies of occurrence for each event. FOR EACH ITEM, CIRCLE THE LETTER WHICH YOU FEEL COMES CLOSEST TO DESCRIBING WHAT HAPPENS IN YOUR SCHOOL. THE LETTERS ARE:

A -- Rarely Occurs
B -- Sometimes Occurs
C -- Often Occurs
D -- Very Frequently Occurs

Sample Question

INDICATE HOW TRUE THIS EVENT IS OF YOUR SCHOOL.

Event	Frequency of occurrence
1. Teachers leave the building as soon as possible at day's end.	A B (C) D

Comment: A circle around "C" indicates that this often occurs at your school.

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1. Teachers' closest friends are other faculty members at this school.	A	B	C	D
2. The mannerisms of teachers at this school are annoying.	A	B	C	D
3. Teachers spend time after school with students who have individual problems.	A	B	C	D
4. Instructions for the operation of teaching aids are available.	A	B	C	D
5. Teachers invite other faculty members to visit them at home.	A	B	C	D
6. There is a minority group of teachers who always oppose the majority.	A	B	C	D
7. Extra books are available for classroom use.	A	B	C	D
8. Sufficient time is given to prepare administrative reports.	A	B	C	D
9. Teachers know the family background of other faculty members.	A	B	C	D
10. Teachers exert group pressure on nonconforming faculty members.	A	B	C	D
11. In faculty meetings, there is the feeling of "let's get things done."	A	B	C	D
12. Administrative paper work is burdensome at this school.	A	B	C	D
13. Teachers talk about their personal life to other faculty members.	A	B	C	D
14. Teachers seek special favors from the principal.	A	B	C	D
15. School supplies are readily available for use in classwork.	A	B	C	D
16. Student progress reports require too much work.	A	B	C	D
17. Teachers have fun socializing together during school time.	A	B	C	D

18. Teachers interrupt other faculty members who are talking in staff meetings.	A	B	C	D
19. Most of the teachers here accept the faults of their colleagues.	A	B	C	D
20. Teachers have too many committee requirements.	A	B	C	D
21. There is considerable laughter when teachers gather informally.	A	B	C	D
22. Teachers ask nonsensical questions in faculty meetings.	A	B	C	D
23. Custodial service is available when needed.	A	B	C	D
24. Routine duties interfere with the job of teaching.	A	B	C	D
25. Teachers prepare administrative reports by themselves.	A	B	C	D
26. Teachers ramble when they talk in faculty meetings.	A	B	C	D
27. Teachers at this school show much school spirit.	A	B	C	D
28. The principal goes out of his way to help teachers.	A	B	C	D
29. The principal helps teachers solve personal problems.	A	B	C	D
30. Teachers at this school stay by themselves.	A	B	C	D
31. The teachers accomplish their work with great vim, vigor, and pleasure.	A	B	C	D
32. The principal sets an example by working hard himself.	A	B	C	D
33. The principal does personal favors for teachers.	A	B	C	D
34. Teachers eat lunch by themselves in their own classrooms.	A	B	C	D

35. The morale of the teachers is high. A B C D

36. The principal uses constructive criticism. A B C D

37. The principal stays after school to help teachers finish their work. A B C D

38. Teachers socialize together in small select groups. A B C D

39. The principal makes all class-scheduling decisions. A B C D

40. Teachers are contacted by the principal each day. A B C D

41. The principal is well prepared when he speaks at school functions. A B C D

42. The principal helps staff members settle minor differences. A B C D

43. The principal schedules the work for the teachers. A B C D

44. Teachers leave the grounds during the school day. A B C D

45. The principal criticizes a specific act rather than a staff member. A B C D

46. Teachers help select which courses will be taught. A B C D

47. The principal corrects teachers' mistakes. A B C D

48. The principal talks a great deal. A B C D

49. The principal explains his reason for criticism to teachers. A B C D

50. The principal tries to get better salaries for teachers. A B C D

51. Extra duty for teachers is posted conspicuously. A B C D

52. The rules set by the principal are never questioned. A B C D

53. The principal looks out for the personal welfare of teachers. A B C D

54. School secretarial service is available for teachers' use. A B C D

55. The principal runs the faculty meeting like a business conference. A B C D

56. The principal is in the building before teachers arrive. A B C D

57. Teachers work together preparing administrative reports. A B C D

58. Faculty meetings are organized according to a tight agenda. A B C D

59. Faculty meetings are mainly principal-report meetings. A B C D

60. The principal tells teachers of new ideas he has run across. A B C D

61. Teachers talk about leaving the school system. A B C D

62. The principal checks the subject-matter ability of teachers. A B C D

63. The principal is easy to understand. A B C D

64. Teachers are informed of the results of a supervisor's visit. A B C D

65. Grading practices are standardized at this school. A B C D

66. The principal ensures that teachers work to their full capacity. A B C D

67. Teachers leave the building as soon as possible at day's end. A B C D

68. The principal clarifies wrong ideas a teacher may have. A B C D

69. Schedule changes are posted conspicuously at this school. A B C D

SCHOOL DECISION-MAKING QUESTIONNAIRE

Meaning of Terms

Teacher -- The regular classroom teacher.

Administrator -- A form of official authority higher than that of the classroom teacher: e.g. school principal or vice-principal, department head, subject co-ordinator, consultant, a school administrator, School Board or representative, Department of Education or representative.

Instructions

In this questionnaire, you are asked to indicate the method MOST FREQUENTLY USED to arrive at decisions concerning certain matters in your school.

On the lines opposite each of the twelve tasks please place an "X" at the point which, in your experience, best describes what happens in your school. Each horizontal line represents a continuum ranging from no participation of teachers in making decisions to complete control over making decisions concerning a task.

Sample Question

TASK	Teachers do not participate in making decisions related to this matter.	Teachers participate in making decisions by providing advice to administrators.	Teachers and administrators jointly make decisions related to this matter.	Teachers make decisions themselves either individually or in groups.
1. Determination of the school rules for the student body.			X	

Comment: The response to this question indicates that the method most frequently used is one whereby teachers and administrators jointly make decisions. The location of the "X" indicates that administrators tend to ask teachers for advice regarding this matter. Please note that the "X" is placed at a point.

