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An Analysis of Teacher Morale and Organizational Climate

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AN ANALYSIS OF TEACHER MORALE AND ORGANIZATIONAL CLIMATE

(TITLE)

BY

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TABLE OF CONTENTS

APPENDIX

LIST OF TABLES

INTRODUCTION

Morale, whether high or low, is an emotional and mental reaction of a person to his job. A teacher may like his job and the people he is working with, or he may be dissatisfied and distrust the administration.

The morale of a teacher determines the amount of work he will do. Low morale cuts down production and high morale increases it. If morale is high, a staff will do its best to promote effective learning. If morale is low, teachers will not work to their full potential. High morale is built by making sure that the job provides the satisfaction an individual wants from life.

The writer is greatly indebted to the elementary teachers who furnished the data for this study; to Paul Moyes and Mike David for their guidance and help in tabulating the data; to Dr. Matzner of the Department of Administration and Supervision; and to my wife, Edith, for her patience and assistance.

CHAPTER I

THE STUDY

Statement of the Problem

The purposes of this study were: (1) to determine whether the Minnesota Teacher Attitude Inventory and the Organizational Climate Descriptive Questionnaire subtest Esprit measure identical attitudes; and (2) to identify the organizational climate of six elementary schools and classify them by climate type.

Hypotheses of the Study

The hypotheses were: (1) Esprit, a subtest of the Organizational Climate Descriptive Questionnaire, will be positively correlated to the Minnesota Teacher Attitude Inventory scores; (2) "Openness" in climate will be positively related to mean school Minnesota Teacher Attitude Inventory scores; and (3) if the attitudes of both teachers and pupils were measured, there would be a high correlation between them.

Scope of the Study

The primary purpose of this study was to show the relationship between the Minnesota Teacher Attitude Inventory and the subtest

Esprit of the Organizational Climate Descriptive Questionnaire.

The second purpose of the study was to describe the climate that exists in six elementary schools located at Olney, Illinois, East Richland Unit #1. All information was collected during the school year 1967-68.

Table One presents the schools used in the study and the number of teachers in each school.

TABLE 1

SCHOOLS AND THE NUMBER OF TEACHERS PER SCHOOL

School	Number of Teachers
Calhoun	4
Central	14
Cherry	13
Claremont	6
Dundas	3
Silver	13
Total	53

The six schools ranged in student enrollment from 98 to 487, as indicated in Table Two. The student enrollment for the six elementary schools were as follows:

[1] Richland County, Office of County Superintendent of Schools, School Directory of the Richland County Schools, (1967-68), pp. 13-15.

TABLE 2

SCHOOLS AND STUDENT ENROLLMENT

School	Student Enrollment
Calhoun	139
Central	415
Cherry	487
Claremont	171
Dundas	98
Silver	443
Total	1753

[2]

Need for the Study

One of the most insistent demands of successful teaching is the ability of the teacher to maintain harmonious relationships with pupils. The attitudes of teacher toward pupils and their behavior express certain personality reactions directly involved in teacher-pupil relationships.

> Modern education's concern with the personality development of pupils has intensified interest in the relationships between different aspects of teacher personality and this instructional goal. Observation indicates that desired development of pupils depends, to some extent, on certain personality traits and attitudes of teachers. Years of speculation, consideration and study of teacher-pupil relationships have resulted in various interpretations and methods of implementation of the dependence in the classroom and in teacher education. The task of defining and isolating the contributing factors in

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[2] Ibid., p. 18.

> this complex relationship is not a simple one. The reciprocal nature of the relationship between pupils and teachers illustrates the complexity of the interaction between cause and effect in personality development.[3]

High morale of teachers is positively related to the administrator's respect for the teacher's competence, his friendliness toward the teacher, and his interest in the teacher's work.[4] The ability of administrators and teacher to get along in an atmosphere of mutual respect, sympathetic understanding, and kindliness is essential to harmonious and cooperative working conditions.

