1-1-1977

Developing A Small School District Organizational Profile Utilizing A Theoretical Model

Edward Leon Hensley
University of Nevada, Las Vegas

Follow this and additional works at: https://digitalscholarship.unlv.edu/rtds

INFORMATION TO USERS

8325595

Hensley, Edward Leon

DEVELOPING A SMALL SCHOOL DISTRICT ORGANIZATIONAL PROFILE
UTILIZING A THEORETICAL MODEL

University of Nevada, Las Vegas   Ed.D.   1983

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark __√__ .

1. Glossy photographs or pages _____

2. Colored illustrations, paper or print _____

3. Photographs with dark background _____

4. Illustrations are poor copy _____

5. · Pages with black marks, not original copy _____

6. Print shows through as there is text on both sides of page _____

7. Indistinct, broken or small print on several pages __√__

8. Print exceeds margin requirements _____

9. Tightly bound copy with print lost in spine _____

10. Computer printout pages with indistinct print _____

11. Page(s) _____ lacking when material received, and not available from school or author.

12. Page(s) _____ seem to be missing in numbering only as text follows.

13. · Two pages numbered _____ . Text follows.

14. Curling and wrinkled pages _____

15. Other_____

University
Microfilms
International

DEVELOPING A SMALL SCHOOL DISTRICT

ORGANIZATIONAL PROFILE

UTILIZING A THEORETICAL MODEL

by

Edward Leon Hensley

A dissertation submitted in partial fulfillment
of the requirements for the degree of
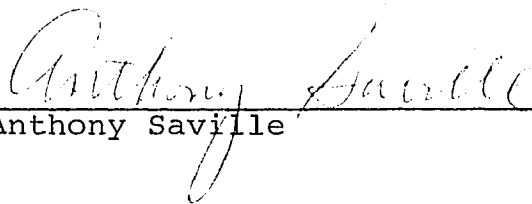
Doctorate

in
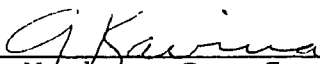
Educational Administration

Department of Educational Administration
and Higher Education
University of Nevada, Las Vegas
May, 1983
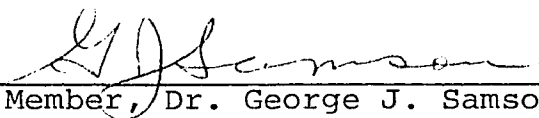
The dissertation of Edward Leon Hensley for the degree of
Doctor of Education in Educational Administration and
Higher Education is approved.
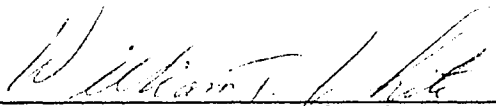
_____
Chairperson, Dr. Anthony Saville
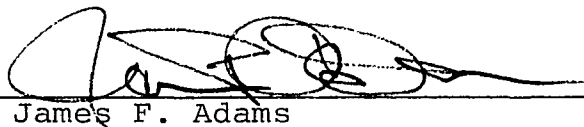
_____
Examining Committee Member, Dr. George Kavina

_____
Examining Committee Member, Dr. George J. Samson

_____
Graduate Faculty Representative, Dr. William T. White

_____
Graduate Dean, Dr. James F. Adams

University of Nevada
Las Vegas, Nevada
May, 1983

Abstract

This study developed an evaluation instrument pro-
filing selected components identified in the Getzels-Guba
Theoretical Model of a Social System. The instrument
targeted public school districts with enrollments of 5000
students or less applying the components of the Model.
These components were often not included in the assessment
procedures or programs of school districts, but were the
phenomena of an informal and highly neglected area of
evaluation with respect to school organization. The study
surveyed teacher attitudes toward their organization using
the components of identity, loyalty, communication, team-
work, security and purpose.

The research of the literature was unsuccessful in
revealing a validated instrument similar in criteria to
the Getzels-Guba Model. As a result, an instrument and
accompanying profile was developed and validated. A
battery of questions was designed, incorporating the
selected interaction components, surveying areas of in-
terest or concern teachers preceived relating to their
school organization. These interest or areas of concern
included involvement in decision-making, school operation,
and planning.

iii

The questionnaire was validated by Factor Analysis and One-way, Two-way, and Three-way Factor Experiment Analysis of Variance. Response weights or Factor Scores were compared to response correlation determined by Factor Rotation, thereby extracting or retrieving those responses important and significant to 6C7 teachers in Thirteen (13) school districts in Idaho, California, and Nevada.

The research results validated a questionnaire and accompanying profile based upon the interaction elements of a theoretical model. It surveyed teacher attitudes in relationship to role compatability with the organization, organization stability, and confidence in administrative leadership. As a result, district administrators were provided an evaluation of the human elements of the organization indicating varying degrees of effectiveness in goal and objective attainment.

CONTENTS

TABLES

FIGURES

Acknowledgements

The completion of this project represents a long standing personal goal, and its attainment has only been gained with the assistance and support from a number of other persons. Graduate Faculty members of the University of Nevada, Las Vegas, colleagues, friends and especially family have contributed significantly to the formulation and production of this work. An indebtedness is acknowledged for the help each of these individuals has provided.

An expression of gratitude is offered to my Graduate Faculty Committee. Each member has provided insight and assistance in the formulation of the scope and content included. A special indebtedness is acknowledged to Dr. Anthony Saville, my Advisor and Chairman. He has provided me the direction, guidance and support throughout this project and throughout this entire educational program. Also, the guidance and encouragement of Dr. George Kavina, Dr. George Samson, and Dr. William White.

A tribute is also extended Dr. Young Koh for his tireless efforts to disseminate statistical data in terms understandable for inclusion in this project.

Finally, and most importantly, my family, an indebtedness is acknowledged for their love, patience, support

x

and at times, sacrifices given during this undertaking. For this consideration and others I offer my sincere love and appreciation.

Chapter 1

THE PROBLEM

Introduction and Background of the Problem

Establishing a productive relationship between
individuals and their environment has long been the goal
and aspiration of administration theorists. Since the turn
of the century, serious study and research has developed
with regard to the organization and the individuals who
comprise its structure.

By developing the principles of scientific manage-
ment, Frederick W. Taylor endeavored to maximize the out-
put of workers within the organization. Utilizing Taylor's
work, Henri Fayol expanded the scientific theory by
emphasizing and focusing these principles on the operative
levels at the lower spectrum of the administrative hier-
archy. He advanced the theory by encompassing its five
elements (1) to plan, (2) to organize, (3) to command,
(4) to coordinate, and (5) to control.[1] Most school
administrators began to see themselves as "executives"
whose job it was to "manage" school "plants" in a manner
similar to efficient and productive factories . . . .[2]
Since administration and management was not a subject of

1

investigation by educational researchers, Fayol's principles found acceptance in education.

Later research conducted by Mayo, McGregor, and Follett in the famed Hawthorne Electric Plant Studies established that people work for more than the money earned. Although financial reward was important, the concept of human relations, interaction, and morale began to emerge.

> Human relationships, the warp and woof of society and of industry, are at their best when difference is solved through conference and cooperation when the parties at interest (1) evoke each other's latent ideas based on the facts of the situations, (2) come to see each other's viewpoints and to understand each other better, and (3) integrate those viewpoints and become united in the pursuit of their common goal.[3]

The formal structure of an organization provides only a format or guiding characteristic. Owen supports this concept in the following manner:

> The formal organization can pattern the roles under its jurisdiction such as teacher role and the principal role, but one must remember that these roles are filled by people who have unique personalities and social needs. In the final analysis, in order to get the organization's work done the people in the various roles must meet face-to-face and interact: they must communicate. This requires interaction between people, not just interaction between roles. Thus, in the school a teacher is much more than the job description would indicate. He is a person; he seeks friendship groups, and he has a need for a primary group affiliation with people, in addition to his professional affiliation with the formal organization.[4]

Within this formal structure was discovered one or more informal organizations that control employee's attitudes and preoccupations.

Roethlisberger and Dickson concluded following their observations at the General Electric Plant in

Hawthorne:

> It became clear to the investigators that the limits
> of human collaboration are determined far more by the
> informal than the formal organization of the plant.
> Collaboration is not wholly a matter of logical organi-
> zation. It presupposes social codes, conventions,
> traditions, and routine or customary ways of responding
> to situations. Without such basic codes or conven-
> tions, effective work relations are not possible.[5]

Elton May reviewed and analyzed these findings to

find that the group developed a sense of participation in

the critical determinations and became something of a social

unity.[6]

Jacob W. Getzels and Egon G. Guba described the

organization of a social system which featured a hierarch-

ical role structure. For each role in the structure

(principal, teacher, or custodian) there were certain

behavioral expectations. But the role incumbent occupying

the role had distinctive personality traits and needs as

an individual. Thus two (2) dimensions were portrayed

which produced organization behavior: the personal dimen-

sion (idiographic) and the organizational or normative

(nomothetic).

Normative (Nomothetic) Dimension

Institution ———— Role ———— Expectation

Social System → Social Behavior

Individual — Personality-Need-Disposition

Personal (Idiographic) Dimension
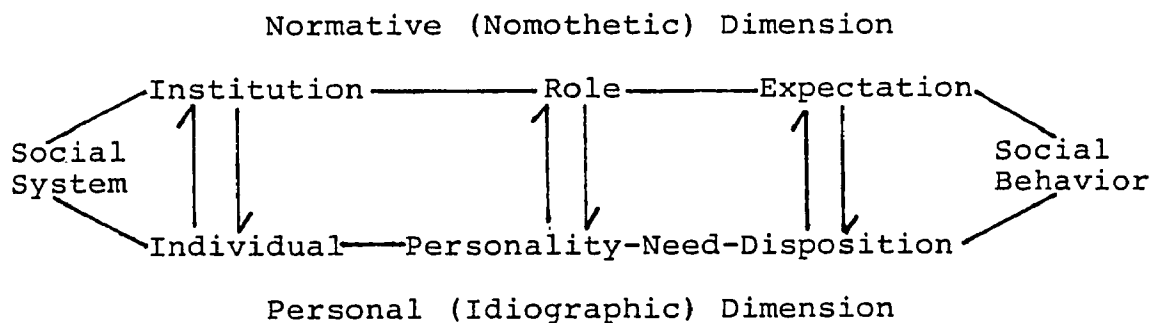
The normative and personal dimensions of social behavior (adapted from J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (1957), 429).[7]

Statement of the Problem

The purpose of this study was to develop an instrument profiling selected interaction elements identified in the Getzels-Guba Theoretical Model of a Social System. The use of the instrument was limited to those components as they applied to public school systems with enrollments of 5000 or less.

These elements often were not included in assessment programs of school districts, but were a phenomena of an informal and highly neglected area of evaluation with respect to school organizations.

Specifically, the investigation used the following questions as a basis for the collection and analysis of data:

1. To what degree did a sense of loyalty exist between the staff and the organization?

2. To what extent could a sense of individual identity with the organization's purpose be perceived by the staff?

3. To what extent did adequacy and frequency of formal and informal communication occur?

4. To what extent were employees involved in

decision-making, thereby establishing a feeling

of teamwork, homogeneity and security?

5.   What was a cumulative profile of the seven

previous components as identified by the

selected instrument developed?

Need for the Study

Most formal evaluations of school organizations

were primarily based upon the degree of objectives and

goals being met.

> This type of evaluation is described as goal model
> of organizational evaluation and it assumes that suc-
> cess would be complete or nearly complete attainment
> of the organization's goals. In practical terms,
> organizations are usually evaluated on the basis of
> two dimensions: performance (profit, production rate,
> sale, etc.) and human factors (attitudes, morale, moti-
> vation, group cohesiveness, etc.).
> Full effectiveness is never possible under the
> goal-model concept of evaluation, and the question of
> just how effective the organization should be is left
> unanswered.[8]

To measure this process, a questionnaire was devel-

oped to measure and determine if a school organization was

attaining its desired goals and objectives and simultan-

eously allowing individuals to attain their own needs and

goals. Although established roles were a part of the

small system's structure because of its smallness, bureau-

cracy is not entrenched. This offered a unique opportu-

nity for administrators to promote motivational inducements

and reap the rewards of high morale, creativity, and

growth of both the individuals and the system.

Neither   Getzels   nor   Guba   were able to provide

a validated instrument that could be used to survey atti-
tudes of school people regarding their harmony and com-
placency with the organization (see correspondence,
Appendix A).

Following an unproductive search of ERIC,
inquiries were sent   to several organizations and insti-
tutions in an effort to find validated questionnaires that
could be adapted to the research.

The Northwest Regional Education Laboratory and Far
West Laboratory for Education Research and Development
responded but had not conducted research that would support
this effort. They did, however, direct the writer to
research efforts that might be of some relevance.

James Litham, Research and Development, University
of Wisconsin, was unable to provide the desired validated
questionnaires but was supportive of this type of research.
Mark LeVine of Chico State University had surveyed customer
attitudes of lending and banking institutions but did not
anticipate his research would shed light on this study.

After soliciting help from corporations regarding
surveys of their employees' attitudes in relation to the
organization, AT&T responded. After providing a copy of
AT&T's 1981 Work Relationships Survey, Kenneth Rufkin of
Morristown, New Jersey indicated that the instrument was
used throughout the corporation but had not been validated
(see Appendix B). Other questionnaires collected by the
writers that dealt with employees attitudes toward their

organizations were not validated.

Support for this study came from small district
superintendents such as Scott and Kiley (see Appendix C).
Small school systems in terms of material wealth and ser-
vices were unable to compete with the larger, more cost
efficient school system. It was therefore essential that
small systems utilized strengths and resources to the
maximum. To accomplish this end, each staff member must
be attuned to the institutional goals. An instrument
should be developed to measure this accomplishment. By
evaluating the informal social structure of an organiza-
tion as it interacts and promotes the individual goals,
those resources available to a small school system, with
less than 5000 students, could be delivered to its
students with maximum efficiency.

Assumptions

Some assumptions concerning this project were as
follows:

1. The effectiveness of an organization was not
   necessarily measured by simply meeting written
   objectives.

2. The school system was structured to induce
   positive and negative incentives on employees
   providing motivation for compliance of rules
   and attainment of objectives.

3. Staff members were hired to enable the system

to reach its goals as personalities of indivi-
duals were adapted to that part of the organi-
zation they were seemingly most suited.

4. Behavior nuances could be observed.

5. Operating regularly under the directions of
    principals and superintendents, teachers were
    exposed to the situations and procedures used
    and identified in the questionnaire and should
    therefore have a reasonably accurate perception
    of conditions in their school. It was assumed
    that their perceptions were fairly reported and
    measured by the questionnaire.

6. It was recognized that varying degrees of impor-
    tance were associated with each individual's
    perception of value. Each teacher was consistent
    in his/her response to the various questions
    due to his/her individual goals and purposes,
    aspirations, feelings, interests, beliefs and
    convictions, attitudes, activities, and con-
    cerns.

7. A small school system with less than 5000 stu-
    dents allowed most employees to view the admin-
    istration of the system at a relatively high
    profile without interference of multi-levels of
    management or bureaucracy.

Limitations of the Study

The findings of this study were reviewed in light
of the following limitations:

1. This study was not an attempt to make analyses
   of the data from individual schools within the
   districts surveyed, nor compare a school with
   one or more schools. The data presented repre-
   sented group responses of districts surveyed
   in the three states.

2. No attempt was made to treat the individual
   happenings, crises, or influences an individual
   school district's administration projected
   into the responses. It was recognized that each
   individual respondent was motivated by a variety
   of phenomenon and happenings that effected their
   professional lives.

3. Since this study was developmental in nature,
   statistics were limited to the type necessary
   to validate the instrument.

4. The survey was limited in scope to the charac-
   teristics of interactions described in the
   Getzels-Guba Model.

5. To insure impartial responses to the questions,
   questionnaires were distributed and returned
   before the end of March 1982. Most school
   districts surveyed, negotiated collective bar-
   gaining agreements with their teachers and if

an adversary relationship developed as a result
of bargaining, it usually came about sometime
after March of the bargaining year. Having
questionnaires returned prior to the end of March
hopefully reduced the effects of collective bar-
gaining on the outcome of the research.

6. The study did not measure school climate, per se,
   but profile basic interaction elements within
   the social organizational model, not the bottom
   line factors.

Design and Procedures

Based upon the Getzels-Guba Model, a questionnaire
was devised and validated. To devise an evaluation pro-
file to measure the informal social structure of a small
school system was just as strong. Without a valid
questionnaire, the research effort was stymied.

The following outline provided a basis for com-
pleting the study:

A. Review of the Literature

1. Established a theoretical base for the
   questionnaire development.

2. Searched for a valid questionnaire.

B. Development and Administration of the
   Questionnaire

1. Selection of questions.

2. Administering to teachers in selected

school districts.

C. Analyses of Data

1. Types of statistics compiled.

2. Method utilized to extract data.

D. Evaluation and Validation

E. Development of Revised, Validated Questionnaire

Definition of Terms

Effectiveness. The accomplishment of the objectives of the organization.[9]

Formal Organizational Structure. Having a table of organization or blueprint of roles and role relationships before the incumbents are selected for the roles.[10]

Goal Directed. The role of the individual is directed for the purpose of reaching the expectation of the formal organization structure.[11]

Individual Identity. A stable self-image maintained in relation to who you are and where you fit.[12]

Informal Organizational Structure. Being made up of individuals with certain personalities whose social behavior may not be aligned with the role and expectations of the institution.[13]

Institutions. An agency established to carry out for a social system or society, certain goals. Their function is contingent upon individual assigned roles by the group.[14]

Needs-Disposition. Forces acting upon the personality within an individual created by biological drives. Preference, interest, attitude, needs, goals, and desires that vary and fluctuate in specificity but are patterned and interrelated.[15]

Normative (nomothetic) Dimension. A social system made up for the institution relating to its various roles and their expectations in progression.[16]

Organization Climate. The feeling which exists in a given school and the variability in this feeling as one moves from school to school. [17]

Organizational Profile. A positive, negative, or neutral categorization scheme that patterns responses individuals make concerning their feelings toward organization. [18]

Personal (idiographic) Dimension. A social system made up for the individuals relating to their various personalities, motivations, needs-disposition, and behaviors. [19]

Personality. An inordinately elusive concept somewhat that is observed by someone else and stimulated by external values.[20]

Role. The individual's relationship to personality that defines his participation in a interactive process.[21]

Social Behavior. Encompassing all a person is or does, individual as a whole is the personality and dictates outward actions.[22]

Social System. A conceptual assembly of institutional organization and individuals identified and functioning with varying degrees of interdependence as an organized unit of the social order.[23]

Validate (Logical). Measures or is specifically related to the trait(s) for which it was designed.[24]

Validate (Empirical). Predicting successful performance, or how well it accomplishes a practical purpose.[25]

Organization of the Study

Chapter 1 included the Introduction and Background of the Problem, Statement of the Problem, Need for the Study, Assumptions, Limitations, Design and Organization of the Study. Chapter 2 reviewed the Related Research. Chapter 3 described the Design of the Study, Collection of Data and Validation and Analysis of the Original Instrument. Chapter 4 Analyzed the Data and Development of the Final Instrument. Chapter 5 included the Summary, Conclusion, and Recommendations.

NOTES

1. Monahan, William G., <u>Theoretical Dimensions of Educa-
    tional Administration</u>. New York: MacMillan Pub-
    lishing Co., Inc., 1975, pg.6.

2. Barnard, Chester I., <u>Functions Of An Executive</u>. Cam-
    bridge, Mass.: Harvard University Press, 1950,
    pg.26.

3. Ionnoconne, Laurence, "An Approach to the Informal
    Organization of the School", in Daniel E. Griffiths,
    ed., <u>Behavioral Science and Educational Admini-
    stration</u>, the sixty-third yearbook of the II.
    Chicago: The University of Chicago Press, 1964,
    pg.14.

4. Owen, Robert G., <u>Organizational Behavior in Schools</u>.
    Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,
    1970, pg.5.

5. Roethlisberger, F.J. and William J. Dickson, <u>Management
    And The Worker</u>. Cambridge: Harvard University
    Press, 1939, pg.568.

6. Getzel, Jacob W., James W. Lipham, Ronald F. Campbell,
    <u>Educational Administration As A Social Process:
    Theory, Research, Practice</u>. New York: Harper &
    Row, 1968, pg.35.

7. _____, pg. 80.

8. Owen, Robert G., <u>Organizational Behavior in Schools</u>.
    Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,
    1970, pg.55.

9. Barnard, Chester I., <u>Functions Of An Executive</u>. Cam-
    bridge, Mass.: Harvard University Press, 1950,
    pg.56.

10. Getzel, Jacob W., James W. Lipham, Ronald F. Campbell,
    <u>Educational Administration As A Social Process:
    Theory, Research, Practice</u>. New York: Harper &
    Row, 1968, pg. 41.

11. _____, pg.48.

12. _____, pg. 131.

13. _____, pg. 42.

14. _____, pg. 59.

15. _____, pg. 69.

16. _____, pg. 56.

17. Halpin, A., <u>Theory and Research in Administration</u>. New York: MacMillan Co., 1967, pg.48.

18. Monahan, William G., <u>Theoretical Dimensions of Educational Administration</u>. New York: MacMillan Publishing Co., Inc., 1975, pg.290.