TASKS	Teachers do not participate in making decisions related to this matter.	Teachers participate in making decisions by providing advice to administrators.	Teachers and administrators jointly make decisions related to this matter.	Teachers make decisions themselves either individually or in groups.
1. Determination of the basic outline of a curriculum.				
2. Determination of the detailed content of a curriculum.				
3. Determination of the texts and instructional materials for a curriculum.				
4. Determination of the way a subject matter field is presented in class.				
5. Determination of the frequency and methods of classroom testing.				
6. Determination of the relative friendliness of classroom teacher-pupil relationships.				

TASKS	Teachers do not participate in making decisions related to this matter.	Teachers participate in making decisions by providing advice to administrators.	Teachers and administrators jointly make decisions related to this matter.	Teachers make decisions themselves either individually or in groups.
7. Determination of the size and composition of classes.				
8. Determination of the promotion and class placement of pupils.				
9. Determination of the allocation of money to teachers or departments for instructional aids and equipment.				
10. Determination of the teaching load and other duties of teachers.				
11. Determination of the arrangements for parents to discuss matters concerning their children's schooling.				
12. Determination of school rules and regulations for the general student body.				

APPENDIX 2

Four-Factor Rotational Solution for the
School Decision-Making Questionnaire
based on the Total Teacher Sample.

Four-Factor Rotational Solution for the School Decision-Making Questionnaire based on the Total Teacher Sample (N = 234).

Item No.	Instructional Program	Curriculum Planning	Classroom Management	School Organization	h^2
1	.13	.75	-.09	.06	.59
2	.11	.76	.22	.04	.64
3	-.01	.78	.00	.04	.61
4	-.07	.04	.77	.03	.60
5	-.15	.09	.70	.31	.62
6	.13	-.04	.61	-.50	.64
7	.72	.17	-.09	.08	.56
8	.51	-.11	.04	.38	.42
9	.73	.06	.00	.03	.54
10	.74	.07	-.09	.11	.57
11	.15	.10	.14	.81	.71
12	.44	.09	.03	.57	.53
Factor Value	2.75	1.80	1.42	1.09	
Cumulative Proportion of Total Variance	.23	.38	.50	.59	

APPENDIX 3

Raw Data for the OCDQ

(Schools numbered 1 to 14 are elementary
and schools numbered 15 to 26 are secondary)

Teacher No.	OCDQ DIMENSIONS							
	DIS	HIN	ESP	INT	ALO	PE	THR	CON
School No. 1								
1	1.0	0.0	3.1	1.7	0.9	2.0	3.3	2.5
2	1.5	0.0	2.8	2.3	1.6	1.9	2.1	2.2
3	1.1	0.0	2.8	2.3	1.6	1.9	2.1	2.2
4	2.2	0.0	2.4	1.1	1.3	2.0	3.0	1.7
5	1.2	0.0	3.5	1.4	1.1	2.4	3.1	3.0
6	1.3	0.0	3.9	1.9	1.0	2.4	2.8	2.8
7	1.1	0.0	3.1	1.7	1.1	2.3	3.9	2.5
8	1.1	0.0	2.7	1.7	1.1	2.6	3.2	2.5
9	1.7	0.0	3.3	0.9	1.9	2.1	2.9	2.5
10	1.0	0.0	4.0	1.1	1.6	1.4	3.3	2.5
School No. 2								
1	1.7	0.0	2.7	1.0	1.4	1.7	3.1	2.3
2	1.7	0.0	2.1	1.3	0.7	2.3	3.1	2.5
3								
4	1.2	0.7	2.1	1.1	1.2	1.4	3.6	2.3
5	1.6	0.8	2.1	1.4	1.1	1.7	2.7	2.2
6	1.1	0.3	2.7	1.6	0.3	1.3	2.9	2.2
7	1.4	0.5	2.9	1.0	1.7	2.0	2.4	2.2
8	1.7	0.0	2.8	1.1	1.8	1.9	3.8	2.0
9	1.9	0.2	2.3	1.6	1.8	3.0	3.8	2.7
School No. 3								
1	1.2	0.0	3.1	1.7	0.6	2.3	3.3	2.0
2	1.1	-0.3	2.7	0.9	0.8	1.6	2.4	1.5
3	1.3	-0.3	2.8	1.4	0.8	1.9	2.9	1.8
4	1.1	-0.7	3.4	1.7	1.1	1.4	3.7	3.5
5	1.1	-0.5	3.0	2.0	0.9	1.6	3.2	2.0
6	1.2	-0.7	3.2	0.6	0.6	1.7	3.7	1.5
7	1.0	-0.3	2.1	1.9	0.8	2.7	3.0	1.5
8	1.1	-0.7	3.1	1.1	0.6	1.7	3.0	1.2
9	1.1	-0.5	3.7	1.6	0.8	2.0	3.7	2.2
School No. 4								
1	1.2	0.5	1.8	1.6	1.0	1.1	2.7	1.0
2	1.1	-0.7	2.9	1.4	1.2	2.0	3.0	3.0
3	1.3	-0.2	2.6	1.7	0.9	1.3	2.7	1.2
4	1.4	0.3	2.3	0.9	1.2	2.7	2.7	2.3
5	1.3	-0.3	3.1	2.0	1.7	2.4	3.0	2.5
6	1.4	-0.2	2.4	1.6	0.9	2.1	1.7	1.2
7	1.3	-0.2	3.3	0.9	0.7	1.6	3.4	1.8
8	1.3	0.2	2.7	1.6	0.7	1.6	3.3	1.3
9	1.5	0.3	2.9	1.6	0.7	2.6	3.4	2.5
10	2.0	-0.7	3.8	1.9	1.6	3.0	3.0	3.7
School No. 5								
1	1.0	-0.5	3.4	1.6	0.7	1.6	2.1	1.7
2	1.1	-0.7	3.6	1.9	0.7	1.4	1.9	2.2
3	1.2	-0.5	2.9	1.0	0.7	1.7	1.8	1.8
4	1.2	-0.5	3.5	1.6	0.4	1.6	1.8	1.8
5	1.5	0.3	2.0	1.4	0.7	1.4	1.0	1.0
6	1.6	0.5	3.0	2.6	0.8	1.7	1.4	1.5
7	1.0	0.5	2.5	1.6	0.8	1.4	1.6	1.7
8	1.1	-0.7	2.6	1.1	0.8	1.7	1.6	1.8
9	1.0	-0.5	3.7	1.7	0.9	1.9	1.8	1.8
10	1.1	1.0	2.6	1.6	1.2	1.6	1.8	2.5