Definition of Terms

Certain terms used throughout this paper will have the following meanings:

Minnesota Teacher Attitude Inventory (MTAI) - a one hundred fifty item questionnaire that indicates the attitudes of teachers toward school and children.

Organizational Climate Descriptive Questionnaire (OCDQ) - a sixty-four item questionnaire used in studying the elementary school, consisting of eight subtests in two primary dimensions: behavior of the faculty as perceived by the faculty members and behavior of the principal as leader as perceived by the faculty.

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[3]Walter Cook, Alf Eikas, and Cyril Hoyt, "Studies of Predictive Validity of the Minnesota Teacher Attitude Inventory," Journal of Teacher Education, VII (June, 1956), p. 167.

[4]Roald F. Campbell, Russell T. Gregg, Administrative Behavior in Education (New York: Harper and Brothers Publishers, 1957), p. 279.

School Year 1967-68 - a period of time from August 28, 1967 to May 28, 1968.

Elementary Teachers - includes teachers who are teaching from kindergarten to the sixth grade.

Total Sample - the fifty teachers who responded to the two questionnaires out of a possible fifty-three.

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.

Normative Standardization - to standardize the subtest scores of the schools so the subtest scores may be compared on a common scale.

Ipsative Standardization - to standardize the subtest scores with respect to the mean and standard deviation of the profile scores for each school.

Prototypic - ". . . the central tendency of the scores within each of the six sets for those schools which secured high loadings on but a single profile-factor."[5]

The OCDQ has eight subtests. Four subtests measure teachers' behavior, and four measure the principal's behavior. The subtests have been defined by Halpin and Croft as follows:

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[5] Don B. Croft and Andrew W. Halpin, The Organizational Climate of Schools (Chicago: Interstate Printers and Publishers, 1963), p. 75.

Teachers' Behavior

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. In short, this subtest focuses upon the teachers' behavior in a task oriented situation.

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

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

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

Principal's Behavior

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

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

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." "Thrust" behavior is marked, not by close

supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. 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.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.[6]

Throughout the report the following terms are used to describe coefficients of correlation:

r from .00 to $\pm$ .20	negligible
r from $\pm$ .20 to $\pm$ .40	low
r from $\pm$ .40 to $\pm$ .70	marked
r from $\pm$ .70 to $\pm$ 1.00	high[7]

Organizational Climates

The six organizational climates of the OCDQ as defined by Halpin and Croft are as follows:

1. Open Climate - The Open Climate is extremely high in Esprit. There is low Disengagement, Hindrance, and Intimacy.

The principal possesses a high degree of Thrust and Consideration, and a low degree of Production Emphasis and Aloofness.

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[6] Ibid., pp. 29-32.

[7] Henry E. Garrett, Elementary Statistics (New York: Longmans, Green and Company, 1956), p. 116.

2. Autonomous Climate - The Autonomous Climate is marked by relatively high scores on Esprit and Intimacy; however, Disengagement and Hindrance are low.

The principal is characterized as having high Aloofness and Thrust, low Production Emphasis, and average Consideration.

3. Controlled Climate - The Controlled Climate is characterized by high Esprit and Hindrance, and low Disengagement and Intimacy.

The principal is described as having high Production Emphasis, moderate Aloofness, low Consideration, and average Thrust.

4. Familiar Climate - The Familiar Climate is high in Disengagement and Intimacy, average in Esprit, and low in Hindrance.

The principal's behavior consists of high Consideration, but low Aloofness, Production Emphasis, and Thrust.

5. Paternal Climate - The Paternal Climate is marked by high Disengagement, and low Hindrance, Intimacy, and Esprit.

The principal is characterized as having low Aloofness. He emphasizes the things that should be done (Production Emphasis), but these things never seem to get done. He is considerate, but his Consideration appears to be in a form of seductive over-solicitousness rather than genuine concern for the social behavior of others. He displays average Thrust.

6. Closed Climate - The Closed Climate consists of high degree of Disengagement and Hindrance, average Intimacy, and very low Esprit.

