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A Descriptive Study of Organizational Culture and Climate in Selected Elementary and Secondary Parochial Schools

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A DESCRIPTIVE STUDY OF ORGANIZATIONAL CULTURE AND CLIMATE
IN SELECTED ELEMENTARY AND SECONDARY PAROCHIAL SCHOOLS

by

Maureen C. Thiec

A dissertation submitted to the Doctoral Faculty of the
College of Education and Human Services in partial fulfillment
of the requirements for the degree of

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COLLEGE OF EDUCATION AND HUMAN SERVICES

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Abstract

The purpose of this study was to collect and interpret base-line data concerning the organizational culture and climate of selected elementary and secondary schools. The sample consisted of 20 parochial schools, 10 elementary and 10 secondary, in the mideast section of the United States.

The study focused on three specific questions: 1) What are the cultural values of parochial schools, 2) What is the organizational climate of parochial schools, and 3) Do the cultural values and climate characteristics of parochial elementary schools differ from those of parochial secondary schools? Nelson's (1990) Cultural Value Analysis Tool (CVAT) was used to gather organizational culture data. Hoy, Tarter and Kottkamp's revised Organization Climate Description Questionnaire (OCDQ) was used to gather organizational climate data.

Analysis of data on the 419 responses included the following: 1) One-way analysis of variance (ANOVA) on real and ideal means of the sixteen cultural dimensions across the elementary and secondary schools individually, 2) One-way analysis of variance (ANOVA) on the real means of the sixteen dimensions comparing the elementary and secondary schools, and 3) confidence intervals on the principal and teacher behavior's of the OCDQ as compared to the norm group of Hoy, Tarter, and Kottkamp.

Significant differences between ideal and real means

were found on dimensions of effort, status, and flexibility for the elementary schools ($p \leq .05$). Significant differences between the ideal and real means were found on dimensions of effort, time, quality, empathy, dominance, status, political, abstract, planning/organization, and flexibility ($p \leq .05$) for the secondary schools. The one-way analysis of variance conducted on the descriptive mean scores of the 16 dimensions of the CVAT showed no statistical difference between elementary and secondary level schools.

Confidence intervals indicated that parochial elementary principals are more supportive, less restrictive, and as directive as the principals in the norm group. Parochial elementary teachers were more collegial, less disengaged, and as intimate in their behaviors as the teachers in the norm group.

Confidence intervals formed from the mean scores on the OCDQ-RS indicated that parochial secondary principals were more supportive and as directive as the principals in the norm group. Parochial secondary teachers were more engaged, less frustrated, and more intimate in their behaviors as compared to the teachers in the norm group. All parochial schools had an open climate to varying degrees ranging from below average openness to very high openness.

The 20 parochial schools valued the cultural dimensions of quality, empathy, leader, and planning/organization.

Parochial schools valued the cultural theme of relations as the top priority, followed by the themes of work, thought, and control .

Chapter 1 Introduction and Background

The Catholic school has been a part of the educational structure of the United States since the time of colonization. The Catholic schools, as all religiously-based schools, blend a religious community with an academic community. Are the organizational culture and climate characteristics of the elementary and secondary Catholic schools unique? What indeed makes any Catholic school different from its public school and parochial school counterparts?

The first national comparison of public schools and private schools was initiated by James S. Coleman, the University of Chicago sociologist, whose analysis of the High School and Beyond data first indicated the existence of a private-public gap in the level of achievement of students (Coleman, Hoffer & Kilgore, 1981). The principal finding indicated that students learn more in private schools than in public schools. Two other important findings were that private schools provide a safer, more disciplined, and more ordered environment than public schools and that public schools are more internally segregated than their private counterparts.

The Coleman report launched the beginning of research to determine why and how some schools or types of schools worked "better" than other schools. In his article in the Wall Street Journal, Putka (1991) stated that public school

defenders argued that Catholic schools were not better, but that their students and parents were more cooperative and supportive of the school. These defenders of public school also asserted that Catholic school families are of a high socio-economic status and care more about education because they pay for it directly through tuition.