Teacher No.	OCDQ DIMENSIONS							
	DIS	HIN	ESP	INT	ALO	PE	THR	CON
School No. 6								
1	1.0	0.0	3.1	0.8	1.0	1.3	3.9	1.7
2	1.0	0.2	3.2	1.0	0.7	1.4	3.9	1.3
3	1.1	0.8	3.5	2.1	1.0	1.3	3.4	2.7
4	1.0	0.0	3.2	1.1	0.4	1.3	2.9	1.5
5	1.1	0.3	3.3	0.7	0.9	2.1	3.3	1.3
6	1.0	-0.3	2.0	1.0	0.8	1.4	2.9	1.5
7	1.4	0.5	2.5	1.6	0.9	2.0	3.0	2.2
8	1.0	0.0	2.5	0.9	0.8	1.6	2.9	1.7
9	1.0	0.0	3.3	1.4	1.0	1.7	2.8	2.2
School No. 7								
1	1.8	-0.6	2.8	1.0	0.6	1.7	3.0	2.7
2	1.6	0.2	2.5	1.1	0.9	1.9	3.2	2.2
3	2.9	0.2	2.5	1.7	1.0	1.6	2.2	1.2
4	1.3	-0.2	3.2	0.7	0.7	1.9	3.0	2.0
5	1.8	-0.7	2.9	1.0	0.6	1.7	3.0	2.7
6	1.5	-0.3	3.4	1.4	1.2	1.9	4.0	4.0
7	1.7	0.0	2.6	0.7	0.9	2.1	2.7	1.8
8	1.7	-0.2	3.0	1.7	0.8	2.7	3.3	2.3
9	1.4	-0.3	2.6	1.1	0.7	1.6	3.0	1.5
10	1.7	0.5	2.7	1.4	1.2	1.6	3.8	3.0
School No. 8								
1	1.1	-0.5	3.4	2.1	0.6	1.7	3.0	2.2
2	1.1	-0.5	3.2	1.0	1.0	2.3	3.1	2.3
3	1.1	-0.2	3.1	1.0	1.4	2.4	2.8	1.7
4	1.0	-0.7	3.7	1.9	1.0	2.6	3.7	2.5
5	1.4	-0.3	3.2	2.4	0.8	2.7	2.3	3.5
6	1.1	-0.5	3.7	2.0	1.0	2.3	3.8	1.5
7	1.0	-0.7	3.4	1.3	1.3	1.9	4.0	1.8
8	1.2	-0.5	3.1	2.1	0.6	1.6	3.9	3.7
9	1.0	-0.7	3.1	1.6	1.1	2.0	2.9	2.2
10								
School No. 9								
1	1.3	-0.5	3.2	1.4	0.4	1.6	2.9	1.8
2	1.8	0.3	2.7	1.3	0.9	2.3	3.1	2.3
3	1.5	0.0	2.7	0.7	0.7	2.1	3.0	1.3
4	1.9	-0.2	3.0	1.7	0.4	1.4	3.3	2.7
5	1.1	-0.7	3.2	1.1	1.2	2.1	3.4	2.5
6	1.1	-0.2	3.2	1.1	0.8	1.9	2.0	1.2
7	1.3	0.0	2.0	1.6	0.8	1.4	2.9	2.0
8	1.4	0.3	2.4	1.1	1.1	2.6	2.7	2.0
9	1.5	1.2	2.9	1.4	0.8	1.9	2.8	1.7
10	1.8	1.2	3.1	2.3	1.2	3.3	3.3	3.5
School No. 10								
1	2.1	0.5	2.8	2.1	0.9	2.7	2.6	1.8
2	1.2	-0.5	3.2	1.7	0.6	2.1	2.8	2.2
3	1.3	-0.3	2.3	1.1	0.9	1.4	2.1	1.5
4	1.2	-0.2	3.0	1.7	0.6	2.0	3.0	1.3
5	1.6	0.2	2.6	2.1	1.1	2.0	2.8	1.7
6	1.0	-0.5	2.7	0.7	1.0	1.7	2.3	1.2
7	1.1	-0.3	3.2	2.1	0.6	1.7	2.6	1.5
8	1.0	-0.7	3.5	2.3	1.2	2.3	3.6	2.0
9	1.0	-0.7	3.2	0.7	0.8	1.0	3.3	1.0