19. Getzel, Jacob W., James W. Lipham, Ronald F. Campbell, <u>Educational Administration As A Social Process: Theory, Research, Practice</u>. New York: Harper & Row, 1968, pg.65.

20. _____, pg.66.

21. _____, pg.59.

22. _____, pg.56.

23. _____, pg.55.

24. Best, John W., <u>Research In Education</u>. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970, pg.193.

25. _____, pg.193.

Chapter 2

REVIEW OF RELATED RESEARCH

Introduction

Impressions gained from the early writers indicated education very much wanted to evaluate itself like industry. However, industry involved people who controlled machines and things, while education worked with people who taught and worked with children. Parallels were difficult to draw, but the behavior of the poeple destined to mold the lives of the clients (students or product), that they came in contact with on a regular basis, closely resembled those of industrial organizational management.

It was assumed in business that the raw product coming into the process was pure and without fault. Once the process began, machines may have ruined the product and caused a malfunction but was usually quickly identified, causing minor damage.[1] Conversely, when the process began in education, machines did not influence the product. People, especially parents and school staff, influenced the product both positively and negatively, sometimes causing damage that could not be discarded, as in industry, but endured by society for years to come.

It was important that administrators maintained safeguards throughout the evaluation process and continually scrutinized management practices as related to the employees who touched and effected the destiny of each child in our school system. By effectively monitoring and evaluating the social or informal structure as efficiently as we monitored the formal structure of our school organization, educators could affect the morale, well-being and solve many of the problems associated with a small school system that could not necessarily be identified and solved by a curriculum or program study. This effort was essentially developed to build upon the efforts of the researchers of the past while focused on the social or people aspect of school management and evaluated the awareness and behavioral characteristics of the individuals within the organization.

Early Administration

As Woodrow Wilson said in 1887, "The object of administrative study is to rescue executive methods from the confusion and costliness of empirical study and set them upon foundations."[2]

Frederick Taylor and his Scientific Movement was stimulated by industry to lower unit cost of producing goods and promoted his "principles of scientific management". These principles became hallmarks for school administrators in the early 1900's. To promote standards and moti-

vate people through their own economic self-interest voided

the concern for the emotional well-being of the worker.

Henri Fayol, using Taylor's scientific theory, was

the first to emphasize the importance of teaching the

principles of administration, which Wilson had called for,

when he defined administration as comprising five elements:

(1) to plan, (2) to organize, (3) to command, (4) to

coordinate, and (5) to control.[3]

By introducing the concept of bureaucracy to the

management field, Max Weber believed that the bureaucratic

organization was superior to all other forms of organiza-

tions. He envisioned these principles of administration:

1. A division of labor based on functional
    specialization.
2. A well-defined hierarchy of authority.
3. A system of rules governing the rights and
    duties of employees.
4. A system of procedures for dealing with work
    situation.
5. Impersonality of interpersonal relations.
6. Selection and promotion based only on technical
    competence.[4]

Luther Gulick and Lyndell Urwick provided a de-

tailed and systematic treatment of the intricacies of

bureaucratic stabilization.[5]

Their work brought the Weberian bureaucratic prin-

ciple of hierarchical structure to explication. Their

PODSCORB, an acronym for: Planning, Organizing, Directing,

Staffing, Coordinating, Reporting, and Budgeting was a

classic invention in the field. Coupled with the concept

of "six subordinates-per-supervisor" and "delegation of

responsibility", this answered the question, what do execu-

tives do?[6]

The mid-1930's developed a trend that viewed the

development of human relations in the management process.

Preliminary studies were initiated in England at the

National Institute of Industrial Psychology related to the

human factor. However, it was not until Elton Mayo in the

now famous Hawthorne Study and his associates, Roethlis-

berger, Dickson and Whitehead studied the workers of the

plant. Boredom, monotony, and repetition created problems

of less production and high employee turnover. Although

a test was conducted to determine increased output through

better illuminated working conditions, it concluded that

production was increased by the human aspect of management.

> It became clear to the investigators that the limits
> of human collaboration are determined far more by the
> informal than the formal organization of the plant.
> Collaboration is not wholly a matter of logical organi-
> zation. It presupposes social codes, conventions,
> traditions, and routine or customary ways of respond-
> ing to situations. Without such basic codes or con-
> ventions, effective work relations are not possible.[7]

New concepts were now available for use by admini-

strators approaching their work. Among them were (1)

morale, (2) group dynamics, (3) democratic supervision,

and (4) personnel relations. The human relations movement

emphasized the human and interpersonal factors for admini-

stering the affairs of organizations. Supervisors in

particular drew heavily on human relations concepts,

placing stress on such notions as "democratic" procedure,

"involvement", motivational techniques, and the sociometry of leadership.[8]

Previous mention of the types of leadership, Autocratic, Democratic, and Laissez-Faire developed by Lewin, Lippitt and White continued with Rensis Likert's attempts for desirable organizations in terms of management behaviors. His "System 4" approach found that participative management was most effective in producing loyalty, cooperation, motivation and higher performance standards.

The Managerial Grid developed by Robert Blake and Jane Mouton produced a two-dimensional schematic, sometimes referred to as managing conflict, in an effort to integrate organization and the individual. Managers could be categorized in relation to their concern for production and/or their concern for people.

The studies of the Organizational Climate contributed to the literature by endeavoring to distinguish between the influence organizations had on their members and the influence members exerted on their organization. The school climate was perhaps the necessary link between organizational structure and teacher attitude and behavior. Common purpose, trust, and satisfaction created the environment or climate of the world about us. Matthew Miles' concept of "organizational health" took into consideration the prevailing flavor, attitude and sentiment and orientation of a given school. Miles described ten (10) dimensions (variables) of a healthy school:

1) goal focus....exhibits reasonably clear and accepted goals
2) communication adequacy....relatively distortion-free
3) optimal power equalization....equitable distribution of influence to all levels of the organization
4) resource utilization....effective and efficient use of inputs, both human and material
5) cohesiveness....school reflects reciprocally satisfying vectors of influence between the inhabitants and the school
6) morale........a feeling of well-being among the staff
7) innovativeness....self-renewing properties
8) & autonomy and adaptation....an active response
9) to its environment
10) problem-solving adequacies....school maintains and strengthens its problem-solving capabilities.[9]

The Organizational Climate Description Questionnaire was developed by Halpin and Croft as a means to measure and chart the difference in "feel" which characterized individual schools. The instrument examined eight dimensions of organizational climate, four of which focused on teacher behavior and four on the behavior of the principal.

The eight dimensions of Organizational Climate were:

Group a) Disengagement
      b) Hindrance
      c) Esprit
      d) Intimacy
Leader e) Aloofness
      f) Production Emphasis
      g) Trust
      h) Consideration[10]

Litwin and Stringer discovered that by varying the leadership style in each of three simulated organizations, they were able to create three different climates, each with distinct implications for member performance and satisfaction.

Leadership, Climate and Effectiveness: Litwin and Stringer[11]

Leadership	Climate	Effectiveness
Organization A Bureaucratic leadership	Closed	Performance low Satisfaction low
Organization B Human relations leadership	Warm Supportive Friendly	Performance low Satisfaction very high Innovation high
Organization C Human resources Leadership	Supportive Goal- oriented	Performance very high Satisfaction high Innovation very high

Jacob W. Getzels and Egon G. Guba described the organization of a social system which features a hierarchical role structure.   For each role in the structure, principal, teacher, or custodian, there were certain behavioral expectations.   But the role incumbent occupying the role had distinctive personality traits and needs as as individual.   Thus two dimensions which were significant factors in producing organizational behavior: the personal dimension (idiographic) and the organizational or normative (nomothetic).

Normative (Nomothetic) Dimension

Institution ——→ Role ——→ Expectation

Social System

Social Behavior

Individual —→ Personality → Need → Disposition

Personal (Idiographic) Dimension

The normative and personal dimensions of social

behavior adapted from J.W. Getzels and E.G. Guba, "Social
Behavior and the Administrative Process," School Review,
65 (1957), 429.[12]

```
      ----Culture--------Ethos-------Values----
    /-        ,Formal                             \
   /         /Organization----->Roles--->Expectations\
  (  The    /                                        \
  |  School--->Informal-->Groups-->Climate--->Norms-->Behavior |
   \        \ Individual---->Personality--->Needs      /
    \        \                                        /
     \--Environment------Resources-----Limitations--/
```
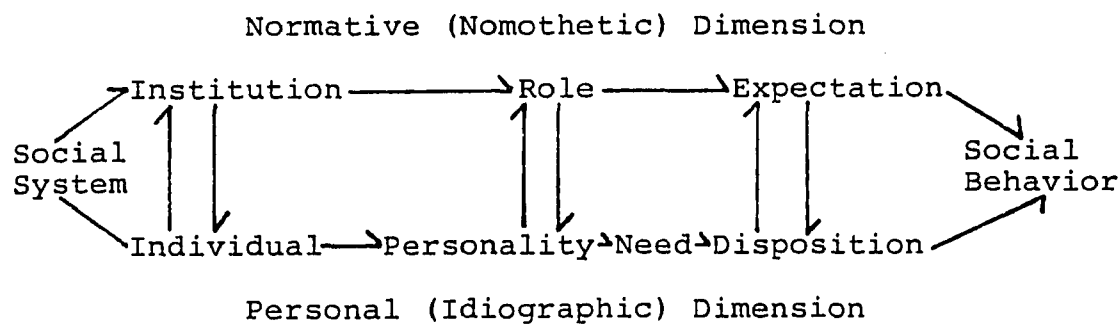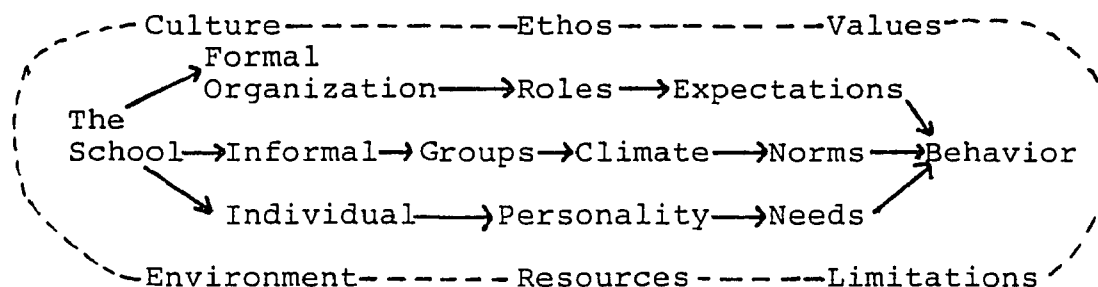
(Adopted from L.W. Downey, "Who Shall Train Our
Administrators," in D.E. Tope, ed., A Forward Look: The
Preparation of School Administrators, 1970, Eugene: Bureau
of Educational Research, University of Oregon, 1960,p.97)[13]

The social system was therefore defined in the
normative axis by its institution, each institution by its
constituent roles and each role by its expectation. The
personal axis was defined by personality and that person-
ality's needs-disposition thus written by way of shorthand
notation. The general equation B=f(RXP), where B was
observed behavior, R was given institutional role defined
by the expectations attached to it, and P was the person-
ality of the particular role incumbent defined by his
needs-dispositions.
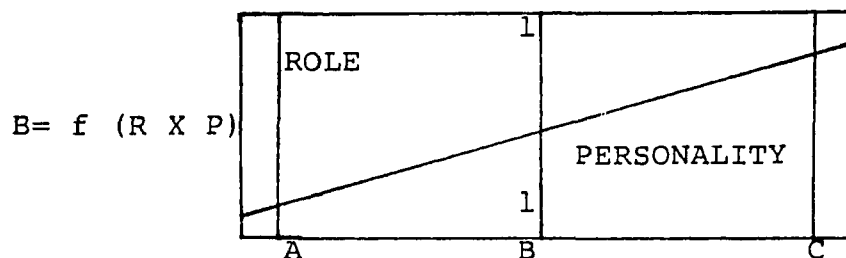
$$B= f\ (R \times P)$$

(Adapted from J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (1957) 430).[14]

Getzels-Guba further illustrated how, dependent on the system, the role or the personality, behavior varied. Their illustration used A to prescribe a military role which gave little individual discretion and C, the opposite, that described complete individual discretion. Therefore, B prescribed a balance between the two extremes. Ultimately, behavior was social and within that social system the function of both role and personality varied with different situations and circumstances.

School Administrators continued to deal with interplay and proportion of the role and personality components of behavior. The role expectation clarified the framework members of the organization would work within to achieve the organization's mission or purpose. Understanding and agreement about purpose by a school would seem to require a good deal of interaction among members of the organization.[15]

A questionnaire from the Bell System (Appendix B), although not validated, was an effort on the part of American Telephone and Telegraph to assess and measure the social behavior of employees interacting with the hierarchy. The process of administration deals essentially with social behavior in a hierarchical setting.[16]

The Getzels-Guba Model sought to address the social

interaction between the organization and the employees.

The unique task of administration, at least with respect to

staff relations, is to integrate the expectations of the

institution and the disposition of the individuals in a way

that is at once organizationally fruitful and individually

satisfying.[17]

Questions posed by the model and in many ways

developed in the Bell System Survey dealt with:

1. Security, loyalty, and teamwork.
If, for example, much conflict or tension in an organi-
zation makes for ineffective performance, then less con-
flict will make for less ineffectiveness, and no con-
flict will make for effective performance. As has been
demonstrated, crucial relations in a social system may
not be linear but curvilinear. Too much tension--
frustration-- is debilitating. But too little tension--
boredom-- may be equally debilitating. Too much dis-
satisfaction may inhibit effort. But too much satis-
faction can have the same effect. In short, there may
be a level of conflict, or tension, or dissatisfaction
between "much" and "none" which is optimum for organi-
zational effectiveness. The important relations in a
social system are perhaps not symmetrical or linear, as
is so often assumed, but asymmetrical and curvilinear.[18]

2. Communication
It has been argued that the frustrating effect of role
conflict is a function not only of the existenial con-
tradictions in expectations but of poor communications
within the social system.[19]

3. Confidence, trust, and purpose
For an organization to stress effectiveness, goals,
norms, and productivity without regard to the disposi-
tions, strengths, and desires of its members is quite
short-sighted. But effectiveness and efficiency are not
unrelated. Most people in an organization wish to ful-
fill the expectations of their roles and thus contri-
bute to the organization's purposes. They also want,
however, to contribute in terms of their own needs,
dispositions, and particular competences.[20]

4. Identity and purpose
What are the expectations held for teachers as they view
them?

How do these expectations accord with the expectations
of other roles teachers occupy?
What ways are the several sets of expectations incon-
sistent?
How do the inconsistencies vary from teaching situation
to another?[21]

Getzels and Guba researched the role-personality

conflict that occurred in schools with regard to the type

of conflict that developed between the teacher and the

principal.

Specifically, the following relationships were post-
ulated between the degree of this type of role-person-
ality conflict and the satisfaction of the teacher in
the school, his feeling of competence as a teacher, his
confidence in the leadership of the principal, and the
principal's rating of the teacher's effectiveness:
1. Teachers with a low degree of role-personality
conflict will rate themselves higher in teaching
satisfaction than will teachers with a high
degree of role-personality conflict.
2. Teachers with a low degree of role-personality
conflict will rate themselves higher in teaching
competence than will teachers with a high
degree of conflict.
3. Teachers with a low degree of role-personality
conflict will express greater confidence in the
leadership of the principal than will teachers
with a high degree of conflict.
4. Teachers with a low degree of role-personality
conflict will be rated by the principals as more
effective than teachers with a high degree of
conflict.[22]

Research discovered by Getzels and Guba indicated

role-personality conflicts among teachers created distinct

patterns.

In addition to using checklist questionnaire items,
the teachers were asked to write statements giving the
reasons for their satisfaction ratings. A content
analysis of these statements showed that teachers low
in role-personality conflict and high in satisfaction
almost unanimously referred to the fine qualities of
the principal and hardly mentioned other factors. In
contrast, teachers high in role-personality conflict
and low in satisfaction generally failed to mention the

principal but tended instead to focus on disagreeable
conditions such as shortage of equipment and materials,
onerous extracurricular duties, friction among teachers,
unwanted teaching assignments, lack of pupil interest,
the nature of the community, and even the character of
the principal's wife.[23]

Getzels-Guba observed that the social organization
was best served when the manager or administrator maintained
rationality.

> The administrative claim to obedience - or perhaps
> better here, to cooperation - ideally finds its roots
> in the third source of legitimate authority: Ration-
> ality. He has the technical training and the competence
> to allocate and integrate the roles, personnel, and
> facilities required for attaining the goals of the
> system.[24]

Model 7-S developed by Pascale and Athos presented
a framework of management whereby the staff and subordinate
goals were blended with the analytical methodologies. The
soft S's, staff, style, and skill were combined with the
hard S's, strategy, structure, system, and blended with
superordinate goals to form an organization where shared
values of the poeple within the organization were included.
By comparing Japanese businesses with similar sized Ameri-
can companies, the authors revealed that the Japanese
executives assume it was their task to attend to much more
of the whole person, and not leave so much to other insti-
tutions (such as government, family, or religious ones).[25]
The American executive had traditionally maintained a much
more economic view of the employee but mandates of federal
law widened their perspective. In contrast, the personnel
problems of American industry were greater, more painful

and costly than to the Japanese.

In William Quchi's, Theory Z, he proposed a corporate philosophy rather than an individual philosophy as stated by McGregor. Quchi professed to alter the culture of a whole organization in understanding the difference that created how the whole organization was put together and managed. The first lesson of Theory Z was trust. Productivity and trust go hand in hand, strange as it may seem.[26]

For organizations and their leaders to move from where they were to Theory Z type management required the executive officer to work openly, candidly, and in a trusting manner with his or her subordinates. Once the team relationship had begun, philosophies and goals of the organization were developed by those who belong to the organization.

To initiate the involvement of individuals, thus leading to naturally developed cohesive teams, created the stability necessary for lifetime employment which was a cornerstone of Japanese industry.

Summary

For interpersonal relationships to be developed in the management of organizations, particularly school systems, staff members must understand how their role and social behavior aligned with the expectation of the organization. If this relationship was to be particularistic,

it was determined by how staff members feel toward each other, and not the position or institution role they acquired within the organization. This type of relationship was not possible if decision making and communication were conducted solely in the nomothetic dimension as per policy or administrative guidelines.

To enable healthy morale and creative productivity among staff, school administrators were required at times to relinquish their bureaucratic hierarchy. By proceeding along the course of the idiographic dimension and establishing interplay between the two dimensions, goal attainment with lessened conflict evolved. Success to this end rested solely upon the administrators' skills and abilities to develop interaction of one's role and personality toward both the personal and the normative behavior outcomes.

Reaching a consensus by members of the school staff remained the greatest challenge to school administrators. School faculties, representing vested interest, must ultimately be moved toward consensus of opinions as conceived by Pascale and Quchi. However, boards of trustees continued to ask the question, "Who is in charge?" The time and patience required to transcend from "majority rules" to "consensus" continued to involve more time than the hierarchy could tolerate. Decisions were made that continued to entail an unhappy minority. However, the rational administrator facilitated the operation of the social system within the organization enabling goals and

objective obtainment at a comfortable tension level.

NOTES

1. Tregoe, Benjamin B. and Charles H. Kepner, <u>The Rational Manager</u>. Princeton: Kepner-Tregoe, Inc., 1967, pg.106.

2. Owen, Robert G., <u>Organizational Behavior in Schools</u>. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, pg.4.

3. _____, pg.6.

4. Hall, Richard H., "The Concept of Bureaucracy: An Empirical Assessment," <u>The American Journal of Sociology</u>. LXIX, No.1, July, 1963, pg.33.

5. Monahan, William G., <u>Theoretical Dimensions of Educational Administration</u>. New York: MacMillan Publishing Co., Inc., 1975, pg.35.

6. Guleck, Luther and Lyndall Unwick, "Notes on Theory of Organizations", <u>Papers on the Science of Administration</u>. New York: Institute on Public Administration, 1937, pg.35.

7. Roethlisberger, F.J. and William J. Dickson, <u>Management And The Worker</u>. Cambridge: Harvard University Press, 1939, pg. 568.

8. Owen, Robert G., <u>Organizational Behavior in Schools</u>. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, pg.10.

9. Sergiovanni, Thomas J. and Robert J. Starratt, <u>Supervision - Human Perspectives</u>. New York: McGraw-Hill Book Co., 1979, pg.126.

10. Halpin, A., <u>Theory and Research in Administration</u>. New York: MacMillan Co., 1967, pg.85.

11. Sergiovanni, Thomas J. and Robert J. Starratt, <u>Supervision - Human Perspectives</u>. New York: McGraw-Hill Book Co., 1979, pg.44.

12. Getzel, Jacob W., James W. Lipham, Ronald F. Campbell,

Educational Administration As A Social Process: Theory, Research, Practice. New York: Harper & Row, 1968, pg.80.

13. Knczevich, Stephen I., Administration of the Public Schools. New York: Harper & Row, 1975, pg.145.

14. Getzel, Jacob W., James W. Lipham, Ronald F. Campbell, Educational Administration As A Social Process: Theory, Research, Practice. New York: Harper & Row, 1968, pg.82.

15. _____, pg.333.

16. _____, pg.108.

17. _____, pg.119.

18. _____, pg.399.

19. _____, pg.215.

20. _____, pg.372.

21. _____, pg.198.