The principal possesses high Aloofness and Production Emphasis, but low Thrust and Consideration.[8]

Method and Treatment of Data

The two questionnaires were delivered to all elementary teachers in the six schools during the school year 1967-68. The OCDQ was given first and was followed by the MTAI at a two week interval. The two tests were given during the month of May to insure proper acquaintance of new teachers with the school and teachers to pupils. Each questionnaire was left with the teachers for exactly one week. The two questionnaires were sent to a total of fifty-three teachers. Copies of the two letters which were sent with the two questionnaires may be found in Appendix A.

Table Three gives the number of teachers who responded:

TABLE 3

TEACHERS RESPONDING TO QUESTIONNAIRES

School	Number of Teachers	Responded to OCDQ	Per Cent	Responded to MTAI	Per Cent
Calhoun	4	4	100%	4	100%
Central	14	13	93%	13	93%
Cherry	13	13	100%	13	100%
Claremont	6	5	84%	5	84%
Dundas	3	3	100%	3	100%
Silver	13	12	92%	12	92%
Totals	53	50	94%	50	94%

[8] Croft, Halpin, op. cit., pp. 60-7.

The Organizational Climate for each of the six schools was then determined by administering the OCDQ to the teachers.

The items in the OCDQ were scored on a point system from six to nine points, with six points for an item marked "Rarely occurs", and increasing to nine points for "Very frequently occurs". Items indicated by a minus sign in the manual were scored inversely.

The raw score for each subtest was obtained by summing the scores obtained from each respondent on all the items within the subtest, dividing by the number of items, and rounding off this quotient to a two-digit number. The result was raw scores for each respondent on the eight subtest scores. The raw subtest scores for each school were obtained by summing all the scores on each subtest and dividing by the number of respondents.

The next step was to standardize the scores normatively. This was done with respect to the means and standard deviations of the total sample's scores on each subtest. To do this the appropriate means and standard deviations were entered in the standard T score formula until all eight subtest scores were converted to standard scores.

The mean and the standard deviation for each school's standardized subtest scores were computed using the same T-score formula. The mean and the standard deviation for each school were inserted in turn and the formula solved for each of the subtest scores.

This completed the normative and ipsative standardization procedures for securing the school profile-scores.[9]

To determine which of the six Climate profiles was most similar to a given school's profile, the absolute difference between the scores on each subtest was computed and these differences were summed for each of the six prototypic profiles. The prototype with the smallest sum indicated which climate best characterized the school.[10]

The second major part of the study was administering the MTAI to the teachers. The test is designed to predict the type of teacher-pupil relations teachers will maintain in the classroom and indirectly how well satisfied the teacher will be with teaching as a profession. A teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. At the low end of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear, and submission; or he may be unsuccessful and become nervous, fearful, and distraught in a classroom characterized by frustration, restlessness, inattention, lack of

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[9] Ibid., pp. 177-88.

[10] Ibid., p. 178.

respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility.[11]

Next, the OCDQ results on the subtest Esprit were compared with the MTAI results to determine whether the subtest Esprit had a positive correlation with the MTAI.

Finally, conclusions were formulated and presented in Chapter III.

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[11] Robert Callis, Walter W. Cook, and Carroll H. Leeds, Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corporation, n.d.), p. 3.

CHAPTER II

RELATED RESEARCH

Manitoba Study of the MTAI

The primary purpose of this study by Hardy and Stein[12] was to examine the Minnesota Teacher Attitude Inventory under Manitoba conditions to determine if the Inventory warranted establishing norms of use in the local situation. A second objective was to determine if any significant relationship existed between teacher attitude toward children, age, teaching experience, religion, choice of grade level, academic qualifications, personality rating, intelligence, scholarship-leadership attainment, and professional training in education.