Teacher No.	OCDQ DIMENSIONS							
	DIS	HIN	ESP	INT	ALO	PE	THR	CON
School No. 11								
1	1.0	-0.2	3.4	1.3	1.2	2.3	3.4	3.0
2	1.6	-0.5	3.8	1.1	1.3	2.6	3.3	3.2
3	1.1	0.0	2.7	1.3	1.1	1.7	3.4	1.5
4	1.2	-0.7	3.1	0.9	1.1	2.1	3.2	1.0
5	1.4	-0.7	3.0	0.7	1.2	2.1	3.3	1.0
6	1.4	-0.7	3.0	0.7	1.2	2.1	3.3	1.0
7	1.0	-0.2	2.9	1.7	1.4	2.0	3.3	2.5
8	1.0	-0.2	3.0	1.3	0.9	2.0	3.2	2.2
9	1.2	-0.3	2.8	1.4	1.4	1.6	3.3	2.0
10	1.0	0.2	3.4	1.1	1.1	2.7	3.7	1.5
School No. 12								
1	1.0	-0.3	3.7	2.0	0.9	2.0	4.0	3.8
2	1.5	1.0	2.3	0.7	0.9	1.9	2.7	3.0
3	2.1	-0.3	2.4	1.0	0.9	2.0	3.6	3.2
4	1.6	0.0	2.8	1.1	0.9	2.4	3.3	1.8
5	1.2	-0.5	3.8	1.0	1.9	2.6	3.9	2.3
6	1.4	-0.2	3.0	1.3	1.0	2.6	3.8	3.2
7	1.9	0.8	2.5	1.3	0.3	1.9	3.7	3.2
8	1.1	0.0	3.8	1.6	0.6	1.6	3.8	2.8
9	1.7	0.7	2.5	1.6	0.8	1.7	3.0	1.8
10	1.6	-0.5	3.7	1.0	0.6	2.3	3.8	2.5
School No. 13								
1	1.0	-0.7	3.5	1.3	1.0	1.4	3.0	1.3
2	1.0	-0.2	3.6	0.7	0.3	1.0	2.0	1.0
3	1.0	-0.2	3.7	0.7	0.9	1.4	2.9	1.7
4	1.0	-0.2	2.9	1.3	0.4	1.3	3.0	1.8
5	1.0	-0.2	3.6	0.7	0.3	1.0	2.8	1.0
6								
7	1.3	0.3	3.6	1.7	0.7	1.4	3.3	1.5
8	1.2	0.7	3.8	1.9	0.4	1.6	3.3	1.8
School No. 14								
1	1.2	0.3	3.0	1.1	1.0	2.6	3.3	1.2
2	2.1	1.0	3.3	1.1	1.1	2.4	3.7	2.7
3	2.0	0.0	3.4	1.2	1.1	1.7	3.2	1.5
4	1.5	1.7	3.2	0.9	0.6	1.6	3.4	1.8
5	1.2	-0.2	3.1	1.1	0.8	2.4	3.2	2.3
6	1.6	-0.5	3.2	1.7	0.8	1.7	3.8	2.0
7	1.5	-0.3	3.4	2.1	0.9	1.7	3.0	2.0
8	1.4	-0.3	3.3	2.3	0.3	2.3	3.3	2.3
9	1.9	-0.2	2.9	2.0	1.4	1.9	3.9	3.2
School No. 15								
1	1.1	-0.7	2.8	1.4	1.3	2.1	3.3	3.5
2	2.2	-0.2	2.2	1.7	1.3	1.9	3.0	2.0
3	1.7	-0.3	2.4	1.7	1.9	3.0	3.4	1.8
4	1.5	-0.2	2.5	1.3	1.7	1.9	3.8	2.5
5	1.3	-0.2	3.2	1.0	1.3	2.6	3.3	1.5
6	1.3	0.0	3.3	2.4	1.0	2.7	3.6	2.5
7	1.1	0.2	2.5	1.0	1.1	2.0	2.6	1.7

Teacher No.	OCDQ DIMENSIONS							
	DIS	HIN	ESP	INT	ALO	PE	THR	CON
School No. 16								
1	1.3	1.0	3.2	1.9	0.8	1.7	3.4	2.0
2	1.1	0.2	3.2	2.4	1.0	2.3	3.8	3.5
3	1.4	0.5	2.9	1.9	0.8	2.0	3.2	2.2
4	1.7	0.7	2.8	1.4	1.1	2.1	2.8	2.8
5	1.0	-0.7	3.4	1.7	0.8	1.7	3.3	2.8
6	1.8	0.0	2.4	1.6	0.8	1.3	3.2	2.4
7	1.4	0.5	2.9	1.7	0.8	2.1	3.1	2.3
8	1.5	-0.7	2.9	1.7	0.8	2.7	3.2	2.7
9								
10								
School No. 17								
1	1.6	-0.5	2.6	1.4	1.0	1.1	2.1	2.0
2	1.3	0.3	2.4	1.9	1.1	1.6	2.3	1.5
3	1.8	0.5	2.8	0.9	1.6	2.0	2.6	1.2
4	1.4	-0.2	2.6	1.7	0.8	2.0	2.4	1.7
5	2.1	0.5	2.7	1.6	0.8	1.9	2.1	1.3
6	1.8	0.0	3.2	1.7	1.2	2.7	2.9	2.8
7	1.5	0.0	3.0	1.6	1.0	2.1	3.4	2.2
8	1.1	-0.5	2.5	0.9	0.4	2.0	2.8	2.3
9	1.2	0.3	2.6	1.0	0.4	2.0	2.9	2.3
10	1.3	0.2	2.2	1.0	0.4	2.0	2.7	2.8
School No. 18								
1	1.3	0.7	2.2	1.4	1.4	2.1	2.8	1.3
2	1.6	-0.2	2.8	1.9	1.0	2.4	2.7	2.3
3	1.2	0.3	2.5	1.6	0.8	2.9	3.0	2.3
4	1.4	-0.5	2.6	1.3	0.4	2.0	3.2	2.0
5	3.6	1.2	2.8	2.4	1.2	1.9	1.7	2.5
6	2.5	0.3	1.2	1.1	0.9	2.1	2.0	1.5
7	1.4	0.7	2.1	0.9	1.4	2.7	2.0	1.7
8	1.8	0.8	2.1	1.3	0.8	2.7	2.1	1.3
School No. 19								
1	1.3	0.3	3.3	1.9	0.4	1.7	3.0	2.5
2	1.3	1.2	3.1	1.9	0.8	3.1	3.1	1.2
3	2.0	1.7	2.6	1.9	0.5	2.1	3.3	1.2
4	1.8	0.3	2.2	1.3	1.0	1.9	1.6	1.5
5	1.2	0.2	3.0	2.1	0.2	1.7	3.3	1.7
6	2.4	0.0	2.8	1.4	0.9	2.1	2.4	1.2
7	1.4	0.3	3.2	2.1	0.5	2.1	2.8	2.7
School No. 20								
1	1.9	0.3	2.4	1.7	1.7	3.3	2.4	1.5
2	2.2	0.7	1.8	0.7	1.7	3.0	1.6	1.0
3	1.6	0.5	1.7	0.7	1.8	2.6	1.4	1.2
4	1.6	0.7	2.1	1.9	1.2	3.0	1.9	1.3
5	1.2	0.3	2.5	1.6	1.2	3.0	1.9	1.3
6	1.6	0.2	1.9	0.6	1.1	2.3	2.4	1.8
7	1.0	0.5	2.3	1.4	1.2	2.7	2.0	1.5
8	2.2	0.2	1.8	0.9	1.0	2.6	1.6	1.2