22. _____, pg.237.

23. _____, pg.240.

24. _____, pg.134.

25. Pascale, Richard T. and Anthony G. Athos, The Art of Japanese Management. New York: Warner Books, 1981, pg.32.

26. Quchi, William O., Theory Z. New York: Addison-Westley, 1981, pg.5.

Chapter 3

RESEARCH DESIGN AND VALIDATION OF THE INSTRUMENT

Introduction

The purpose of this study was to develop an instrument profiling specified interaction elements of a small school district as identified in the Getzels-Guba Social System Organization Model. The purpose of this chapter was to explain the research design for validation of the instrument and to present an analysis of the validation process. As indicated in Chapter Two, few validated instruments or test items were available. A need was evident, therefore, to devise a questionnaire that could be used to evaluate the operational interactions of a small school system and determine if its interworkings were such that objectives and goals of the system were being met. Furthermore, the goals and objectives were being met with the involvement, cooperation, and trust of the individuals within the system.

A search of the literature revealed several instruments, but no validated questionnaires with similar criteria were identified. Investigative research of the past has concluded that an organization's potential may

only be attained when the individuals of the organization related and perceived their contribution and involvement in the organization's function.

This project developed a questionnaire to determine if the teachers in a small school system were identifying with the institution's role expectations and goals while participating in the process used to establish and reach these roles and goals.

Included in this chapter was a description of the procedures used in collecting the data, the development of the questionnaire, and the methods used to validate the questionnaire.

Design

Developing the Instrument

The instrument was developed to profile a rural or small school system interaction elements identified in the Getzels-Guba Theoretical Model of a Social System. A battery of questions was designed utilizing selected operational aspects of the materials developed by Getzels-Guba and others and demonstrating selected areas of teacher concerns regarding their school system. The components of the test battery were loyalty and security, communication, teamwork, confidence and trust, identity and purpose, and identification within the organization. (See Appendix D).

The questionnaire was a broad based survey of

teacher perceptions and views concerning the school and district in which they worked. The six areas responded to rated the organization in relationship to how it supported, encouraged, and regarded to the teachers within. The questionnaire results might have been an indication to school administrators, the importance teachers place in being involved in decisions that effect them and identified areas of discontent or potentially low morale. Further- more, the questionnaire results may have enhanced the improvement of communication within the school system.

The instrument utilized in this study was developed following the writers review of the various instruments available in industry and education to measure attitudes and perceptions of employees and their role within an organization. The questionnaire consisted of eight re- sponses intended to collect demographic information from each of the subjects completing the questionnaire. An introductory paragraph stated the importance and anonymity of the results followed by instructions for filling out the questionnaire. The six part questionnaire consisted of 70 questions.

A review of the questionnaires available in industry and education ensued and a series of test bat- teries were then compiled utilizing the resources of the various individuals and survey instruments available.

The Sample

During the summer of 1981, the writer personally contacted and visited the superintendents of 15 school districts located in Idaho, California, and Nevada (see Appendix E). Each school district selected had a student population of less than 5000. Following a personal interview with each of the 15 superintendents, 13 of the 15 consented to distribute the questionnaires to the teachers of their school district. In addition, the superintendents volunteered to encourage each teacher to fill out the questionnaire and promptly return it to the researcher. Teacher population in the various school districts ranged in size from 240 teachers in the largest system, to 16 teachers in the smallest.

The Process

The questionnaires were mailed to each school district superintendent with cover letters and stamped, self-addressed envelopes provided (see Appendix F). In addition, the superintendents initiated a follow-up memo two weeks following the initial distribution of the questionnaires, reminding each teacher to complete the questionnaire and return it to the researcher.

A total of 1257 questionnaires were distributed to the 13 individual school districts and 607 returned. A 48 percent return was realized.

Teachers were then asked to select from the nine possible responses in each set provided. The responses

were made by circling the appropriate number from 1,
Strongly Disagree, to 9, Strongly Agree.

The questionnaire did not require that the res-
pondent rank one question above the other. Each item could
be considered independently from all others and a response
to any item of the questionnaire did not depend on, nor
predict, the response on any other item.

Treatment of the Data

The results of the questionnaire were compiled by
computer and assembled in the following manner:

1. Each of the questionnaire's six parts were
    analyzed by factor analysis displaying corre-
    lation coefficients, determinants, and inverse
    of correlation matrix. By factor analysis, the
    questions were identified that had established
    different weights or direction. A factor ma-
    trix, using principal factor with iterations,
    established a horizontal and vertical factor
    analysis. This resulted in identifying ques-
    tions of similar content, meaning, and re-
    sponse.

2. By using the one way classification analysis
    of variance method, each question was computed
    by sex, age... as independent variables. Each
    district was displayed by the mean, standard
    deviation and standard error of the response.

3. Each question was then computed by analysis of variance to determine significance between and within the various demographic responses. It displayed the demographic response to each question listing mean, standard deviation, and standard error.

4. Each question, both demographic and opinion, was analyzed by response utilizing absolute frequency. A cross tabulation of districts was created by question and response. The total number and percentage for each response to each question was compiled by district.

5. Further breakdowns, computed by cell means were found significant through One-way, Two-way and Three-way Classification and Analysis of Variance. Only those differences at the .05 level of confidence or less were considered significant when testing and extracting the data in future research. All statistics were run from the Statistical Package for the Social Sciences, version 8.0, June 18, 1979. Tables and figures were constructed to indicate a response patterns comparison where significant differences were demonstrated and are displayed and discussed in Chapter 4 and 5.

6. Using the data analysis, a revise questionnaire was developed.

Chapter 4

VALIDATION AND ANALYSIS OF DATA

Introduction

In consultation with Dr. Young Koh, University of Nevada System's Statistical Analyst, the questionnaire was validated by factor analysis. The data-reduction capability of this method provided the statistics to identify or extact those responses having the greatest importance, influence, or significance to the subjects surveyed. By computing factor scores, responses that were similar in nature or meaning could be identified, combined, and those statements most subjects responded to uniformally, were eliminated. Twenty-five of the original seventy responses were selected for retention in a follow-up questionnaire and were identified as stimulating the greatest amount of thought and diversity of response.

To provide a degree of correlation, rotated factors computed each response providing graphic projection of clusters. Factor analysis applied to the research included One-way, Two-way, and Three-way factorial experiment analysis of variance. The results of these inquiries were compiled by their six parts as set out in

39

the original questionnaire.

Part I - Security and Loyalty

As illustrated by their relatively high factor
score (see Table 1.0), Response One, Two, Five, Six and
Eleven reflected greater importance or weight. The higher
factor score was indicative of the divergence the subjects
possessed as they responded. This also was an indication
that these particular responses stimulated greater thought,
opinion, or concern.

The graphic presentation (see Figure 1.0), dis-
played the rotated factors and indicated the existence of
high loading in Factor One, but low loading on Factor Two.
The clustering of Responses Two, Three, Seven, Ten, and
Eleven indicated a significant degree of correlation and
coupled with the high factor scores, provided the greatest
meaning to the subjects of the responses asked for in
Part I.

Response One reflected a relatively high factor
score and was considered to reinforce Response Two because
of its commonality and mutual respect. Response Six pro-
vided a reciprocity response for Number Five providing
balance to the instrument as a result of its high factor
score.

Response Three, Seven, and Ten were not considered
significant, although highly correlated because of their
relatively low factor scores. These responses were not

mutually corresponding nor reciprocity to the other responses in Part I.

Table 1.0

PART I

SECURITY AND LOYALTY

	Factor Score	
	Factor 1	Factor 2
1. *My principal is open and honest in his dealings with me.	.23*	.02
2. *There is a mutual trust and respect between my principal and me.	.27*	.01
3. My principal is an active spokes-person before the superintendent and/or board for my interests and needs outside the collective bargaining spector.	.10	.13
4. Although I can't expect the superintendent to agree with everything I say, I feel the superintendent listens to my concerns or points of view and takes them into consideration when making decisions for the district.	.03	-.12
5. *I feel at ease disagreeing with my principal.	.06	-.19*
6. *I feel at ease disagreeing with my superintendent.	.26*	1.14
7. I am motivated to perform my best because my achievements are recog-nized and applauded by my principal.	.12	-.02
8. The school plant maintenance is conducive to the teaching environment.	.03	-.01
9. I feel some stress in my job but not at the level that causes discomfort or illness.	.02	.00
10. When I am having problems either personally or professionally, my principal is a good sounding board.	.13	.03

Table 1.0 (continued)

	Factor Score	
	Factor 1	Factor 2
11. *When I am having problems in the classroom, I can depend on the principal to offer assistance or help in solving the problems.	.20*	−.06

*Validated questions used in new questionnaire.

FACTOR SCORE COEFFICIENTS

	FACTOR 1	FACTOR 2
VAR9	.23367	.02069
VAR10	.27205	.01050
VAR11	.09940	.12906
VAR12	.03235	-.12472
VAR13	.05952	-.19320
VAR14	-.25640	1.13980
VAR15	.11988	-.02214
VAR16	-.02824	-.01388
VAR17	.01604	.00514
VAR18	.13017	.03512
VAR19	.20123	-.06364

FIGURE 1.0

PART I Security and Loyalty
VAR9-19 equates to Response 1-11
FACTOR ROTATION

HORIZONTAL FACTOR 1   VERTICAL FACTOR 2

1 = VAR9   2 = VAR10
3 = VAR11   4 = VAR12
5 = VAR13   6 = VAR14
7 = VAR15   8 = VAR16
9 = VAR17   10 = VAR18
11 = VAR19

5
5 10 11 2
7
4
9
8
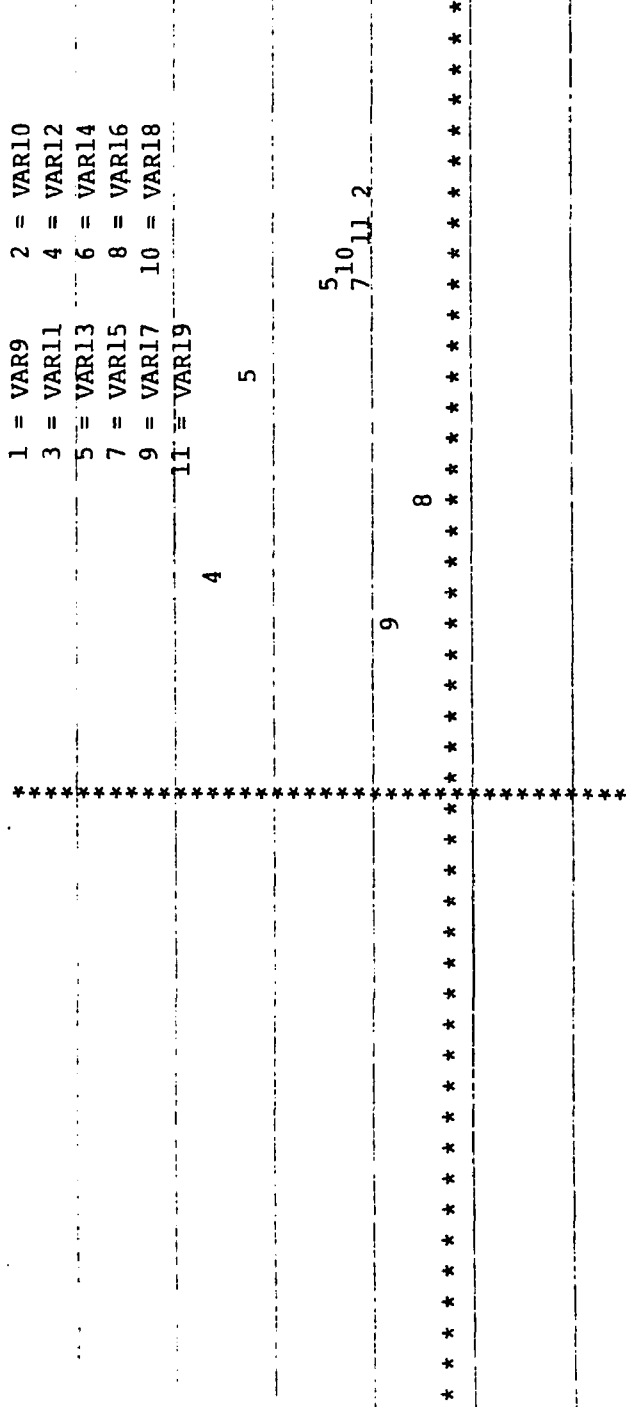
Part II - Communication

As illustrated by their relatively high factor score (see Table 2.0) Responses 13, 14, 17, 19, and 21 disclosed greater importance and weight. The high factor score revealed the subjects responding possessed thoughts that were of divergence.

Displayed in the graphic presentation (see Figure 2.0), the rotated factors indicate the existence of high loading in Factor One for Responses 17, 18, 19, 21, and 22 and low loading in Factor Two. Similarly, Responses 12, 13, and 14 maintained a high load on Factor Two but low in Factor One. The clustering of Responses One, Two, and Three implied a significant correlation while clustering of Responses 17, 18, 19, 21, and 22 also manifested significant correlation. The two clusterings of significant correlation compared with the responses that had the relatively high factor scores produced the responses that subjects placed the greatest meaning in Part II.

Response 12 was not found relevant due to its relatively low factor score. Response 22 was not considered significant because the similarity of the terms "informal communication" and "formal communication" seemed redundant or indistinguishable to the subjects.

Table 2.0

Part II

<u>COMMUNICATION</u>

	Factor Score	
	Factor 1	Factor 2
12. My principal does not let personal feelings toward an individual affect his/her working relationship with the staff.	-.04	.16
13.*Teachers and my principal have a free exchange of information and questions are readily addressed.	-.27*	.64*
14.*Generally speaking, the principal understands the problems of the teachers.	-.07	.28*
15. Generally speaking, the teachers understand the problems of the principal.	.03	-.00
16. My principal gives feedback to me so I know how he/she feels I'm performing.	.00	.11
17.*Changes are introduced in my district with planning, forethought and preparation.	.22*	-.05
18.*The superintendent is aware of the challenges and problems I face in my job.	.20*	-.04
19.*Resources, money and effort are properly allocated to ensure that I can accomplish my educational goals and objectives.	.21*	-.08
20. There is community involvement in my district's programs.	.12	-.04
21.*I would classify channels of formal communication as being better than average in my district.	.35*	-.08
22. I would classify channels of informal communication as being better	.22	-.07

Table 2.0 (continued)

| | Factor Score | |
| | Factor 1 | Factor 2 |

than average in my district.

*Validated questions used in new questionnaire.

<u>FACTOR SCORE COEFFICIENTS</u>

	FACTOR 1	FACTOR 2
VAR20	-.03670	.16569
VAR21	-.26891	.63693
VAR22	-.07075	.28350
VAR23	.02616	-.00415
VAR24	.00192	.10755
VAR25	.22444	-.05291
VAR26	.20333	-.04928
VAR27	.21438	-.08752
VAR28	.12884	-.04330
VAR29	.34726	-.08235
VAR30	.22021	-.07335

FIGURE 2.0

PART II Communication

VAR 20-30 equates to Response 12-22

FACTOR ROTATION

VERTICAL FACTOR 2

HORIZONTAL FACTOR 1

1 = VAR20	2 = VAR21
3 = VAR22	4 = VAR23
5 = VAR24	6 = VAR25
7 = VAR26	8 = VAR27
9 = VAR28	10 = VAR29
11 = VAR30	

Part III - Teamwork

As illustrated by their relatively high factor score (see Table 3.0), Responses 24, 25, 26, 27, 28, 33, 34 and 35 denoted greater importance or weight. The higher factor score was indicative of the divergence the subjects maintained as they responded. This was also an example that these responses stimulated a sense of greater value to the subjects.

The graphic presentation (see Figure 3.0), reflected the rotated factors and implied that the cluster of Responses 24, 25, 27 and 28 loaded high on Factor 1, but low on Factor 2. Note, however, Responses 25, 27, and 28 loaded high on Factor 1 but low on Factor 3 (see Figure 3.1). Responses 30, 33, 35 loaded high on Factor 1 but low on Factor 3. Responses 25 and 28, 24 and 27, 8 and 13, also loaded high on Factor 2 but low on Factor 3 (see Figure 3.2).

Placed in perspective, Responses 24, 25, 26, and 27 manifested high correlation and/or relatively high factor weight or score. To a lesser degree, Responses 33, 34, and 35 denoted some correlation and relatively high factor score. Responses 24 and 25 were modified and combined substitution "district" for "superintendent and school board". Verbal feedback indicated they were synonymous.

From other verbal feedback given from various school systems, Response 33 used a concessive clause which

was editorial in nature. Response 34 failed to correlate and was not mutually corresponding nor reciprocity to Response 35 which remained.

Table 3.0

Part III

TEAMWORK

	Factor Score		
	Factor 1	Factor 2	Factor 3
23. Teacher input is utilized in decision making by the principal.	-.04	-.04	.19
24.*Teacher input is utilized in decision making by the superintendent.	.26*	-.12	.04
25.*Teacher input is utilized in decision making by the school board.	.41*	-.20	-.04
26.*My principal is open to change.	-.05	-.38	.82*
27.*My superintendent is open to change.	.28*	-.08	-.09
28. My school board is open to change.	.26	-.15	.00
29. My ideas and opinions are sought and frequently utilized by the principal.	-.14	.16	.14
30. I am able to exert adequate influence in the school district relating to overall goals, activities, and methods, particularly in regard to how they affect my school.	.00	.15	-.04
31. The superintendent exerts most of the influence over the goals, activities, and methods of my district.	-.00	-.00	.01
32. When important decisions are made about programs in my district I am informed of the program change beforehand by the principal and am involved in related discussion.	-.09	.18	.01

Table 3.0 (continued)

| | Factor Score | | |
	Factor 1	Factor 2	Factor 3
33. While I obviously can't have a vote on all decisions made that affect me and my district, I feel I have important input into most decisions.	-.09	.59	-.23
34. When decisions are made that affect me or my school, my input is considered.	-.08	.21	-.07
35.*When decisions are made that affect me and the district, my input is considered.	.06	.27*	-.14

*Validated questions used in new questionnaire.

FACTOR SCORE COEFFECIENTS

	FACTOR 1	FACTOR 2	FACTOR 3
VAR31	-.03897	-.04160	.19020
VAR32	.26557	-.11701	.04666
VAR33	.41599	-.20042	-.03983
VAR34	-.05169	-.38826	.82936
VAR35	.27767	-.08224	-.09344
VAR36	.26005	-.15037	.00165
VAR37	-.13946	.16311	.14584
VAR38	.00076	.15895	-.04139
VAR39	-.00266	-.00318	.01064
VAR40	-.08834	.18295	-.00967
VAR41	-.08652	.58700	-.23567
VAR42	-.08042	.21105	.07517
VAR43	.06044	.27621	-.14588

FIGURE 3.0
PART III Teamwork
VAR 31-43 equates to Responses 23-35
FACTOR ROTATION

VERTICAL FACTOR 2

HORIZONTAL FACTOR 1

1 = VAR31   2 = VAR32
3 = VAR33   4 = VAR34
5 = VAR35   6 = VAR36
7 = VAR37   8 = VAR38
9 = VAR39   10 = VAR40
11 = VAR41   12 = VAR42
13 = VAR43

53

FIGURE 3.1
FACTOR ROTATION

VERTICAL FACTOR   3

1 = VAR31   2 = VAR32
3 = VAR33   4 = VAR34
5 = VAR35   6 = VAR36
7 = VAR37   8 = VAR38
9 = VAR39   10 = VAR40
11 = VAR41   12 = VAR42
13 = VAR43

HORIZONTAL FACTOR   1

54
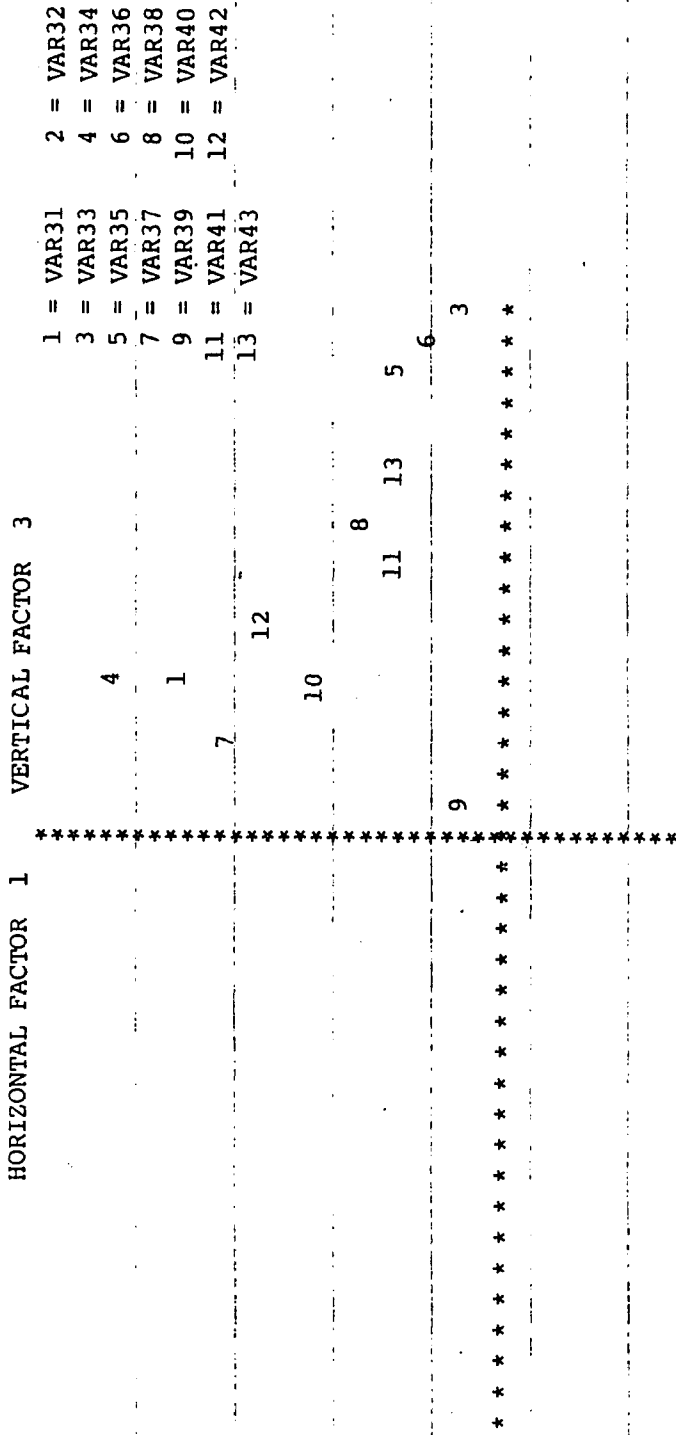
FIGURE 3.2
FACTOR ROTATION

HORIZONTAL FACTOR 2   VERTICAL FACTOR 3

1 = VAR31   2 = VAR32
3 = VAR33   4 = VAR34
5 = VAR35   6 = VAR36
7 = VAR37   8 = VAR38
9 = VAR39   10 = VAR40
11 = VAR40   12 = VAR42
13 = VAR43

Part IV - Confidence and Trust

As illustrated by their relatively high factor score, Responses 36, 37, 39, 47, and 48 (see Table 4.0), reflected greater importance or weight. The higher factor score was symbolic of the deviation or dispersion the subjects held as they responded. This was also an indication that the particular responses roused greater thought or concern.

