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ORGANIZATIONAL CLIMATE AND PRINCIPAL PERSONALITY:

A STUDY IN RELATIONSHIPS

by

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ABSTRACT

The prime purpose of this study was to determine existing relationships between principal personality and school organizational climate. An understanding of the effect on a school's organizational climate of the age of the principal, his administrative experience and the length of time he had spent in his present position, and the size and location of his school, was also sought.

School organizational climate variables were measured by the responses of 195 teachers in twenty Manitoba secondary schools to Halpin and Croft's Organizational Climate Description Questionnaire. The personality of each of the twenty principals was measured by the response to the Myers-Briggs Type Indicator. A questionnaire completed by the principal provided information related to age, teaching and administrative experience, and tenure.

The twenty schools used for the research study provided examples of all organizational climate categories, and the principals of the schools provided at least one example of each of the eight personality types. However, the study produced no overall relationships between organizational climate and principal personality.

One significant relationship was found between the global climate category and the separate indices of personality: the organizational climate of a school is more open when the more sensing and less intuitive is that aspect of the principal's personality associated with perception.

Many significant relationships were proven amongst the dimensions of organizational climate and the indices of principal personality. The more introverted a principal, the more he hinders the staff's task accomplishment and remains aloof from them, although he may be considerate, work hard himself, and foster staff intimacy. The sensing rather than intuitive principal will emphasize production and foster good staff esprit with teacher involvement in the task accomplishment. The feeling rather than judging principal will emphasize production less and will be seen by his teachers as being rather aloof.

Many significant relationships were found to exist amongst organizational climate and dimensions of climate, and the principal variables of age, teaching experience, administrative experience and tenure. The older a principal, the longer he has spent in teaching and in administrative work, and the longer he has remained in his present position, the more he emphasizes production. He is also more considerate of his staff and less inclined to hinder their sense of accomplishment than is a younger colleague. The result is less staff disengagement, more intimacy and higher esprit.

No significant relationships were produced between principal personality and the principal variables of age, experience and tenure. Similarly, no significant relationships were determined amongst organizational climate and its dimensions, principal personality types and sub-indices, and the school variables of size and location. However, there

appeared to be a tendency towards a more open climate in the small rural school in contrast to the large urban school.

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CHAPTER I

THE PROBLEM

I. STATEMENT OF THE GENERAL PROBLEM

That schools vary considerably in their "atmospheres" is not a particularly astute observation. Any superintendent or inspector moving from one school to another will notice differences in "tone" or "personality;" a visit of short duration will suffice in the sensing of a school's "climate." Prior to undertaking this study, the writer assumed that it was possible both to determine and, in some measure, to describe the organizational climates of schools.¹

Several questions then arose. To what extent would the organizational climate of a school reflect the leadership of its principal? Might any description of an organizational climate be expected to indicate the staff's social satisfactions and its sense of task accomplishment? In what way would the leadership behaviour of the principal be an expression of his personality? Would the school's size and location have a bearing on its climate? Might differences in organizational climate reflect the varying ages, experience, training and tenure of principals?

¹Halpin and Croft claimed to measure the organizational climate of schools, and their contention found support in research studies undertaken by Andrews, Brown, Millar and Schmidt. There is a more definitive treatment of the determination and description of organizational climates in subsequent chapters.

It was felt that seeking answers to these and related questions would be a worthwhile undertaking. 'As is the principal, so is the school' may well be a timeworn cliché. However, since the critical position of the principal in setting the tone of his school is so readily recognized by writers in the field of educational administration, it is imperative that his selection be approached with a concern for the type of climate he will establish.

Yet such has not always been the approach. Plaxton² noted that principals were generally selected from the teaching ranks using such criteria as success in the classroom, willingness to assume extra duties, ability to get along well with others, academic achievement and interest in administration as the basis for selection. He felt that administrator recruitment programs were handicapped by the lack of understanding of the personal qualities of effective educational leaders.

Concern about the personal qualities of school principals was of particular interest for the present study. If personality variables organize the principal's pattern of behaviour, and if relationships can be found between these variables and the types of organizational climates found in schools, then it should be possible to predict the results of placing a particular individual in a particular administrative position.

²Robert P. Plaxton, "Personality of the Principal and School Organizational Climate" (unpublished Master's thesis, The University of Alberta, 1965), p. 2. A portion of this study replicates Plaxton's research. Several references to his thesis will be made in ensuing pages.

To determine the school climate types and the principal personality types, two instruments were used: Halpin and Croft's Organizational Climate Description Questionnaire, henceforth to be referred to as the OCDQ, and the Myers-Brigg's Type Indicator, the MBTI, as developed by Isabel Briggs Myers.

The OCDQ provides a measure of eight dimensions of organizational climate, four of which are related to staff behaviour and four of which are associated with the behaviour of the principal. These eight measures are combined to produce profiles of organizational climate, six in all.

The MBTI contains four separate indices which are designed to bring out a person's four basic preferences. By combining the four preferences in all possible ways, sixteen personality types emerge.

A biographical questionnaire was also employed to provide information on age, years of teaching experience, years of administrative experience and length of time in the present position.

The OCDQ was administered to members of staff in twenty Manitoba secondary schools -- of varying sizes and in varying locales. The MBTI was administered to the principals of these schools; they also completed the biographical questionnaire.

With the data collected, this study attempted to determine relationships among the six overall types of organizational climates, the eight dimensions of climate, the four separate indices of personality, the sixteen personality types, the school variables of location and size

and the principal variables of age, experience and tenure.

In essence, then, this thesis was designed to report on the relationships existing between principal personality and the organizational climate of schools. An understanding of the effect on organizational climate of the age of the principal, his administrative experience and tenure, and his school's size and location, was also to be sought.

II. STATEMENT OF THE SPECIFIC PROBLEMS

In order that the general problem could be defined more clearly, answers to specific questions were sought:

1. What types of organizational climate are found in the twenty Manitoba schools?
2. What personality types administer these schools?
3. Are there relationships between the global climate ratings of the OCDQ and the personality patterns determined by the MBTI?
4. Do significant relationships exist between each principal personality type and the eight OCDQ subtests?
5. Are there significant correlations between the global climate rating and the MBTI sub-indices?
6. What relationships occur among the continuous scores on each index of personality and the scores on the dimensions of organizational climate?

7. What correlations occur among principal variables of age, teaching experience, administrative experience and length of time in present position, overall climate type, and climate sub-dimensions?
8. What correlations are found among the principal variables and the MBTI personality categories?
9. Are there relationships among scores derived from the administration of the OCDQ and the MBTI and the location or size of the school?

III. LIMITATION

It must be pointed out that the concept of organizational climate as proposed by Halpin and Croft is a somewhat restricted one. The questionnaire does not investigate interactions between teachers and pupils, or between the school and the community; the OCDQ deals specifically with teacher-principal interactions.

CHAPTER II

RELATED LITERATURE

This chapter is designed to serve three purposes. Firstly, the backgrounds to the development of the OCDQ and the MBTI are helpful in understanding two concepts which are basic to the study: organizational climate as the result of interpersonal relationships, and leadership as the result of interaction between personality and the social situation. Secondly, certain conclusions reached from using the OCDQ and the MBTI in research related to educational administration are dealt with since they are re-tested in the present study. Thirdly, a description in some detail of the Plaxton study¹ is provided as background to that part of the current study which replicates Plaxton's endeavours.

I. LITERATURE RELATED TO ORGANIZATIONAL CLIMATE

The Concept

In the introduction to their Monograph,² Halpin and Croft indicated that the development of the Organizational Climate Description Questionnaire is based upon the idea that there had long been a need

¹Robert P. Plaxton, "Personality of the Principal and School Organizational Climate" (unpublished Master's thesis, The University of Alberta, 1965).

²Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963).

for a concept which is to organization what personality is to the individual. Hence, they defined their term, organizational climate, as the organizational "personality" of a school.

The authors of the OCDQ then proceeded to limit their concept in this way:

Accordingly, ... when we speak of the Organizational Climate within the present context we will refer exclusively to the social interaction between the principal and the teachers -- to the 'social component' of the Organizational Climate.³

Writing the year prior to the publishing of the questionnaire in 1963, Halpin and Croft also indicated the type of organizational climate they preferred:

A desirable organizational climate is one in which (a) it is possible for leadership acts to emerge easily, (b) self-fulfillment is provided to group members by giving them a sense of accomplishment, (c) the social satisfaction that comes from being part of a group is achieved by the members.⁴

Although they did extend related work on group climates in other fields specifically to the field of educational administration, Halpin and Croft were not the first to discuss organizational climate on the basis of interpersonal relationships. As early as 1955, Cornell spoke of organizational climate in discussing socially perceptive administration. Organizational climate was described as "a delicate blending of interpretations by persons in the organization of their jobs or roles in relationship to others,

³Ibid., p. 7.

⁴Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, United States Office of Education, United States Department of Health, Education and Welfare, No. SAE 543 8369 (Washington: Government Printing Office, 1962), p. 47.

and their interpretations of the roles of others in the organization."⁵

The emphasis on group interaction is reflected also in the writings of Argyris.⁶ He saw organizational climate as a pattern of the variables resulting from the interaction of three systems: formal organization variables such as policies and procedures; personality variables such as needs or values; and informal variables arising from the individual's struggle to adapt to the formal organization so that organizational goals and individual self-expression are both achieved. This pattern of variables tends towards a steady or homeostatic state similar to the relatively stable state of relationships between the principal and his staff as a group later developed by Halpin and Croft.

Still others writing at this time saw relative stability in interactions as the necessary component to organizational climate. Carlson stated:

Research supports the position that the structure of the organization lies in the stable patterns of interaction among individuals performing the work, rather than in the work performed.⁷

And Likert wrote:

Management will make full use of the potential capacities of its human resources only when each person in an organization is a member of one or more well-knit, effectively functioning work groups

⁵Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappan, XXXVI (March, 1955), 219-223.

⁶Chris Argyris, "Some Problems in Conceptualizing Climate," Administrative Science Quarterly, II (March, 1958), 501-520.

⁷Richard O. Carlson, "Research and the School System as an Organization," The School Review, LXVI (Winter, 1958), 473-483.

which have high skills of interaction and high performance goals.⁸

In interpreting organizational climate as pertaining to relationships between the organization and the individual, Argyris was basing his concept on the same type of interaction theory as Getzels and Guba⁹ developed. However, while Getzels and Guba were concerned with administrative or leadership behavior as it affects morale in the organization, Argyris tended to be concerned with the broader concept of organizational behaviour. To Argyris, climate was more than morale since he saw morale as a process, but climate as concerned with both structure and process.

Developing an Instrument

Like Getzels and Guba, Hemphill¹⁰ and his colleagues were concerned with leadership behavior as it affects different levels of morale or atmosphere or climate. They developed one of the first instruments designed to measure such group dimensions as control, the degree to which a group regulates the behavior of individuals while they are functioning as group members; flexibility, the degree to which a group's activities are marked by informal procedures than by adherence to established procedures;

⁸Rensis Likert, "An Emerging Theory of Organizational Leadership and Management," Leadership and Interpersonal Behavior, Luigi Petrullo and Bernard M. Bass, editors (New York: Holt, Rinehart and Winston, Inc., 1961), p. 18.

⁹J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), 423-441.

¹⁰John K. Hemphill, Group Dimensions: A Manual for Their Measurement. (Research Monograph Number 87. Columbus, Ohio: The Ohio State University, 1956).

hedonic tone, the degree to which group membership is accompanied by a general feeling of pleasantness; and viscidty, the degree to which members of the group function as a unit. Hemphill's dimensions bear a relationship to the later OCDQ dimensions of intimacy, disengagement and esprit.

An earlier instrument devised by Halpin,¹¹ the Leadership Behavior Description Questionnaire (LBDQ), was the model on which much of the new instrument was based. The LBDQ, which has been used with school administrators, classified leaders on two dimensions -- initiating structure and consideration. However, the instruments are quite different since the LBDQ is concerned only with administrative behaviour while the OCDQ is concerned with the more inclusive type of organizational behaviour.

Hemphill¹² found that some dimensions of leader behaviour and some dimensions of group behavior are interrelated. This was verified in later research by Morris¹³ using Hemphill's dimensions and those of the LBDQ. He found significant relationships between the two dimensions of leadership, consideration and initiating structure, and four of Hemphill's group dimensions: polarization, participation, potency and viscidty.

¹¹Andrew W. Halpin, The Leadership Behavior of School Superintendents (Chicago: Midwest Administration Center, The University of Chicago, 1959).

¹²Hemphill, op. cit.

¹³Derek V. Morris, "Staff Characteristics and Principal Leadership" (unpublished Master's thesis, The University of Alberta, Edmonton, 1961).

A brief description of the OCDQ is provided in Chapter I. The measure will be described in some detail in the section on Instrumentation in Chapter III. Attention here has been focused on some of the research, relevant to the present study, involving the use of the OCDQ.

The OCDQ and Research in Educational Administration

Studying at the University of Illinois in 1963, Bruning¹⁴ involved the staffs of two junior high schools, eighty-eight teachers, in responding to four instruments -- a communication structure questionnaire, the Index of Adjustment and Values, the Assumed Similarity of Opposite Scales and the OCDQ -- in an endeavour to ascertain relationships among organizational demands, individual needs and personal satisfactions. As a result of his research, Bruning was highly critical of the OCDQ and did not feel that the climate categories established were valid ones.

Critical, too, of the OCDQ was Emma¹⁵ who studied the degree to which the perceived needs of the principals in a city system were in harmony with the organizational goals. He concluded that the principal's behavior should be construed as a necessary but not sufficient condition which determines the school's organizational climate.

¹⁴Arthur L. Bruning, "An Exploration of the Perceptual Relationships Among Organizational Demands, Individual Needs, and Personal Satisfactions" (unpublished Doctoral thesis, The University of Illinois, 1963).

¹⁵Paschal Joseph Emma, "The Relationship Between Administrative Fusion and Organizational Climate in a School System" (unpublished Doctoral thesis, The George Peabody College for Teachers, 1964).

Brown,¹⁶ however, in replicating the Halpin and Croft study, tended to disagree with any dismissal of the OCDQ. Prior to undertaking his research, Brown was critical of Halpin and Croft's sample since it was not selected in any statistically appropriate way, and of their selection of items, composition of subtests and classification of organizational climates since they were based on a type of factor analysis which has frequently been criticized for its inability to produce consistent results. He administered the OCDQ to a randomly selected sample in 154 schools in the Minneapolis-St. Paul metropolitan area. In spite of his earlier qualms, Brown concluded that the OCDQ was a well constructed instrument which should continue to be used in research in administrative theory and in the theory of social organizations. He did state, however, that while it is possible to identify types of organizational climate through the use of the OCDQ, it is not possible to generalize about the exact nature of the specific climates.

Cook¹⁷ worked with both the LBDQ and the OCDQ, administering the questionnaires to 303 teachers from twenty elementary schools in six school districts of Camden County, New Jersey. Like Brown, he supported the use of the new Halpin and Croft instrument. Cook found that open

¹⁶Robert J. Brown, "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools" (unpublished Doctoral thesis, The University of Minnesota, 1964).