This study was concerned only with student teachers from two training institutions in Manitoba. The Manitoba Provincial Normal School group was mostly high school seniors who were taking a one year course in teacher preparation. The second group was students attending the University of Manitoba. This Faculty of Education group consisted of students with two to five years training in academic

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[12] James Hardy, Harry Stein, "A Validation Study of the Minnesota Teacher Attitude Inventory in Manitoba," Journal of Educational Research, L (January, 1957), pp. 321-38.

subjects. Most of these students had obtained a degree in arts or science and were now enrolled in a one year course to give prospective teachers a general background in educational theory and practice.

The MTAI was administered to the two groups prior to their student teaching assignments. After three weeks of practice teaching, a random sample of twenty-five students was drawn from each group. The student teachers were first rated by their advisors on a ten point scale. The Faculty of Education group was also rated by their pupils using Form A of "Our Student Teacher." The mean scores were then matched and correlated with the student teachers' MTAI scores. The MTAI scores correlated 0.39 and 0.51 respectively with the ratings of the pupils in the elementary and secondary schools.

After a lapse of six weeks the Inventory was administered again. The two testings of the Faculty of Education group were found to correlate 0.88 and the Normal School group to correlate 0.92.

It was found that the MTAI differed significantly among grade levels and students who had taken a course in mental hygiene and teachers who had taken other courses off-campus in education. A positive relationship existed between scholarship-leadership attainment and MTAI scores. The student teachers' MTAI scores correlated significantly and negatively with their attitude scale for the MMPI.

There were no significant differences found in religion, intelligence, age, or teaching experience. In conclusion, this study indicates that student teacher attitudes can be measured with a fair degree of both validity and reliability.

Validity of Selected OCDQ Subtests

A study performed on the validity of the OCDQ was entitled "The Validity of Selected Subtests of the Organizational Climate Descriptive Questionnaire". In this study of the validity of the OCDQ, ten schools were studied with faculties ranging from twelve to fourteen teachers. Six of the ten schools were selected on the basis of climate, which Roseveare[13] had measured with the OCDQ.

The following data were intercorrelated for the individual teacher:

1. Scores on subtests Esprit and Thrust of the OCDQ and the ETIS.
2. Age of the teacher.
3. Years experience.
4. Years in this school.
5. Education.

Intercorrelations for mean scores by school were the same as those for individual teachers with the exception of Reading Achievement, Arithmetic Achievement, and Total Achievement being added.

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[13] Carl G. Roseveare, "The Validity of Selected Subtests of the Organizational Climate Descriptive Questionnaire," Dissertation Abstracts, XXV (June, 1965), p. 7051.

It was found in this study that Esprit and Thrust subtests were valid indicators of their respective subtests. Intercorrelations by teacher were not statistically significant, whereas intercorrelations by school were found significant between Thrust of the OCDQ and Thrust of the ETIS with a correlation of .70.

It was concluded from the study that the subtest Thrust of the OCDQ was a valid measure and that the subtest Esprit of the OCDQ seemed to have validity, but the data were not conclusive.

Relationship of Organizational Climate and Subgroups

A study entitled "The Relationships of Organizational Climates and Subgroups in Elementary Schools" was conducted by Anderson.[14] The study was done to investigate perception of climate by differences in perception of climate between members of the same subgroup, differences in composite perception of subgroups within the same school, and between school differences of comparable subgroups in composite perception of climate.

In the twenty schools, the OCDQ and a sociometric questionnaire were used to identify climate and subgroups. Twelve of the schools were chosen on climate and subgroups that existed.

The study found five distinct climates and the sociometric questionnaire distinguished sixty-two subgroups ranging from two to

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[14] Gary W. Anderson, "The Relationships of Organizational Climates and Subgroups In Elementary Schools," Dissertation Abstracts, XXVI (April, 1966), pp. 5900-1.

ten members. It was found that these subgroups could not be predicted from the factors of age, sex, and experience. Differences in perception of climate between members of the same subgroup and between composite subgroups in the same school were not significant when all subtests were considered, but there were significant differences in the subtests Esprit and Thrust. Differences between composite subgroups, including principals, in membership were not statistically significant.