The graphic presentation (see Figure 4.0), indicated the rotated factors and indicated the existence of high loading in Factor One for Responses 36, 43, 44, and 45 but low loading for Factor Two and Three. This clustering indicated the existence of relatively high correlation between these responses (see Figure 4.1). Responses 46, 47, 48 also reflected a high correlation while creating a high load for Factor Two and Three and low for Factor One. Cluster of Responses 37 and 39 indicated high degree of correlation with high loading for Factor Two and low for Factor One and Three (see Figure 4.2).

Therefore, Responses 36, 37, 39 manifested both high correlation and/or relatively high factor weight or score. Responses 47 and 48 reflected both high correlation and factor score. Because of their commonality and mutual respect, Response 37 and 39 remained in Part IV as reinforcement. Responses 47 and 48 were retained because of their relatively high factor score and correlation and the reciprocity nature of the statements.

Table 4.0

Part IV

CONFIDENCE AND TRUST

| | Factor Score | | |
	Factor 1	Factor 2	Factor 3
36.*I have substantial confidence and trust in my principal.	.41*	-.16	-.10
37.*I have substantial confidence and trust in my superintendent.	-.11	.40*	-.01
38. I believe my principal has substantial confidence and trust in me.	.15	.08	-.01
39.*I believe my superintendent has substantial confidence and trust in me.	-.12	.54*	-.05
40. I feel free to discuss important things about my job with my principal.	.14	.08	-.00
41. I feel free to discuss important things about my job with my superintendent.	-.02	.16	-.01
42. I feel part of the team when decisions are made at school that affect me.	.07	.06	.01
43. I believe that my principal has been trained to provide leadership in educational matters in my district.	.14	-.03	-.01
44. My principal really cares	.13	.06	.04
45. When problems arise, my principal has procedures for working on them. Problems are seen as normal challenges not as rocking the boat.	.17	-.06	.01
46. I am satisfied with most teachers in my school regarding their commitment	-.00	-.01	.11

Table 4.0 (continued)

	Factor Score		
	Factor 1	Factor 2	Factor 3
and quality of work.			
47.*My personal and social relationships with the other teachers are satisfactory.	-.07	-.00	.41*
48.*My professional relationship with the other teachers is satisfactory.	-.09	-.06	.54*

*Validated questions used in new questionnaire.

FACTOR SCORE COEFFECIENTS

	FACTOR 1	FACTOR 2	FACTOR 3
VAR44	.40828	-.16541	-.09769
VAR45	-.11483	.40296	-.00758
VAR46	.15334	-.07817	-.01115
VAR47	-.11713	.54007	-.04737
VAR48	.13926	.07931	-.06591
VAR49	-.02155	.16493	-.00364
VAR50	.06994	.05706	.01385
VAR51	.14075	-.03509	-.01281
VAR52	.13424	-.05779	.03971
VAR53	.17406	-.06502	.00809
VAR54	-.00436	-.00633	.11135
VAR55	-.07151	-.00337	.41173
VAR56	-.08681	-.05666	.56280

FIGURE 4.0

PART IV Confidence and Trust

VAR 44-56 equates to Response 36-48

FACTOR ROTATION

HORIZONTAL FACTOR 1   VERTICAL FACTOR 2

1 = VAR44   2 = VAR45
3 = VAR46   4 = VAR47
5 = VAR48   6 = VAR49
7 = VAR50   8 = VAR51
9 = VAR52   10 = VAR53
11 = VAR54   12 = VAR55
13 = VAR56

FIGURE 4.1
FACTOR ROTATION

HORIZONTAL FACTOR   1   VERTICAL FACTOR   3

1 = VAR44	2 = VAR45
3 = VAR46	4 = VAR47
5 = VAR48	6 = VAR49
7 = VAR50	8 = VAR51
9 = VAR52	10 = VAR53
11 = VAR54	12 = VAR55
13 = VAR56	

13   12   11   7   10   1
                                                     3

                          4
                          6 2

FIGURE 4.2
FACTOR ROTATION

1 = VAR44	2 = VAR45
3 = VAR46	4 = VAR47
5 = VAR47	6 = VAR49
7 = VAR50	8 = VAR51
9 = VAR52	10 = VAR53
11 = VAR54	12 = VAR55
13 = VAR56	

HORIZONTAL FACTOR 2   VERTICAL FACTOR 3

4

6   2

9   10   8   7
     1   3

13 12

11

Part V - Identity and Purpose

Responses 52, 53, 54, 55, 59 and 60 reflect the greatest importance and weight as illustrated by their relatively high factor score (see Table 5.0). The higher factor score was indicative of the divergence of thought or concern the subjects harbored as they responded.

The graphic presentation (see Figure 5.0) enabled the rotated factors to indicate high loading in Factor One and low on Factor Two with regard to Responses 49 and 56, 54 and 55. Responses 59 and 60 created a high load on Factor Two and low on Factor One. The clusters indicated a significant degree of correlation and joined with relatively high factor scores, provided the greatest meaning to the subjects responding to the statements addressed in Part V.

Responses 54 and 55 reflected both high correlation and relatively high factor scoring but Responses 52 and 53 failed to compliment or reinforce these two responses due to the lack of correlation. Responses 49 and 56 were unable to provide adequate relative factor weight although highly correlated. Responses 59 and 60 correlated well, however, Response 60 merely duplicated 59 indicated by its content and the great dispersity of the relative factor scores.

Table 5.0

Part V

IDENTITY AND PURPOSE

	Factor Score	
	Factor 1	Factor 2
49. Teaching expectations and responsibilities are clearly defined by my principal.	.07	.01
50. I feel a responsibility to help the school district attain and implement goals.	.04	-.01
51. The teacher evaluation instrument is designed to identify criteria for good teaching and instruction.	.17	-.03
52. The administration utilizes the evaluation process to improve teacher effectiveness in the classroom.	.20	-.06
53. The evaluation instrument was designed with teachers' interests in mind.	.16	-.02
54.*The evaluation instrument used by the district is clear and objective in regard to what is expected.	.16*	-.04
55.*The evaluation instrument reflects factors that are essential to instruction and classroom management.	.19*	-.06
56. Evaluation criteria are attainable by all good teachers.	.07	-.01
57. My last evaluation by my principal provided me with information for improvement and growth.	.10	.00
58. The informal flow of information, those happenings that occur that are not a part of the formal reporting system, reach the principal.	.07	-.01
59.*District inservice programs are designed to assist teachers by improving teaching ability.	-.18	.89*

Table 5.0 (continued)

| | Factor Score | |
| | Factor 1 | Factor 2 |

60. Inservice provided by the district   -.04   .16
    addresses areas that improve my
    ability to deliver services to
    children more effectively.

61. Extracurricular activities do not   .03   .00
    interfere with but complement
    academic objectives of the district
    goals.

*Validated questions used in new questionnaire.

FACTOR SCORE COEFFECIENTS

	FACTOR 1	FACTOR 2
VAR57	.07592	.00902
VAR58	.04520	-.00591
VAR59	.16844	-.03516
VAR60	.19908	-.05630
VAR61	.16410	-.02018
VAR62	.15990	-.03791
VAR63	.18830	-.05780
VAR64	.07507	-.00813
VAR65	.09884	.00071
VAR66	.06702	-.00722
VAR67	-.17689	.89255
VAR68	-.04040	.16027
VAR69	.03198	.00073

FIGURE 5.0
PART V Identity and Purpose
VAR 57-69 equates to Responses 49-61
FACTOR ROTATION

1 = VAR57	2 = VAR58
3 = VAR59	4 = VAR60
5 = VAR61	6 = VAR62
7 = VAR63	8 = VAR64
9 = VAR65	10 = VAR66
11 = VAR67	12 = VAR68
13 = VAR69	

VERTICAL FACTOR 2

HORIZONTAL FACTOR 1

Part VI - Identification Within the Organization

As indicated by their relatively high factor scores (see Table 6.0), Responses 64, 65, and 68 provided the subjects with the necessary thought to stimulate opinion or concern. Therefore, the higher scores correlated to greater importance or weight. Factor rotation was not initiated because the responses failed to provide the necessary correlation particularly with regard to reciprocity and mutual reinforcement. Dr. Young Koh indicated this was likely the result of the questionnaire being too extensive, causing disinterest or fatigue on the part of the subjects.

After answering eight demographic questions and 70 opinion type statements, the respondents may have passed through this section with little attention and without the time and effort invested in the previous five parts. Another possibility is, of course, that the statements contained in Table VI were unrelated to the situations teachers experience on a daily basis. If the prior was true, it is appropriate to speculate that those statements that were identified as significant and indicated relatively high weight would be better placed in another section of the questionnaire and not in a separate section or part. Therefore, based upon their relatively high factor score responses 64 and 65 reflected enough weight to be placed in the questionnaire as part of another section. Response 68 was also significant by complementing and reinforcing

response 19.

Table 6.0

Part VI

IDENTIFICATION WITHIN THE ORGANIZATION

	Factor Score
	Factor 1
62. My professional goals and motivation are generally attuned to those of the school district's.	.07
63. There exists a mutual cooperation between the staff and the superintendent that creates a positive attitude among the staff.	.12
64.*The superintendent understands the problems I experience as a result of my responsibilities.	.18*
65.*Decisions that affect me are made at the level that can bring about solution.	.22*
66. Teachers are encouraged to innovate in their classroom instruction rather than to conform.	.08
67. The superintendent affords me the opportunity to develop my areas of special interest in academic areas.	.12
68.*I am given the support to meet my student's academic needs by the superintendent.	.24*
69. My professional achievements satisfy the expectations of the superintendent.	.07
70. My principal encourages high standards in my performance and that of his/her staff.	.08

*Validated questions used in new questionnaire.

FIGURE 6.0
PART VI Identification Within the Organization
VAR 70-78 equates to Responses 62-70

FACTOR SCORE COEFFICIENTS

	FACTOR 1
VAR70	.07596
VAR71	.12216
VAR72	.18339
VAR73	.22086
VAR74	.07654
VAR75	.12266
VAR76	.24778
VAR77	.07399
VAR78	.08449

By computing the mean responses of the 13 surveyed school districts, a profile (see Figure 7.0) illustrating the Six Parts of the questionnaire was developed. The parts, profiling the interaction elements of the Getzels-Guba Model, were used to compare individual districts and determine the effectiveness of the social structure within the organization.

As an example, a selected Idaho school district, when compared to the mean average or standard, (see Figure 7.1), reflected a pattern that paralleled closely the other combined school districts. A California school district, when compared to the standard (see Figure 7.2) dropped below the mean, while a selected Nevada school district placed well above the mean or standard (see Figure 7.3).

By the use of this comparison, conclusions were drawn regarding the social organization within the district and the interactions taking place that were either prohibiting or enhancing the school district's ability to reach or maintain its desired goals or objectives.

Figure 7.0

MEAN RESPONSE PROFILE OF
ALL DISTRICTS RESPONDING
TO OLD QUESTIONNAIRE
SUMMARIZED BY THE SIX PARTS

STRONGLY AGREE

STRONGLY DISAGREE

6.22	PART I
5.89	PART II
5.14	PART III
6.66	PART IV
6.00	PART V
6.05	PART VI
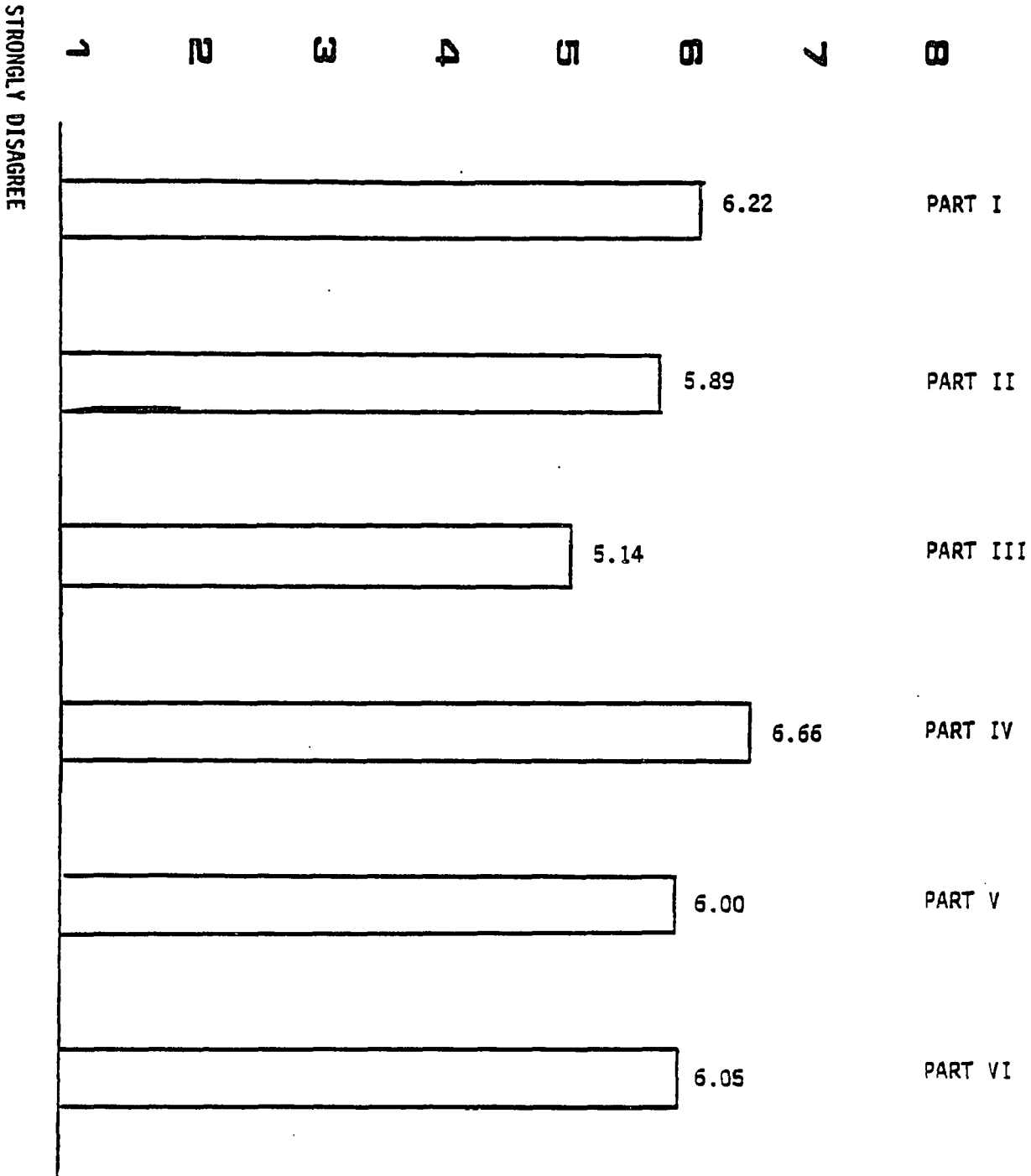
Figure 7.1

MEAN RESPONSE PROFILE COMPARISON OF A
SELECTED IDAHO DISTRICT
OLD QUESTIONNAIRE
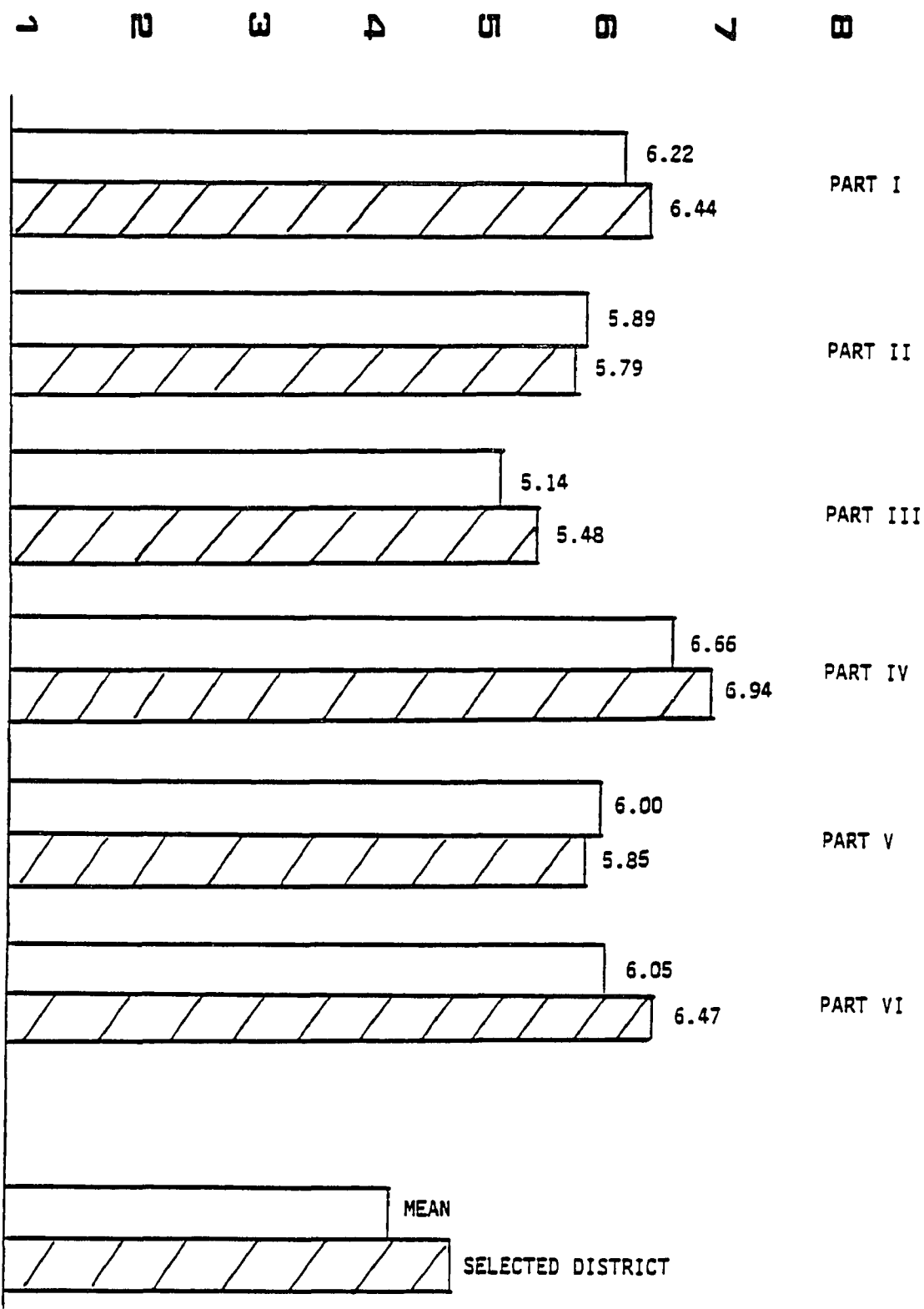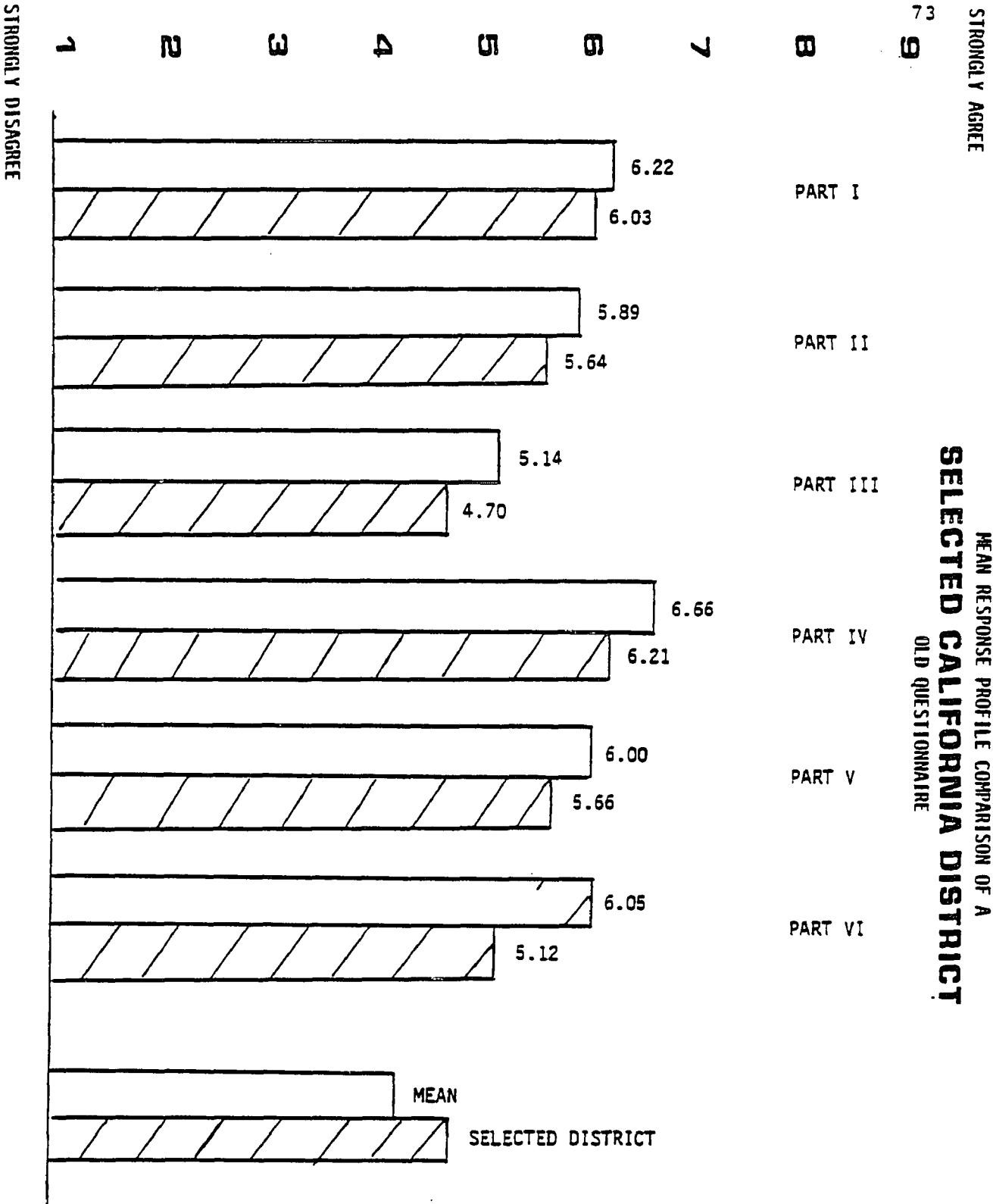
72