¹⁷Edward Vance Cook, "Leadership Behavior of Elementary School Principals and the Organizational Climate of the Schools Which They Administer" (unpublished Doctoral thesis, Rutgers -- The State University, 1965).

climates were more prevalent in smaller schools, and that a background of experience in a leadership capacity is important to a principal's effectiveness. In concluding that the principals of open schools are the most effective, Cook stated:

On the basis of the findings drawn from the conduct of this study, it would seem that the elementary principal is instrumental in establishing the climate of his school the principals who are most considerate of the needs of the teachers, who initiate sufficient structure to meet the need of the organization, and who are consistent in their patterns of operation will develop the most effective schools.¹⁸

In his research at the University of Alberta, Schmidt¹⁹ also worked with both the new LBDQ and the OCDQ. He had ten teachers in each of sixty schools complete the LBDQ three months after they had answered the OCDQ. Schmidt concluded that the OCDQ's six climate types, in contrast to the eight dimensions, are a less useful description of the personality of a school.

Andrews concluded in like fashion:

Despite the apparent usefulness of assigning an overall climate category to a school, present indications are that the climate subtest concepts and scores are more important than the overall category in drawing implications for practice.²⁰

¹⁸Ibid., p. 90.

¹⁹W. G. Schmidt, "A Study of the Relationships Between the Dimensions of the New Leader Behavior Description Questionnaire and the OCDQ Scores of Principals" (unpublished Master's thesis, The University of Alberta, 1965).

²⁰John H. M. Andrews, "What School Climate Conditions Are Desirable?" The C.S.A. Bulletin, Vol. IV, No. 5 (July, 1965), p. 19.

Several have undertaken research in an endeavour to link organizational climate with pupil achievement. One of these, Feldvebel,²¹ tested pupils with the Stanford Achievement Test in thirty schools from suburban communities in the north-eastern Illinois metropolitan area. He found no relationships between broad climate types and pupil achievement, but very significant relationships at the subtest level with both Production Emphasis and Consideration.

Flagg²² worked with pupils and teachers in ten elementary schools in the South Side Project Area of Newark, using the Stanford Achievement Test in Reading. He found no significant correlation between organizational climate and reading growth. (In another aspect of his study, Flagg did conclude that as school size increases, the climate tends to become more closed, and that a closed climate tends to increase the rate of teacher turnover.)

Unlike Flagg, others have found correlations between achievement and the OCDQ's subtest dimensions. Andrews found as follows:

Interestingly enough, the variable that relates most strongly with Pupil Achievement is Intimacy. The schools that produce high examination results, then, tend to be characterized by strong social relation-

²¹Alexander M. Feldvebel, "Organizational Climate, Social Class, and Educational Output," Administrator's Notebook, XII (April, 1964), 1-4.

²²Joseph Thomas Flagg, Jr., "The Organizational Climate of Schools: Its Relationship to Pupil Achievement, Size of School, and Teacher Turnover" (unpublished Doctoral thesis, Rutgers -- The State University, 1964).

ships among the teachers while further research is clearly necessary, the indication may be that teachers are motivated more through intimate association with their colleagues than they are through direct interaction with the principal.²³

Millar²⁴ supported Andrews findings. He discovered no significant relationship between the global concept of organizational climate and pupil achievement in the eight urban schools he studied. However, there were significant correlations between pupil achievement and both the Intimacy and Aloofness subtests. About his investigations, Millar concluded:

These investigations indicate that higher levels of pupil achievement are found in schools where teacher behavior is characterized by a high level of social-needs satisfaction which is not necessarily associated with task accomplishment ... and where principal behavior is characterized by (a) an informal and personal approach in relations with his staff, (b) a concern for the personal well-being of his teachers, and (c) a de-emphasis on directive and task-oriented supervision.²⁵

From research involving Saskatchewan schools, Harvey²⁶ concluded that administrators can expect to find some relationship between faculty climate and teacher classroom performance. Teachers whose behaviour was rated as imaginative and stimulating perceived their principals'

²³Andrews, op. cit., p. 15.

²⁴Donald E. Millar, "Organizational Climate of Schools and Academic Achievement" (unpublished Master's thesis, The University of Alberta, 1965).

²⁵Donald E. Millar, "Organizational Climate and Achievement," The C.S.A. Bulletin, Vol. IV, No. 5 (July, 1965), p. 39.

²⁶R. F. E. Harvey, "Relationship of OCDQ Scores to Behaviour of Teachers as Measured by Ryan's Classroom Observation Record" (unpublished Doctoral thesis, The University of Alberta, 1966).

tendency to impose routine duties (Hindrance) as being higher than did teachers whose behaviour was rated as dull. Harvey found, too, that continuing service in the school, more than age, experience or training, contributed to the principal's ability to develop a "favorable" organizational climate.

Importance for the Current Study

It is possible, now, to summarize briefly the implications for this study of the writings and research of others in relation to organizational climate. Prior to the advent of the OCDQ, Cornell, Argyris, Carlson and Likert all saw the organizational climate of an institution as being affected by the interrelationships between the organization and the individual -- by group interaction. Getzels and Guba, and Hemphill, were concerned particularly with administrative behaviour as it affects the organizational climate. From this background, Halpin and Croft developed the OCDQ with its six climate categories and eight dimensions of climate -- four related to principal behaviour and four related to the behaviour of the staff as a group.

From research conducted since the advent of the OCDQ the following findings are noteworthy:

1. School size can have a bearing on organizational climate (Cook, Flagg).
2. The principal's length of service in a school (Harvey) and his administrative experience (Cook), rather than his age or training, can affect his behaviour.

3. The likelihood of discovering significant relationships is greater with any of the OCDQ's eight dimensional subtests than with any of the six general climate types (Andrews, Brown, Feldvebel, Flagg, Millar, Schmidt).

II. LITERATURE RELATED TO PRINCIPAL PERSONALITY

Development of the Interactional Theory

Research based on the idea that there is a single leadership personality trait was dismissed early, according to Gibb,²⁷ and concern was turned towards the situational aspect of leadership behaviour. Cook²⁸ felt it was more important to focus on the way in which an individual behaves in a given situation than on those traits which may cause him so to behave.

The more recent theory of Gibb left behind both the trait and situational approaches and proposed an interactional theory -- leadership is the result of interaction between personality and the social situation:

This point of view ... integrates such major variables as the personality of the leader, the attitudes and needs of the followers, the structure of interpersonal relations and the syntality of the groups, and the situation as determined by the physical setting, nature of the task, etc.²⁹

²⁷Cecil A. Gibb, "Leadership," Handbook of Social Psychology (Vol. II, Chapter 24, Cambridge, Mass.: Addison-Wesley Publishing Company, Inc., 1954), p. 84.

²⁸Cook, op. cit.

²⁹Plaxton, op. cit., p. 13.

Relationship between Personality and Leadership Behaviour

Accepting the interactional theory, Wilcox³⁰ undertook research in the San Francisco-Oakland Bay area. He administered the California F - Scale to administrators and teachers to determine their personality traits, and a series of five expectation scales to determine their expectations of leadership. In total, fifty-three supervisors, fifty-eight principals and 354 teachers participated. Wilcox concluded that a school climate characterized by high teacher morale was found when the "liberal" personality traits of a principal coincided with the "democratic" expectations of leadership by members of his staff, or when teachers expected "authoritarian" principal behaviour and the principal exhibited "conservative" traits of personality.

In his study conducted under the auspices of the Midwestern Administration Center, Lipham³¹ tested the interactional theory. Principals in a city system were ranked on a five point scale by the superintendent and his four assistants. The motives, attitudes and drives of the principals were determined from their responses in a personal interview and on the Edwards Personal Preference Schedule, an adjective list and a sentence completion test. Lipham found that the effective

³⁰Ray T. Wilcox, "Authoritarianism and Educators' Expectations of Leadership," Educational Administration and Supervision, XLIII (November, 1957), 418-429.

³¹James M. Lipham, "Personal Variables of Effective Administrators," Administrator's Notebook, IX (September, 1960).

principal engaged in strong purposeful activity, related well with others, was emotionally stable, and was concerned with achieving success and positions of higher status. By contrast, the ineffective principal was dependent for support on others, was preoccupied with speculative reasoning, was lacking in social skills, was likely to exhibit emotional reactions when under stress, and was accepting of his present status.

Unlike Lipham and Wilcox, Fox³² had little success in his experimentation on the relationship between the personality and the leadership behaviour of school principals. He found no significant correlations between the scores of seventy-seven elementary principals on the LBDQ and the Minnesota Teacher Attitude Inventory.

Hemphill, Griffiths and Fredericksen³³ included personality variables as a part of their study of the administrative performance of elementary school principals. From principal responses to a simulated school situation, the researchers sought to determine general personality patterns. However, in discovering that different patterns emerged for different functions, the authors concluded:

These illustrations show the impossibility of stating a general formula for the application of personality information; what scores

³²A. Meredith Fox, "Relationship Between Personality and Leader Behaviour of Elementary School Principals" (unpublished Doctoral thesis, Northern Texas State College, 1961).

³³John K. Hemphill, Daniel E. Griffiths, and Norman Fredericksen, Administrative Performance and Personality: A Study of the Principal in a Simulated Elementary School (New York: Bureau of Publications, Teachers College, Columbia University, 1962).

would be considered desirable is a function of the particular situation in the school district.

Personality might make a valuable addition to a battery of tests for selecting principals, providing the school district is able to describe the principal it wants in terms of factors of administrative performance.³⁴

To determine whether or not there is a significant relationship between principal personality traits and teacher effectiveness, Sweat³⁵ undertook a study involving the staffs of seventy-four all white high schools in the North Central Association of Colleges and Secondary Schools in Arkansas. The California F - Scale, a measure of authoritarian-democratic personality traits, was administered to the principals. The Coffman Teacher Reaction Inventory, a measure of morale, was administered to the teachers. Sweat discovered no significant relationships; for example, his hypothesis that the general level of teacher morale would decrease as the principal becomes more authoritarian was rejected.

The Personality Instrument -- MBTI

In 1963, Myers developed her MBTI instrument, briefly described in Chapter I of this study. A portion of the description of the Indicator as given in the Manual is as follows:

The purpose of the Indicator is to implement Jung's theory of type (1923). The gist of the theory is that much apparently random

³⁴Ibid., p. 338.

³⁵Joseph P. Sweat, "Authoritarian-Democratic Personality Traits of High School Principals and Teacher Morale" (unpublished Doctoral thesis, The University of Arkansas, 1963).

variation in human behavior is actually quite orderly and consistent, being due to certain basic differences in the way people prefer to use perception and judgment

If people differ systematically in what they perceive and the conclusions they come to, they may as a result show corresponding differences in their reactions, in their interests, values, needs and motivations, in what they do best and in what they like best to do.

Accepting this working hypothesis, the Indicator aims to ascertain, from self-report of easily reported reactions, people's basic preferences in regard to perception and judgment, so that the effects of the preferences and their combinations may be established by research and put to practical use.³⁶

The MBTI and Research in Educational Administration

This personality instrument, of course, was not designed specifically for use in the educational arena. In fact, there are only two known uses of the MBTI with educational administrators: studies undertaken by Plaxton,³⁷ whose research will be discussed in some detail in Section III of this Chapter, and by Von Fange.³⁸ The latter found, in his study of Alberta principals, that the pattern of personality types characteristic of principals differed significantly from the pattern found in the general population, and that a large proportion of principals fell into relatively few personality types. For example, 92 per cent of the principals possessed

³⁶Isabel Briggs Myers, Manual: The Myers-Briggs Type Indicator (Princeton, N. J.: Educational Testing Service, 1963), p. 1.

³⁷Plaxton, op. cit.

³⁸Erich A. Von Fange, "Implication for School Administration of the Personality Structure of Educational Personnel" (unpublished Doctoral thesis, The University of Alberta, 1961).

the judgment preference and 55 per cent possessed the extroversion and judgment preferences in common. The most common category for principals was the extroverted-thinking type.

Importance for the Current Study

From the literature related to principal personality and administrative behaviour, the following findings are noteworthy:

1. There appear to be no consistently significant relationships between principal personality and leadership behaviour (Fox, Hemphill et al, Sweat).
2. A large proportion of principals may fall into relatively few personality types (Von Fange).
3. Effective principals may engage in purposeful activity and relate well with others: high in Thrust and low in Aloofness on the OCDQ (Lipham).
4. High teacher morale may be found when the personality traits of the principal coincide with those needed to exercise the kind of leadership expected by his staff (Wilcox).

III. THE PLAXTON STUDY

Plaxton went much further than Von Fange in relating the MBTI to the educational field by seeking for specific relationships between personality traits as measured by the MBTI and organizational climate as determined by the OCDQ. Because in large measure this study is a

replication of the work of Plaxton, his study has been of prime importance in its development.

In his opening paragraphs, Plaxton gives the purposes of his research in full:

The purposes of this study were to determine the pattern of personality types found among school principals and to compare this pattern with the patterns produced by other sample populations, to determine relationships that exist between principal personality and teacher ratings of principal effectiveness, and to determine relationships that exist between principal personality and school organizational climate.³⁹

To pursue these purposes, principal personality was measured by the responses of 164 Alberta principals to the MBTI, and organizational climate variables were measured by the responses of 1552 principals and teachers to the OCDQ. The measure of principal effectiveness was based on the responses of teachers to a single question, appended to the OCDQ, asking for a global rating of effectiveness on a six-point scale.

Importance for the Current Study

The conclusions Plaxton reached, and of significance to this study, were as follows:

1. A comparison of the personality patterns produced by the principals taking part in the study and those taking part in an earlier (Von Fange) study utilizing the same (MBTI) instrument produced very similar personality patterns, i. e., a majority of extroverted-

³⁹Plaxton, op. cit., p. 1.

thinking principals.

2. Statistical tests indicated no significant relationships between principal personality characteristics and the global rating of effectiveness given principals by their staffs.

3. No overall relationship was established between principal personality type and school organizational climate.

4. A significant correlation coefficient indicated a relationship between the continuous scores on the JP index of personality and the standard scores for the Production Emphasis subtest of the OCDQ. Thus, principals who perceived themselves to be decisive, to prefer planning well in advance, and to like getting things completed on schedule were perceived by their staffs to supervise closely and to be highly directive.

5. Significant correlations associated the ISTJ principal personality with high scores for Hindrance and Aloofness and a low score for Thrust. The ISTJ principal likes to put everything on a factual basis. He is thorough, consistent and conservative. It is hard for him to see any sense in needs that differ widely from his own.

6. Significant correlations associated the ESFJ principal personality with a high Hindrance and low Thrust scores. The ESFJ type likes to have matters settled. He is practical, realistic and matter-of-fact. He is persevering, conscientious and orderly even in small matters, and inclined to insist that others be the same.

7. Significant correlations associated the INTJ principal with

a low Hindrance score and a high Thrust score. The INTJ type is an innovator in the field of ideas; he is superior in I. Q. and scholastic achievement. He backs up his original insight with determination, and is willing to spend any time and effort necessary to see his ideas put into practice.