Coleman's study initiated the research that compared public schools with private schools, especially Catholic schools, which dominate the private school market in numbers of schools and students in attendance. The second major study, the National Education Longitudinal Study of 1988 (NELS: 88), was designed to provide longitudinal data about critical transitions experienced by young people as they progressed from elementary, middle or junior high schools to high school and beyond. According to NELS: 88, the environments of the Catholic elementary schools in that study exhibited the same characteristics of the functional communities that contributed to the effectiveness of Catholic high schools in High School and Beyond (Hafner, Ingels, Schneider & Stevenson, 1990).

Three major studies characterized the research on Catholic schools during the 60s and 70s: the extensive study of Catholic Schools by the University of Notre Dame, Catholic Schools in Action (Neuwein, 1966), and the two studies by Greeley and his colleagues, The Education of Catholic Americans (Greeley & Rossi, 1966) and Catholic

Schools in a Declining Church (Greeley, McCready & McCourt, 1976).

The Notre Dame study, though criticized as descriptive rather than evaluative, collected data from approximately 92% of the Catholic elementary schools and 84% of the Catholic secondary schools in the United States. These data revealed important trends in enrollment, finance and achievement. The schools were portrayed as being successful.

The Education of Catholic Americans focused more on whether Catholic schools had a divisive effect on American society by fostering a ghetto mentality among their graduates than on Catholic education itself. Greeley and Rossi found no support for the assertion of divisiveness. The study did show an economic edge to graduates of a Catholic school as a result of the support of the functional community, that is, the family as part of the Catholic church community with the child at the center (Convey, 1992). This same support of the functional community was offered as a reason by Coleman (1985) for the academic superiority of Catholic schools.

Catholic Schools in a Declining Church was a replication of the former study. This study addressed questions concerning the effectiveness of Catholic schools and attitudes toward Catholic schools. The study's principal conclusion was that Catholic schools were

perceived to be more important to parents of Catholic school students than they were a decade before. Catholic school parents reported the prospects for a better education as the most important reason for sending their children to Catholic schools.

Coleman revisited his original study of public and Catholic schools in the 1990 publication of Equality and Achievement in Education, adding new testing and new data. The evidence from these data is that Catholic schools maintain stronger academic demands and disciplinary standards resulting in greater achievement. Once again, the analysis found Catholic high schools to be more effective than public high schools.

Catholic schools are a step apart in the educational milieu. In the Notre Dame study (Neuwein, 1966) and the studies conducted by the sociologist and priest Father Andrew M. Greeley, the main observation noted was that there continues to be something "different" about the environment of the Catholic school. Chubb and Moe (1990) believed that school organization is primarily a cause of student achievement and not the result of it. School organization then, with a focus on the organizational culture and climate of selected elementary and secondary parochial schools, is indeed fitting subject for research.

The Catholic school system does not exist in isolation but is connected to a belief structure with an historical-

religious perspective that has existed for two thousand years. Cooper (1988) acknowledged that one cannot define a professional culture without postulating a belief system or ideology. Coleman and Hoffer (1987) stated that Catholic schools are based on an orientation that sees the school not directly as an agent of the family but rather as an agent of the religious community of which the family is a part. The school is an institution of this community, the family is a part of the community, and the child attends the school as a part of the functional community (Coleman, 1987). Coleman, as part of the Chicago studies of 1989, again reinforced the premise of the functional community. This functional community provides the "social capital" which Coleman defines as the social support on which a child could draw in time of need. The people resources would be attentive to the child and assist in the solution of problems. The Catholic school, Coleman noted, provides the "social capital" supporting the youths within them. Community is at the heart of Christian education, not simply as a concept to be taught but as a reality to be lived (Raftery, 1985).

This descriptive study of the organizational culture and climate in ten selected elementary and ten secondary parochial schools provides a knowledge base regarding the unique culture and climate inherent in Catholic schools. The faculty and administration of each school in the study provided description of the culture of their school within

the confines of the instruments used to collect data. Naturally, each answered according to personal understanding based on individual perception and diversity, for, as Restine (1993) stated, if we envision making schools more meaningful and more successful for those who live and work in them, then we should attend to how human diversity influences the culture of schools.