Teacher No.	OCDQ DIMENSIONS							
	DIS	HIN	ESP	INT	ALO	PE	THR	CON
School No. 21								
1	1.2	-0.2	3.0	1.7	1.4	2.0	3.2	2.7
2	1.1	-0.5	3.2	1.9	0.6	2.1	3.6	3.2
3	1.3	0.0	3.1	2.1	0.6	2.3	3.6	2.3
4	1.7	0.0	2.9	1.6	1.3	1.7	2.6	3.0
5	1.0	-0.2	3.0	1.6	1.0	2.1	3.1	2.7
6	1.1	-0.2	3.0	1.1	0.8	2.0	3.4	2.5
7	1.5	-0.3	2.9	2.1	1.4	2.6	3.6	2.2
8	1.8	0.0	3.1	2.1	0.9	2.3	3.7	3.2
9	1.2	0.0	3.1	1.7	0.8	1.7	2.9	1.8
10	1.5	0.2	3.2	2.0	1.1	2.3	3.6	2.3
School No. 22								
1	1.9	0.5	2.2	1.6	1.0	1.9	2.7	2.0
2	1.2	0.3	2.8	0.7	1.0	1.9	2.4	2.2
3	1.2	0.0	3.5	2.4	1.0	2.0	3.7	2.8
4	1.7	0.0	2.2	1.1	1.6	2.9	2.9	1.7
5	1.5	0.2	2.9	1.7	0.9	1.6	3.9	2.8
6	1.9	0.7	3.3	1.7	1.3	1.4	3.7	2.7
7	2.8	0.5	3.0	2.0	0.7	1.3	2.7	2.7
8	1.2	-0.3	3.3	1.7	0.8	2.0	3.1	2.8
9	1.9	0.3	2.9	1.9	1.3	2.7	3.7	3.2
School No. 23								
1	1.1	-0.3	3.2	1.9	0.7	3.0	3.3	3.0
2	1.7	0.3	3.0	2.6	1.3	2.7	3.7	3.7
3	1.4	-0.2	3.2	2.0	1.1	2.1	3.8	2.5
4	1.8	0.3	2.9	1.4	1.1	2.4	3.1	2.5
5	1.8	0.5	2.5	1.7	1.2	2.4	3.1	2.8
6	1.0	0.3	3.3	2.0	1.4	2.9	3.0	2.2
7	1.6	-0.7	3.0	1.7	1.3	3.1	3.8	3.0
8	1.3	0.2	3.4	2.0	0.9	2.3	3.6	3.0
9	1.6	-0.2	2.0	1.9	0.7	2.9	3.6	3.3
10	1.3	-0.3	3.4	1.7	1.1	3.0	4.0	3.5
School No. 24								
1	1.4	-0.3	3.2	1.3	0.7	2.0	3.2	2.8
2	1.6	0.0	2.5	1.3	1.0	1.4	1.9	1.2
3	2.1	0.0	2.0	1.6	1.0	1.6	1.7	1.3
4	1.3	0.0	2.5	2.1	0.7	1.3	3.6	1.7
5	1.9	1.3	1.9	1.9	0.8	1.3	1.2	1.0
6	1.1	-0.7	3.3	1.9	0.6	1.6	3.0	2.3
7	2.3	0.3	3.0	2.3	0.6	1.6	1.4	1.3
8	1.3	-0.5	2.8	1.9	0.6	1.6	1.4	1.5
9	2.0	0.2	2.7	2.3	1.0	1.9	1.7	1.3
10	1.3	-0.2	2.5	1.3	0.8	1.4	2.1	1.5

Teacher No.	OCDQ DIMENSIONS							
	DIS	HIN	ESP	INT	ALO	PE	THR	CON
School No. 25								
1	1.0	-0.2	3.7	2.4	0.0	3.1	3.8	2.8
2	1.4	-0.2	2.9	1.7	0.6	2.7	2.9	1.8
3	1.1	-0.2	2.6	2.0	0.3	2.6	2.6	2.3
4	1.4	0.3	3.6	1.4	1.4	3.1	3.8	2.8
5	1.3	0.3	2.1	1.3	1.1	2.4	2.4	1.7
6	1.8	1.3	1.7	1.3	1.2	3.0	2.1	1.3
7	1.2	0.2	3.2	2.3	1.7	2.9	3.8	2.5
8	1.7	0.8	3.3	1.6	0.9	2.9	3.3	2.3
9	1.5	0.0	2.6	1.4	0.7	2.3	3.1	2.2
10	1.7	1.3	2.1	1.4	1.2	3.0	2.4	1.5
School No. 26								
1	1.2	0.0	3.1	1.7	0.9	2.0	2.9	2.2
2	1.6	0.0	3.1	1.1	1.0	2.6	2.9	3.0
3	1.6	-0.2	2.8	2.0	1.0	2.3	2.6	2.7
4	1.2	-0.2	2.7	1.1	0.6	2.0	2.9	2.5
5	1.5	0.2	2.3	1.4	1.2	1.6	2.0	1.5
6	1.6	0.7	2.2	1.3	1.2	2.9	2.1	1.5
7	1.4	0.0	3.1	1.9	0.9	2.1	3.1	2.7
8								

APPENDIX 4

Raw Data for the School Decision-Making Questionnaire

(Schools numbered 1 to 14 are elementary
and schools numbered 15 to 26 are secondary)