8. Significant correlations associated the ENFJ principal with a low Hindrance and a low Aloofness scores. The ENFJ person is friendly, tactful and sympathetic. He is interested in new ideas and long-range plans and is impatient with routine. Persons of this type are at their best in dealing with other people.

In each of the relationships, then, between principal personality types and organizational climate dimensions, such relationships were in the direction that would be expected in terms of the meanings of the concepts.

CHAPTER III

INSTRUMENTATION AND METHODOLOGY

I. INSTRUMENTATION

The two instruments of measurement used to collect information related to principal behaviour, staff behaviour as a group, and principal personality were the Organizational Climate Description Questionnaire, as developed by Andrew W. Halpin and Don B. Croft, and the Myers-Briggs Type Indicator, as developed by Isobel Briggs Myers. (See Appendix A and Appendix B.)

The Organizational Climate Description Questionnaire (OCDQ)

Halpin and Croft have developed a sixty-four item questionnaire that is responded to by the staff of a school. It provides a measure of eight dimensions of organizational climate, four of which are related to the behaviour of the principal, and four of which are associated with staff behaviour.

The answers to the questionnaire provide scores for the school on the following subtests:

1. Disengagement. This sub-test focuses upon the behaviour of teachers in a task-oriented situation. It describes a group which is "going through the motions," a group not consciously responding to the task at hand.
2. Hindrance. The teachers feel that the principal is not facilitating

their work; rather, he is burdening them with unnecessary paper work, committee demands and routine duties.

3. Esprit. The staff enjoys a sense of accomplishment in its work, while at the same time social needs are being satisfied. Esprit actually refers to morale.
4. Intimacy. This dimension reflects a social-needs satisfaction not necessarily related to any task accomplishment. It refers to the teachers' involvement in friendly social relations with each other.
5. Aloofness. The principal keeps himself "at a distance" from his staff; his behaviour is impersonal and formal. He prefers to act by policy and rule rather than to deal with his teachers in a face-to-face, informal situation.
6. Production Emphasis. The principal supervises the staff closely. He is highly directive and insensitive to staff opinion. Communication tends to be in one direction only.
7. Thrust. The behaviour of the principal is openly task-oriented; there is evident effort on his part to motivate the teachers through the example he personally sets. This behaviour, marked not by close supervision but by a willingness to give of himself, is viewed favorably by the staff.
8. Consideration. The principal is inclined to treat his teachers with warmth and concern; he seeks to go out of his way to do something extra for them.

In addition to the provision of sub-test scores, the instrument also classifies the school into one of six possible organizational climates. Classification is accomplished by comparing the profile of the eight sub-test scores for the school with six different model profiles. Each prototypic profile represents a different climate, as follows:

1. Open. This climate is characterized by high esprit, intimacy, thrust and consideration, low disengagement, hindrance, aloofness and production emphasis.
2. Autonomous. Here, esprit and intimacy are high, as is thrust, but so also is aloofness. Consideration is average; disengagement, hindrance and production emphasis are low.
3. Controlled. Esprit continues to be high, but intimacy is low. The principal is somewhat aloof and consideration is low, but there is average thrust. While disengagement remains low, there is high hindrance and high production emphasis.
4. Familiar. This climate reflects high intimacy, but esprit is only average. There is high consideration with low hindrance, aloofness and production emphasis; but disengagement is high. Teachers, however, do attribute thrust to the principal.
5. Paternal. In spite of average thrust, low hindrance and low aloofness, and high consideration, there is also high production emphasis and disengagement resulting in low intimacy and low esprit.
6. Closed. This climate represents the exact opposite of the open

climate. Disengagement, hindrance, aloofness and production emphasis are high; consideration, thrust, intimacy and esprit are low.

In their study, Halpin and Croft analyzed the climates of seventy-three elementary schools chosen from six different regions of the United States. There were 1151 respondents to their questionnaire. On the basis of the responses, using factor-analytic methods, they drew up their descriptions of the schools' organizational climates.

The discussion of the internal properties of the OCDQ in the Monograph¹ indicates that there are several rather high intercorrelations among the eight subtests. In addition, much research using the OCDQ has since been undertaken, verifying the validity and reliability of the measure. Using results from research undertaken in Alberta, Andrews² concluded that present evidence indicated the subtest scores were good measures of the concepts they purported to measure. He found also that although the OCDQ was designed for use in the elementary school, it was equally valid for all other kinds of schools tested.

Using a randomly selected sample of a designated population,

¹Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), p. 38.

²John H. M. Andrews, "What School Climate Conditions Are Desirable?" The C. S. A. Bulletin, Vol. IV, No. 5 (July, 1965).

Brown³ replicated the work of Halpin and Croft. He concluded that the OCDQ was a well constructed instrument which can and should continue to be used in research in administrative theory and in the theory of social organizations.

The Myers-Briggs Type Indicator (MBTI)

Isabel B. Myers has developed an Indicator containing four separate indices designed to determine a person's four basic preferences. These are described in her Manual⁴ as follows:

1. The E I index -- is designed to reflect whether the person is an extrovert or an introvert in the sense intended by Jung. The extrovert, oriented to the outer world, tends to focus his perception and judgment upon people and things. The introvert, oriented to the inner world as postulated in Jungian theory, tends to focus his perception and judgment upon concepts and ideas.

2. The S N index -- is designed to reflect the person's preference as between two opposite ways of perceiving, i. e., whether he relies primarily on the familiar process of sensing through one or another of his five senses, or primarily on the process of intuition. Intuition, here, is understood as indirect perception by way of the unconscious.

³Robert J. Brown, "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools" (unpublished Doctoral thesis, The University of Minnesota, 1964).

⁴Isabel B. Myers, Manual: The Myers-Briggs Type Indicator (Princeton, N. J.: Educational Testing Service, 1963).

3. The T F index -- is designed to reflect the person's preference as between two opposite ways of judging, i. e., whether he relies primarily upon thinking, which discriminates impersonally between true and false, or primarily upon feeling, which discriminates between valued and not-valued.

4. The J P index -- is designed to reflect whether the person relies primarily upon a judging process (T or F) or upon a perceptive process (S or N) in his dealings with the outer world, that is, in the extroverted part of his life.

By combining the four preferences in all possible combinations, a total of sixteen personality types may be determined. The ESTJ type, for example, is an extroverted, sensing, thinking and judging person.

As well as indicating the preference on each index, the instrument provides a score which shows the strength of each preference. Continuous scores for each index can be obtained for statistical purposes by adding 100 to an I, N, F, P preference strength score, and by subtracting from 100 an E, S, T or J preference strength score.

According to the Manual,⁵ intercorrelations for various academic populations confirm that EI, SN and TF are virtually independent of each other. Median absolute intercorrelations for these indices are .03 for males and .06 for females. The JP index, however, correlates quite consistently with SN, intuitives being more frequent among perceptives

⁵Ibid., p. 11.

than would be expected by chance. Correlations of JP with SN range from .20 to .47.

With respect to the reliability and validity of the instrument, Siegel stated:

Corrected split-half reliabilities are on the order generally obtained from self-report inventories; these range from with few exceptions between .75 and .85.

Numerous correlations with other instruments including the Strong, Allport-Vernon-Lindzey, and Edwards are reported and discussed in the Manual. A wealth of nontest criteria including job turnover and academic performance was also used to validate the Indicator.⁶

The reliability and validity of the Indicator are further established by MacKay.⁷ By applying the Spearman-Brown formula, he concluded that reliabilities for each index appear creditable. Validity is determined by examining the correlations of the indices with other measures of the Jungian types, for example, the Gray-Wheelwright Psychological Type Questionnaire. Corrected for attenuation, the correlations give coefficients close to 1.00. The conclusion, then, is that the MBTI serves the purpose for which it is intended.

⁶Laurence Siegel, "Test Reviews," Journal of Counselling Psychology, X (Fall, 1963), 308.

⁷David A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relations to Other Characteristics of School Organizations" (unpublished Doctoral thesis, The University of Alberta, 1964).

Further verification was undertaken by Von Fange⁸ who discovered that the pattern of personality types found among school principals differed from that of the general population. Plaxton,⁹ in replicating a portion of the Von Fange research and substantiating the earlier findings, helped to verify the reliability of the MBTI.

II. METHODOLOGY

Administration of the OCDQ and the MBTI was undertaken in twenty Manitoba high schools during the third and fourth weeks of June, 1967. In almost all cases, the writer, having previously confirmed a time of visit (see Appendix C), was personally present during the administration, giving out the materials, providing instructions, and collecting the completed answer sheets. In three schools, principals forwarded their answer sheets at a later date. Teachers and principals were assured of the confidential nature of their responses, and answer sheets were identified by school only until later coded.

The selection of the twenty schools was based on the following criteria:

⁸Erich A. Von Fange, "Implications for School Administration of the Personality Structure of Educational Personnel" (unpublished Doctoral thesis, The University of Alberta, 1961).

⁹Robert P. Plaxton, "Personality of the Principal and School Organizational Climate" (unpublished Master's thesis, The University of Alberta, 1965).

two large (over 1000 students) schools in Winnipeg
two large suburban schools
one large urban school outside of Metro Winnipeg
one medium-sized (500 to 1000 students) Winnipeg school
one medium-sized suburban school
one medium-sized urban school outside of Metro Winnipeg
two small (under 500 students) suburban schools
ten small rural schools

If the staff contained ten or fewer teachers, all members answered the OCDQ. If the staff were larger, any ten teachers, randomly selected, completed the questionnaire. Principals did not respond to this instrument. In all, 195 teachers responded to the OCDQ.

Each of the twenty principals completed the MBTI. In addition, he provided information on his age, total number of years of teaching experience, length of administrative experience, number of years spent in his present position, and number of years of academic and professional education beyond senior matriculation.

CHAPTER IV

COLLECTION OF DATA AND DESCRIPTION OF RESPONDENT CHARACTERISTICS

As was indicated in Chapter III, the OCDQ was administered to 195 teachers in twenty Manitoba high schools. Selection of the schools was not done at random, but in such a way as to insure variety in size and location. Table I indicates the sampling of schools.

TABLE I
RESPONDENT SCHOOLS BY SIZE AND LOCATION

	Winnipeg	Suburban	Urban Outside Metro Winnipeg	Rural	Total
Large	2	2	1		5
Medium	1	1	1		3
Small		2		10	12
Total	3	5	2	10	20

Fifty percent of the schools participating in the research were urban schools and fifty percent were rural schools. Five schools contained over 1000 students, three schools housed between 500 and 1000 students, and twelve schools had fewer than 500 pupils enrolled.

The principal in each of the twenty schools completed the MBTI, and provided background information on an attached questionnaire. Table II shows the distribution by age of the principals according to the size and location of the school.

TABLE II
DISTRIBUTION OF PRINCIPAL RESPONDENTS
BY SIZE AND LOCATION OF SCHOOL AND AGE

	30-39 years	40-49 years	50 years and over	Total
Large Winnipeg			2	2
Large Suburban		1	1	2
Large Outside Metro Winnipeg			1	1
Medium Winnipeg			1	1
Medium Suburban		1		1
Medium Outside Metro Winnipeg	1			1
Small Suburban	1	1		2
Small Rural	9		1	10
Total	11	3	6	20

Eleven of the twenty principals were under forty years of age. None of these administered large schools, and only one was in a suburban Winnipeg area. The larger urban schools were administered by the older principals; all three Winnipeg principals were over 50 years of age. This sampling tends to reflect the Manitoba situation: the rural to urban movement as principal experience is gained; the movement from small to larger schools as principal experience is gained; the importance of seniority in the appointments of principals in the large urban schools.

Table III and Table IV indicate the distribution of the principal sample by teaching experience and by administrative experience, according to the size and location of the school.

TABLE III
TEACHING EXPERIENCE DISTRIBUTION
OF THE RESPONDENT PRINCIPALS

	1-12 years	13-25 years	Over 25 years	Total
Large Winnipeg			2	2
Large Suburban		1	1	2
Large Outside Metro Winnipeg		1		1
Medium Winnipeg			1	1
Medium Suburban		1		1
Medium Outside Metro Winnipeg		1		1
Small Suburban	1	1		2
Small Rural	5	4	1	10
Total	6	9	5	20

Of the ten urban schools, only one small suburban school had a principal with less than thirteen years of teaching experience. Of the ten rural schools, only one school had a principal with more than twenty-five years of teaching experience. In Manitoba, principals with many years of teaching experience tend to be found in the larger urban high schools, although a few remain in the rural setting.

TABLE IV
ADMINISTRATIVE EXPERIENCE DISTRIBUTION
OF THE RESPONDENT PRINCIPALS

	0-7 years	8-15 years	Over 15 years	Total
Large Winnipeg			2	2
Large Suburban		1	1	2
Large Outside Metro Winnipeg	1			1
Medium Winnipeg		1		1
Medium Suburban	1			1
Medium Outside Metro Winnipeg	1			1
Small Suburban	2			2
Small Rural	2	6	2	10
Total	7	8	5	20

The pattern reflected in Table IV is, perhaps, not one which might initially be expected. Of the seven principals with fewer than eight years of administrative experience, only two were in rural schools. Eight of the thirteen principals with eight or more years of experience were located in rural schools. However, this situation is explained by the fact that many rural Manitoba high schools are administered by recent Faculty of Education graduates. Administrative and teaching experience are gained concurrently, a development not true of the urban situation in which principals are initially appointed from amongst those who have considerable teaching experience. As Table IV indicates, the principals of the two large Winnipeg schools and one of the two large Suburban schools had over fifteen years of administrative experience.

Table V is an indication of the number of years the principal has served in his current position, again according to the size and location of the school.

TABLE V
DISTRIBUTION BY LENGTH OF TIME IN PRESENT
POSITION OF THE RESPONDENT PRINCIPALS

	1-3 years	4-6 years	7 years and over	Total
Large Winnipeg		1	1	2
Large Suburban			2	2
Large Outside Metro Winnipeg	1			1
Medium Winnipeg	1			1
Medium Suburban	1			1
Medium Outside Metro Winnipeg	1			1
Small Suburban	1	1		2
Small Rural	5	2	3	10
Total	10	4	6	20

Exactly half of the principals used in the research had been in their current positions less than 4 years. Perhaps, this is indicative of a fairly short period of tenure for Manitoba principals. There appears to be no urban trend as opposed to a rural trend, or no obvious differences between large and small schools. Of the ten administrators with four years or more in their present principalships, five were located in urban areas and five in a rural setting; four were in large schools and six in small schools.

No distributions according to sex or education are shown in tabular form. Nineteen of the twenty high school principals were males; nineteen of the twenty principals had six years of formal education beyond senior matriculation, with Bachelor of Education degrees. One principal held a Master of Education degree. Manitoba is similar to other Canadian provinces in that few women receive appointments to high school principalships. The paucity of Masters degrees, however, reflects a situation perhaps more peculiar to Manitoba than to several other Canadian provinces.

CHAPTER V

ANALYSIS OF DATA AND RESULTS

This study was based on the assumptions that it is possible to describe the organizational climate of a school, and that this climate reflects the leadership behaviour of the school's principal. Further, the principal's behaviour, and the organizational climate of his school, are dependent upon his personality characteristics.