STRONGLY AGREE

STRONGLY DISAGREE

1 2 3 4 5 6 7 8 9

6.22
6.44   PART I

5.89
5.79   PART II

5.14
5.48   PART III

6.66
6.94   PART IV

6.00
5.85   PART V

6.05
6.47   PART VI

MEAN
SELECTED DISTRICT

Figure 7.2

MEAN RESPONSE PROFILE COMPARISON OF A
SELECTED CALIFORNIA DISTRICT
OLD QUESTIONNAIRE

STRONGLY DISAGREE

STRONGLY AGREE

1   2   3   4   5   6   7   8   9

6.22
6.03   PART I

5.89
5.64   PART II

5.14
4.70   PART III

6.66
6.21   PART IV

6.00
5.66   PART V

6.05
5.12   PART VI

MEAN
SELECTED DISTRICT

Figure 7.3

MEAN RESPONSE PROFILE COMPARISON OF A
SELECTED NEVADA DISTRICT
OLD QUESTIONNAIRE

STRONGLY AGREE

STRONGLY DISAGREE

6.22
6.51
PART I

5.89
6.42
PART II

5.14
6.06
PART III

6.66
7.18
PART IV

6.00
6.57
PART V

6.05
7.19
PART VI

MEAN
SELECTED DISTRICT
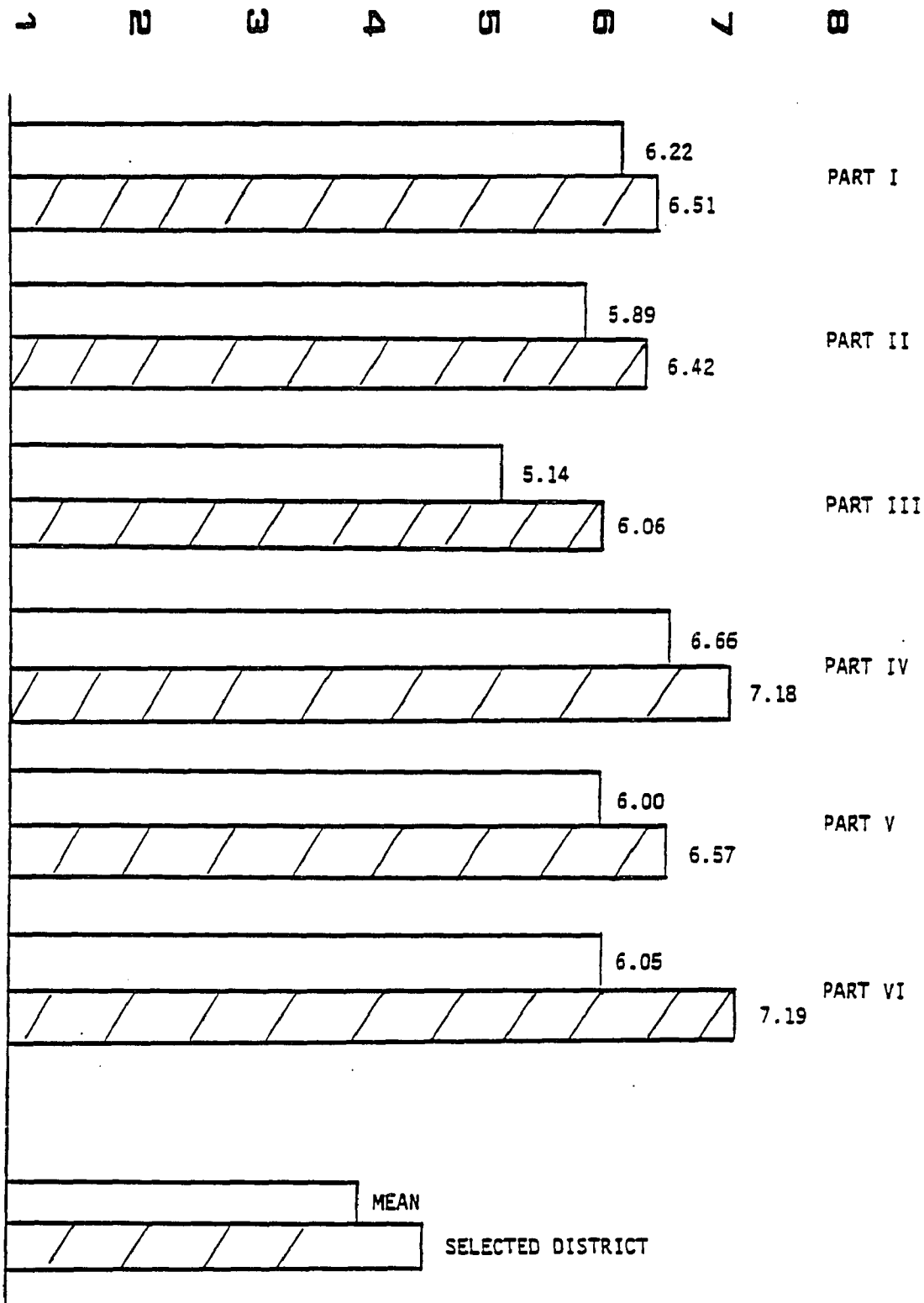
Summary

This chapter discussed the research methods used to determine and validate a questionnaire soliciting attitudes and perception from individual teachers regarding their administrators and the school district in which they worked. Teachers from 13 school districts located in Idaho, California and Nevada were surveyed in an effort to validate a questionnaire that measured their perception of the social organization's interaction with their school and district. The instrument developed was discussed in length with regard to its content and validation. Once the results of the questionnaire were assembled, an extensive evaluation of the data was compiled using several computer runs to classify and analyze significance between and within questions.

Each of the six parts of the questionnaire were analyzed and questions validated utilizing factor analysis. The statistical figures and table reflected the evaluation that was conducted in regard to the correlation and scoring of the responses.

Based upon the analysis of the results, a new questionnaire, discussed in more detail in Chapter Five, resulted. The statistical validation process eliminated questions of duplication, perplexed meaning, and unsubstantial opinion. Furthermore, comments and suggestions gathered during the survey, were incorporated into the new questionnaire (see Appendix G), reducing the responses

to 25, less than one-half the original 70. This reduction enabled subjects responding to the new questionnaire to hopefully remain more alert and attentive while completing the instrument and possibly improving its validity (see Appendix H).

Chapter 5

SUMMARIZATION, CONCLUSIONS AND
RECOMMENDATIONS FOR FURTHER STUDY

Summary

This study began with the assumption that a validated instrument could be extracted from the research to correspond and compliment a theoretical model. The focus of the research was to use the validated instrument in an effort to develop an organizational profile illustrating the social organization within a school district and its identification with the organization. The profile was intended to reflect the informal social structure of an organization as depicted by the Getzels-Guba Theoretical Model of a Social System. As the result of extensive investigation and research, a validated questionnaire was not found. Therefore, the writer initiated an effort to validate a questionnaire based upon the theoretical model as developed by Getzels-Guba including Security, Loyalty, Communications, Teamwork, Confidence, Trust, Identity and Purpose.

By developing an instrument based upon unvalidated examples from education and industry, the writer piloted the questionnaire in a school district to determine the

clarity, relevance, and intent of the questions. Once the feedback from the pilot subject had been evaluated, 1257 questionnaires were circulated in 13 individual school districts located in Idaho, California, and Nevada. Informally, the writer chose districts that had not experienced a recall election in ten years and the superintendent had been in the district, three or more years. Small school districts with 5000 students or less were selected for the survey with the hope that in districts of this size, most teachers were familiar with and attuned to the administrative hierarchy and operation. Also, a better return rate was anticipated due to the smallness of the district since the superintendent exerted personal influence and could provide encouragement. The net result was a 48 percent return of 607 questionnaires.

To insure the validity of the questions within the instrument actor nalysis and One-way, Two-way, and Three-way Factorial Experiment Analysis of Variance were applied to the research. The resulting benefit was a defined variation of the questions that the instrument possessed containing a valid, comprehensive and explicit meaning to the respondents. The statistical evaluation reduced the number of questions from 70 to 25. Furthermore, statistical analysis of the demographic data enabled the questionnaire to be reduced in scope by modifying and/or eliminating some of the requested responses.

By reducing the number of the questions and scope

of the questionnaire the six parts were reduced to five parts and could quite possibly be reduced more in further research and evaluation to one or two parts. With the assistance of a statistical expert, the revised instrument represented the basis or core for further research in an effort to develop an organizational profile based upon the Getzels-Guba Theoretical Model of a Social System.

Conclusions

It is important in the research process, that theoretical models be continually tested and updated as an effort to bring about the transition from theory to practical use. The effort of this research was directed toward that goal and future research and inquiry will cultivate and refine this research and the profound or legitimate theoretical base it originated from. In this research, an erudite model was used as a source of debarkation since little had been developed from its inception. The statistical base established in this research set forth a comprehensively valid questionnaire that, when used by school districts, could identify areas of concern or accomplishment with regard to their social structure and organization.

The validation process and feedback acquired from the subjects enabled refinement of the original questionnaire. As described earlier, the 70 questions were reduced to 25. This reduction resulted from the before-

mentioned statistical validation leaving those responses that were substantiated by factor score and a high degree of correlation. Duplication was eliminated and questions remained that were reciprocitory, reinforcing, or originating in nature.

As demonstrated, the three school districts from Idaho, California and Nevada profiled in Chapter IV, were again profiled utilizing the new questionnaire. A new profile enabled all 25 questions to be plotted thereby portraying, at a glance, specific areas for concern or encouragement.

The 25 validated questions were computed to provide a mean response to be plotted (see Figure 8.0). The mean profile of interaction elements were then compared to the individual districts participating in the survey. Using again the same Idaho, California, and Nevada districts, illustrations and conclusions were drawn.

The Idaho district paralleled the mean with the preponderance being above (see Figure 8.1). Response 11 and 22 may have provided the superintendent with reasonable concerns to investigate further, what the origins of these lower average were. Perhaps in the case of Response 11, the low average was indicative of his unavailability, or the failure of the administration to initiate communication with the teaching staff. The low response average for Response 22 may have provided the superintendent with enough insight to spend less district money on inservice

programs that failed to improve teachers' abilities in
the classroom. Perhaps, teachers were not involved in the
inservice program selection, design, or implementation.

The preponderance of averages in the selected Cal-
ifornia district again fell below the standard or average
mean (see Figure 8.2). The superintendent was not a popu-
lar person in this district from a personal or professional
sense. Response 4, 11 and 23 reinforce the notion that
teachers, in general, were insecure, and untrusting of the
superintendent. The conclusion drawn from this profile
indicated the overall profile was low because the teachers
had experienced situation in which the superintendent's
role became adversary. Positive conclusions drawn indi-
cated the teachers were comfortable with the educational
resources allocated in their classrooms and their relation-
ships with their fellow teachers, illustrated by Responses
10 and 20.

The selected Nevada school district illustrated
a profile well above the mean (see Figure 8.3). In most
all areas, the social organization as reflected by the
overall high mean of the interaction elements was well
above the established standard. Although the superintend-
ent and administrators could not rest on their laurels,
the social organization indicated a high degree of
stability. An essential feature of this district was the
rationality of the administration in providing reinforce-
ment for the attainment of the goals and objectives

82

FIGURE 8.0

MEAN RESPONSE PROFILE OF
ALL DISTRICTS RESPONDING
TO NEW QUESTIONNAIRE - SUMMARIZED
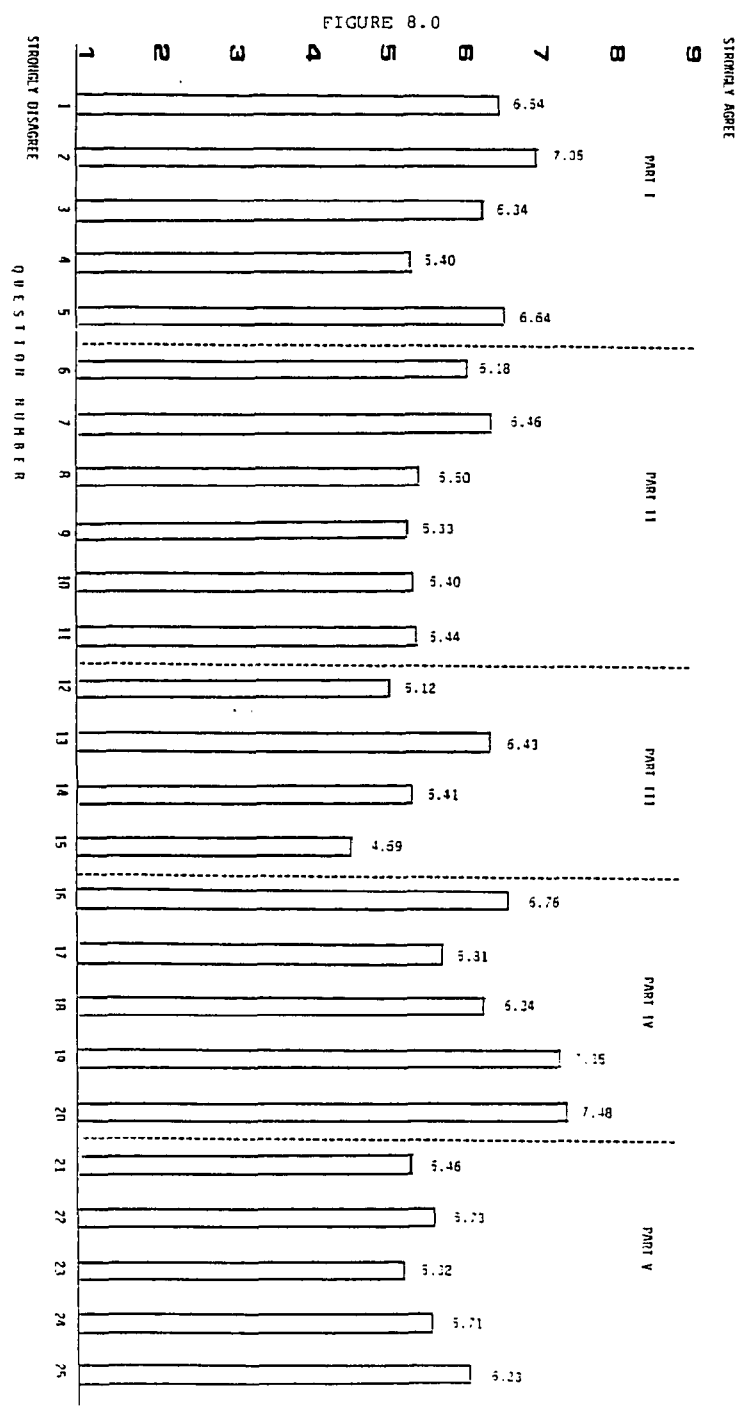
FIGURE 8.1

MEAN RESPONSE PROFILE COMPARISON OF A
SELECTED IDAHO DISTRICT
NEW QUESTIONNAIRE

STRONGLY DISAGREE — QUESTION NUMBER

STRONGLY AGREE

Question	Values	Part
1	6.54 / 7.14	PART I
2	7.05 / 7.35	
3	6.34 / 6.47	
4	5.40 / 5.41	
5	6.54 / 6.38	
6	6.18 / 6.78	PART II
7	6.46 / 7.04	
8	5.50 / 5.41	
9	5.33 / 5.43	
10	5.40 / 5.43	
11	5.44 / 4.46	
12	5.12 / 5.25	PART III
13	6.43 / 6.49	
14	5.41 / 5.92	
15	4.69 / 4.65	
16	6.76 / 7.12	PART IV
17	5.31 / 5.31	
18	6.34 / 6.35	
19	7.35 / 7.47	
20	7.48 / 7.55	
21	5.46 / 5.17	PART V
22	5.73 / 4.36	
23	5.32 / 5.75	
24	5.71 / 6.26	
25	6.23 / 6.33	
MEAN SELECTED DISTRICT		

FIGURE 8.2

MEAN RESPONSE PROFILE COMPARISON OF A
SELECTED CALIFORNIA DISTRICT
NEW QUESTIONNAIRE

Question	Part	Value 1	Value 2
1	PART I	6.54	7.29
2		7.05	7.16
3		6.34	6.24
4		5.40	3.97
5		6.64	6.32
6	PART II	6.18	5.97
7		6.46	6.13
8		5.50	5.43
9		5.33	4.21
10		5.40	5.87
11		5.44	5.32
12	PART III	5.12	3.70
13		6.43	5.78
14		5.41	3.36
15		4.59	3.78
16	PART IV	6.76	6.71
17		5.81	3.63
18		6.34	4.95
19		7.35	7.16
20		7.48	7.74
21	PART V	5.46	4.53
22		5.73	5.58
23		5.32	3.39
24		5.71	4.39
25		6.23	4.78
MEAN SELECTED DISTRICT			

STRONGLY AGREE — STRONGLY DISAGREE

QUESTION NUMBER

of the district. The individual teachers were pro-
ductive and innovative while the district's expectations
supported this autonomy. The role-expectation of the dis-
trict was mutually compatible with the individual's person-
ality - disposition and needs filling those roles or re-
sponsibility and authority was equalized in the district
through coalitions or groups.