Statement of Purpose

The purpose of this study was to collect and interpret base-line data concerning the organizational culture and climate of selected elementary and secondary parochial schools.

Significance of the Research

Comparative studies indicated significant differences between parochial and public schools. Among these differences, the culture and climate of the parochial schools were frequently cited as being of significance. These studies have led many to believe that parochial schools exhibit more of the organizational characteristics that have become recently known as "restructured schools" or "effective schools." In addition, substantial work supports the relationship between school culture and climate and school success. However, at this time no significant study has described and defined the organizational culture and climate characteristics of parochial schools. The goal of this study was to establish a knowledge base for

understanding the organizational culture and climate characteristics that contribute to the uniqueness of parochial schools.

Research Questions

The general research question addressed by this study is "What are the organizational cultural and climate characteristics of elementary and secondary parochial schools?"

Specifically, the study focused on the following questions:

1. What are cultural values of parochial schools?
 - 1.1 How do parochial schools value the work related concepts of effort, time, finishing a job, and work quality?
 - 1.2 How do parochial schools value the human relations concepts of affect, empathy, sociability, and loyalty?
 - 1.3 How do parochial schools value the leadership concepts of dominance, status, political action and leadership style?
 - 1.4 How do parochial schools value the learning concepts of abstract thinking, planning/organizing, exposition and flexibility?
2. What is the organizational climate of parochial schools?

- 2.1 What are the engaging behavior characteristics of parochial schools?
 - 2.2 What are the disengaging behavior characteristics of parochial schools?
 - 2.3 To what degree do parochial schools exhibit the characteristics of an open school climate?
 - 2.4 To what degree do parochial schools exhibit the characteristics of a closed school climate?
3. Do the cultural values and climate characteristics of parochial elementary schools differ from those of parochial secondary schools?

Limitations of the Study

All elementary and secondary Catholic schools in the mideast section of the United States comprised the population of interest in this study. Pennsylvania, New York, Maryland, New Jersey, Delaware and the District of Columbia compose the states of the mideast section of the United States as defined by the National Catholic Educational Association. The researcher had greater access to information in this region due to her geographic location and service as a secondary principal in the Diocese of Harrisburg, in south central Pennsylvania. The total school population in the mideast section of the United States numbers 2,018 Catholic elementary schools and 356 Catholic secondary schools. The 1992 census of Catholic schools

provided this information (Brigham, 1992).

The design of the study limited the population of the mideast section to an accessible population. This accessible population included those Catholic elementary and secondary schools served by four congregations of women religious educators. The four congregations include the Sisters of Christian Charity; the Sisters, Servants of the Immaculate Heart of Mary; the Sisters of St. Joseph; and the Sisters of Mercy of the Americas. A representative of each congregation provided a list to the researcher of the schools served by that particular group in the mideast section of the United States. The information included the name of the current principal and the name of the school with its address.

The study collected data from ten Catholic elementary schools and ten Catholic secondary schools randomly selected from the accessible population. These twenty schools became the sample for the study.

Any generalizations of the study remain specific to the accessible population in the mideast section of the United States. Generalizations may not be made to the other geographic areas which include New England, Great Lakes, Plains, Southeast and West/Far West. Additional studies should be undertaken in each of the identified regions for a comparative study before any broad generalizations can be made regarding Catholic elementary and secondary schools.

This chapter discussed the research needed to provide baseline data as to the organizational culture and climate characteristics of Catholic elementary and secondary schools. Chapter 2 includes a discussion on the three bodies of literature used in preparing the dissertation. The first body of literature traces the history and development of Catholic schools in the United States. The second body of literature concentrates on the effective schools research and the leadership role of the principal. The third body of literature focuses on organizational climate and culture, including definitions and comparisons of the two terms.

Chapter 3 will describe the research design and methodology applied in the development of the dissertation. This chapter will describe the instruments utilized in the data collection. Also included in this chapter will be the description of the population and accessible sample for the study.