Predictive Validity of the MTAI

Cook, Hoyt, and Eikaas[15] compiled a group of studies entitled "Studies of Predictive Validity of the Minnesota Teacher Attitude Inventory." The study dealt with students and graduates of the College of Education between 1950 and 1953.

In the spring of 1953 the MTAI was mailed to 306 teachers who had been teaching two to three years after graduating. One hundred twenty-four teachers responded. Two pre-service MTAI scores had been taken previously in the junior year and one right before graduation. The one hundred twenty-four teachers were arranged into five subgroups, four of which correspond to the student norm groups reported in the MTAI manual, namely, Early Childhood Education, Elementary Education, Secondary with academic majors, and Secondary

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[15] Cook, Eikaas, and Hoyt, op. cit., pp. 167-72.

with non-academic majors. The mean score of the subgroups for each administration of the MTAI was in close conformity to the published norms in most subgroups.

Additional data of a similar type were collected for graduates of 1952 and 1953. Seventy-four per cent of this group responded. Comparisons were made between the means and variances of the junior year scores of the responding group and non-responding group. This comparison showed the respondents were not a biased sample of juniors relative to this criterion.

Consideration of the homogenity of subgroups and difference among their means led to the decision to study the predictive validity of the MTAI for elementary and secondary school teachers separately.

The sixty-four teachers showed a correlation of .60 between the senior year and experienced teacher administrations of the MTAI and of .70 between the junior and senior year. The first of these is very near the corresponding coefficient of .59 found for the elementary group, but the second seemed somewhat higher than the .52 found for this other group. It may be concluded from these studies that scores made by juniors and seniors are useful for predicting the MTAI scores of teachers who are in their second or third year of teaching.

Relationship of MTAI and GZTS Scores

Cook[16] did a study entitled "A Note On the Relationships Between MTAI and GZTS Scores For Three Levels of Teacher Experience". The data used for this study were obtained from three sources:

1. The correlations for the 300 experienced teachers were obtained from the study reported by Leeds.

2. The data for the 117 student teachers were obtained from the microfilm of Ferguson's dissertation.

3. The MTAI-GZTS (Guilford-Zimmerman Temperament Scale) trait correlations for prospective teachers was obtained by the writer from a group of 196 students enrolled in Educational Psychology at Purdue University. The two tests were administered during the first week as a part of the course. Sex was disregarded with the exception of the M (Masculinity) scale. Leeds also reported doing this, but Fergerson did not report separate correlations for females and males on the M-scale.

There was some variation in mean MTAI score for the three groups. The student teachers had the highest mean, followed by experienced teachers and prospective teachers in that order. The bariability of MTAI scores is largest in experienced teacher group,

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[16] Desmond L. Cook, "A Note On the Relationships Between MTAI and GZTS Scores For Three Levels of Teacher Experience," Journal of Educational Research, LV (May, 1962), pp. 363-7.

and smallest in the student teacher group. The GZTS traits were quite similar for the three groups as to mean and standard deviation.

The correlations between the MTAI and each of the GZTS traits for the three groups were as follows:

1. The G (General Activity), R (Restraint), and T (Thoughtfulness) scales were quite similar for the three groups.

2. The correlations for beginning teachers were quite similar in direction and magnitude to those of student teachers but both were generally smaller than experienced teachers.

3. The only trait showing significance for all three groups was the P (Personal Relations) scale.

The possible explanation as to why the G, R, and T scales correlate so low with the MTAI lie in the fact that these personality traits are not measured by the MTAI.

Cook made three conclusions from his study. For one thing, he concluded that beginning and student teachers show similar relationships between MTAI scores and each of the various GZTS traits but these relations differ from experienced teachers primarily in that the correlations are higher for the latter group.

Secondly, Cook concluded that the presence of greater heterogenity of MTAI scores among experienced teachers cannot be used to explain the difference in correlation between the groups.

He also concluded that the increasing size of correlations with teaching experience suggests that there may be personality changes taking place with increased participation in professional work.