Teacher No.	School Decision-Making Questionnaire (ITEMS)											
	1	2	3	4	5	6	7	8	9	10	11	12
School No. 1												
1	10	10	10	13	13	13	1	6	1	1	10	1
2	10	2	2	10	10	10	10	10	1	10	10	10
3	3	3	7	13	8	13	3	9	5	5	9	9
4	3	6	10	13	9	15	1	7	6	4	9	3
5	9	9	1	6	10	14	1	10	1	1	1	1
6	10	10	10	14	10	1	10	14	1	9	9	6
7	10	6	11	15	9	15	1	5	2	3	10	1
8	10	10	14	15	10	15	1	15	1	1	10	1
9	0	0	0	13	10	13	0	9	0	0	0	0
10	9	1	10	10	14	14	0	6	0	0	10	0
School No. 2												
1	9	1	9	13	9	13	1	9	1	5	9	9
2	2	2	1	14	14	14	2	6	2	10	10	5
3	6	10	6	15	15	15	6	10	10	14	11	10
4	9	13	9	13	9	13	1	9	9	1	9	9
5												
6	1	1	6	2	10	14	9	9	5	1	9	1
7	10	10	6	14	1	10	6	10	10	2	11	2
8	9	1	1	13	9	13	1	9	9	9	6	9
9	13	13	9	13	9	13	9	9	9	9	9	9
School No. 3												
1	1	1	9	13	9	13	9	9	9	1	9	9
2	9	9	9	13	9	13	9	9	9	9	9	1
3	5	3	8	13	9	12	3	8	8	8	5	9
4	11	11	13	11	11	15	3	11	7	7	7	7
5	1	1	1	13	9	13	1	9	5	1	9	1
6	1	1	1	14	9	9	1	9	1	1	9	1
7	7	6	8	8	6	15	2	10	10	6	5	5
8	1	10	1	14	10	11	2	9	10	10	10	1
9	1	9	5	14	2	14	1	5	7	1	1	1
School No. 4												
1	1	1	1	13	9	13	5	9	1	1	1	1
2	0	0	8	14	14	14	8	11	14	6	11	11
3	14	14	10	13	9	14	11	11	10	9	2	2
4	9	9	13	13	5	13	9	5	1	13	5	1
5	13	3	3	14	14	14	10	10	2	14	6	11
6	0	1	1	14	14	14	5	5	0	0	2	5
7	9	10	9	16	16	16	11	11	11	11	11	8
8	10	11	8	13	12	13	6	10	6	5	7	5
9	10	14	6	14	10	10	6	14	10	10	10	10
10	5	7	9	13	13	13	9	9	9	9	9	9
School No. 5												
1	7	11	5	13	5	15	9	9	5	5	9	9
2	10	11	11	10	9	9	10	6	11	11	10	11
3	11	2	11	6	11	15	3	11	11	10	11	11
4	1	1	10	14	14	1	9	13	13	10	10	14
5	9	16	15	16	16	15	6	1	1	9	9	5
6	10	14	14	15	12	13	9	14	15	13	12	12
7	11	12	11	15	11	15	6	11	7	5	10	10
8	5	3	5	15	11	15	12	11	2	3	12	11
9	14	14	5	16	16	16	1	16	2	5	10	6
10	7	12	13	15	13	15	7	12	1	6	8	6

Teacher No.	School Decision-Making Questionnaire (ITEMS)											
	1	2	3	4	5	6	7	8	9	10	11	12
School No. 6												
1	3	10	7	14	13	14	9	10	2	4	10	11
2	1	11	5	15	12	15	11	11	3	3	11	11
3	11	13	9	13	13	13	3	9	9	9	9	9
4	14	14	14	14	14	14	10	10	10	10	10	10
5	9	5	6	13	13	10	2	15	9	1	9	9
6	10	10	10	6	10	6	10	10	10	10	10	10
7	1	1	14	14	14	14	13	13	1	1	10	10
8	6	10	10	14	10	14	2	10	10	6	10	10
9	5	9	9	9	9	13	1	5	1	9	9	9
School No. 7												
1	1	14	6	14	10	14	10	10	10	14	11	11
2	1	1	1	14	9	14	9	9	9	9	9	9
3	1	1	1	14	14	14	1	9	9	14	9	9
4	11	11	13	14	11	15	5	10	10	10	10	6
5	1	14	6	15	11	15	10	10	10	15	10	10
6	10	5	5	13	5	13	9	9	9	7	9	9
7	1	13	5	15	10	13	6	15	14	1	10	10
8	1	2	2	15	15	15	15	15	15	14	14	10
9	13	13	10	13	10	13	9	13	9	9	9	9
10	4	4	4	13	10	12	1	8	8	8	8	8
School No. 8												
1	9	5	9	13	9	9	9	9	5	9	9	5
2	9	1	5	13	9	11	9	9	10	10	9	9
3	10	1	5	13	10	11	10	10	10	9	9	9
4	13	9	9	13	9	13	9	9	5	9	9	9
5	10	10	6	13	9	13	11	13	12	11	12	13
6	10	14	6	11	10	15	10	10	7	10	10	6
7	13	13	13	13	13	9	0	0	0	0	9	9
8	9	12	8	9	8	13	8	12	12	10	10	1
9	3	10	7	14	10	14	10	10	2	10	10	5
10	10	10	6	13	9	13	7	9	10	11	10	11
School No. 9												
1	6	6	10	14	14	14	10	10	10	14	10	10
2	10	11	11	14	5	13	5	10	1	6	9	2
3	11	11	11	15	13	15	3	11	2	3	11	11
4	11	10	11	12	12	14	11	11	9	10	12	11
5	10	10	9	13	13	13	9	15	15	9	9	11
6	2	2	6	14	10	14	2	6	2	2	2	2
7	9	14	9	16	15	15	5	11	3	3	7	5
8	8	10	14	14	14	14	1	6	0	0	14	9
9	9	6	10	12	10	13	13	3	9	5	7	4
10	11	11	11	14	15	15	6	10	1	5	10	6
School No. 10												
1	6	4	4	15	15	15	1	9	11	7	3	3
2	3	3	7	13	9	11	7	7	6	3	10	2
3	4	4	3	13	11	15	4	6	1	9	3	3
4	5	1	1	13	9	13	10	10	1	10	10	2
5	6	10	10	11	14	14	2	10	2	14	10	2
6	2	1	4	13	9	15	1	9	3	3	2	3
7	4	4	4	13	10	14	8	11	9	8	8	8
8	4	8	2	12	9	13	9	9	0	5	9	5
9	1	1	5	15	9	15	1	9	1	13	1	1