Six questions were then posed and the data collected were analyzed in an attempt to provide answers for these questions.

1. What varieties of organizational climate are found in the twenty Manitoba high schools used in the research?

Classification into organizational climate types was achieved by comparing the profile of the eight subtest scores for each school with the six model profiles, each representing a different climate, as provided by Halpin and Croft.¹ According to the Manual's directions, the differences between the school score and the profile score on each subtest were totalled; the smallest of the six totals of differences, then, indicated the organizational climate type. For example, if the totals of differences for a school were as follows -- Open - 77; Autonomous - 58; Controlled - 84; Familiar - 51; Paternal - 70; Closed - 48 -- the school would be typed as Closed.

¹Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), p. 59.

The smaller the total of the differences (the strength score), the more closely the school resembled the prototypic profile of that climate.

Table VI shows the climate category into which each school fell, and the strength scores for the particular classification.

It will be noted that all six climate types were represented, although in varying degree. Fifty percent of the schools tended toward closedness; only three schools or fifteen percent tended toward openness; the remaining 35% were found in the middle area with controlled and familiar climates. Six schools had fully closed organizational climates while only two had completely open organizational climates.

Strength scores varied from a low of 32 to a high of 108. School H was a very typical Paternal school: its profile for the eight OCDQ subtest scores differed little from the model paternal profile. School Q, on the other hand, while certainly classified as Open, had a profile varying considerably from the model open profile. In general, the climate was assigned with relatively low strength scores; thirteen of the twenty schools had strength scores in the 32 to 55 range. A strength score of 48 would indicate a mean variation of only six points on each of the eight subtest scores.

For the twenty Manitoba high schools used in the study, the modal type was that of the Closed² organizational climate. In thirty percent of the schools, the organizational climate was characterized by

²Ibid., p. 66.

TABLE VI

OCDQ CLIMATE TYPE FREQUENCIES AND STRENGTH SCORES

School	Open	Autonomous	Controlled	Familiar	Paternal	Closed
A				54		
B						48
C	103					
D						48
E					46	
F						39
G						69
H					32	
I					57	
J			76			
K		78				
L						47
M				60		
N					47	
O			55			
P			53			
Q	108					
R			44			
S						47
T			45			
Total	2	1	5	2	4	6

high Disengagement: teachers do not work well together and group achievement is minimal. The principal does not facilitate the task accomplishment of his teachers; they attend to a host of "housekeeping" duties -- high Hindrance. Esprit is low, although the teachers do get along well with each other -- average Intimacy. The principal is highly aloof. He sets up rules and regulations, and emphasizes production. However, he does not motivate his teachers by setting a good personal example; he is not genuine in his actions and possesses little Thrust. Nor is he concerned with the social needs of teachers for he is low on Consideration. The principal expects everyone else to take the initiative, yet he does not give his staff the freedom to perform whatever leadership tasks are necessary. He does not provide adequate leadership for the group.

At the other end of the spectrum, two of the schools in the study had Open³ climates. Here, there is high Esprit and low Disengagement; the teachers work well together. They are not burdened by mountains of paperwork -- low Hindrance. On the whole, the group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of Intimacy. The principal's behaviour is viewed as genuine. Not only does he set an example by working hard himself (high Thrust), but he can also go out of his way to help a teacher (high Consideration). He is not aloof, nor are the procedures he establishes inflexible and impersonal. He does not have to emphasize production be-

³Ibid., p. 60.

cause the teachers produce easily and freely. The principal does not do all the work himself; he has the ability to let appropriate leadership acts emerge from his teachers. Withal, he is in full control of the situation -- he clearly provides leadership for the staff.

Only one school was typed as having an Autonomous⁴ climate in which the principal grants almost complete freedom to teachers to provide their own structures for interaction and to find their own means for satisfying their social needs. There is high Intimacy and Esprit, and the group works well together (low Disengagement), particularly in achieving social-needs satisfaction. (Esprit might be even higher if greater task accomplishment also occurred within the organization.) The principal runs the school in a rather impersonal manner (high Aloofness), and he appears satisfied to let the teachers work at their own speed (low Production Emphasis). On the whole, he is considerate and attempts to satisfy the social needs of the teachers. He provides Thrust for the organization by working hard himself. The principal in the Autonomous climate is genuine and flexible, but the range of his administrative behaviour is somewhat restricted by comparison with that of the principal in an Open climate.

One quarter of the schools used for this research had organizational climates categorized as Controlled.⁵ Here there is a pressure for achievement at the expense of social-needs satisfaction, but since Esprit is high the climate is more open than closed. The teachers are completely

⁴Ibid., p. 62.

⁵Ibid., p. 63.

engaged in the task at hand; they are at school to get a job done and they expect to be told personally just how to do it (low Disengagement.) However, a few procedures have been set up to facilitate their work; in fact, paper work seems to be used to keep them busy (high Hindrance). Teachers have little time to establish friendly social relations with each other (low Intimacy); their job satisfaction is found primarily from task-accomplishment. The principal is somewhat aloof, and he is directive and domineering; he allows little flexibility within the organization and he insists that everything be done his way -- high Production Emphasis. The principal cares little about how people feel (low Consideration) for, to him, the important thing is getting a job done. He works hard (average Thrust), but he delegates few responsibilities; leadership acts emanate chiefly from himself.

Two schools had Familiar⁶ organizational climates, the main feature of which is the conspicuously friendly manner of both the principal and his teachers. Social-needs satisfaction is high while little is done to direct the group's activities toward goal achievement. The teachers are disengaged and accomplish little because there are too many people trying to tell others how things should be done. The principal does not burden his staff with routine reports (low Hindrance). Everyone is part of a big happy family (high Intimacy) and there is average Esprit from the social-needs satisfaction gained. The principal is not aloof; he is reluctant to be

⁶Ibid., p. 64.

anything other than considerate; and he does not emphasize production. No one works to full capacity because little is done either by direct or indirect means to evaluate or direct the activities of the teachers. The staff does attribute Thrust to the principal; this probably means that they regard him as "a good guy."

The organizational climate closest to the fully closed one is the Paternal⁷ climate; twenty percent of the Manitoba schools participating with the OCDQ were so classified. In this climate, there are ineffective attempts by the principal to control the teachers and to satisfy their social needs. The teachers do not work well together; they are split into factions characteristic of high Disengagement. Few hindrances burden the teachers because the principal does a great deal of busy work himself. The teachers do not enjoy friendly relations with each other (low Intimacy). Essentially, the teachers have given up trying; they let the principal take care of things as best he can. Low Esprit results when the teachers obtain inadequate satisfaction in relation to both task-accomplishment and social-needs. The principal is the opposite of aloof; he becomes intrusive. He is everywhere at once, he must know everything that is going on, and he is always emphasizing what should be done (high Production Emphasis). He is considerate, but his consideration appears to be a form of seductive over-solicitousness rather than a genuine degree of Thrust; he nonetheless fails to motivate the teachers primarily because he does not provide an example which his

⁷Ibid., p. 65.

teachers care to emulate.

The Manitoba schools used for the research study, then, provided examples of all organizational climate categories.

2. What personality types administer the twenty Manitoba high schools used in the research?

Classification into personality types was achieved according to the procedures described in the MBTI Manual.⁸ In scoring the respondents' answers, two keys were required for each of the four indices. For example, the score for EI was obtained by determining the points for E and the points for I separately. Of the two values thus obtained, the greater number indicated the direction of the preference and the letter part of the score. To complete the scoring, the smaller number was subtracted from the greater, and the preference score corresponding to that difference was obtained and recorded. When all four preference scores had been recorded, the type formula, consisting of the letters from the four scores in order, was known.

Continuous scores were also recorded. For an I, N, F or P score, the continuous score was the preference score plus 100. For an E, S, T or J score, the continuous score was 100 minus the preference score. The strength of the direction of preference could then be seen. An I continuous score of 145 indicated a more introverted personality direction

⁸Isabel B. Myers, Manual: The Myers-Briggs Type Indicator (Princeton, N. J.: Educational Testing Service, 1963).

than an I continuous score of 102. Similarly, a J continuous score of 50 indicated a more judging personality direction than a J continuous score of 89.

Table VII shows the personality category into which each school fell, and the continuous (strength) scores for the particular classifications.

Of the sixteen possible MBTI personality types, Table VII indicates that eleven were found amongst the principals of the twenty Manitoba schools involved with the study. Four principals were of the ISTJ type; three were classified as INFP types; two each of ENFP, ENFJ, ESTJ and INFJ were found; and there was one each of the ENTP, ESTP, ISFJ and INTJ personality types.

Within the sub-indices, eight principals were extroverted and twelve were introverted; in perceiving, nine principals relied primarily on their senses while eleven relied on intuition; there was an even split between the thinking and feeling principals; and twelve principals relied upon a judging process as against eight who relied upon a perceptive process in their dealings with the outer world.

Some differences between these findings and those of Von Fange⁹ and Plaxton¹⁰ should be noted. In the Von Fange study, 92% of the prin-

⁹Erich A. Von Fange, "Implications for School Administration of the Personality Structure of Educational Personnel" (unpublished Doctoral thesis, The University of Alberta, 1961).

¹⁰Robert P. Plaxton, "Personality of the Principal and School Organizational Climate" (unpublished Master's thesis, The University of Alberta, 1965).

TABLE VII

MBTI PERSONALITY TYPES AND CONTINUOUS SCORES

School	Type	Continuous Scores			
		EI	SN	TF	JP
L	ISTJ	111	49	79	73
M	ISTJ	113	49	57	59
N	ISTJ	115	67	59	69
O	ISTJ	121	93	77	59
F	INFP	117	147	115	125
R	INFP	101	137	117	107
S	INFP	109	121	115	125
E	ENFP	91	101	101	111
G	ENFP	69	127	127	101
C	ENFJ	75	123	109	57
Q	ENFJ	85	107	117	83
H	ESTJ	93	51	95	47
P	ESTJ	83	77	77	51
B	INFJ	107	113	117	51
I	INFJ	111	101	105	71
T	ENTP	87	135	97	143
J	ESTP	89	73	77	105
D	ISFJ	133	37	117	77
K	ISTP	147	71	85	145
A	INTJ	115	101	63	79

cipals fell into the judging category and 55% fell into the E and J categories combined. In the present study, only twelve out of twenty or 60% indicated a judging preference, and only 20% fell into the E and J categories. Plaxton found a majority of extroverted, thinking principals, while in the present Manitoba study the opposite was true: twelve out of twenty principals were introverted, and only half were thinking principals.

There are also similarities between the findings regarding personality types and the findings of Von Fange and Plaxton. In all three studies, a large proportion of the principals fell into few personality types; here, fifteen of twenty were placed in six of sixteen categories. In both the Von Fange and this study, ISTP and INTP categories were not represented. Plaxton and Von Fange found no ESTP or ENTP types; in this study only one of each category was discovered.

The continuous scores recorded in Table VII reflect the wide variations in the strengths of preferences. E scores ranged from 93 to 69, S scores from 93 to 37, T scores from 97 to 57, and J scores from 83 to 47. Similarly, both I and N scores ranged from 101 to 147, F scores ranged from 101 to 127, and P scores varied from 101 to 145.

The principal of school E, with ENFP continuous scores of 91, 101, 101 and 111, did not have strongly discernible preferences. On the other hand, the principal of school D was found to be highly introverted (133), sensing (37), thinking (117), and judging (77).

Four of the principals were designated as ISTJ types, and one ISFJ principal was found. According to Myers, one of these introverted sensing types,¹¹ as an administrator, is conservative, consistent, and able to cite cases to support his evaluations. He likes everything put on a factual basis, clearly stated, and not too unfamiliar or complex. He will go to any amount of trouble if he can see the need of it; he will do jobs himself rather than leave them undone. He is the most thorough of all the MBTI types: painstaking, systematic, hard-working, and patient with detail and routine. His extreme perseverance tends to stabilize everything with which he is connected. One quarter of the principals used in the study, then, showed the characteristics of the introverted sensing type.

Three principals were of the INFP - introverted feeling - type.¹² This sort of person has a strong faithfulness to duty and obligations; his inner loyalties govern his life. Outwardly, he is tolerant, open-minded, understanding, flexible and adaptable. He has little wish to impress or dominate; he merely wants his work to contribute to something that matters. There must be a purpose beyond the paycheck. The INFP's special problem is that he may feel so marked a contrast between inner ideal and and outer reality as to burden him with a sense of inadequacy, even when he is being quite as effective as the other types. However, in the right situation, he can achieve a high degree of self-confident drive.

¹¹Myers, op, cit., p. A-6.

¹²Ibid., p. A-4.

There were also three of the introverted intuitive types:¹³ two INFJ and one INTJ principals. The introverted intuitive is the innovator in the field of ideas; for him, problems only stimulate. And he backs up his original insight with determination and perseverance, for he wants his ideas worked out in practice. The boldness of his ideas is usually such that he should not be smothered in a routine job, full of details. The danger is that the introverted intuitive may be so single-minded in his concentration that he ignores the rights, interests, feelings and points of view of other people; or facts and conditions which do exist. However, he can be an effective administrator, rich in ideas.

Two ENFP and one ENTP principals fitted the category of the extroverted intuitive,¹⁴ the enthusiastic innovator who has a lot of imagination and initiative for originating new projects, and a lot of impulsive energy for carrying them out. He is able to get other people interested too; he adapts to them in the way he presents his objective, but never to the point of giving it up. His great trouble is that he hates uninspired detail, and even his projects may pale once he has solved the problems. At his worst, this type may become unstable, undependable and easily discouraged. But he is happiest and most effective in jobs that permit of one project after another, with somebody else taking over as soon as the situation is well in hand.

¹³Ibid., p. A-8.

¹⁴Ibid., p. A-7.

There were two each of the extroverted thinking type and the extroverted feeling type amongst the Manitoba principals. The former - ENFJ - is characterized by Myers¹⁵ as analytic, impersonal, objectively critical, and unlikely to be convinced by anything but reasoning. He organizes well in advance, and makes a systematic effort to reach carefully planned objectives on schedule. He enjoys being an effective executive, and abhors confusion and inefficiency. A weakness may develop if he judges too hastily, without sufficient facts or regard for what his associates think and feel. The extroverted thinker must develop (because he is naturally critical) an appreciation of other people's qualities.

On the other hand, the extroverted feeling type¹⁶ (ESTJ) is concerned chiefly with people. He radiates fellowship, valuing harmonious human contacts above all things. He is friendly, tactful, sympathetic, always able to express the correct feeling. He tries to live up to his ideals, and has a tendency to idealize whatever he admires. The feeling extrovert is orderly, conscientious and persevering, and inclined to insist that others be the same. He is at his best in jobs that deal with people.

The principal of school J (ESTP) was the sole example of the extroverted sensing type,¹⁷ the adaptable realist who accepts and uses the facts around him. There is an effortless economy in the way he goes

¹⁵Ibid., p. A-1.

¹⁶Ibid., p. A-3.