The next two chapters, 4 and 5, will present the data, analyze the data, and provide the results and conclusions of the study. Chapter 5 will also present limitations and recommendations for future studies.

Chapter 2

Review of the Literature

Several bodies of literature were reviewed in preparing this dissertation. A descriptive study of the organizational culture and climate of parochial schools demanded that we have a clear understanding of the history and development of Catholic schools. Review of the literature established that prior researchers used the term "effective schools" to refer to Catholic schools (Chubb & Moe, 1990; Coleman, 1990; Coleman, Hoffer & Kilgore, 1981; Greeley, McCready & McCourt, 1976; Holmes, 1987). Thus research concerning effective schools generally was relevant to this study.

Review of the effective schools research focused particularly on the leadership role of the principal. Previous studies found that the role of the principal as a leader was critical in creating school conditions that are identified in effective schools-- setting high standards and goals, planning and coordinating with staff, having an orientation toward improvement and change, frequent monitoring of staff and student performance, and involving parents and the community (Brookover, et al., 1979; Coleman, Hoffer & Kilgore, 1981; Grant, 1988; Leithwood, Begley and Cousins, 1990; Sizer, 1985).

The third body of literature reviewed defined and contrasted organizational culture and climate. The review of this third body of literature affirmed the need for a common definition of these terms as well as a contrast of the terms. The literature review of the organizational culture and climate revealed a myriad of definitions for both terms. At times, the terms themselves blurred as they were used interchangeably throughout different sources.

The Historical Development of Catholic Schools

The Roman Catholic Church operates the largest system of non-public schools. During the eighteenth, nineteenth, and twentieth centuries, enrollment in Catholic schools steadily increased as a consequence of the open hatred and prejudice in the Protestant-dominated public schools (Cooper, 1988; McCoy, 1961). Catholic parents wanted schooling which would keep their spiritual tradition alive in the hearts of their children (Shuster, 1967). The school reformers of the time promised not only improved intellectual education but improved morals as well (Kaestle, 1991). The burgeoning number of Catholic immigrants to the United States, particularly Irish and German, dramatically increased the numbers of Catholic schools (Cooper, 1988; Koob, 1966; Shaw & Hurley, 1969).

During the time of colonization, local public schools were established for two main reasons: to teach reading to enable Bible study, and to teach ciphering to prepare the

young citizenry with the elements necessary to run a household or a business. The first schools reflected the predominantly Protestant beliefs of the time. Reading lessons used the King James version of the Bible as the acceptable text. Protestant hymns and verses were also recited and sung (Buetow, 1970; Fichter, 1958; Greeley & Rossi, 1966; Koob, 1966; McCluskey, 1964; Neuwien, 1966; Ravitch, 1983).

The Catholic educational system grew very slowly in the early colonial days. Between 1640 and 1820, the whole area that now encompasses the continental United States accommodated a relatively few number of Roman Catholics. The Spanish Franciscans in Florida and Mexico founded the first Catholic schools around 1600. Within the thirteen original colonies, 1640 marked the date of the establishment of the first Catholic school in Maryland (McCoy, 1961; Neuwien, 1966).

The Catholic school system met with resistance in Maryland. Even though the Calvert family was Catholic, its influence did not prohibit the passing of an anti-Catholic education law in Maryland in 1704. This law, "An Act to Prevent the Growth of Popery," threatened with deportation any Catholic who should keep school, board students, or instruct children in Catholicism (McCluskey, 1964; Neuwien, 1966).

In the colony of Pennsylvania, William Penn and the

Quakers proved to be more tolerant of religious differences and permitted the establishment of Catholic schools (Buetow, 1970). The first parochial Catholic school in Pennsylvania, St. Mary's School in Philadelphia, was established in 1767. The Ursuline Sisters, who arrived from France in 1727, established the first Catholic school for girls in New Orleans shortly upon arrival, but Louisiana was not part of the United States at that time (McCoy, 1961).