Teacher No.	School Decision-Making Questionnaire (ITEMS)											
	1	2	3	4	5	6	7	8	9	10	11	12
School No. 11												
1	5	9	9	13	9	13	9	5	9	9	9	9
2	10	6	6	14	10	14	2	10	10	10	10	10
3	9	1	1	14	10	9	10	10	1	10	10	9
4	1	3	14	14	10	15	6	7	1	2	1	1
5	0	3	2	16	10	16	6	6	0	0	0	0
6	1	3	2	16	11	15	6	6	1	1	1	1
7	13	13	2	13	10	13	10	10	10	10	11	11
8	5	13	10	13	9	10	5	9	10	10	10	10
9	5	7	10	2	12	11	10	11	2	6	10	6
10	1	1	11	15	11	6	9	11	1	9	9	11
School No. 12												
1	9	13	5	13	8	13	9	9	9	5	9	9
2	9	9	9	9	9	13	2	10	5	10	13	10
3	1	6	10	14	10	16	10	10	10	9	8	8
4	11	10	10	14	10	13	10	10	3	10	11	8
5	10	10	10	10	10	10	10	10	10	10	10	10
6	3	10	14	14	9	14	13	9	5	13	6	9
7	5	9	10	15	11	15	4	10	1	6	11	11
8	9	9	9	13	13	13	9	9	9	1	9	9
9	9	14	9	14	10	14	10	10	6	10	10	10
10												
School No. 13												
1	1	9	9	13	13	13	1	14	10	10	10	10
2	10	2	9	13	9	13	1	9	1	1	9	9
3	1	14	10	14	14	14	1	10	1	1	10	10
4												
5	10	2	10	14	10	14	1	10	1	1	10	10
6	2	2	9	14	14	14	3	10	5	0	10	0
7	4	14	10	14	14	14	2	6	6	6	6	6
8	3	9	3	13	14	14	2	9	11	2	11	11
School No. 14												
1	10	12	6	12	11	14	4	5	4	4	5	6
2	5	3	3	13	10	13	1	9	5	5	10	9
3	0	0	0	16	12	16	10	6	3	3	10	4
4	6	14	10	14	10	14	10	10	1	1	10	10
5	1	1	1	15	15	15	14	1	10	10	13	10
6	9	9	9	13	9	13	3	9	11	9	9	9
7	7	13	10	16	14	14	1	11	3	5	9	6
8	1	5	5	13	9	13	5	10	1	5	9	9
9	3	3	10	14	14	14	1	10	1	1	10	10
School No. 15												
1	9	13	5	13	9	13	5	5	5	1	13	5
2	13	13	13	13	10	14	10	9	6	6	6	10
3	12	12	12	15	15	16	4	4	4	8	2	3
4	2	2	2	15	2	14	5	10	1	5	10	9
5	10	2	2	14	10	14	2	6	2	2	2	10
6	9	9	11	14	10	13	1	5	1	1	10	10
7	9	9	9	13	9	13	9	1	1	1	9	9

Teacher No.	School Decision-Making Questionnaire (ITEMS)											
	1	2	3	4	5	6	7	8	9	10	11	12
School No. 16												
1	10	10	6	14	10	14	1	10	10	1	10	10
2	7	7	7	13	14	14	1	10	0	9	10	5
3	10	6	6	14	6	11	1	6	10	1	6	10
4	6	4	15	10	10	14	2	12	5	4	10	10
5	15	15	11	14	13	14	2	11	3	1	10	1
6	10	12	12	12	13	14	5	9	7	5	8	7
7	10	12	10	14	10	16	4	10	4	5	10	6
8	10	13	10	13	14	12	1	8	6	1	9	9
9	10	14	13	14	14	13	3	10	10	8	11	11
10	11	11	11	14	14	14	10	10	10	10	10	10
School No. 17												
1												
2	9	5	5	14	9	9	1	5	5	1	10	10
3	7	5	5	3	6	13	3	14	3	3	13	13
4	7	13	7	15	9	14	5	10	9	5	7	11
5	4	3	3	3	3	16	3	11	6	3	2	6
6	9	11	13	13	13	9	9	9	9	5	9	9
7	8	12	6	14	7	14	8	10	3	6	6	9
8	5	9	12	14	11	15	8	10	8	10	11	10
9	5	10	12	14	11	15	8	10	5	2	5	9
10	5	10	10	14	14	14	9	13	9	9	13	13
School No. 18												
1	4	14	10	16	11	14	1	7	0	0	9	5
2	6	13	10	15	10	11	5	9	3	5	10	10
3												
4	1	5	1	15	12	15	3	2	2	5	10	11
5	3	3	2	13	11	13	3	7	3	1	7	4
6	3	13	13	13	13	13	1	1	1	1	1	1
7	6	5	13	12	4	12	4	3	3	4	5	3
8	4	5	6	13	12	13	2	1	1	1	9	5
School No. 19												
1	11	13	11	14	11	15	8	10	7	5	11	10
2	5	13	10	13	13	13	1	11	5	1	10	10
3	10	10	10	14	10	14	2	2	10	2	10	10
4	6	6	10	15	10	15	10	10	6	6	6	11
5	11	6	4	15	6	12	1	4	2	8	11	12
6	5	1	10	13	10	16	1	5	1	5	5	9
7	5	10	14	15	11	15	5	11	8	10	10	10
School No. 20												
1	13	13	10	16	13	16	3	7	7	3	7	7
2	3	3	4	12	13	16	0	6	3	0	11	0
3	2	1	1	1	4	3	1	9	5	3	4	1
4	3	3	5	16	12	14	0	4	2	0	4	2
5	13	9	12	14	12	11	8	5	3	3	9	4
6	0	0	0	16	11	15	0	7	0	0	6	6
7	3	3	11	13	13	15	3	10	5	3	4	2
8	14	15	14	15	15	15	5	4	4	3	5	3