¹⁷Ibid., p. A-2.

at a situation, never uselessly bucking the line. He looks for the compromise situation, and people generally like him well enough to consider any solution he thinks might work. He is unprejudiced, open-minded, patient, tolerant and easy-going. The sensing extrovert is more effective on the job than with new theories and possibilities.

School K's principal (ISTP) was the only introverted thinking type,¹⁸ the person who is primarily interested in the principles underlying things rather than the things themselves. He organizes ideas and facts, not people and situations -- unless he must. He is quiet and reserved, and socially he may be shy, but in the field of ideas he is decisive and sure. His special problem is to make himself understandable for he may want to state the truth so exactly that it becomes too complicated to follow. The introverted thinker's job should be the working out of the needed principles underlying some problem or operation; then other types can go ahead and operate.

Just as the Manitoba schools used in the research reflected all of the OCDQ organizational climate categories, so their principals provided at least one example of each of the eight personality types described in the MBTI Manual.

¹⁸Ibid., p. A-2.

3. Are there relationships between the OCDQ organizational climate categories and the MBTI personality types?

The discussion relating to an answer to this question must be based on the data produced in Table VIII, a contingency table showing the relationships between the personality types of the principals and the organizational climates of their schools.

TABLE VIII

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN
PERSONALITY TYPE AND SCHOOL ORGANIZATIONAL CLIMATE

	Open	Autonomous	Controlled	Familiar	Paternal	Closed	Total
ISTJ			1	1	1	1	4
ISFJ						1	1
INFP			1			2	3
INFJ					1	1	2
INTJ				1			1
ENFP					1	1	2
ENTP			1				1
ENFJ 2							2
ESTJ			1		1		2
ESTP			1				1
ISTP		1					1
Total	2	1	5	2	4	6	20

The data contained in Table VIII indicate no pattern between the principal's personality and the organizational climate of the school he administered. This is not unexpected, of course, when the contingency table must contain sixty-six cells to reflect the eleven personality types and the six climate types produced by the administration of the MBTI

and the OCDQ. The sampling was just too small. Even the thought of employing a chi square test of significance,¹⁹ with the Yates' correction for continuity, was abandoned because of the small frequencies within each cell.

One observes that the four ISTJ principals each worked in a school of a different climate type; the three intuitive introverts occupied positions in a familiar, a paternal, and a closed climate; the three intuitive extroverts administered a controlled, a paternal and a closed school. Solely on the basis of the fact that the only two open schools contained the only two ENFJ principals, one cannot make the observation that analytical, impersonal, systematic, critical and efficient principals always administer schools characterized by high esprit, thrust and consideration, and low disengagement, hindrance and production emphasis!

The observations made in interpreting Table VIII were similar to observations in the Von Fange²⁰ and Plaxton²¹ studies. Von Fange found no relationship between principal personality and leadership behavior, and Plaxton found no relationship between personality type and climate category.

¹⁹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1966), p. 207.

²⁰Von Fange, op. cit.

²¹Plaxton, op. cit.

4. Do significant relationships exist between the personality type of the principal and the eight dimensions of organizational climate?

As was the case in analyzing the data related to question 3, statistical procedures were not employed to analyze the data presented in Table IX as a means for answering this question. The table shows the actual scores obtained for each school on each OCDQ subtest, as they relate to the personality type of the principal.

No significant relationships are observed in Table IX. Within the group of five introverted sensing types (ISTJ-ISFJ), scores on Disengagement varied from 36 to 62, on Hindrance from 52 to 72, on Esprit from 43 to 66, on Aloofness from 42 to 61, on Production Emphasis from 40 to 60, on Thrust from 46 to 60. Certainly, no pattern existed. On the other hand, the small range in scores on Intimacy (49 to 57) and on Consideration (49 to 54) might lead to the observation that introverted sensing principals are moderately considerate of their staff members, and foster a climate in which teachers are moderately intimate with one another.

There are some rather remarkable variations indicated in the table. School I has an Intimacy score of 26 and school A one of 66; both are administered by intuitive introverted principals. The Production Emphasis score attributed to the principal of school G is 27 while his counterpart in school E was rated at 57; yet both are ENFP personality types. The principal of school Q is not at all aloof (17); the principal of school C is moderately so (54); they are the two extroverted feeling principals who administered the open schools.

TABLE IX
PERSONALITY TYPES IN RELATION TO ORGANIZATIONAL
CLIMATE SUBTEST SCORES

Type	Disengage- ment	Hindrance	Esprit	Intimacy	Aloofness	Production		Consider- ation	School
						Emphasis	Thrust		
ISTJ	54	53	47	49	61	52	53	53	L
	61	72	50	55	48	43	46	49	M
	62	56	60	54	42	54	55	53	N
ISFJ	36	52	66	52	59	60	60	53	O
	52	52	43	57	55	40	46	54	D
INFP	52	55	53	41	46	53	50	39	R
	61	68	38	58	46	46	45	38	S
	63	55	46	60	63	53	42	56	F
INFJ	48	47	47	59	45	54	39	42	B
	54	46	43	26	59	55	54	55	I
INTJ	48	43	48	66	43	51	44	51	A
ENFP	53	46	50	49	53	57	48	49	E
	54	49	34	47	48	27	33	40	G
ENTP	44	55	45	41	52	49	44	42	T
ENFJ	28	29	65	44	54	71	76	66	C
	32	32	76	63	17	26	68	66	Q
ESTJ	62	47	41	51	46	52	44	56	H
	36	36	49	37	53	51	44	44	P
ESTP	50	53	43	35	46	48	49	27	J
ISTP	50	53	56	57	65	58	63	67	K

If attention is paid to the mean sub-test scores for a personality type rather than to the actual sub-test scores for each individual principal within that type, are the findings more significant?

Table X shows the mean sub-test scores for each of the four personality categories in which there were at least three principals. From the table, the observation is made that the staff working under an introverted feeling principal (INFP) may be more disengaged than are the staff of the other personality types. Both the introverted sensing (ISTJ-ISFJ) and introverted feeling principals appear to hinder teachers more than do introverted or extroverted intuitives. The staff of the extroverted intuitive (ENFP-ENTP) principal has less Esprit than has the staff of the introverted sensing principal.

There is little difference in the mean scores on Intimacy and Aloofness for the four personality categories. With Production Emphasis, the introverted intuitive (INFJ-INTJ) exerts somewhat less emphasis than the extroverted intuitive principal does. The introverted sensing principal displays greater Thrust and Consideration than do his counterparts. It must be noted, however, that Table X does not indicate significantly reliable trends.

On the basis of the sample used in the current study, no support for Plaxton's²² findings in this area was determined. He had found significant relationships between ISTJ, ESFJ, INTJ and ENFJ principal

²²Ibid.

TABLE X

PERSONALITY TYPES IN RELATION TO MEAN ORGANIZATIONAL

CLIMATE SUBTEST SCORES

Disen- gement	Hindrance	Esprit	Intimacy	Aloofness	Production		Thrust	Consid- eration
					Emphasis	Emphasis		
ISTJ-ISFJ	53	57	53	53	50	50	52	52
INFP	59	59	53	52	51	51	46	44
INFJ-INTJ	50	45	50	49	53	53	46	49
ENFP-ENTP	50	50	46	51	44	44	42	44

personality types and the OCDQ dimensions of Hindrance, Aloofness and Thrust.

5. Are there significant correlations between the global climate rating of the OCDQ and the sub indices of the MBTI?

Both Table XI and Table XII contain material related to this question. Table XI shows the Pearson product-moment correlation coefficients calculated for the continuous scores on each combined (e. g., EI, rather than E and I separately) index of personality and the scores for the type of organizational climate. For a .05 level of confidence, the significant correlation must be .378.

TABLE XI

PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN EACH
COMBINED INDEX OF PERSONALITY AND THE SCHOOL'S
ORGANIZATIONAL CLIMATE

	EI	SN	TF	JP	Climate
Extroversion-Introversion	1.000				
Sensing-Intuition	<u>-0.410^a</u>	1.000			
Thinking-Feeling	-0.295	<u>0.561</u>	1.000		
Judging-Perceiving	0.120	<u>0.441</u>	0.263	1.000	
Organizational Climate	0.200	0.114	0.171	-0.033	1.000

^aUnderlined correlation coefficients are significantly different from zero at the .05 level of confidence.

There are no significant correlations between the global climate rating of the OCDQ and the sub indices of the MBTI.

Table XI does reflect three significant correlations between sub-indices of the MBTI. While not intended as a part of the study, it is interesting to compare this finding with those of earlier studies. The MBTI Manual²³ shows significant correlations, ranging from .26 to .47, only between JP and SN. Plaxton²⁴ reports significant correlations between JP and each of the other three indices, and between SN and TF. The sample of Manitoba principals produced significant correlation between JP and SN, similar to Myers' samples, between SN and TF, similar to Plaxton's sample, and also between SN and EI, not found in either of the two previous studies.

Table XII shows the Pearson product-moment correlation coefficients calculated for the continuous scores on each separate index of personality and the scores for the type of organizational climate. Since the number of principals rated in each of the combined index varied, the significant correlation required for the .05 level of confidence also varied and is indicated in the table.

The significant negative correlations between the organizational climate type and the S index of personality indicate that as principals, in their perceiving, tend to rely more upon the use of their senses than upon intuition, the less closed are the climates of their schools liable to be. The more sensing the principal's personality, the more open is the

²³Myers, op. cit., p. 11.

²⁴Plaxton, op. cit., p. 62.

climate of his school.

TABLE XII

PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN EACH
SEPARATE INDEX OF PERSONALITY AND THE SCHOOL'S
ORGANIZATIONAL CLIMATE

	Organizational Climate		
	No. of principals	Required correlation for significance at .05	Actual correlation
Introverted	12	0.497	-0.392
Extroverted	8	0.622	0.028
Intuitive	11	0.521	0.055
Sensing	9	0.582	<u>-0.771</u> ^a
Feeling	10	0.549	0.169
Thinking	10	0.549	-0.215
Perceptive	8	0.622	-0.364
Judging	12	0.497	-0.024

^aUnderlined coefficient is significantly different from zero.

6. Are there significant correlations among the continuous scores on each index of personality and the scores on each dimension of organizational climate?

Table XIII indicates Pearson product-moment correlation coefficients calculated for the continuous scores on each combined index of personality and the scores on each dimension of organizational climate. The correlation coefficients contained within the boundaries of the rectangle drawn in the table are those which were used in answering question 6. For significance at a .05 level of confidence, the correlation had to be .378.

Significant correlations were derived between the EI index of personality and the climate dimension of Hindrance, between EI and

TABLE XIII

PEARSON PRODUCT-MOMENT CORRELATIONS AMONG MBTI COMBINED INDICES OF
PERSONALITY AND OCDQ DIMENSIONS OF ORGANIZATIONAL CLIMATE

	Dis.	Hind.	Esp.	Int.	Al.	P.E.	Thr.	Con.	EI	SN	TF	JP
Disengagement	1.000											
Hindrance	<u>.735</u> ^a	1.000										
Esprit	<u>-.626</u>	<u>-.427</u>	1.000									
Intimacy	.135	.132	.233	1.000								
Alloofness	.194	.238	-.337	-.290	1.000							
Production Emphasis	-.127	-.112	.183	-.230	<u>.577</u>	1.000						
Thrust	<u>-.575</u>	<u>-.421</u>	<u>.823</u>	-.030	-.074	.371	1.000					
Consideration	-.258	<u>-.412</u>	<u>.594</u>	.344	.073	.206	<u>.662</u>	1.000				
Extroversion-Introversion	<u>.339</u>	<u>.457</u>	<u>.048</u>	<u>.391</u>	<u>.397</u>	.220	.089	.295	1.000			
Sensing-Intuition	-.200	-.160	.027	-.056	-.088	.043	-.063	-.162	<u>-.410</u>	1.000		
Thinking-Feeling	-.082	-.226	-.172	-.018	-.095	-.267	-.010	-.004	-.295	<u>.561</u>	1.000	
Judging-Perceiving	.216	.341	-.209	.039	.182	-.119	-.108	-.172	.120	<u>.441</u>	.263	1.000

^aUnderlined correlation coefficients are significantly different from zero at the .05 level of confidence.

Intimacy, and between EI and Aloofness. As the principals' scores increased in the direction of I (the more introverted the principal), there was increased evidence of principal Aloofness and principal Hindrance, and also of staff Intimacy.

No other significant correlations were found among the indices of personality and the dimensions of organizational climate. Plaxton²⁵ had found a significant negative correlation between Production Emphasis and the JP index of personality; however, the negative correlation coefficient (-.119) found in this study was not statistically significant.

In interpreting Table XI, reference was made to the three significant correlations between sub-indices of the MBTI. These are seen again in Table XIII, as are the intercorrelations among the climate dimensions. Once again, while not intended as a part of the study, it is worthwhile comparing these findings with those of earlier studies.

Of the twenty-eight possible intercorrelations among climate dimensions, ten were significant. The pattern is very similar to that reported by Halpin and Croft,²⁶ and to that of Plaxton,²⁷ although

²⁵Ibid., p. 68.

²⁶Halpin and Croft, op. cit., p. 38.

²⁷Plaxton, op. cit., p. 69.

Plaxton's study produced seventeen significant correlations. In general, the coefficients shown in Table XIII are considerably larger than those reported in the earlier studies. For example, the correlation between Disengagement and Hindrance was .270 in the Halpin and Croft²⁸ research, .492 in the Plaxton²⁹ study, and .735 in this study involving Manitoba principals.

Similar to the Plaxton³⁰ study, high correlations were found between Esprit and Thrust, Thrust and Consideration, and Esprit and Disengagement. The correlation coefficients were .823, .662 and -.626 respectively; the corresponding Plaxton correlations were .662, .590 and -.608. The high correlation between Disengagement and Hindrance (.735) was much greater than Plaxton's correlation of .492. Thrust, Esprit and Hindrance each correlated significantly with four of the other seven dimensions, Consideration and Disengagement each with three, Production Emphasis and Aloofness only with each other, and Intimacy with none of the other dimensions.

Table XIV shows the Pearson product-moment correlation coefficients for the continuous scores on each separate, rather than combined,

²⁸Halpin and Croft, op. cit., p. 38.

²⁹Plaxton, op. cit., p. 69.

³⁰Ibid., p. 71.

index of personality and the scores for each dimension of organizational climate. Since the number of principals rated in each half of the combined index varied, the significant correlation required for the .05 level of confidence also varied, and is indicated in the table.

Several significant correlations appear in Table XIV when the personality indices are separated, in comparison with only three significant correlations in Table XIII when the personality indices were combined. Table XIII reflected significant correlations between EI and each of Hindrance, Intimacy and Aloofness. Table XIV shows no significant correlations between E and the dimensions of climate, but significant correlations between I and Aloofness, between I and Thrust, and between I and Consideration. The more introverted the principal, the more his staff saw him as Aloof, the greater was his Thrust, and the greater his Consideration.

There were significant correlations between S and each of Disengagement (negative), Esprit and Production Emphasis. The more the principal relies on his senses, in contrast to reliance on intuition, the less likely is there to be teacher Disengagement, the greater is the staff Esprit and the greater is the principal's emphasis on Production.