The new questionnaire and accompanying profile
demonstrated that when the interaction elements of Getzels-
Guba et. al., Model were submitted to a validation process,
the resulting instrument was capable of illustrating role
compatibility or conflict teachers possess with regard to
their school district. The instrument was broad enough to
address several important areas affecting the stability
of the organization. These included:

1. Dealing with the principal and superintendent.

2. Established lines of communication.

3. Mutual appreciation of role-expectations.

4. Input into the decision-making process.

5. Mutual confidence and trust between staff and
   administration.

6. Mutual confidence and trust between staff.

7. Clear understanding of purpose and intent of the
   evaluation instrument and process.

8. Inservice programs and their application to the
   teaching process.
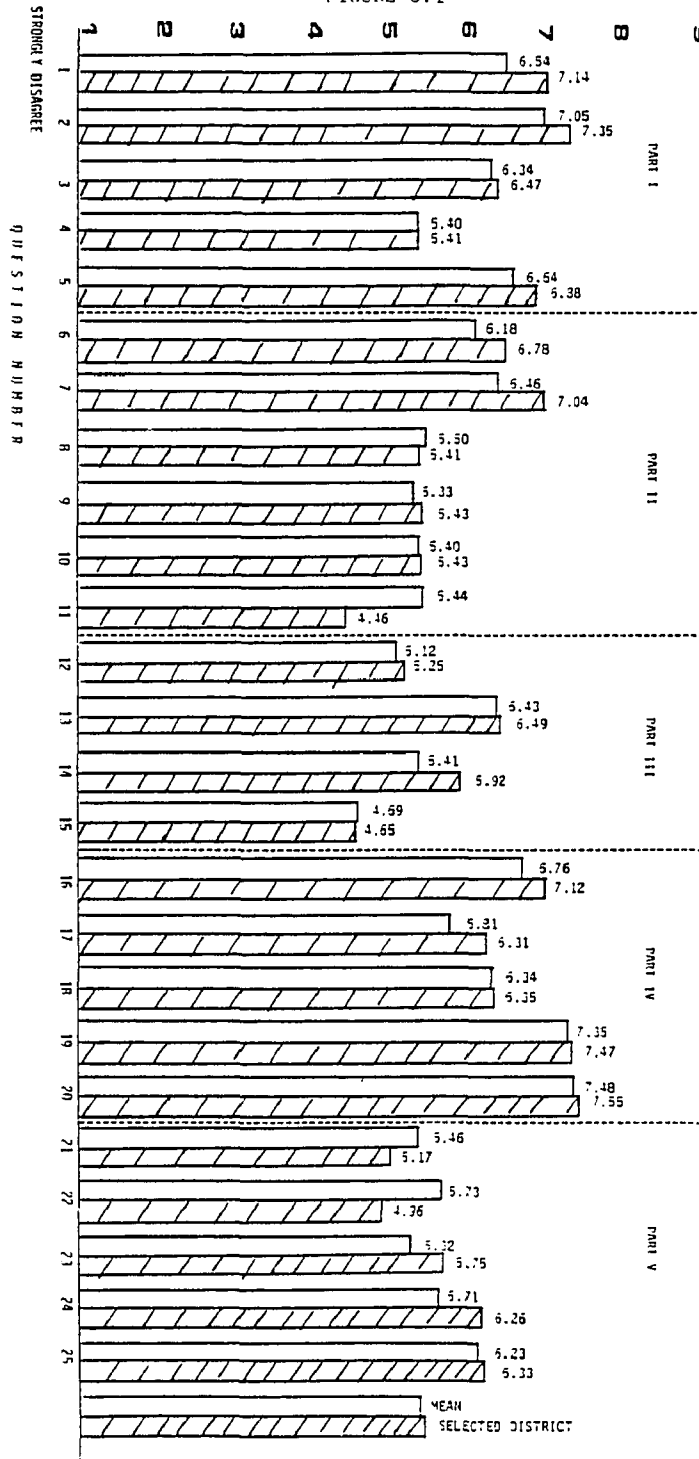
The instrument developed an overall profile that

FIGURE 8.3

MEAN RESPONSE PROFILE COMPARISON OF A

SELECTED NEVADA DISTRICT
NEW QUESTIONNAIRE
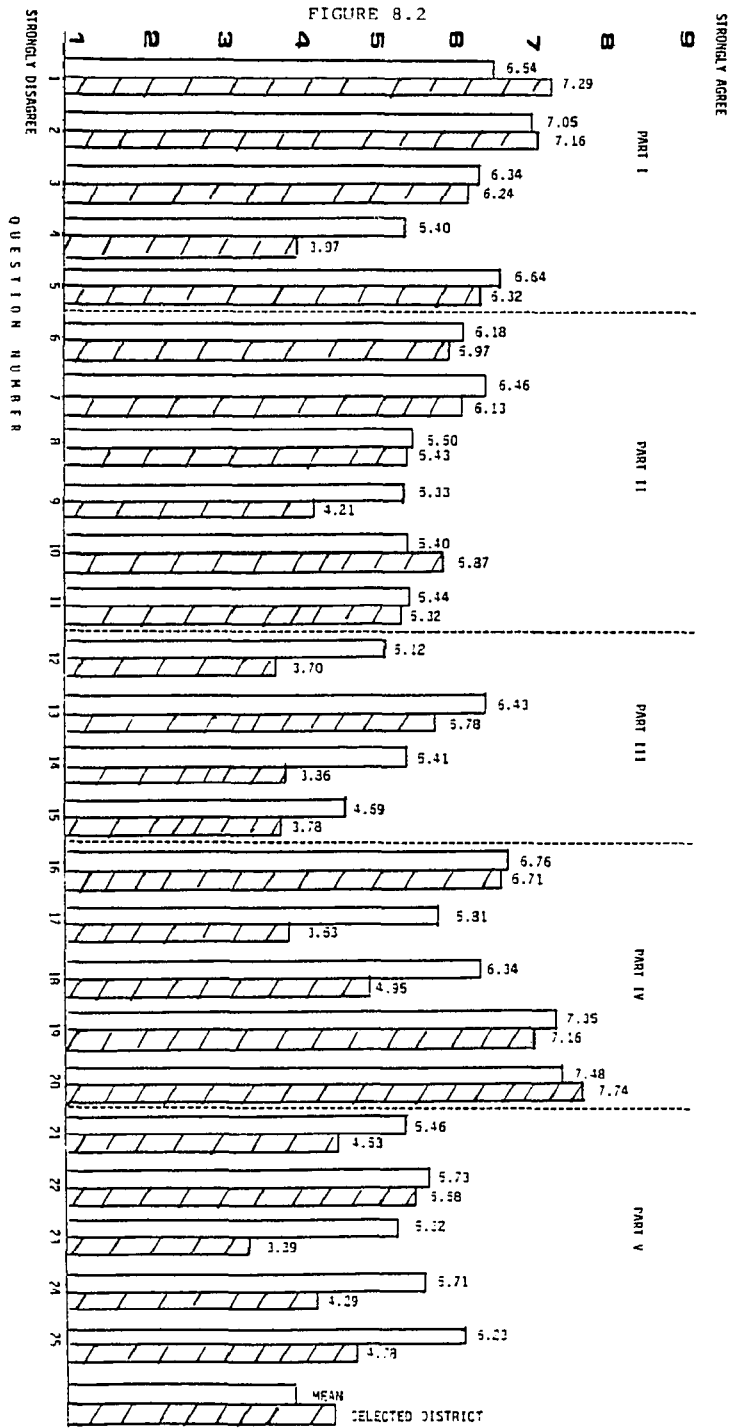
STRONGLY DISAGREE

STRONGLY AGREE

QUESTION NUMBER

Question		
1	6.54	7.16
2	7.05	7.19
3	6.34	6.10
4	5.40	6.40
5	6.64	7.02
6	6.18	6.75
7	6.46	6.95
8	5.50	6.11
9	5.33	6.70
10	5.40	6.50
11	5.44	6.31
12	5.12	6.54
13	6.43	6.64
14	5.41	6.88
15	4.69	5.68
16	6.76	7.02
17	5.31	7.64
18	6.24	7.36
19	7.35	7.64
20	7.48	7.79
21	5.46	6.54
22	5.73	6.37
23	5.32	6.32
24	5.71	6.34
25	6.23	7.23

PART I

PART II

PART III

PART IV

PART V

MEAN
SELECTED DISTRICT
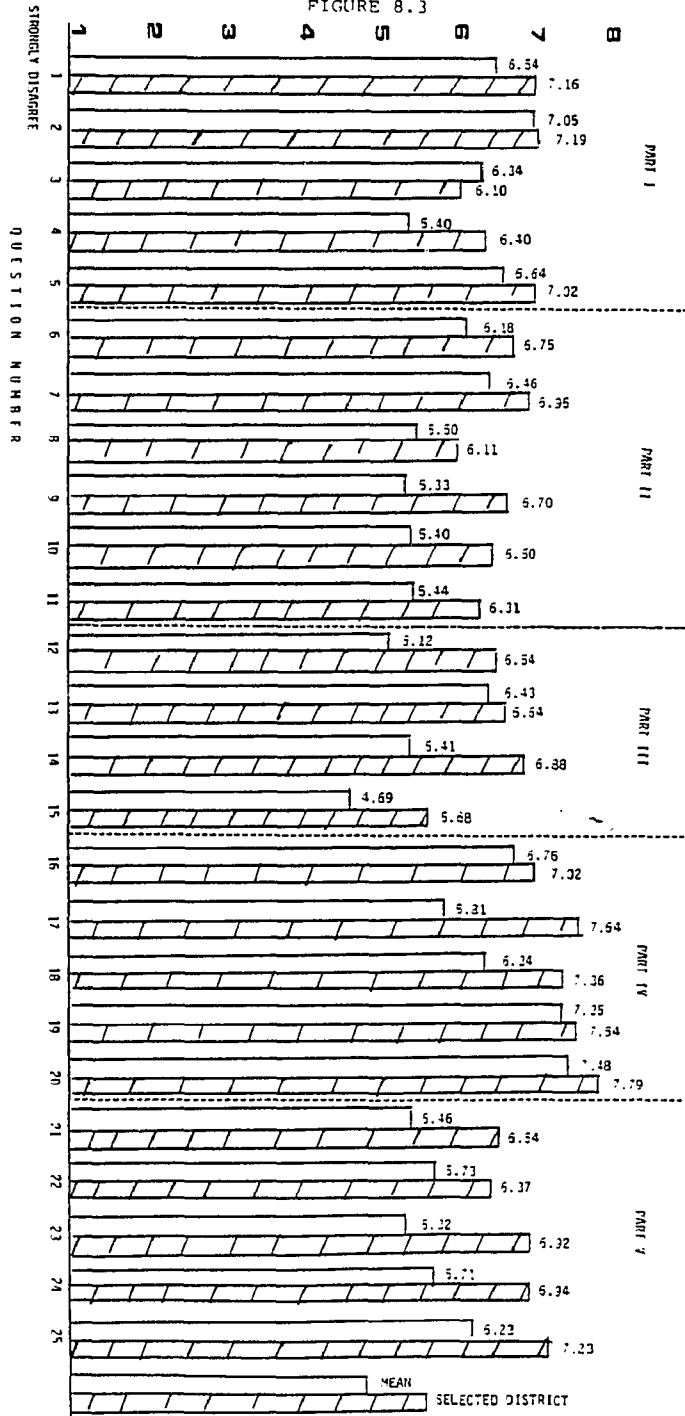
reflected, to a lesser or greater degree, the confidence in leadership that was exemplified by the superintendent and principals.

Basic design changes also occurred in the new questionnaire. These changes included:

1. Demographic Data - Response One was simplified to minimize confusion and reduced from nine to four choices. Response six was omitted since Response seven provided the same basic information, thereby eliminating duplication. Response seven was shortened from six to four, again to eliminate tedious and time-consuming activity.

2. Instructions - Part VI was eliminated and those questions placed in Part V since there was little differentiation between the Parts. An additional statement was added, "Do not answer questions you feel 'I don't know'". This hopefully eliminated unsure responses and prevented the possibility of indecisive feedback or adding an additional response column to the questionnaire. The scale of one to nine was reduced in scope to one to seven. This effort hopefully enabled the subjects to spend less time contemplating how strongly they agreed or disagreed with the response without affecting the outcome of the results.

The new questionnaire provided an efficient and less time consuming instrument for subject response and because of the validation process, retained the intent, direction and foundation of the original questionnaire.

Recommendations For Further Study

As a result of this investigation, the following recommendations were offered:

1. The study should be replicated with other school districts of similar size and geographic location. Since this study was the initial investigation to develop a validated questionnaire based upon the Getzels-Guba et. a., Theoretical Model, additional studies and research may allow for comparisons with obtained results.

2. By using Factor Analysis, and One-Way, Two-way, and Three-way Factorial Experiment Analysis of Variance, demographic data could be compiled to illustrate the significant factors of .05 or .01, F factor or less. As an example, but not the main objective of the research, age had a significant influence with regard to selected responses. Using mean scores, Response Six and 59 (Response Four and 22 of the new questionnaire), indicated age significantly influenced responses to these statements (see Figure 9.0). Older and/or more experienced teachers were more at ease when disagreeing with

—— ONE WAY——

VARIABLE VAR14
    BY   VAR4

ANALYSIS OF VARIANCE

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR
GRP 1	34	4.5000	2.1356	.3662
GRP 2	234	4.9103	2.3191	.1516
GRP 3	182	5.2633	2.4057	.1783
GRP 4	130	5.9923	2.3935	.2099
GRP 5	10	6.5000	2.3214	.7341

—— ONE WAY——

VARIABLE VAR67
    BY   VAR4

ANALYSIS OF VARIANCE

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR
GRP 1	35	6.2000	2.4591	.4157
GRP 2	234	5.4957	2.4323	.1590
GRP 3	181	5.6464	2.3397	.1739
GRP 4	132	6.1515	2.4038	.2092
GRP 5	10	7.7000	1.4181	.4485

FIGURE 9.0

the Superintendent as reflected by the mean of
Response Six and felt more strongly than the younger
teachers that district inservice programs assisted
in their teaching performance, Response 59.
Responses Six, 39, 47, and 48 (Response Four, 18,19,
and 20 of the new questionnaire), also provided
significant difference with regard to sex. Men were
more comfortable dealing with the Superintendent,
but women perceived stronger personal and profes-
sional relationships with fellow staff memebers as
noted in the mean scores of these questions (see
Figure 9.1). Further research could modify the
demographic data to provide the researcher any
specific element that would be required or desired
from the survey subjects.

3. Future research could develop more sophisti-
cated tracking and plotting methods to test the
following hypothesis:

a) Teachers are more comfortable dealing with
the principals than the superintendent.

b) Teachers generally have greater confidence
and trust in the principal than the superin-
tendent.

c) Stress-related school problems affecting
teachers can be reduced or minimized by the
principal.

d) Changes of policy and regulation that occur

FIGURE 9.1

ANALYSIS OF VARIANCE

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	F PROB.
VARIABLE VAR14					
BY VAR2					
GRP 1	246	5.6626	2.3062	.1478	.0001
GRP 2	347	4.9078	2.4109	.1294	
VARIABLE VAR47					
BY VAR2					
GRP 1	246	6.5610	2.0370	.1299	.0242
GRP 2	348	6.1695	2.1046	.1128	
VARIABLE VAR55					
BY VAR2					
GRP 1	249	7.2008	1.6239	.1029	.0005
GRP 2	352	7.6506	1.5173	.0809	
VARIABLE VAR56					
BY VAR2					
GRP 1	249	7.3494	1.5115	.0958	.0007
GRP 2	352	7.7557	1.3744	.0733	

in a small system at the district level is the
result of teacher input and involvement.

e) Value free criteria can be developed to
measure competence or degree of confidence in
administrative leadership from all reference
groups connected to the school district.

f) Meaningful observations of administrative
behavior can occur and would lead to the
accomplishment of organizational and individual
goals.

LIST OF REFERENCES

Barnard, Chester I., _Functions Of An Executive_. Cambridge, Mass.: Harvard University Press, 1950.

Best, John W., _Research In Education_. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Brookover, Wilber B., "Elementary School Social Climate and School Achievement", _American Education Research Journal_. Springs 1978, Vol. 15, No. 2, 301-317.

Fox, Robert S., _School Climate Improvement: A Challenge to the School Administrator_, Phi Delta Kappa, 1976.

Getzel, Jacob W., James W. Lipham, Ronald F. Campbell, _Educational Administration As A Social Process: Theory, Research, Practice_. New York: Harper & Row, 1968.

Grossnickle, Richard, "A Life Support System for Teachers", _The Clearing House_. Nov. 1979, 135-136.

Guleck, Luther and Lyndall Urwick, "Notes on Theory of Organizations", _Papers on the Science of Administration_. New York: Institute on Public Administration, 1937.

Hall, Richard H., "The Concept of Bureaucracy: An Empirical Assessment," _The American Journal of Sociology_, LXIX, No. 1, July 1963.

Halpin, A., _Theory and Research in Administration_. New York: McMillan Co., 1967.

Herzberg, Frederick, _The Managerial Choice_. Homewood, Illinois: Dow Jones-Irwin, 1976.

Ionnoconne, Laurence, "An Approach to the Informal Organization of the School", in Daniel E. Griffiths, ed., _Behavioral Science and Educational Administration_, the sixty-third yearbook of the II. Chicago: The University of Chicago Press, 1964.

Knezevich, Stephen I., _Administration of the Public Schools_. New York: Harper & Row, 1975.

Landers, Thomas J. and Myers, Judith G., _Essentials of School Management_. Philadelphia: W.B. Saunders, 1977.

Likert, Rensis, _New Patterns of Management_. New York: McGraw-Hill Book Co., Inc., 1961.

Likert, Rensis, _The Human Organization: Its Management and Value_. New York: McGraw-Hill Book Co., Inc., 1967.

Lindestrom, Robert, "Between Cliff-Hanger and Climax", _Thrust_. Vol. 7, Nov. 1977, p.6.

Litwin, George H. and Robert A. Stringer, Jr., _Motivation and Organizational Climate_. Boston: Harvard University, 1968.

Metcalf, Henry C. and Lyndall Urwick, _Dynamic Administration: The Collected Papers on Mary Parker Follett_. New York: Harper & Row, 1940.

Monahan, William G., _Theoretical Dimensions of Educational Administration_. New York: MacMillan Publishing Co., Inc., 1975.

Moon, Mona, "The Bionic Connection: Basic In A 'GOOD' School", _Thrust_. Vol. 7, Nov. 1977, p.7-8.

Sergiovanni, Thomas J. and Carver, Fred D., _The New School Executive; A Theory of Administration_. New York: Dodd, Mead and Company, 1973.

Sergiovanni, Thomas J. and Robert J. Starratt, _Supervision-Human Perspectives_. New York: McGraw-Hill Book Co., 1979.

Sergiovanni, Thomas J., _Educational Governance and Administration_. New Jersey: Prentice-Hall, Inc., 1980.

Owen, Robert G., _Organizational Behavior in Schools_. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Quchi, William O., _Theory Z_. New York: Addison-Westley, 1981.

Pascale, Richard T. and Anthony G. Athos, _The Art of Japanese Management_. New York: Warner Books, 1981.

Roethlisberger, F.J. and William J. Dickson, _Management And The Worker_. Cambridge: Harvard University Press, 1939.

Simon, Herbert A., _The New Science of Management Decision_.

New York: Harper & Row, 1960.

Tregoe, Benjamin B. and Charles H. Kepner, <u>The Rational Manager</u>. Princeton: Kepner-Tregoe, Inc., 1967.

Wiles, Jon and Bondi, Joseph, <u>Supervision, A Guide to Practice</u>. Colombus, Ohio: Charles E. Merrill, Publishing Co., 1980.

APPENDIX A

October 31, 1980

Mr. Leon Hensley, Superintendent
Lander County School District
P.O. Box 273 - 625 Weaver Avenue
Battle Mountain, Nevada 89820

Dear Mr. Hensley:

Your letter dated October 6 and postmarked at Battle Mountain
October 7 has just now arrived in my office. Blame it on the mysteries
of the U.S. Post Office, the U.C. mail room, or some especially perni-
cious combination of the two. In any event, should you write again,
please use the address on the letterhead above.

A number of the issues you list are dealt with both theoretically
and empirically in the book Getzels, J.W. et al., Educational Administra-
tion as a Social Process: Theory, Research, Practice (New York: Harper
and Row, 1968). For example, regarding the "homogeneity (or heterogeneity)
of outlook in the meaning and role of the school," empirical data are pro-
vided with respect to conflicts in the expectations for the schools among
communities, teachers, superintendents, board members, etc. This is dealt
with throughout, but especially in Chapters 6-7, which also describe the
instruments used to collect the data.

With all good wishes,

Sincerely yours,

J.W. Getzels
R. Wendell Harrison Distinguished
Service Professor, Departments of
Education, Behavioral Sciences and
the College

JWG:kc

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

HENRY LESTER SMITH CENTER
FOR RESEARCH IN EDUCATION
2805 East 10th Street
Bloomington, Indiana 47405
812-337- 1555

September 23, 1980

Mr. Leon Hensley
Superintendent, Lander County School District
P.O. Box 273
625 Weaver Avenue
Battle Mountain, Nevada 89820

Dear Mr. Hensley:

Your letter of August 15 for some mysterious reason reached me only this week. I did not receive the envelope with it but I must assume it was incompletely addressed.

You certainly have not suffered from lack of reply from me, however, since I really cannot make any contribution to your think-ing at this point in history. I have done nothing with the Getzels-Guba model since leaving the faculty of the University of Chicago in 1958, nor have I kept up in any way with the literature of the field. I literally do not know about current (or historical) in-strumentation that might be relevant, nor can I help with respect to the topics you list. During the past six years, since terminat-ing my own career as an administrator, I have devoted all of my attention to evaluation theory.

I'm sorry both that I cannot help you and that so much time has transpired since you wrote, during which you may have continued to believe that I could be of help. Now if it's something in evaluation you want to know about....

My regards to Tony Saville.