CHAPTER III

TEACHER ATTITUDE AND ORGANIZATIONAL CLIMATE IN THE SIX ELEMENTARY SCHOOLS

The climate of the six elementary schools are in Table Four. In this study four schools were perceived as Open and two as Familiar. See Appendix B for the climate tabulations.

TABLE 4

SCHOOL, CLIMATE, AND SCORES ON THE SIX PROFILES

School	Open	Autonomous	Controlled	Familiar	Paternal	Closed
1	59	76	90	67	76	84
2	66	77	105	68	81	89
3	67	78	100	71	82	88
4	59	68	92	57	76	80
5	56	81	93	74	89	97
6	83	76	96	65	72	86

Table Five has the schools arranged in order according to desirability of climate.

TABLE 5

SCHOOL, CLIMATE, MEAN MTAI SCORES, AND THE NUMBER OF MALES AND FEMALES PER SCHOOL

School	Climate	Mean MTAI	Male	Female
3	Open	12.96	1	12
5	Open	11.17	1	2
2	Open	9.88	2	11
1	Open	-19.50	2	2
4	Familiar	16.50	1	4
6	Familiar	.33	0	12

Schools Three, Five, Two, and One were perceived as representing the Open Climate. The mean MTAI scores of these four schools were reasonably high and close together, with the exception of School One. School One did not follow the previously mentioned pattern of the higher the desirability of the climate, the higher the mean MTAI score.

Schools Four and Six were perceived as representing the Familiar Climate. The Familiar Climate ranks below the Open Climate in desirability. It also ranks below the Open Climate in mean MTAI scores with the exception of School Four. School Four had the highest mean MTAI score of all the schools. Again, this did not follow the pattern of the lower the climate, the lower the mean MTAI score.

If the assumption is accepted that females score higher on the MTAI than males, then this could account for the fact that

School One had the lowest score of the Open Climate.

In this study the males did have the lowest MTAI scores, with the exception of School Three. This could very definitely account for the arrangement of some of the mean MTAI scores.

OCDQ Subtest Esprit, MTAI Relationships

The OCDQ subtest Esprit results were compared with the MTAI results to determine the degree of relationship between the two. Table Six presents the coefficients of correlation that were found for the OCDQ subtest Esprit and the MTAI mean scores.

TABLE 6

COEFFICIENTS OF CORRELATION OF MTAI WITH OCDQ SUBTEST ESPRIT

School	Coefficients of Correlation	Significant at .05 Level
1	-.09	No
2	.05	No
3	.59	No
4	.12	Yes
5	.19	No
6	.32	Yes

The coefficient of correlation between Esprit and the MTAI mean score did not show significant at the .05 level for School One. The relationship between the MTAI and Esprit was "negligible" but negative.

In School Two the coefficient of correlation between Esprit and the MTAI mean score was not significant at the .05 level. The relationship between the MTAI and Esprit was "negligible".

The coefficient of correlation between Esprit and the MTAI mean score did not show significant at the .05 level for School Three. The relationship between the MTAI and Esprit was "marked".

The coefficient of correlation between the MTAI and Esprit was significant at the .05 level for School Four. The relationship between the two was "negligible".

In School Five the coefficient of correlation between Esprit and the MTAI mean score was not significant at the .05 level. The relationship between the MTAI and Esprit was "negligible".

There was a significant relationship at the .05 level in School Six. The relationship between the MTAI and Esprit was "low".

The following statement may be made about the preceding data. Five Esprit scores were positive, and three ranked "negligible", one "low", and one "marked". The other score was "negligible", but negative.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to show the relationship between the MTAI and the OCDQ subtest Esprit. The secondary purposes of the study were: (1) describe the climate of six elementary schools located at Olney, Illinois; (2) determine whether "Openness" in climate was positively related to school mean MTAI score. The study was conducted among teachers at Cherry, Central, Silver, Dundas, Claremont, and Calhoun during the month of May, 1968. The two questionnaires were distributed to fifty-three teachers and fifty responded for a ninety-four per cent return.