The significant negative correlations between each of F and J with Production Emphasis indicate that the more feeling the principal and the more judging the principal, the less likelihood is there of Production Emphasis. One further significant correlation between P and

TABLE XIV

PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN EACH SEPARATE
INDEX OF PERSONALITY AND EACH OF THE DIMENSIONS OF THE
SCHOOL'S ORGANIZATIONAL CLIMATE

	E(.622 ^a)	I(.497)	S(.582)	N(.521)	T(.549)	F(.549)	J(.497)	P(.622)
Disengagement	.357	-.263	<u>-.689^b</u>	.237	-.250	.085	-.019	-.210
Hindrance	.311	-.114	-.322	.435	-.315	.217	-.045	.314
Esprit	.001	.255	<u>.680</u>	-.188	-.379	-.216	.231	.378
Intimacy	.049	.263	-.389	.055	-.425	.398	.304	.427
Alloofness	-.101	<u>.497</u>	.137	.343	.404	-.323	-.315	<u>.636</u>
Production Emphasis	.216	.047	<u>.745</u>	.023	.241	<u>-.680</u>	<u>-.520</u>	.461
Thrust	.057	<u>.531</u>	.523	-.215	-.049	-.424	.251	.478
Consideration	.083	<u>.775</u>	-.184	-.258	.031	-.350	.392	.617

^aRequired correlations for significance at .05 are shown in brackets.

^bUnderlined coefficients are significantly different from zero.

and Aloofness indicates that the more the principal scores increase in the direction of P, the more likely are these principals to be seen as Aloof by their staffs.

Attention can now be turned to the three questions posed on the basis of the biographical information gathered from principals.

1. Are there significant correlations among principal variables of age, teaching experience, administrative experience and the length of time spent in the present position, the OCDQ climate type, and each of the dimensions of organizational climate?

In an attempt to seek an answer to this broad question, attention was first focussed on a particular aspect: does the length of time a principal has spent in his school affect its organizational climate? Schools were categorized according to principal tenure, with seven having a principal in his first or second year and eight having retained the principal for six years or more. For both of the principal tenure categories, mean scores were derived for each of the eight dimensions of organizational climate. Then, the two mean score profiles were compared with each one of the six model profiles produced in the OCDQ Manual. The procedures outlined by Halpin and Croft³¹ was followed: the differences between the mean scores and profile scores were totalled. In this way, the smallest totals of differences were being sought to determine the climate types for the two principal tenure categories. Table XV shows these totals of

³¹Halpin and Croft, op. cit., p. 59.

differences between the mean principal tenure category scores and the OCDQ Manual profile scores, with the smallest totals of differences underlined.

TABLE XV

TOTALS OF DIFFERENCES BETWEEN THE MEAN SCORES OF THE SCHOOLS CATEGORIZED ACCORDING TO PRINCIPAL TENURE AND THE OCDQ PROFILE SCORES

	<u>Principal Tenure</u>	
	One or two years	Six years or more
Open	<u>44</u>	56
Autonomous	59	<u>51</u>
Controlled	71	<u>51</u>
Familiar	<u>44</u>	60
Paternal	47	59
Closed	69	57

According to the OCDQ Manual, the total of differences which least varies from the prototypic profile produces the climate category. However, as the underlined figures in Table XV show, a total of differences of 44 was obtained in comparing the mean scores for schools with principals in their first or second year with the profile scores for either the Open or Familiar climate. Similarly, a total of differences of 51 was obtained in comparing the mean scores for schools with principal tenure of six years or more with the profile scores for either the Autonomous or Controlled climate. Since the procedure followed did not produce even a clearly discernible climate category, no relationship was shown between the time a principal has spent in a school and the

organizational climate that prevails.

Seeking for relationships between principal tenure and each of the eight dimensions of organizational climate, "t" tests were run to determine the significance of differences between mean scores for each of the two categories: one or two years of service, and six or more years of service. The data obtained are shown in Table XVI.

TABLE XVI

"T" TESTS OF THE SIGNIFICANCE OF THE DIFFERENCES
BETWEEN THE MEAN SCORES OF SCHOOLS CATEGORIZED
ACCORDING TO PRINCIPAL TENURE IN RELATION TO
DIMENSIONS OF ORGANIZATIONAL CLIMATE

Climate Dimension	Difference		p
	Between Means	"t" Score	
Disengagement	4.5	.80	>.05
Hindrance	4.8	.87	>.05
Esprit	1.5	.25	>.05
Intimacy	3.9	.94	>.05
Aloofness	6.9	1.22	>.05
Production Emphasis	7.7	1.29	>.05
Thrust	3.0	.49	>.05
Consideration	1.4	.32	>.05

Since the required figure for a .05 level of confidence was 2.160, no significant differences were found. By using the "t" test procedure, it was not possible to observe any significant relationships among the dimensions of organizational climate and the length of time a principal had spent in his school.

Pearson product-moment correlations were sought in an attempt

to answer the broad question posed. Table XVII shows the correlations among the various principal variables, the overall climate type and the eight dimensions of climate. To be significant, a correlation coefficient of .378 was required.

TABLE XVII

PEARSON PRODUCT-MOMENT CORRELATIONS AMONG PRINCIPAL VARIABLES OF AGE, TEACHING EXPERIENCE, ADMINISTRATIVE EXPERIENCE AND LENGTH OF TIME IN PRESENT POSITION; ORGANIZATIONAL CLIMATE TYPE; AND DIMENSIONS OF ORGANIZATIONAL CLIMATE

	Age	Teaching Experience	Administrative Experience	Time Length in Present Position
Climate Type	-.065	-.084	-.461 ^a	-.513
Disengagement	-.245	-.220	-.425	-.471
Hindrance	-.442	-.375	-.248	-.198
Esprit	.068	.131	.309	.308
Intimacy	.296	.378	.230	.036
Aloofness	.242	.238	.363	.306
Prod. Emphasis	.398	.385	.502	.525
Thrust	.161	.160	.460	.522
Consideration	.393	.445	.511	.362

^aUnderlined correlation coefficients are significantly different from zero at the .05 level of confidence.

In contrast to the earlier procedures, the application of the product-moment correlation techniques did produce significant correlations -- fifteen, in all, as reflected in Table XVII.

There were significant correlations between the age of the principal and each of three dimensions of organizational climate. The older the

principal, the less his staff saw him as hindering the operation, the greater was his emphasis on production, and the more was he considerate of his teachers.

Three correlations of significance emerged also among dimensions of climate and the length of the principal's teaching experience. The more years the principal had spent as a teacher, the greater the degree of intimacy amongst members of his staff, the greater his emphasis on production, and the greater his consideration of staff.

Both the length of time a principal had spent in administrative positions and the length of time he had spent in his present position correlated in a strongly negative fashion with the OCDQ overall climate type. Thus, the more administrative experience a principal had gained and the longer he had spent in his current position, the more Open was the organizational climate liable to be. These observations coincide with those of both Cook³² and Harvey³³ whose studies led them to believe that open climates were more related to administrative experience and tenure in present position than to age or training.

There were significant correlations between the extent of admin-

³²Edward Vance Cook, "Leadership Behavior of Elementary School Principals and the Organizational Climate of the Schools Which They Administer" (unpublished Doctoral thesis, Rutgers -- The State University, 1965).

³³R. F. E. Harvey, "Relationship of OCDQ Scores to Behaviour of Teachers as Measured by Ryan's Classroom Observation Record" (unpublished Doctoral thesis, The University of Alberta, 1966).

istrative experience and each of four dimension of climate. The more years the principal had engaged in administrative work, the smaller was the chance of his staff's Disengagement, and the greater was his Production Emphasis, his Thrust and his Consideration.

There were significant correlations, too, amongst three sub-categories of climate and the principal's tenure. The longer he had spent as principal in his present school, the more inclined was he to exhibit Production Emphasis and Thrust, and the less likelihood was there of Disengagement in the staff.

2. Are there significant correlations among principal variables of age, teaching experience, administrative experience and the length of time spent in the present position and the sub-indices of personality of the MBTI?

Pearson product-moment correlations were determined in relation to answering this question. Table XVIII indicates the appropriate correlation coefficients, with a .378 figure required for a significant difference from zero at the .05 level of confidence.

TABLE XVIII

PEARSON PRODUCT-MOMENT CORRELATIONS AMONG PRINCIPAL VARIABLES OF AGE, TEACHING EXPERIENCE, ADMINISTRATIVE EXPERIENCE AND LENGTH OF TIME IN PRESENT POSITION: AND PERSONALITY SUB-INDICES

	EI	SN	TF	JP
Age	.113	.326	.185	.081
Teaching Experience	.234	.273	.098	.022
Administrative Experience	.268	.175	.003	.172
Present Position	.175	.104	-.029	.055

No statistically significant correlations were produced. No observations could be made in relation to aspects of principal personality as revealed by the MBTI, and the principal's age, teaching experience, administrative experience or the length of time he had spent in his current school.

3. Are there significant correlations among OCDQ climate categories and dimensions of climate, MBTI indices of personality, the location of a school, and its size?

Pearson Product-moment correlations were again utilized to answer this broad question, but as a preliminary step a look was taken at the question: to what extent does the organizational climate differ between a large city school with a staff of fifty teachers and the small rural school with ten or twelve teachers on staff? Five schools were found to be in the large urban category; ten schools were classified as small rural. For each of these two categories, mean scores were derived for each of the eight dimensions of organizational climate. The mean score profiles were then compared with the six model profiles of the OCDQ manual, according to the procedures outlined by Halpin and Croft.³⁴ Table XIX shows the totals of differences between the mean school category scores and the profile scores, with the smallest totals of differences underlined.

The climate of the "mean" large urban school was categorized as Autonomous; that of the "mean" small rural school was Open. However,

³⁴Halpin and Croft, op. cit., p. 59.

these findings must be interpreted with caution. The totals of differences are such that the large urban climate also came close to being defined as Familiar, or Paternal, or Open. The small rural school climate would have been described almost as accurately either as Controlled or Autonomous. To observe that there was a more pronounced tendency towards openness in the small rural school than in the large urban school seems to be a valid finding.

TABLE XIX

TOTALS OF DIFFERENCES BETWEEN THE MEAN SCORES OF THE
SCHOOLS CATEGORIZED ACCORDING TO SIZE AND LOCATION
AND THE OCDQ PROFILE SCORES

	Large Urban	Small Rural
Open	53	52
Autonomous	50	55
Controlled	60	53
Familiar	51	60
Paternal	52	61
Closed	64	61

There is a similarity in observation here to the findings of Cook³⁵ and Flagg.³⁶ Both of these research studies produced more

³⁵Cook, op. cit.

³⁶Joseph Thomas Flagg, Jr., "The Organizational Climate of Schools: Its Relationship to Pupil Achievement, Size of School, and Teacher Turnover" (unpublished Doctoral thesis, Rutgers - The State University, 1964).

open climates in smaller schools than in larger schools, although their research studies were not involved with urban vs. rural school settings.

To determine whether or not there were significant relationships between the size and location of the school and each of the eight dimensions of organizational climate, "t" tests were run. Table XX shows the differences between the mean scores for the large urban category and those for the small rural category, the "t" test score, and its significance.

TABLE XX

"T" TESTS OF THE SIGNIFICANCE OF THE DIFFERENCES BETWEEN LARGE URBAN AND SMALL RURAL SCHOOLS IN RELATION TO DIMENSIONS OF ORGANIZATIONAL CLIMATE

Dimension	Difference		
	Between Means	"t" Score	p
Disengagement	3.0	.50	>.05
Hindrance	9.8	1.60	>.05
Esprit	3.4	.60	>.05
Intimacy	4.3	.92	>.05
Aloofness	1.1	.17	>.05
Production Emphasis	5.4	.97	>.05
Thrust	2.2	.37	>.05
Consideration	2.0	.37	>.05

Since the required figure for a .05 level of confidence was 2.160, no significant differences were found. By using the "t" test procedure, it was not possible to observe any significant relationships among the dimensions of organizational climate, the size of a school, and its location.

Table XXI shows the correlations among the school variables of

size and location, the organizational climate, and the four combined indices of personality. To be significant, a correlation coefficient of .378 was required.

TABLE XXI

PEARSON PRODUCT-MOMENT CORRELATIONS AMONG SCHOOL SIZE AND LOCATION, ORGANIZATIONAL CLIMATE TYPE AND DIMENSIONS, AND COMBINED PAIRS OF PERSONALITY INDICES

	Size	Location
Climate Type	-.250	-.335
Disengagement	.076	-.077
Hindrance	.376	.270
Esprit	.135	.345
Intimacy	-.337	-.095
Aloofness	-.037	-.106
Production Emphasis	-.164	-.064
Thrust	.158	.302
Consideration	-.152	.060
Extroversion-Introversion	.086	.074
Sensing-Intuition	-.096	-.244
Thinking-Feeling	-.307	-.301
Judging-Perceiving	.206	.113

No statistically significant correlations were found. The procedure involving the determination of product-moment correlation coefficients failed to produce significant relationships among school size and location, OCDQ climate type and dimensions, and MBTI indices of personality.

In concluding this chapter, mention can be made of the similarity

of findings in this study to those of Andrews.³⁷ He felt that, in drawing implications for practice, the dimensions of organizational climate concepts and scores were more important than the overall climate categorization. This present research produced no significant relationships between school climate type and principal personality type, between climate and size of school, between climate and location of school. One significant correlation was found in relation to climate type and indices of personality; between climate category and S. Yet there were many significant relationships found amongst dimensions of organizational climate and indices of personality, and amongst climate dimensions and the principal variables of age, teaching experience, administrative experience and length of time as principal in present position.

³⁷John H. M. Andrews, "What School Climate Conditions Are Desirable?" The C.S.A. Bulletin, Vol. IV, No. 5 (July, 1965).

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study was undertaken to increase the understanding of relationships among the organizational climates of schools, as determined by principal behaviour and the behaviour of the staff as a group, and the personalities of their principals. The effect on organizational climate of the age of the principal, his principal experience and the length of time he had spent in his present position was also considered. Attention was given, too, to the effect on organizational climate of a school's size and location.

To carry out the study, the OCDQ was administered to staff members of twenty Manitoba high schools, of varying sizes and in varying locales, and the MBTI to each of the principals. A biographical questionnaire was also completed by the principals in relation to their age, experience and tenure.

The data collected were reported in the previous chapter. It is now the purpose of this chapter to interpret the observations made in Chapter V by relating the findings to the questions first posed in Chapter I.

Conclusions Relating to Types of Organizational Climate in Schools

The Manitoba schools used for this research study provided examples of all six organizational climate categories. Of the twenty schools, two had Open climates, one had an Autonomous climate, five

had Controlled climates, two were of the Familiar type, four had Paternal climates, and six were placed in the Closed category. It would be erroneous to conclude, however, that this is a typical Manitoba pattern, that, for example, almost one third of Manitoba's secondary schools have characteristics typical of the Closed organizational climate. Such a conclusion would ignore the numerical limitation of schools in this study, and the fact that they were not randomly selected.