Teacher No.	School Decision-Making Questionnaire (ITEMS)											
	1	2	3	4	5	6	7	8	9	10	11	12
School No. 21												
1	0	5	9	13	13	13	5	4	4	5	10	4
2	11	13	11	15	11	15	9	9	9	9	9	9
3	9	1	5	14	13	13	9	5	5	4	14	10
4	10	6	6	6	6	14	10	10	10	10	10	10
5	10	13	13	14	13	15	10	10	4	9	10	10
6	0	9	13	13	13	9	5	9	1	5	9	9
7	0	9	7	11	11	13	0	9	9	1	11	11
8	6	1	1	14	14	14	6	14	1	1	14	14
9	10	5	1	15	15	11	1	10	1	10	10	10
10	6	9	6	14	12	15	8	10	5	6	11	11
School No. 22												
1	6	6	6	11	11	11	9	9	9	9	9	9
2	14	14	6	14	10	14	10	10	10	10	10	10
3	6	6	1	15	11	14	1	6	11	11	11	11
4	1	6	10	14	10	10	2	1	1	1	5	9
5	4	4	4	13	9	14	10	10	5	9	10	10
6	9	6	1	13	13	13	13	13	9	14	14	14
7	5	10	10	14	14	14	10	10	6	10	14	10
8	11	11	11	11	11	11	10	10	10	10	10	10
9	3	3	5	14	10	14	3	6	4	4	10	10
School No. 23												
1	10	9	10	14	6	10	6	10	6	6	6	10
2	6	6	10	14	10	10	1	6	1	6	1	6
3	10	8	12	15	10	11	1	5	5	1	10	10
4	8	8	13	13	8	13	4	4	0	9	9	4
5	5	5	8	11	11	14	2	6	10	4	5	10
6	11	11	11	10	10	10	10	10	10	10	11	11
7	10	10	10	10	10	10	10	10	10	10	10	10
8	9	6	11	12	6	15	5	6	1	4	9	5
9	10	10	6	15	15	15	3	7	0	1	11	11
10	7	11	11	15	15	15	5	9	9	5	9	9
School No. 24												
1	6	14	10	14	10	14	10	6	6	10	6	10
2	7	4	10	14	14	14	3	2	0	5	10	10
3	13	14	10	16	15	12	11	11	1	4	9	1
4	1	14	10	14	10	1	10	10	1	10	10	10
5	1	14	1	14	14	14	1	14	1	1	5	5
6	1	13	10	13	10	13	0	13	0	9	9	1
7	4	4	8	15	11	15	3	11	4	2	11	11
8	3	12	3	15	16	15	0	2	5	0	11	4
9	1	14	1	14	14	14	10	5	10	6	1	6
10	5	5	10	13	13	13	4	4	11	4	10	5

Teacher No.	School Decision-Making Questionnaire (ITEMS)											
	1	2	3	4	5	6	7	8	9	10	11	12
School No. 25												
1	11	11	11	15	15	3	3	7	3	3	11	7
2	6	6	7	15	15	14	2	13	4	4	11	5
3	11	15	2	16	16	13	1	11	9	1	7	3
4												
5	6	6	9	15	16	15	1	2	2	3	6	3
6	1	1	1	13	14	7	0	13	0	5	13	0
7	5	13	5	13	13	11	1	10	1	1	10	5
8	10	10	10	13	13	14	3	10	12	4	10	1
9	9	9	9	13	9	13	9	9	13	1	5	1
10	5	11	5	14	13	7	1	12	0	3	12	0
School No. 26												
1	1	6	1	14	10	15	1	10	5	2	14	5
2	2	6	6	14	10	14	10	10	6	6	10	6
3	9	6	6	6	6	6	6	6	6	6	6	6
4	5	14	6	14	10	14	10	10	1	1	10	10
5	14	14	1	14	14	14	1	5	5	1	10	6
6	5	5	5	13	13	13	9	9	9	1	5	5
7	1	14	10	14	14	14	2	10	1	1	14	5
8	2	2	5	14	11	14	10	10	6	6	10	6

APPENDIX 5

ABSTRACT OF A Study of the Relationship Between Teacher Participation in School Decision-Making and the Task-Needs Integration in Schools

ABSTRACT OF A Study of the Relationship Between Teacher Participation in School Decision-Making and the Task-Needs Integration in Schools[1]

The study investigated the relationship between teacher participation in school decision-making and the task-needs integration in schools using as a criterion of the task-needs integration dimensions of organizational climate. The sample consisted of fourteen elementary schools and twelve secondary schools on Prince Edward Island. A total of 240 teachers responded to the two instruments used to collect data: the Organizational Climate Description Questionnaire (Halpin and Croft) and a School Decision-Making Questionnaire. The latter instrument was developed for the study.

The analysis indicated that a number of relationships exist between teacher participation and the task-needs integration, that is, between organizational structure and organizational behavior. Relationships were more in evidence for the sample of secondary schools. The results indicate that practicing administrators should examine their particular school situation regarding the problem of teacher participation as it is related to organizational climate.

The study provides an empirical link for the theories

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1 Parnell Garland, A Study of the Relationship Between Teacher Participation in School Decision-Making and the Task-Needs Integration in Schools, unpublished M.A. thesis presented to the Faculty of Education of the University of Ottawa, Ottawa, 1971, viii-128 p.

of Simon on the rational aspect of decision-making, of Argyris, Likert, McGregor, and Tannenbaum on the motivational aspects of participation, and of Getzels on the relationship between role expectations and organizational behavior.

The results of the study indicated that the principal behaviors of Aloofness, Production Emphasis, Thrust, and Consideration were all related to participation. In other words, effective leadership behavior on the part of the principal is associated with high teacher participation. With the exception of Esprit, teacher behavior was not related to participation.