Conclusions

Four of the six schools were found to have Open Climates as defined by Halpin and Croft. The other two schools were found to have Familiar Climates.

It was found that "Openness" in climate was positively related to teachers' mean MTAI score, with the exception of two schools. If the assumption is accepted that females score higher on the MTAI

than males, this could possibly account for the way some of the schools ranked.

If the assumption is accepted that corresponding "Openness" and high mean MTAI scores are to be desired, then this study discovered three schools that were desirable, one that was less desirable, and two that did not have the expected climate-MTAI score relationships.

The correlation of coefficient between the MTAI and Esprit was not significant at the .05 level for four schools; however, it was significant at the .05 level in two of the schools. The relationship ranged from negative "negligible" to "marked".

Recommendations

The same study should be conducted using the same six elementary schools, including teachers, to determine if "Openness" and high MTAI scores correspond with each other. Also, the same study should be conducted to determine if the OCDQ subtest Esprit and the MTAI measure identical attitudes.

Further study should be conducted concerning OCDQ climate scores. Do elementary schools in a given district form a consistent pattern on climate scores? If so, what does this suggest about a school district?

APPENDIX A

LETTERS TO THE TEACHERS

[illegible] questionnaire on my research project. It is called the Organizational Climate Description Questionnaire. This questionnaire is very [illegible] your answers are to be indicated by placing a X on the number that is [illegible] to your school. Directions for taking the questionnaire appear [illegible] page.

I want to thank you for your taking the Minnesota Teacher Attitude Inventory. There were nearly a 100 returns (1 to 6) from the elementary schools. Your kind consideration will be deeply appreciated on the Organizational Questionnaire.

Thank You,

Gerald G. Rich

Please remove this sheet so that your name does not appear on the questionnaire.

APPENDIX B

CLIMATE TABULATIONS

Instructions:

To determine which of the six Climate profiles is most similar to a given school's profile, simply compare the school-profile with each of the six prototypic profiles. This is done by computing the absolute difference between the scores on each subtest and summing these differences for each of the six prototypic profiles. Select the prototype with the smallest sum and this will indicate which climate best characterizes the school.

TABLE 7

CLIMATE TABULATIONS OF SCHOOL ONE

	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
	43	43	63	50	42	43	61	55
Open	61	40	63	45	51	43	55	37
59	18	3	0	5	9	0	6	18
	40	41	55	62	61	39	53	50
Autonomous	61	40	63	45	51	43	55	37
76	21	1	8	17	10	4	2	13
	38	57	54	40	55	63	51	45
Controlled	61	40	63	45	51	43	55	37
90	23	17	9	5	4	20	4	8
	60	42	50	58	44	37	52	59
Familiar	61	40	63	45	51	43	55	37
67	1	2	13	13	7	6	3	22
	65	46	45	46	38	55	51	55
Paternal	61	40	63	45	51	43	55	37
76	4	6	18	1	13	12	4	18
	62	53	38	54	55	54	41	44
Closed	61	40	63	45	51	43	55	37
84	1	13	25	9	4	11	14	7

TABLE 8

CLIMATE TABULATIONS OF SCHOOL TWO

	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production emphasis	Thrust	Consideration
	43	43	63	50	42	43	61	55
Open	67	37	61	49	51	40	57	38
66	24	6	2	1	9	3	4	17
	40	41	55	62	61	39	53	50
Autonomous	67	37	61	49	51	40	57	38
77	27	4	6	13	10	1	4	12
	38	57	54	40	55	63	51	45
Controlled	67	37	61	49	51	40	57	38
105	29	20	7	9	4	23	6	7
	60	42	50	58	44	37	52	59
Familiar	67	37	61	49	51	40	57	38
68	7	5	11	9	7	3	5	21
	65	46	45	46	38	55	51	55
Paternal	67	37	61	49	51	40	57	38
81	2	9	16	3	13	15	6	17
	62	53	38	54	55	54	41	44
Closed	67	37	61	49	51	40	57	38
89	5	16	23	5	4	14	16	6