In addition, the very method of categorizing schools, as outlined by Halpin and Croft,¹ seems open to question. The schools in the present sample were categorized by comparing their scores on the OCDQ subtests with the scores on the subtests in each of six prototype profiles. The sum of the absolute differences in scores produced the profile-similarity or strength score, on the basis of which the school's climate category was assigned. Halpin and Croft assume that the scores producing the prototypic profiles can be considered norms, yet these "norms" were developed from a single study involving only seventy-one elementary schools. Further, it is possible to have two or more identical strength scores for one school; it can, for example, be categorized as both Open and Familiar. Or, a school with an Open 108 strength score may actually be more open than the school with an Open 50 profile-similarity score.

¹Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), p. 59.

And again, a strength score of 50 could be the result of a variation from the prototypic profile of only one or two points on seven subtests and a variation of 40 on the eighth dimension. Is the classification then valid?

Halpin and Croft² admit that while they started this project with the sole purpose of describing organizational climates, they could not, as time went on, avoid evaluating these climates. As a result, there is implied in their literature the belief that the Open climate is preferable to the Closed. Yet, is this necessarily so? Is a very open climate completely desirable in every large urban school?

The many problems associated with the categorization of organizational climates by the Halpin and Croft method lead to the same conclusion as that arrived at by both Andrews³ and Brown⁴ in their separate studies: the overall climate category is not a valuable concept in drawing implications for practice.

Conclusions Relating to Types of Principal Personality

The Manitoba principals involved in this study were found in each of Myers' eight personality types. Five were introverted sensing types; three each were introverted feeling, introverted intuitive and extroverted intuitive types; two each were extroverted thinking and extroverted feeling

²Ibid., p. 6.

³John H. M. Andrews, "What School Climate Conditions Are Desirable?" The C.S.A. Bulletin, Vol. IV, No. 5 (July, 1965).

⁴Brown, op. cit.

types; and there were one each of the extroverted sensing and introverted thinking types.

By replicating a portion of an earlier study, Plaxton⁵ was able to conclude that there was a pattern of personality types characteristic of Alberta principals. The majority were extroverted thinking people. No similar conclusion can be reached for the Manitoba principals studied; only ten percent were of the extroverted thinking type, and the largest single percentage (25%) were of the introverted sensing type. No conclusive pattern of personality types emerged from this study.

Conclusions With Regard to Relationships between School Climate and Principal Personality

As was the case with the Plaxton study,⁶ this research produced no overall relationships between organizational climate and principal personality type, but a number of relationships were established between personality variables and the OCDQ subtests.

The twenty Manitoba principals reflected eleven personality categories and administered schools of six varying climates. As a result, in all but two situations, there was only one example of a personality

⁵Robert P. Plaxton, "Personality of the Principal and School Organizational Climate" (unpublished Master's thesis, The University of Alberta, 1965), p. 85.

⁶Ibid., p. 98.

type in any climate category. No relationships between climate and personality seemed evident.

Plaxton⁷ found significant relationships among four personality types and three OCDQ dimensions of climate. Such was not the case in this study. Within any single personality grouping, e. g., introverted sensing types, there were many diverging scores for any single dimension of organizational climate.

To seek for relationships between the global climate rating of the OCDQ and the four indices of personality, Pearson product-moment correlations were computed. Again, no significant correlations resulted. However, when a similar procedure was followed in relation to the eight separate indices of personality, one significant correlation was produced. The conclusion is then reached that the less intuitive and the more sensing that aspect of the principal's personality associated with perception, the more open is the climate of his school.

Pearson product-moment correlations were computed also to determine relationships, firstly, amongst the eight dimensions of organizational climate and the four combined indices of personality, and secondly, amongst the climate dimensions and the eight separate indices of personality.

⁷Ibid., p. 98.

Several significant correlations were found, on the basis of which several conclusions may be reached.

The research indicates that the more introverted a principal, the greater is the tendency for his staff to see him as aloof and hindering their task accomplishment. On the other hand, he will indicate thrust and show consideration, and there is every likelihood of close staff intimacy.

In a school in which the principal relies to a greater extent on his senses than on intuition, the staff will perceive a high degree of teacher disengagement, however, and much evidence of good staff esprit.

Emphasis on production is less evident in the feeling (as opposed to the thinking) principal, and in the judging (rather than the perceiving) principal. Further, teachers see their perceiving-type principal as being aloof.

Conclusion with Regard to Relationships between School Climate and Principal Variables of Age, Teaching Experience, Administrative Experience and Length of Time in Present Position

The application of Pearson product-moment correlation techniques in relation to school organizational climate and principal variables produced many significant correlations, on the basis of which the following conclusions are reached.

The older a principal, the greater is his emphasis on producing results, but he is more considerate of his teachers and hinders the operation less than a younger colleague.

The longer the principal has spent in teaching, or continues to

spend as a teaching principal, once again the greater is his production emphasis. However, he is more considerate of his staff and there is a greater degree of intimacy within his staff than is the case with a younger principal.

The more administrative experience a principal gains and the longer he spends in the same school, the more open the organizational climate of his school becomes. As he remains in administrative work, and in his present position, the principal becomes more considerate of his staff, resulting in reduced staff disengagement, and he indicates increasing degrees of thrust and production emphasis.

Conclusions with Regard to Relationships between Principal Personality and Principal Variables of Age, Experience and Tenure

The use of Pearson product-moment correlative procedures to determine relationships between personality types and principal variables produced no significant correlations. No relationships appear to exist in this area.

Conclusions with Regard to Relationships amongst School Climate, Principal Personality and School Variables of Size and Location

Comparing the totals of differences between the means scores of schools categorized according to size and location with the OCDQ prototype scores (Table XIX), the conclusion may be reached that the tendency towards openness in organizational climate is more likely to be found in the small rural school than in the large urban school. However, the use of the "t" test procedures in this regard produced no

significant relationships.

The use of Pearson product-moment techniques produced no statistically significant correlations. The personality characteristics of the principal, the organizational climate of the school, and the size and location of the school appear to have no relationships with one another.

Summary of Conclusions

1. No pattern of organizational climate existed for the Manitoba schools studied.
2. On the basis of the principal sample employed, no pattern of personality type was evident.
3. No significant relationships were found between organizational climate and principal personality.
4. No significant relationships existed between principal personality and dimensions of organizational climate.
5. Only one significant relationship was noted between the overall climate category and the indices of personality: the organizational climate of a school is more open when the more sensing and less intuitive is that aspect of the principal's personality associated with perception.
6. Many significant relationships were proven amongst the dimensions of organizational climate and the indices of principal personality. The more introverted a principal, the more he hinders the staff's task accomplishment and remains aloof from them, although he may be considerate, work hard himself and foster staff intimacy. The sensing

rather than intuitive principal will emphasize production and foster good staff esprit with teacher involvement in the task accomplishment. The feeling rather than judging principal will emphasize production less and will be seen by his teachers as being rather aloof.

7. Many significant relationships were found to exist amongst organizational climate and dimensions of climate, and the principal variables of age, teaching experience, administrative experience and tenure. The older the principal, the longer he has spent in teaching and in administrative work, and the longer he has stayed in his present position, the more he emphasizes production. But he is also more considerate of his staff and less inclined to hinder their sense of accomplishment than is his younger colleague. The result is less staff disengagement, more intimacy and higher esprit.

8. No significant relationships could be determined between principal personality and the principal variables of age, experience and tenure.

9. No significant relationships existed amongst organizational climate and its dimensions, principal personality types and sub-indices, and the school variables of size and location, although there appeared to be a tendency towards a more open climate in the small rural school as against the large urban school.

Implications of the Study

Principals need to see themselves in relation to aspects of their personality, and to see how their staffs perceive of them as admin-

istrators. They need to be aware of research findings on the interaction between personality and situation. Thus, the use of the OCDQ and the MBTI for principal in-service can be worthwhile and informative.

Future Research

If further research is to be undertaken, it is essential that the sampling be much more extensive than that used for the current study. Consideration could be given, also, to employing other instruments. The overall climate ratings of the OCDQ are not considered valuable, although the dimensions of climate remain as worthwhile concepts for future research. And Plaxton⁸ has suggested that the MBTI may not have a sufficient range of behaviour within the personality types to include behaviour of significance to administrative procedures in education.

⁸Ibid., p. 99.

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APPENDIX A

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Developed by

ANDREW W. HALPIN

and

DON B. CROFT

Your name should not be placed on this questionnaire.

School:
(Write in the name of your school)

Post Office Address:

On the following pages is a list of items that are used to describe the organizational climate or the "personality" of your school. The items describe typical behaviors or conditions that occur within a school. Please indicate to what extent each of these descriptions characterize your school. Please do not evaluate the items in terms of "good" or "bad" behavior but read each item carefully and respond in terms of how well the statement describes your school.

It is important that your answers be "independent," so please do not discuss your answers with other teachers. Though there is no time limit, it will probably take you 15 to 20 minutes to complete.

Please be frank in your responses with the assurance that individual responses are strictly confidential.

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how well the statement describes your school.
- c. DECIDE whether the behavior or condition described in the item occurs rarely, sometimes, often, or very frequently in your school.
- d. DRAW A CIRCLE around one of the four letters following the item to show the answer you have selected.

- A Very frequently occurs
 B Often occurs
 C Sometimes occurs
 D Rarely occurs

Please respond to EVERY item.

- | | | | | |
|---|---|---|---|---|
| 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 non-conforming 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. Teachers help select which courses will be taught. | A | B | C | D |
| 46. The principal corrects teachers' mistakes. | A | B | C | D |
| 47. The principal talks a great deal. | A | B | C | D |
| 48. The principal explains his reasons for criticism to teachers. | A | B | C | D |
| 49. The principal tries to get better salaries for teachers. | A | B | C | D |
| 50. Extra duty for teachers is posted conspicuously. | A | B | C | D |
| 51. The rules set by the principal are never questioned. | A | B | C | D |
| 52. The principal looks out for the personal welfare of teachers. | A | B | C | D |
| 53. School secretarial service is available for teachers' use. | A | B | C | D |
| 54. The principal runs the faculty meeting like a business conference. | A | B | C | D |
| 55. The principal is in the building before teachers arrive. | A | B | C | D |
| 56. Teachers work together preparing administrative reports. | A | B | C | D |
| 57. Faculty meetings are organized according to a tight agenda. | A | B | C | D |
| 58. Faculty meetings are mainly principal-report meetings. | A | B | C | D |
| 59. The principal tells teachers of new ideas he has run across. | A | B | C | D |
| 60. Teachers talk about leaving the school system. | A | B | C | D |
| 61. The principal checks the subject-matter ability of teachers. | A | B | C | D |
| 62. The principal is easy to understand. | A | B | C | D |
| 63. Teachers are informed of the results of a supervisor's visit. | A | B | C | D |
| 64. The principal insures that teachers work to their full capacity. | A | B | C | D |

APPENDIX B

MYERS-BRIGGS TYPE INDICATOR

MYERS-BRIGGS TYPE INDICATOR

Form F

READ THESE DIRECTIONS FIRST:

1. This is a test to show which sides of your personality you have developed the most.
2. The answer you choose to any question is neither "right" nor "wrong." It simply helps to point out what type of person you are, and therefore where your special strengths lie and what sort of work you will like to do.
3. For each question, choose the answer which comes closest to how you usually feel or act. Mark your choice on the separate answer sheet, as shown here.

Sample Question

167. Are your interests
 (A) few and lasting
 (B) varied

Sample Answer Sheet

	A	B
167. ::::		<input checked="" type="checkbox"/>

If your interests are varied, you would mark answer "B" as it is marked on the sample answer sheet. If they are few and lasting you would mark "A".

4. If you find a question where you cannot choose, don't mark both answers. Just skip the question and go on.

NOW TAKE YOUR ANSWER SHEET

5. Fill in all facts called for at the top of the answer sheet.

THEN START WITH QUESTION 1 AND WORK STRAIGHT THROUGH TO THE END OF THE TEST WITHOUT STOPPING

Educational Testing Service, Princeton, New Jersey

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PART I

1. Does following a schedule
(A) appeal to you
(B) cramp you
2. Do you usually get on better with
(A) imaginative people
(B) realistic people
3. If strangers are staring at you in a crowd, do you
(A) often become aware of it
(B) seldom notice it
4. Are you more careful about
(A) people's feelings
(B) their rights
5. Are you
(A) inclined to enjoy deciding things
(B) just as glad to have circumstances decide a matter for you
6. As a guest, do you more enjoy
(A) joining in the talk of the group
(B) talking separately with people you know well
7. When you have more knowledge or skill in something than the people around you, is it more satisfying
(A) to guard your superior knowledge
(B) to share it with those who want to learn
8. When you have done all you can to remedy a troublesome situation, are you
(A) able to stop worrying about it
(B) still more or less haunted by it
9. If you were asked on a Saturday morning what you were going to do that day, would you
(A) be able to tell pretty well
(B) list twice as many things to do as any day can hold
(C) have to wait and see
10. Do you think on the whole that
(A) children have the best of it
(B) life is more interesting for grown-ups.
11. In doing something which many other people do, does it appeal more to you
(A) to do it in the accepted way
(B) to invent a way of your own
12. When you were small, did you
(A) feel sure of your parents' love and devotion to you
(B) feel that they admired and approved of some other child more than they did of you.
13. Do you
(A) rather prefer to do things at the last minute
(B) find it hard on the nerves

14. If a breakdown or mix-up halted a job on which you and a lot of others were working, would your impulse be
 - (A) to enjoy the breathing spell
 - (B) to look for some part of the work where you could still make progress
 - (C) to join the "trouble-shooters" who were wrestling with the difficulty
15. Do you
 - (A) show your feelings freely as you go along
 - (B) keep them to yourself
16. When you have decided upon a course of action, do you
 - (A) reconsider it if unforeseen disadvantages are pointed out to you
 - (B) usually put it through to a finish, however it may inconvenience yourself and others
17. In reading for pleasure, do you
 - (A) enjoy odd or original ways of saying things
 - (B) wish writers would say exactly what they mean
18. In any of the ordinary emergencies of life (not matters of life or death), do you prefer
 - (A) to take orders and be helpful
 - (B) to give orders and be responsible
19. At parties, do you
 - (A) sometimes get bored
 - (B) always have fun
20. Is it harder for you to adapt to
 - (A) routine
 - (B) constant change
21. Would be more willing to take on a heavy load of extra work for the sake of
 - (A) additional comforts and luxuries
 - (B) the chance of becoming famous through your work
22. Are the things you plan or undertake
 - (A) almost always things you can finish
 - (B) frequently things that prove too difficult to carry through
23. Are you more attracted
 - (A) to a person with a quick and brilliant mind
 - (B) to a practical person with a lot of horse sense
24. Do you find people in general
 - (A) slow to appreciate and accept ideas not their own
 - (B) reasonably open-minded
25. When you have to meet strangers, do you find it
 - (A) pleasant, or at least easy
 - (B) something that takes a good deal of effort