Sincerely,

Egon G. Guba
Professor

EGG:ldr

APPENDIX B

1981 WORK RELATIONSHIPS SURVEY

(Bell) AT&T

This questionnaire has been designed to collect information which can be used to improve organizational effectiveness and to create more satisfying work. Your frank responses are needed because you are in the best position to know what factors are important in your work and influence the way you feel about it.

Read each question carefully and answer it according to how you personally feel about it. Answer the items in terms of your CURRENT JOB. Notice that in many items we have included a place for you to respond if the item is "Not Applicable" (N/A) to you or your job. Also, in a few items we have included an additional response category of "Don't Know". Answer every item to the best of your ability.

Towards the end of the questionnaire you will find a few questions that request personal information such as length of service, sex, etc. Your response to these will be used to study how different groups of people respond to the various questions. They will not be used to identify you!

At the end of the questionnaire, space is provided for you to respond in your own words. Please take the time to respond since it gives you a chance to include ideas and suggestions which the questionnaire has not covered elsewhere.

This survey includes many Bell System employees, but your individual response is vital to its success. Everyone who received a questionnaire will receive feedback which describes the overall results of the survey.

When you have completed the questionnaire, seal it in the envelope provided and return it according to the instructions provided by your company.

A SPECIAL NOTE:

WHEN THE COMPLETED QUESTIONNAIRES ARE IN, SUMMARIES OF RESULTS WILL BE PREPARED FOR EACH COMPANY. NO INDIVIDUAL RESPONDENT'S RESULTS WILL BE REPORTED.

TO ENABLE US TO PRODUCE SUMMARIES, EACH QUESTIONNAIRE HAS BEEN STAMPED (BELOW) WITH AN ORGANIZATIONAL CODE. ALL RESPONDENTS FROM YOUR ORGANIZATION HAVE THE SAME CODE. THIS INSURES THAT YOUR INDIVIDUAL RESPONSES CANNOT BE IDENTIFIED.

Code

iENERAL INSTRUCTIONS

Because this Survey is designed to be scored by machine, you must indicate your opinion on each statement by filling in the appropriate oval. Carefully observe these requirements:

- Use a soft lead pencil — No. 2 or softer. (DO NOT USE INK.)

- Make heavy black marks that **entirely fill the oval.**

- **Erase cleanly** any response you wish to change.

- **Mark only one** opinion for each statement. Multiple marks cannot be counted.

```
EXAMPLE

        WRONG
  ⊘  ◯  ◯  ◯  ◯

        WRONG
  ◯  ◯  ✖  ◯  ◯

        WRONG
  ◯  ◯  ◯  ◯  ◉

        WRONG
  ⬤  ◯  ◯  ◯  ⬤

        RIGHT
  ⬤  ◯  ◯  ◯  ◯
```

SURVEY COMPLETION DATE

BEFORE YOU BEGIN. PLEASE RECORD THE DATE YOU COMPLETED THIS QUESTIONNAIRE. FILL IN THE OVALS BELOW THAT SHOW THE MONTH AND DAY THAT YOU COMPLETED THIS QUESTION— NAIRE.

MONTH		DAY					
◯JAN	◯JUL	◯	◯	◯	◯	◯	◯
◯FEB	◯AUG	◯	◯	◯	◯	◯	
◯MAR	◯SEP	◯	◯	◯	◯	◯	
◯APR	◯OCT	◯	◯	◯	◯	◯	
◯MAY	◯NOV	◯	◯	◯	◯	◯	
◯JUN	◯DEC	◯	◯	◯	◯	◯	

NOW. GO ON TO ITEM NUMBER 1 ON THE NEXT PAGE.

THE FOLLOWING ITEMS ARE VERY IMPORTANT FOR THE UNDERSTANDING OF THE RESULTS OF THE SURVEY. PLEASE COMPLETE THESE ITEMS AS ACCURATELY AS POSSIBLE.

1. What type of job do you have? Fill in **one** oval within the job category that applies to you. **Your survey results cannot be counted unless you complete this item.**

NONMANAGEMENT

- ① Operator
- ② Service Representative
- ③ PhoneCenter Clerk
- ④ Central Office (craft)
- ⑤ Installation and Maintenance (craft)
- ⑥ Outside Plant/Network Distribution (craft)
- ⑦ Assignment and Repair Service (clerical)
- ⑧ Other Craft
- ⑨ Other Clerical
- ⑩ Other Nonmanagement

MANAGEMENT

- ⑪ 1st Level
- ⑫ 2nd Level
- ⑬ 3rd Level
- ⑭ 4th Level and above
- ⑮ Other Management

2. If you work in the **line sales organization of Business Marketing** (including CSR-BS's reporting on an interim basis to staff), fill in the oval next to your official job title. If not, skip to Item No. 3.

- ① Account Executive
- ② National Account Manager
- ③ Communications System Representative - Business Systems
- ④ Communications System Representative (Voice, Data, Phone Power)
- ⑤ Market Administrator - Demand (Communications Consultant, Special Communication Representative, Customer Sales Representative, Communications Representative, Service Consultant)
- ⑥ Market Administrator - Implementation
- ⑦ Industry Manager
- ⑧ Systems Manager
- ⑨ Administrative Manager
- ⑩ Marketing Manager
- ⑪ Other (not listed above)

THE FOLLOWING ITEMS DEAL WITH YOUR OVERALL JOB SATISFACTION AND SECURITY. PLEASE FILL IN ONE OVAL FOR EACH ITEM BELOW.

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED	VERY DIS- SATISFIED
3. Considering everything, how would you rate your overall satisfaction in your company at the present time?	①	②	③	④	⑤
4. Considering everything, how satisfied are you with your job?	①	②	③	④	⑤
5. How satisfied are you with the amount of recognition you receive for doing your job?	①	②	③	④	⑤
6. How satisfied are you with the information you receive from management on what's going on in the company?	①	②	③	④	⑤

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
7. I like the kind of work I do.	①	②	③	④	⑤
8. My job makes good use of my skills and abilities.	①	②	③	④	⑤
9. My work gives me a feeling of personal accomplishment.	①	②	③	④	⑤

	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
0. How do you rate this company in providing job security for people like yourself?	①	②	③	④	⑤

1. How frequently is each of the following true about work stress or pressure on your current job? Please fill in one oval for each item.

	ALMOST ALWAYS	QUITE FREQUENTLY	SOMETIMES	SELDOM	ALMOST NEVER	N/A TO MY JOB
a. I feel under more stress on the job now than I ever have before.	①	②	③	④	⑤	⑥
b. I feel pressured to achieve objectives ("get numbers") or meet deadlines I know I can't achieve.	①	②	③	④	⑤	⑥
c. I feel pressured to work an unreasonable amount of overtime or to take an unreasonable amount of work home.	①	②	③	④	⑤	⑥
d. The way in which the absence control policy is administered creates unnecessary pressure.	①	②	③	④	⑤	⑥

2. How frequently is each of the following conditions a road block to you in getting work done on your current job? Fill in one oval for each item.

	ALMOST ALWAYS	QUITE FREQUENTLY	SOMETIMES	SELDOM	ALMOST NEVER	N/A TO MY JOB
a. Not enough people to handle the work load.	①	②	③	④	⑤	⑥
b. The unavailability of tools, equipment or other needed items and services.	①	②	③	④	⑤	⑥
c. Too much paperwork.	①	②	③	④	⑤	⑥
d. When I need assistance from another department, I am unable to get the help.	①	②	③	④	⑤	⑥
e. Inadequate or incorrect information.	①	②	③	④	⑤	⑥

4

		STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE

13. I have enough information to do my job well. ① ② ③ ④ ⑤

14. The people I work with cooperate to get the job done. ① ② ③ ④ ⑤

15. If conditions were better (such as better supplies. organization. supervision, procedures, rewards. etc.). how much would you say you could increase your productivity? Please fill in one oval.

    ① 0-5%   ② 6-15%   ③ 16-25%   ④ 26-50%   ⑤ More than 50%

16. The following items deal with training. Please fill in one oval for each item.

		STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N A TO MY JOB
a.	The company-provided training **courses** I have been through have helped me to perform my current job better.	①	②	③	④	⑤	⑥
b.	The company makes available training when I need it to keep up with changes which affect my current job.	①	②	③	④	⑤	⑥

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE

:7. I am given a real opportunity to improve my skills in this company. ① ② ③ ④ ⑤

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED	VERY DIS-SATISFIED

8. How satisfied are you with the training you received for your present job? ① ② ③ ④ ⑤

THE FOLLOWING ITEMS DEAL WITH PAY AND BENEFITS. PLEASE FILL IN ONE OVAL FOR EACH ITEM.

	MUCH HIGHER	SLIGHTLY HIGHER	ABOUT THE SAME	SLIGHTLY LOWER	MUCH LOWER

9. In comparison with people in similar jobs in other companies. I feel my pay is: ① ② ③ ④ ⑤

5

20. How do you rate the amount of pay you get on your job?   ① ② ③ ④ ⑤

21. How do you rate your pay considering the work done by others in your department at your salary grade?   ① ② ③ ④ ⑤

22. How do you rate your total benefits program (Insurance, Medical, etc.)?   ① ② ③ ④ ⑤

23. Please comment on each of the following conditions concerning advancement and transfer. Fill in one oval for each item.

	ALMOST ALWAYS	QUITE FREQUENTLY	SOMETIMES	SELDOM	ALMOST NEVER	N/A TO MY JOB
a. I am well informed about job openings for which I might be qualified.	①	②	③	④	⑤	⑥
b. Promotions are based more on personal relationships or friendships than on merit.	①	②	③	④	⑤	⑥
c. Supervisors unfairly hold back their best performers from promotion or transfer.	①	②	③	④	⑤	⑥

	VERY SATISFIED	SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED	VERY DIS-SATISFIED
24. How satisfied are you with your opportunity to get a better job in this company?	①	②	③	④	⑤

25. How frequently is each of the following true about decision-making in your department? Fill in one oval for each item.

	ALMOST ALWAYS	QUITE FREQUENTLY	SOMETIMES	SELDOM	ALMOST NEVER	N/A TO MY JOB
a. I participate in setting the objectives for my job.	①	②	③	④	⑤	⑥
b. I participate in deciding how to do my job.	①	②	③	④	⑤	⑥
c. Proposed actions or decisions have to go too high in my department for approval.	①	②	③	④	⑤	⑥
d. When job-related problems arise, my supervisor uses group meetings to get ideas from subordinates.	①	②	③	④	⑤	⑥

26. The following items relate to participation. Fill in one oval for each item.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
a. Sufficient effort is made to get the opinions and thinking of people who work here.	①	②	③	④	⑤
b. If my department formed special teams of employees to solve work problems, I would be interested in joining such a team.	①	②	③	④	⑤

27. How frequently is each of the following true about your current, immediate supervisor? The term "immediate supervisor" refers to the person to whom you usually report. Please fill in one oval for each item.

My immediate supervisor:

	ALMOST ALWAYS	QUITE FREQUENTLY	SOMETIMES	SELDOM	ALMOST NEVER	N/A TO MY JOB
a. Responds to my concerns or suggestions.	①	②	③	④	⑤	⑥
b. Knows enough about my work to provide the support I need.	①	②	③	④	⑤	⑥
c. Does a good job in explaining **why** things are done in a certain way.	①	②	③	④	⑤	⑥
d. Encourages high standards of performance in my work group.	①	②	③	④	⑤	⑥
e. Encourages subordinates to participate in solving problems which affect our work.	①	②	③	④	⑤	⑥
f. Watches me too closely.	①	②	③	④	⑤	⑥

28. The following also deals with your current immediate supervisor. Please fill in one oval for each item.

My immediate supervisor:

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A TO MY ...
a. Provides useful assistance for my career planning.	①	②	③	④	⑤	⑥
b. Gives me feedback frequently enough so that I know how I am performing.	①	②	③	④	⑤	⑥
c. Gives me useful feedback concerning my **potential for advancement**.	①	②	③	④	⑤	⑥

	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
29. Overall, how good a job do you feel is being done by your immediate manager/supervisor?	①	②	③	④	⑤

THE FOLLOWING ITEMS DEAL WITH PERFORMANCE APPRAISALS.

30. Within the past year, has an annual performance appraisal been filled out for your work? Please fill in one of the following ovals.

    ① Yes   ② No   ③ Don't Know   ④ Not Applicable to My Job

31. To what extent do you agree or disagree with each of the following statements about your most recent performance appraisal? Please fill in one oval to indicate how you feel for each item below.

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A TO MY JOB
a.	The standards used to judge my performance were clearly explained.	①	②	③	④	⑤	⑥
b.	The standards used to evaluate my performance were fair.	①	②	③	④	⑤	⑥
c.	The rating I received on my last appraisal was fair.	①	②	③	④	⑤	⑥
d.	My last appraisal provided me with information on how I could improve my job performance.	①	②	③	④	⑤	⑥

32. Are you aware that in the most recent national bargaining the unions and Bell System management signed a joint agreement to encourage greater worker participation and to improve working conditions, service and the quality of life at work?

                ① Yes   ② No

33. Have you seen specific evidence that the union and management are working together on Quality of Work Life issues?

                ① Yes   ② No

34. How frequently is each of the following true about the quality of service provided directly to **external customers of your company**? For the statements below, the term "work group" refers to the people **at your level** who report to your supervisor. Please fill in one oval for each item.

		ALMOST ALWAYS	QUITE FREQUENTLY	SOMETIMES	SELDOM	ALMOST NEVER	N.A. TO MY JOB
a.	My company provides high quality service to external customers.	①	②	③	④	⑤	⑥
b.	My work group responds to individual needs of the company's external customers.	①	②	③	④	⑤	⑥
c.	My work group places more emphasis on meeting internal measurements than on doing the best job for the company's external customers.	①	②	③	④	⑤	⑥
d.	The index or results that I must achieve do not always lead to the best service for the company's external customers.	①	②	③	④	⑤	⑥

35. Are the following changing faster than they should in your company, at about the right pace, or slower than they should? Please fill in one oval to indicate how you feel for each item below.

		MUCH TOO FAST	TOO FAST	ABOUT RIGHT	TOO SLOW	MUCH TOO SLOW	N.A. TO MY JOB
a.	Technological change.	①	②	③	④	⑤	⑥
b.	Changes in operating practices and procedures.	①	②	③	④	⑤	⑥
c.	Changes in organizational structure.	①	②	③	④	⑤	⑥
d.	Changes in personnel practices and procedures (how the company treats its employees).	①	②	③	④	⑤	⑥
e.	Application of computer systems in my part of the business.	①	②	③	④	⑤	⑥

36. How do you feel about the way in which the above changes are being managed in your department?

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N.A. TO MY JOB
a.	The changes are being introduced with good forethought and preparation.	①	②	③	④	⑤	⑥
b.	The changes are being made, for the most part, without asking employees like me for our ideas or views.	①	②	③	④	⑤	⑥
c.	The changes are not well communicated to employees most directly affected.	①	②	③	④	⑤	⑥

The following items are concerned with top management of your company, that is 5th level and above. How would you rate top management in your company on each of the following? Please fill in one oval for each item below.

How do you rate top management in your company on:

		VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR	N/A TO MY JOB	DON'T KNOW
a.	Being open and honest in dealing with employees.	①	②	③	④	⑤	⑥	⑦
b.	Considering employees' interests when introducing new technology or procedures that affect their jobs.	①	②	③	④	⑤	⑥	⑦
c.	Informing employees ahead of time about changes that will affect their jobs.	①	②	③	④	⑤	⑥	⑦
d.	Allocating resources properly to ensure that each department can accomplish its objectives.	①	②	③	④	⑤	⑥	⑦
e.	Having the ability to solve the major problems of the company.	①	②	③	④	⑤	⑥	⑦
f.	Making sure that internal measurements are prepared honestly.	①	②	③	④	⑤	⑥	⑦
g.	Providing the capabilities required to meet competition effectively.	①	②	③	④	⑤	⑥	⑦

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
People at the top of this organization are aware of the problems at my level of the organization.	①	②	③	④	⑤

Do you believe top management (5th level and above) will act on the problems identified by this survey?

① Yes   ② No

CERTAINLY
PROBABLY
NOT SURE
PROBABLY NOT
CERTAINLY NOT

① ② ③ ④ ⑤

40. If you have your own way, will you be working for the Bell System twelve months from now? (If you will be retiring within the next twelve months, do not answer this question.)

41. If I were to leave the Bell System for a job in another company. i WOULD DO SO TO GAIN:
(Pick the three most important. Fill in no more than three ovals.)

①　Reduced job pressure.

②　Better job training.

③　Improved opportunities for advancement.

④　A greater chance in making decisions which affect my job.

⑤　More effective top management.

⑥　Better immediate supervision.

⑦　A-more service oriented company.

⑧　More effective management of change.

⑨　Better pay.

⑩　Better geographical location.

⑪　More challenging/interesting work.

⑫　More job security.

⑬　Better treatment as an individual.

⑭　A new career.

⑮　Better benefits.

⑯　Other (not listed above).

42. Below is a list of the major subject areas covered in this questionnaire. People differ in what is important to them in any job. We would like to know how **important** each of the following is to you in your job.

PLEASE NOTE: Although you may consider many of the factors listed as important, you should use the rating "of utmost importance" **only** for those items which are of the **most** importance to you. It is critical that you evaluate **each** item separately and carefully. Fill in one oval for each item.

How important to you is:	OF UTMOST IMPORTANCE	VERY IMPORTANT	OF MODERATE IMPORTANCE	OF LITTLE IMPORTANCE	OF NO IMPORTANCE
a. Pace of change in your company	①	②	③	④	⑤
b. Management of change in your company	①	②	③	④	⑤
c. Your relationship with your immediate supervisor	①	②	③	④	⑤
d. The opportunity you have to participate in decision making which affects your job	①	②	③	④	⑤
e. The amount of pressure on your job	①	②	③	④	⑤
f. The quality of service provided to **external** customers of your company	①	②	③	④	⑤
g. Your own productivity	①	②	③	④	⑤
h. Your pay or benefits	①	②	③	④	⑤
i. The effectiveness of top management in your company	①	②	③	④	⑤
j. The training provided for your job	①	②	③	④	⑤
k. The performance appraisal process as it affects you	①	②	③	④	⑤
l. Your advancement or transfer opportunities	①	②	③	④	⑤
m. The security of your current job	①	②	③	④	⑤
n. Security of employment in the Company	①	②	③	④	⑤

| | OF UTMOST IMPORTANCE | VERY IMPORTANT | OF MODERATE IMPORTANCE | OF LITTLE IMPORTANCE | OF NO IMPORTANCE |

43. In the preceding section we asked you to prioritize what you think is most important in your job. Now we would like you to **indicate how satisfied you are, in your current job**, with each of the following: (Fill in one oval for each item.)

As compared to what you want in your job, how satisfied are you at present with:

		VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	N/A TO MY JOB
a.	Pace of change in your company	①	②	③	④	⑤	⑥
b.	Management of change in your company	①	②	③	④	⑤	⑥
c.	Your relationship with your immediate supervisor	①	②	③	④	⑤	⑥
d.	The opportunity you have to participate in decision making which affects your job	①	②	③	④	⑤	⑥
e.	The amount of pressure on your job	①	②	③	④	⑤	⑥
f.	The quality of service provided to **external customers** of your company	①	②	③	④	⑤	⑥
g.	Your own productivity	①	②	③	④	⑤	⑥
h.	Your pay or benefits	①	②	③	④	⑤	⑥
i.	The effectiveness of top management in your company	①	②	③	④	⑤	⑥
j.	The training provided for your job	①	②	③	④	⑤	⑥
k.	The performance appraisal process as it affects you	①	②	③	④	⑤	⑥
l.	Your advancement or transfer opportunities	①	②	③	④	⑤	⑥
m.	The security of your current job	①	②	③	④	⑤	⑥
n.	Security of employment in the Company	①	②	③	④	⑤	⑥

VERY SATISFIED   SATISFIED   NEUTRAL   DISSATISFIED   VERY DISSATISFIED   N/A TO MY JOB

44. Sex

① Male
② Female

45. Age

① Under 25 years
② 25-34 years
③ 35-44 years
④ 45-54 years
⑤ 55 years or more

---

46. Race

① American Indian or Alaskan Native
② Asian or Pacific Islander
③ Black (not of Hispanic origin)
④ Hispanic
⑤ White (not of Hispanic origin)
⑥ Other

47. Company Service (tenure)

① Less than one year
② One to five years of service
③ 6-10 years of service
④ 11-15 years of service
⑤ 16 or more years of service

	REGULARLY	OCCASIONALLY	SELDOM	NEVER	N/A TO MY JOB
48. To what extent, as a normal part of your current job, do you have direct contact with customers?	①	②	③	④	⑤

49. How many direct reporting subordinates do you have?

① None ④ Three ⑦ Six to Nine ⑩ Twenty-one or More
② One ⑤ Four ⑧ Ten to Fifteen
③ Two ⑥ Five ⑨ Sixteen to Twenty

50. Education (highest level of education attained)

① 8th grade or less
② Completed 1-4 years of high school work (no diploma)
③ High school graduate or equivalent
④ Completed formal vocational or technical school program
(industry-specific qualifiers, e.g., draftsman, business
school, etc.)
⑤ Completed 1-4 years of college work
⑥ Graduated from 4-year college
⑦ Completed some graduate training
⑧ Completed Masters Degree or higher (LLB., PhD., etc.)