TABLE 9

CLIMATE TABULATIONS OF SCHOOL THREE

	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
	43	43	63	50	42	43	61	55
Open	63	36	61	47	52	41	57	36
67	20	7	2	3	10	2	4	19
	40	41	55	62	61	39	53	50
Autonomous	63	36	61	47	52	41	57	36
78	23	5	6	15	9	2	4	14
	38	57	54	40	55	63	51	45
Controlled	63	36	61	47	52	41	57	36
100	25	21	7	7	3	22	6	9
	60	42	50	58	44	37	52	59
Familiar	63	36	61	47	52	41	57	36
71	3	6	11	11	8	4	5	23
	65	46	45	46	38	55	51	55
Paternal	63	36	61	47	52	41	57	36
82	2	10	16	1	14	14	6	19
	62	53	38	54	55	54	41	44
Closed	63	36	61	47	52	41	57	36
88	1	17	23	7	3	13	16	8

TABLE 10

CLIMATE TABULATIONS OF SCHOOL FOUR

	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
	43	43	63	50	42	43	61	55
Open	62	42	62	47	52	38	56	40
59	19	1	1	3	10	5	5	15
	40	41	55	62	61	39	53	50
Autonomous	62	42	62	47	52	38	56	40
68	22	1	7	15	9	1	3	10
	38	57	54	40	55	63	51	45
Controlled	62	42	62	47	52	38	56	40
92	24	15	8	7	3	25	5	5
	60	42	50	58	44	37	52	59
Familiar	62	42	62	47	52	38	56	40
57	2	0	12	11	8	1	4	19
	60	42	50	58	44	37	52	59
Paternal	62	42	62	47	52	38	56	40
76	3	4	17	1	14	17	5	15
	62	53	38	54	55	54	41	44
Closed	62	42	62	47	52	38	56	40
80	0	11	24	7	3	16	15	4

TABLE 11

CLIMATE TABULATIONS OF SCHOOL FIVE

	Disen-gage-ment	Hin-drance	Esprit	Inti-macy	Aloof-ness	Produc-tion Em-phasis	Thrust	Con-sider-ation
	43	43	63	50	42	43	61	55
Open	59	37	64	42	51	41	62	42
56	16	6	1	8	9	2	1	13
	40	41	55	62	61	39	53	50
Autonomous	59	37	64	42	51	41	62	42
81	19	4	9	20	10	2	9	8
	38	57	54	40	55	63	51	45
Controlled	59	37	64	42	51	41	62	42
93	21	20	10	2	4	22	11	3
	60	42	50	58	44	37	52	59
Familiar	59	37	64	42	51	41	62	42
74	1	5	14	16	7	4	10	17
	65	46	45	46	38	55	51	55
Paternal	59	37	64	42	51	41	62	42
89	6	9	19	4	13	14	11	13
	62	53	38	54	55	54	41	44
Closed	59	37	64	42	51	41	62	42
97	3	16	26	12	4	13	21	2

TABLE 12

CLIMATE TABULATIONS OF SCHOOL SIX

	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
	43	43	63	50	42	43	61	55
Open	67	37	60	46	51	39	51	38
83	24	6	3	4	9	10	10	17
	41	41	55	62	61	39	53	50
Autonomous	67	37	60	46	51	39	51	38
76	27	4	5	16	10	0	2	12
	38	57	54	40	55	63	51	45
Controlled	67	37	60	46	51	39	51	38
96	29	20	6	6	4	24	0	7
	60	42	50	58	44	37	52	59
Familiar	67	37	60	46	51	39	51	38
65	7	5	10	12	7	2	1	21
	65	46	45	46	38	55	51	55
Paternal	67	37	60	46	51	39	51	38
72	2	9	15	0	13	16	0	17
	62	53	38	54	55	54	41	44
Closed	67	37	60	46	51	39	51	38
86	5	16	22	8	4	15	10	6

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