26. Are you inclined
(A) to value sentiment above logic
(B) to value logic above sentiment
27. Do you like
(A) to arrange your dates and parties some distance ahead
(B) to be free to do whatever looks like fun at the time
28. In making plans which concern other people, do you prefer
(A) to take them into your confidence
(B) to keep them in the dark till the last possible moment
29. Which of these two is the higher compliment
(A) he is a person of real feeling
(B) he is consistently reasonable
30. When you have to make up your mind about something, do you like to
(A) do it right away
(B) postpone the decision as long as you reasonably can
31. When you run into an unexpected difficulty in something you are doing, do you feel it to be
(A) a piece of bad luck
(B) a nuisance
(C) all in the day's work
32. Do you almost always
(A) enjoy the present moment and make the most of it
(B) feel that something just ahead is more important
33. Are you
(A) easy to get to know
(B) hard to get to know
34. With most of the people you know, do you
(A) feel that they mean what they say
(B) feel you must watch for a hidden meaning
35. When you start a big project that is due in a week, do you
(A) take time to list the separate things to be done and the order of doing them
(B) plunge in
36. In solving a personal problem, do you
(A) feel more confident about it if you have asked other people's advice
(B) feel that nobody else is in as good a position to judge as you are
37. Do you admire more the person who is
(A) conventional enough never to make himself conspicuous
(B) too original and individual to care whether he is conspicuous or not

38. Which mistake would be more natural for you
(A) to drift from one thing to another all your life
(B) to stay in a rut that didn't suit you
39. When you run across people who are mistaken in their beliefs, do you feel that
(A) it is your duty to set them right
(B) it is their privilege to be wrong
40. When an attractive chance for leadership comes to you, do you
(A) accept it if it is something you can really swing
(B) sometimes let it slip because you are too modest about your own abilities
(C) or doesn't leadership ever attract you
41. In your crowd, are you
(A) one of the last to hear what is going on
(B) full of news about everybody
42. Are you at your best
(A) when dealing with the unexpected
(B) when following a carefully worked-out plan
43. Does the importance of doing well on a test make it generally
(A) easier for you to concentrate and do your best
(B) harder for you to concentrate and do yourself justice
44. In your free hours, do you
(A) very much enjoy stopping somewhere for refreshments
(B) usually want to use the time and money another way
45. At the time in your life when things piled up on you the worst, did you find
(A) that you had got into an impossible situation
(B) that by doing only the necessary things you could work your way out
46. Do most of the people you know
(A) take their fair share of praise and blame
(B) grab all the credit they can but shift any blame on to someone else
47. When you are in an embarrassing spot, do you usually
(A) change the subject
(B) turn it into a joke
(C) days later, think of what you should have said

48. Are such emotional "ups and downs" as you may feel
(A) very marked
(B) rather moderate
49. Do you think that having a daily routine is
(A) a comfortable way of getting things done
(B) painful even when necessary
50. Are you naturally
(A) a "good mixer"
(B) rather quiet and reserved in company
51. In your early childhood (at six or eight), did you
(A) feel your parents were very wise people who should be obeyed
(B) find their authority irksome and escape it when possible
52. When you have a suggestion that ought to be made at a meeting, do you
(A) stand up and make it as a matter of course
(B) hesitate to do so
53. Do you get more annoyed at
(A) fancy theories
(B) people who don't like theories
54. When helping a group undertaking, are you more often struck by
(A) the inspiring quality of shoulder to shoulder co-operation
(B) the annoying inefficiency of loosely organized group work
(C) or don't you get involved in group undertakings
55. When you go somewhere for the day, would you rather
(A) plan what you will do and when
(B) just go
56. Are the things you worry about
(A) often really not worth it
(B) always more or less serious
57. In making an important decision on a given set of facts, do you
(A) find you can trust your feeling
(B) put your feelings aside and rely on analysis and cold logic
58. In the matter of friends, do you tend to seek
(A) deep friendship with a very few people
(B) broad friendship with many different people
59. Do you think your friends
(A) feel you are open to suggestions
(B) know better than to try to talk you out of anything you've decided to do

60. Does the idea of making a list of what you should get done over a week-end
(A) appeal to you
(B) leave you cold
(C) positively depress you
61. In traveling, would you rather go
(A) with a companion who had made the trip before and "knew the ropes"
(B) alone or with someone greener at it than yourself
62. Which of these two reasons for doing a thing sounds more attractive to you
(A) this is an opportunity that may lead to bigger things
(B) this is an experience that you are sure to enjoy
63. In your personal beliefs, do you
(A) cherish faith in things which cannot be proved
(B) believe only those things which can be proved
64. Would you rather
(A) support the established methods of doing good
(B) analyze what is still wrong and attack unsolved problems
65. Has it been your experience that you
(A) frequently fall in love with a notion or project which turns out to be a disappointment -- so that you "go up like a rocket and come down like a stick"
(B) use enough judgment on your enthusiasms so that they do not let you down
66. Would you judge yourself to be
(A) more enthusiastic than the average person
(B) less excitable than the average person
67. If you divided all the people you know into those you like, those you dislike, and those toward whom you feel indifferent, would there be more of
(A) those you like
(B) those you dislike
68. In your daily work, do you (for this item only, if two are true mark both)
(A) rather enjoy an emergency that makes you work against time
(B) hate to work under pressure
(C) usually plan your work so you won't need to

69. Are you more likely to speak
up in
(A) praise
(B) blame

70. Is it higher praise to call
someone
(A) a man of vision
(B) a man of common sense

71. When playing cards, do you
enjoy most
(A) the sociability
(B) the excitement of winning
(C) the problem of getting the
most out of each hand
(D) the risk of playing for
stakes
(E) or don't you enjoy playing
cards

GO ON TO PART II

PART II

Sample Question

Which word appeals to you more?
168. (A) long short (B)

Sample Answer Sheet

168. A B
 :::::

If "long" appeals to you more, you would mark answer "A" as it is marked on the sample answer sheet. If "short" appeals to you more, you would mark "B".

WHICH WORD IN EACH PAIR APPEALS TO YOU MORE?

- | | | | | |
|-----|-----|-------------|----------------|-----|
| 72. | (A) | firm-minded | warm-hearted | (B) |
| 73. | (A) | imaginative | matter-of-fact | (B) |
| 74. | (A) | systematic | spontaneous | (B) |
| 75. | (A) | congenial | effective | (B) |
| 76. | (A) | theory | certainty | (B) |
| 77. | (A) | party | theater | (B) |
| 78. | (A) | build | invent | (B) |
| 79. | (A) | analyze | sympathize | (B) |
| 80. | (A) | popular | intimate | (B) |
| 81. | (A) | benefits | blessings | (B) |
| 82. | (A) | casual | correct | (B) |
| 83. | (A) | active | intellectual | (B) |
| 84. | (A) | uncritical | critical | (B) |
| 85. | (A) | scheduled | unplanned | (B) |
| 86. | (A) | convincing | touching | (B) |
| 87. | (A) | reserved | talkative | (B) |
| 88. | (A) | statement | concept | (B) |

WHICH WORD IN EACH PAIR APPEALS TO YOU MORE?

- | | | | | |
|------|-----|------------|-------------|-----|
| 89. | (A) | soft | hard | (B) |
| 90. | (A) | production | design | (B) |
| 91. | (A) | forgive | tolerate | (B) |
| 92. | (A) | hearty | quiet | (B) |
| 93. | (A) | who | what | (B) |
| 94. | (A) | impulse | decision | (B) |
| 95. | (A) | speak | write | (B) |
| 96. | (A) | affection | tenderness | (B) |
| 97. | (A) | punctual | leisurely | (B) |
| 98. | (A) | sensible | fascinating | (B) |
| 99. | (A) | changing | permanent | (B) |
| 100. | (A) | determined | devoted | (B) |
| 101. | (A) | system | zest | (B) |
| 102. | (A) | facts | ideas | (B) |
| 103. | (A) | compassion | foresight | (B) |
| 104. | (A) | concrete | abstract | (B) |
| 105. | (A) | justice | mercy | (B) |
| 106. | (A) | calm | lively | (B) |
| 107. | (A) | make | create | (B) |
| 108. | (A) | wary | trustful | (B) |
| 109. | (A) | orderly | easy-going | (B) |
| 110. | (A) | approve | question | (B) |
| 111. | (A) | gentle | firm | (B) |

WHICH WORD IN EACH PAIR APPEALS TO YOU MORE?

- | | | | | |
|------|-----|------------|------------|-----|
| 112. | (A) | foundation | spire | (B) |
| 113. | (A) | quick | careful | (B) |
| 114. | (A) | thinking | feeling | (B) |
| 115. | (A) | theory | experience | (B) |
| 116. | (A) | sociable | detached | (B) |
| 117. | (A) | sign | symbol | (B) |
| 118. | (A) | systematic | casual | (B) |
| 119. | (A) | literal | figurative | (B) |
| 120. | (A) | peacemaker | judge | (B) |
| 121. | (A) | accept | alter | (B) |
| 122. | (A) | agree | discuss | (B) |
| 123. | (A) | executive | scholar | (B) |

GO ON TO PART III

PART III

ANSWER THESE QUESTIONS USING THE DIRECTIONS FOR PART I, ON THE FRONT COVER

124. Do you find the more routine parts of your day
(A) restful
(B) boring
125. If you think you are not getting a square deal in a club or team to which you belong, is it better
(A) to shut up and take it
(B) to use the threat of resigning if necessary to get your rights
126. Can you
(A) talk easily to almost anyone for as long as you have to
(B) find a lot to say only to certain people or under certain conditions
127. When strangers notice you, does it
(A) make you uncomfortable
(B) not bother you at all
128. If you were a teacher, would you rather teach
(A) fact courses
(B) courses involving theory
129. In your crowd, are you usually
(A) one of the first to try a new thing
(B) one of the last to fall into line
130. In solving difficult personal problem, do you
(A) tend to do more worrying than is useful in reaching a decision
(B) feel no more anxiety than the situation requires
131. If people seem to slight you, do you
(A) tell yourself they didn't mean anything by it
(B) distrust their good will and stay on guard with them thereafter
132. When there is a special job to be done, do you like
(A) to organize it carefully before you start
(B) to find out what is necessary as you go along
133. Do you think it is a worse fault
(A) to show too much warmth
(B) not to have warmth enough
134. At a party, do you like
(A) to help get things going
(B) to let the others have fun in their own way
135. When a new opportunity comes up, do you
(A) decide about it fairly quickly
(B) sometimes miss out through taking too long to make up your mind

136. In managing your life, do you tend
(A) to undertake too much and get into a tight spot
(B) to hold yourself down to what you can comfortably swing
137. When you find yourself definitely in the wrong, would you rather
(A) admit you are wrong
(B) not admit, though everyone knows it
(C) or don't you ever find yourself in the wrong
138. Can the new people you meet tell what you are interested in
(A) right away
(B) only after they really get to know you
139. In your home life, when you come to the end of some undertaking, are you
(A) clear as to what comes next and ready to tackle it
(B) glad to relax until the next inspiration hits you
140. Do you think it more important to be able
(A) to see the possibilities in a situation
(B) to adjust to the facts as they are
141. Would you say that the people you know personally owe their success more to
(A) ability and hard work
(B) luck
(C) bluff, pull, and shoving themselves ahead of others
142. In getting a job done, do you depend on
(A) starting early, so as to finish with time to spare
(B) the extra speed you develop at the last minute
143. After associating with superstitious people, have you
(A) found yourself slightly affected by their superstitions
(B) remained entirely unaffected
144. When you don't agree with what has just been said, do you usually
(A) let it go
(B) put up an argument
145. Would you rather be considered
(A) a practical person
(B) an ingenious person
146. Out of all the good resolutions you may have made, are there
(A) some you have kept to this day
(B) none that have really lasted

147. Would you rather work under someone who is
(A) always kind
(B) always fair
148. In a large group, do you more often
(A) introduce others
(B) get introduced
149. Would you rather have as a friend someone who
(A) is always coming up with new ideas
(B) has both feet on the ground
150. When you have to do business with strangers do you feel
(A) confident and at ease
(B) a little fussed or afraid that they won't want to bother with you
151. When it is settled well in advance that you will do a certain thing at a certain time, do you find it
(A) nice to be able to plan accordingly
(B) a little unpleasant to be tied down
152. Do you feel that sarcasm
(A) should never be used where it can hurt people's feelings
(B) is too effective a form of speech to be discarded for such a reason
153. When you think of some little thing you should do or buy, do you
(A) often forget it until much later
(B) usually get it down on paper before it escapes you
(C) always carry through on it without reminders
154. Do you more often let
(A) your heart rule your head
(B) your head rule your heart
155. In listening to a new idea, are you more anxious to
(A) find out all about it
(B) judge whether it is right or wrong
156. Are you oppressed by
(A) many different worries
(B) comparatively few
157. When you don't approve of the way a friend is acting, do you
(A) wait and see what happens
(B) do or say something about it
158. Do you think it is a worse fault to be
(A) unsympathetic
(B) unreasonable
159. When a new situation comes up which conflicts with your plans, do you try first
(A) to change your plans
(B) to change the situation

160. Do you think the people close to you know how you feel
(A) about most things
(B) only when you have had some special reason to tell them
161. When you have a serious choice to make, do you
(A) almost always come to a clear-cut decision
(B) sometimes find it so hard to decide that you do not whole-heartedly follow up either choice
162. On most matters, do you
(A) have a pretty definite opinion
(B) like to keep an open mind
163. As you get to know a person better, do you more often find
(A) that he lets you down or disappoints you in some way
(B) that, taken all in all, he improves upon acquaintance
164. When the truth would not be polite, are you more likely to tell
(A) a polite lie
(B) the impolite truth
165. In your scheme of living, do you prefer to be
(A) original
(B) conventional
166. Would you have liked to argue the meaning of
(A) a lot of these questions
(B) only a few

END OF TEST

APPENDIX C
LETTER TO PRINCIPALS

June 5th, 1967

Dear

Please read to the end before groaning!

I am in the process of undertaking some research for my M. Ed. degree, under the guidance of Professor Jack Peach of the Faculty of Education, and with the help of Mr. Bob Gordon of the Manitoba Teachers' Society who has provided the names of "responsible guinea pigs." Hopefully, the thesis will indicate some relationships between the organizational pattern of a high school and the type of principal who heads it.

The research involves administering an Organizational Climate Description Questionnaire to any ten teachers on a staff, and the Myers-Briggs Type Indicator to the principal. The time involved in answering either questionnaire is approximately 30 minutes. All answers are treated as confidential; no names are signed to any answer sheets and no individual or school will be referred to specifically in the thesis.

The Seven Oaks School Board has generously agreed to my taking time off to administer the questionnaires personally. Might it be possible for me to drop into your school during the morning of . . . I realize that examinations will be in process, but feel that possibly some teachers will be free of supervision and can spare a few minutes, or even that I might relieve a supervisor or two while the questionnaire is completed. I need just ten teachers - and you!

Could you kindly complete the enclosed form and return it to me in the envelope provided. My thanks in advance if you can accommodate me.

Yours sincerely,

G. H. Nicholls,
Principal.

GHN/jb
Encl.