51 -Supervisory Level

① Nonsupervisor
② 1st line supervision
③ 2nd level supervision, i.e., of 1st line supervisor
④ 3rd level supervision. i.e., of 2nd line supervisor
⑤ 4th level supervision and above. i.e., of 3rd line supervisor

52. What are the three roadblocks or obstacles to doing your job that you feel should be acted upon immediately? List them in order of priority, highest priority first.

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

53. If you would like to comment on any other subject of interest not covered by this questionnaire or expand your replies to any earlier questions, please use this space.

_____

_____

_____

_____

_____

_____

_____

_____

54. Are you confident that your responses to this questionnaire will not be reported in any way which identifies you as an individual?

① Yes   ② No

A FINAL WORD TO RESPONDENTS:

WHEN THE COMPLETED QUESTIONNAIRES ARE IN, SUMMARIES OF RESULTS WILL BE PREPARED FOR EACH COMPANY.

TO ENABLE US TO PRODUCE SUMMARIES, EACH QUESTIONNAIRE HAS BEEN STAMPED (BELOW) WITH AN ORGANIZATIONAL CODE. ALL RESPONDENTS FROM YOUR ORGANIZATION HAVE THE SAME CODE. NO INDIVIDUAL RESPONDENT'S RESULTS WILL BE REPORTED. THIS CODE HAS ALSO BEEN STAMPED ON THE FRONT PAGE OF YOUR SURVEY.

THANK YOU FOR YOUR HELP

Code

APPENDIX C

Humboldt County School District
TELEPHONE (702) 623-4467
POST OFFICE BOX 1070
WINNEMUCCA, NEVADA 89445

October 29, 1980
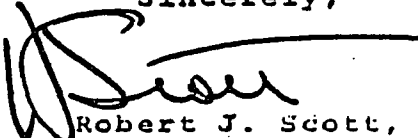
Mr. Leon Hensley, Superintendent
Lander County School District
P. O. Box 273
Battle Mountain, Nevada 89820

Dear Leon:

Please consider this letter as my endorsement of your endeavors
to develop an evaluation model for use in small school districts.
Such research will provide much needed information regarding our
organization and staff relationships. Districts our size gen-
erally do not have the staffs or the expertise to develop such
instruments, although they can be extremely useful in our self-
examination of how well our personnel are achieving positive
inter-personal relationships within the district structure.

Please contact me if I can help you with this project.

Sincerely,

Robert J. Scott,
Superintendent

RJS/it

PERSHING COUNTY SCHOOL DISTRICT

October 29, 1980

Mr. Leon Hensley
Lander County Superintendent
P.O. Box 273
Battle Mountain, Nevada 89820
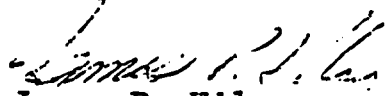
Dear Leon:

I am writing in response to your letter of October 24, 1980, regarding the research you intend to complete for your doctoral dissertation.

Your effort to establish an evaluation model to assist small school districts in measuring the effectiveness of staff relationships and district organizational patterns is commendable.

I will look forward to receiving the results of your research.

Sincerely,

James P. Kiley
Superintendent of Schools

JPK:ske

APPENDIX D

PROFILING THE SOCIAL ORGANIZATION OF THE SCHOOL

The information in this study will allow educational leaders, both locally and nationally to improve school organization and system. Your responses will remain anonymous with no effort made to identify you or your school. Your input is vital to the success of the survey. Please answer every question and return the survey as soon as possible. Your superintendent of schools has cooperated in the distribution process of this questionnaire in the hope that the overall results will make possible improvements in the school organization that directly affects you. Thank you very much for your time and consideration.

Leon Hensley
Ed.D. Candidate
Department of Educational Administration and Higher Education
University of Nevada, Las Vegas 89145

****

DEMOGRAPHIC DATA

Please circle the appropriate number.

1. **Type of school**

   1 K-3
   2 4-6
   3 K-6
   4 K-8
   5 7-12
   6 7-8
   7 9-12
   8 K-12
   9 Other_____

2. **Sex**

   1 Male
   2 Female

3. **Marital Status**

   1 Single
   2 Married
   3 Divorced
   4 Separated
   5 Widowed

4. **Age**

   1 25 or younger
   2 26-35
   3 36-45
   4 46-60
   5 61 or older

5. **Race**

   1 Caucasian
   2 Black
   3 Hispanic
   4 Native American
   5 Other_____

6. **School District Enrollment**

   1 1-200
   2 201-500
   3 501-1000
   4 1001-2500
   5 2501 or more

7. **Number of teachers in my school**

   1 Less than 5
   2 6-12
   3 13-25
   4 26 or more

8. **Degree Status**

   1 BA
   2 Masters
   3 Masters+
   4 Specialist
   5 Doctorate
   6 Other_____

****

INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE

The purpose of this research is to develop an organizational profile for small school districts. The profile will reflect the district's informal social structure allowing for creativity and enhancing staff motivation. The informal social structure is defined as the non-written communication, interaction, and feelings among the staff, administration, board, and the organization itself.

This instrument consists of Six Parts:

> Part I   Security and Loyalty
> Part II   Communications
> Part III Teamwork
> Part IV   Confidence and Trust
> Part V   Identity and Purpose
> Part VI   Identification within the Organization

The instrument will require approximately 30 minutes of your time.

> Please: 1. Read the directions.
>   2. Answer all questions.

> All responses will remain confidential.
> Thank you for your participation!

****

Directions: Circle the number, on a scale of one to nine (1-9), which comes the closest to relating your reactions to the following comments.

PART I SECURITY AND LOYALTY

	Strongly Disagree							Strongly Agree	
1. My principal is open and honest in his dealings with me.	1	2	3	4	5	6	7	8	9
2. There is mutual trust and respect between my principal and me.	1	2	3	4	5	6	7	8	9
3. My principal is an active spokesperson before the superintendent and/or board for my interests and needs outside the collective bargaining spector.	1	2	3	4	5	6	7	8	9
4. Although I can't expect the superintendent to agree with everything I say, I feel the superintendent listens to my concerns or points of view and takes them into consideration when making decisions for the district.	1	2	3	4	5	6	7	8	9
5. I feel at ease disagreeing with my principal.	1	2	3	4	5	6	7	8	9
6. I feel at ease disagreeing with my superintendent.	1	2	3	4	5	6	7	8	9

		Strongly Disagree						Strongly Agree		
7.	I am motivated to perform my best because my achievements are recognized and applauded by my principal.	1	2	3	4	5	6	7	8	9
8.	The school plant maintenance is conducive to the teaching environment.	1	2	3	4	5	6	7	8	9
9.	I feel some stress in my job but not at the level that causes discomfort or illness.	1	2	3	4	5	6	7	8	9
10.	When I am having problems either personally or professionally, my principal is a good sounding board.	1	2	3	4	5	6	7	8	9
11.	When I am having problems in the classroom, I can depend on the principal to offer assistance or help in solving the problems.	1	2	3	4	5	6	7	8	9

PART II COMMUNICATION

		Strongly Disagree						Strongly Agree		
12.	My principal does not let personal feelings toward an individual affect his/her working relationship with the staff.	1	2	3	4	5	6	7	8	9
13.	Teachers and my principal have a free exchange of information and questions are readily addressed.	1	2	3	4	5	6	7	8	9
14.	Generally speaking, the principal understands the problems of the teachers.	1	2	3	4	5	6	7	8	9
15.	Generally speaking, the teachers understand the problems of the principal.	1	2	3	4	5	6	7	8	9
16.	My principal gives feedback to me so I know how he/she feels I'm performing.	1	2	3	4	5	6	7	8	9
17.	Changes are introduced in my district with planning, forethought and preparation.	1	2	3	4	5	6	7	8	9
18.	The superintendent is aware of the challenges and problems I face in my job.	1	2	3	4	5	6	7	8	9
19.	Resources, money and effort are properly allocated to ensure that I can accomplish my educational goals and objectives.	1	2	3	4	5	6	7	8	9
20.	There is community involvement in my district's programs.	1	2	3	4	5	6	7	8	9
21.	I would classify channels of formal communication as being better than average in my district.	1	2	3	4	5	6	7	8	9
22.	I would classify channels of informal communication as being better than average in my district.	1	2	3	4	5	6	7	8	9

PART III TEAMWORK

		Strongly Disagree						Strongly Agree		
23.	Teacher input is utilized in decision making by the principal.	1	2	3	4	5	6	7	8	9
24.	Teacher input is utilized in decision making by the superintendent.	1	2	3	4	5	6	7	8	9
25.	Teacher input is utilized in decision making by the school board.	1	2	3	4	5	6	7	8	9
26.	My principal is open to change.	1	2	3	4	5	6	7	8	9
27.	My superintendent is open to change.	1	2	3	4	5	6	7	8	9
28.	My school board is open to change.	1	2	3	4	5	6	7	8	9
29.	My ideas and opinions are sought and frequently utilized by the principal.	1	2	3	4	5	6	7	8	9
30.	I am able to exert adequate influence in the school district relating to overall goals, activities, and methods, particularly in regard to how they affect my school.	1	2	3	4	5	6	7	8	9
31.	The superintendent exerts most of the influence over the goals, activities, and methods of my district.	1	2	3	4	5	6	7	8	9
32.	When important decisions are made about programs in my district I am informed of the program change beforehand by the principal and am involved in related discussion.	1	2	3	4	5	6	7	8	9
33.	While I obviously can't have a vote on all decisions made that affect me and my district, I feel I have important input into most decisions.	1	2	3	4	5	6	7	8	9
34.	When decisions are made that affect me or my school, my input is considered.	1	2	3	4	5	6	7	8	9
35.	When decisions are made that affect me and the district, my input is considered.	1	2	3	4	5	6	7	8	9

PART IV CONFIDENCE AND TRUST

		Strongly Disagree						Strongly Agree		
36.	I have substantial confidence and trust in my principal.	1	2	3	4	5	6	7	8	9
37.	I have substantial confidence and trust in my superintendent.	1	2	3	4	5	6	7	8	9
38.	I believe my principal has substantial confidence and trust in me.	1	2	3	4	5	6	7	8	9
39.	I believe my superintendent has substantial confidence and trust in me.	1	2	3	4	5	6	7	8	9

	Strongly Disagree							Strongly Agree	

40. I feel free to discuss important things about my job with my principal.

1 2 3 4 5 6 7 8 9

41. I feel free to discuss important things about my job with my superintendent.

1 2 3 4 5 6 7 8 9

42. I feel part of the team when decisions are made at school that affect me.

1 2 3 4 5 6 7 8 9

43. I believe that my principal has been trained to provide leadership in educational matters in my district.

1 2 3 4 5 6 7 8 9

44. My principal really cares about students.

1 2 3 4 5 6 7 8 9

45. When problems arise, my principal has procedures for working on them. Problems are seen as normal challenges not as rocking the boat.

1 2 3 4 5 6 7 8 9

46. I am satisfied with most teachers in my school regarding their commitment and quality of work.

1 2 3 4 5 6 7 8 9

47. My personal and social relationships with the other teachers are satisfactory.

1 2 3 4 5 6 7 8 9

48. My professional relationship with the other teachers is satisfactory.

1 2 3 4 5 6 7 8 9

PART V   IDENTITY AND PURPOSE

	Strongly Disagree							Strongly Agree	

49. Teaching expectations and responsibilities are clearly defined by my principal.

1 2 3 4 5 6 7 8 9

50. I feel a responsibility to help the school district attain and implement goals.

1 2 3 4 5 6 7 8 9

51. The teacher evaluation instrument is designed to identify criteria for good teaching and instruction.

1 2 3 4 5 6 7 8 9

52. The administration utilizes the evaluation process to improve teacher effectiveness in the classroom.

1 2 3 4 5 6 7 8 9

53. The evaluation instrument was designed with teachers' interests in mind.

1 2 3 4 5 6 7 8 9

54. The evaluation instrument used by the district is clear and objective in regard to what is expected.

1 2 3 4 5 6 7 8 9

55. The evaluation instrument reflects factors that are essential to instruction and classroom management.

1 2 3 4 5 6 7 8 9

56. Evaluation criteria are attainable by all good teachers.

1 2 3 4 5 6 7 8 9

57. My last evaluation by my principal provided me with information for improvement and growth.

1 2 3 4 5 6 7 8 9

58. The informal flow of information, those happenings that occur that are not a part of the formal reporting system, reach the principal.

1 2 3 4 5 6 7 8 9

59. District inservice programs are designed to assist teachers by improving teaching ability.

1 2 3 4 5 6 7 8 9

60. Inservice provided by the district addresses areas that improve my ability to deliver services to children more effectively.

1 2 3 4 5 6 7 8 9

61. Extracurricular activities do not interfere with but complement academic objectives of the district goals.

1 2 3 4 5 6 7 8 9

PART VI   IDENTIFICATION WITHIN THE ORGANIZATION

	Strongly Disagree							Strongly Agree	

62. My professional goals and motivation are generally attuned to those of the school district's.

1 2 3 4 5 6 7 8 9

63. There exists a mutual cooperation between the staff and the superintendent that creates a positive attitude among the staff.

1 2 3 4 5 6 7 8 9

64. The superintendent understands the problems I experience as a result of my responsibilities.

1 2 3 4 5 6 7 8 9

65. Decisions that affect me are made at the level that can bring about solution.

1 2 3 4 5 6 7 8 9

66. Teachers are encouraged to innovate in their classroom instruction rather than to conform.

1 2 3 4 5 6 7 8 9

67. The superintendent affords me the opportunity to develop my areas of special interest in academic areas.

1 2 3 4 5 6 7 8 9

68. I am given the support to meet my students' academic needs by the superintendent.

1 2 3 4 5 6 7 8 9

69. My professional achievements satisfy the expectations of the superintendent.

1 2 3 4 5 6 7 8 9

70. My principal encourages high standards in my performance and that of his/her staff.

1 2 3 4 5 6 7 8 9

APPENDIX E

SCHOOL DISTRICTS USED IN THE SURVEY

1. Blaine County School District #61
   Hailey, Idaho

2. Garden Valley School District #71
   Garden Valley, Idaho

3.. Payette School District #371
   Payette, Idaho

4. McCall-Donnelly School District #421
   McCall, Idaho

5. Cascade School District #422
   Cascade, Idaho

6. Tahoe-Truckee Unified School District
   Truckee, California

7. Bishop Elementary School District
   Biship, California

8. Bishop High School District
   Bishop, California

9. Elko County School District
   Elko, Nevada

10. Humbolt County School District
    Winnemucca, Nevada

11. Nye County School District
    Tonopah, Nevada

12. White Pine County School District
    Ely, Nevada

13. Churchill County School District
    Fallon, Nevada

APPENDIX F

Lander County School District

P.O. Box 273   734 Gold Creek Avenue
Battle Mountain, Nevada 89820
(702) 635-2886

February, 1982

Dear Educator:

As a research effort to explore informal social structures of non-urban school systems, I am asking that you spend a few of your valuable minutes to complete the enclosed questionnaire.

Models which evaluate and monitor the formal organizational structure of school systems are available to educators. The results of this research may provide the necessary information to develop a model to evaluate the informal workings of a small school system. Indicators of staff morale, job satisfaction and interpersonal relationships between staff and administrators portray a much clearer picture of a school system's health than curriculum or accreditation evaluations.

As in any research, 100% return is vitally important. I solicit your pariticpation and thank you in advance for your cooperation.

Sincerely,

Leon Hensley
Superintendent

Approved, Anthony Saville
Professor, Educational Administration
and Higher Education
University of Nevada, Las Vegas
Las Vegas, Nevada 89145

APPENDIX G

The information in this study will allow educational leaders, both locally and nationally to improve school organization and system. Your responses will remain anonymous with no effort made to identify you or your school. Your input is vital to the success of the survey. Please answer every question and return the survey as soon as possible. Your superintendent of schools has cooperated in the distribution process of this questionnaire in the hope that the overall results will make possible improvements in the school organization that directly affects you. Thank you very much for your time and consideration.

Leon Hensley
Ed.D. Candidate
Department of Educational Administration and
Higher Education
University of Nevada, Las Vegas 89145

****

DEMOGRAPHIC DATA

Please circle the appropriate number.

1. Type of school

   1 Elementary
   2 Jr. High/Middle School
   3 Jr.-Sr. High School
   4 High School

2. Sex

   1 Male
   2 Female

3. Marital Status

   1 Single
   2 Married
   3 Divorced
   4 Separated
   5 Widowed

4. Age -

   1 25 or younger
   2 26-35
   3 36-45
   4 46-60
   5 60 or older

5. Race

   1 Caucasian
   2 Black
   3 Hispanic
   4 Native American
   5 Other _____

6. Number of teachers in my school

   1 Less than 5
   2 6-12
   3 13-25
   4 26 or more

7. Degree Status

   1 BA
   2 Masters
   3 Specialist
   4 Doctorate

****

INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE

The purpose of this research is to develop an organizational profile for small school districts. The profile will reflect the district's informal social structure allowing for creativity and enhancing staff motivation. The informal social structure is defined as the non-written communication, interaction, and feelings among the staff, administration, board, and the organization itself.

This instrument consists of Five Parts:

Part I	Security and Loyalty
Part II	Communication
Part III	Teamwork
Part IV	Confidence and Trust
Part V	Identity and Purpose

The instrument will require approximately 10 minutes of your time.

Please: 1. Read the directions.
2. Try and answer all questions.
3. Do not answer questions you feel "I don't know".

All responses will remain confidential.
Thank you for your participation!
****

Directions: Circle the number, on a scale of one to seven (1-7), which comes the closest to relating your reactions to the following comments.

PART I SECURITY AND LOYALTY

	Strongly Disagree						Strongly Agree
1. My principal is open and honest in his dealings with me.	1	2	3	4	5	6	7
2. There is mutual trust and respect between my principal and me.	1	2	3	4	5	6	7
3. I feel at ease disagreeing with my principal.	1	2	3	4	5	6	7

		Strongly Disagree					Strongly Agree	

4. I feel at ease disagreeing with my superintendent.   1 2 3 4 5 6 7

5. When I am having problems in the classroom, I can depend on   1 2 3 4 5 6 7
the principal to offer assistance or help in solving the
problems.

PART II COMMUNICATION

Strongly   Strongly
Disagree   Agree

6. Teachers and my principal have a free exchange of informa-   1 2 3 4 5 6 7
tion and questions are readily addressed.

7. Generally speaking, the principal understands the problems   1 2 3 4 5 6 7
of the teachers.

8. Changes are introduced in my district with planning, fore-   1 2 3 4 5 6 7
thought and preparation.

9. The superintendent is aware of the challenges and problems   1 2 3 4 5 6 7
I face in my job.

10. Resources, money and effort are properly allocated to ensure   1 2 3 4 5 6 7
that I can accomplish my educational goals and objectives.

11. I would classify channels of formal communication as being   1 2 3 4 5 6 7
better than average in my district.

PART III TEAMWORK

Strongly   Strongly
Disagree   Agree

12. Teacher input is utilized in decision making by the district. 1 2 3 4 5 6 7

13. My principal is open to change.   1 2 3 4 5 6 7

14. My superintendent is open to change.   1 2 3 4 5 6 7

15. When decisions are made that affect me and the district,   1 2 3 4 5 6 7
my input is considered.

PART IV CONFIDENCE AND TRUST

Strongly   Strongly
Disagree   Agree

16. I have substantial confidence and trust in my principal.   1 2 3 4 5 6 7

17. I have substantial confidence and trust in my superintendent. 1 2 3 4 5 6 7

18. I believe my superintendent has substantial confidence and   1 2 3 4 5 6 7
trust in me.

19. My personal and social relationships with the other teachers   1 2 3 4 5 6 7
are satisfactory.

20. My professional relationship with the other teachers is   1 2 3 4 5 6 7
satisfactory.

PART V IDENTITY AND PURPOSE

Strongly   Strongly
Disagree   Agree

21. The evaluation instrument used by the district is clear and   1 2 3 4 5 6 7
objective in regard to what is expected and reflects factors
that are essential to instruction and classroom management.

22. District inservice programs are designed to assist teachers   1 2 3 4 5 6 7
by improving teaching ability.

23. The superintendent understands the problems I experience   1 2 3 4 5 6 7
as a result of my responsibilities.

24. Decisions that affect me are made at the level that can   1 2 3 4 5 6 7
bring about solution.

25. I am given the support to meet my students' academic needs   1 2 3 4 5 6 7
by the superintendent.

APPENDIX H

February 24, 1983

Mr. Leon Hensley
Superintendent
Lender County School District
P.O. Box 203
Battle Mountain, NV   89820

Dear Leon;

Per your request, I am writing this letter concerning your research procedure.

1. Since there are too many questions (70) per questionnaire, as you see, your respondents were too tired or confused to answer the last part of the questionnaire.

2. The questionnaire has too many ways to respond for each question. People do not have that many ways to answer. The ideal and maximum number of ways to answer is about seven.

3. From the 70 questions, the selected 25 questions are valid. Of course, if the base, the 70 questions, were not well defined, those selected 25 questions would be less valid.

4. The selection method from the factor scores were designed to pick top meaningful three or four high values. That is the reason why the significant level did not apply here.

5. The last part of the questionnaire did not get high factor score because the reasons described in item 1.

Sincerely yours,

Young O. Koh
Statistical Consultant

YOK:br