Mother Elizabeth Ann Seton and her newly-established American congregation of women religious, the Sisters of Charity, opened the first tuition-free parish school for boys and girls in 1810 at St. Joseph's Parish in Emmitsburg, Maryland. This school more fully represents the prototype of today's parochial school. Catholic education in America found an active supporter in John Carroll, first Catholic bishop of Baltimore. Bishop Carroll was instrumental in establishing Georgetown University, the first Catholic college, in 1789, and St. Mary's Seminary in Baltimore in 1791 (McCoy, 1961). While St. Mary's trained young men to be priests, the aim of Georgetown University was to produce an educated Catholic laity.

The first half of the nineteenth century set the stage for the Catholic educational system as we know it today. Catholic religious leaders determined that if their youth were to receive a Catholic education, which was previously thought to be possible within the framework of public

education, it would have to be in schools established by the Catholic Church without support of public funds.

Bishop John Hughes of New York City waged a bitter controversy as a vigorous proponent of public support for the eight Catholic schools of his diocese. However, he lost the battle for using public funds to support religious schools. Bishop Hughes himself established thirty-eight new schools in his diocese modeling his devotion to parish schools.

Four councils of Baltimore, formal meetings of Catholic bishops, reflected the changing attitudes of the hierarchy of the Catholic Church and resulted in the present parochial school system. The First Provincial Council of Baltimore (1829) merely stated that it was "absolutely necessary that schools should be established in which the young may be taught the principals [sic] of faith and morality, while being instructed in letters" (McCoy, 1961, p. 30). At this time the establishment of parish schools was not specified. By 1840 two hundred Catholic schools operated in the United States (Neuwien, 1966; Shuster, 1967).

By 1852, the First Plenary Council of Baltimore urged all the bishops to establish schools within all the parishes in their respective dioceses. The Council required that the schools be supported with revenues from each particular parish. The Second Plenary Council of Baltimore (1866) considered Catholic schools as the only remaining answer in

view of the dangers in Catholic children attending public schools (McCoy, 1961).

The Third Plenary Council, held in Baltimore in 1884, mandated that every parish church have a parish school within two years of its origin. These nineteenth-century bishops viewed the teaching of religion in school as a necessary part of a complete and humane education (McCarren, 1969). Omitting this religious dimension would make schooling inadequate to human needs. The Third Plenary Council bound Catholic parents to send their children to a Catholic school (Shuster, 1967). Since schools operated tuition free, parents willingly enrolled their children. Parents also believed that a school that claims to be Catholic exists because of the conviction that education enlightened by wisdom of Christian revelation can be better, fuller, richer, more humane, and thus more Christian than any other kind of education (Greeley, 1969).

In 1925, Catholic education faced one of its greatest challenges. The state of Oregon passed a law requiring all students to be educated in public schools. In the subsequent Pierce vs Society of Sisters (1925), the court ruling firmly recognized that parochial schools furnish secular as well as religious education and that parents have a right to school choice in the education of their children.

Enrollment in the Catholic school system peaked in 1965 when Catholic schools enrolled 5.66 million students, 85% of

the students who were attending private schools. Catholic schools accounted for 14% of the nation's total school population. The students were enrolled in 10,633 Catholic elementary schools and 2,502 Catholic secondary schools. In 1965, the Catholic schools across the United States constituted a five billion dollar capital investment with an operating cost of eight hundred fifty million annually (Buetow, 1970; Greeley & Rossi, 1966; McCluskey, 1964). Following a twenty-year decline in enrollment, Catholic schools in 1985 educated 58% of the students enrolled in private schools. This percentage of total private school enrollment has been stable since 1985. The reasons for the decline include a) the relocation of the Catholic community from the cities to the suburbs; b) the general decline in the birth rate; and c) the loss of the teaching priests, sisters, and brothers with resultant increase in tuition (Buetow, 1970; Cooper, 1988).

Catholic Schools in America (1992) highlighted the current enrollment trends in the decade of the nineties. In 1992 Catholic school enrollment in elementary and/or secondary schools increased in 35 states. In 1991-92, Catholic schools totaled 8,508; of these, 7,239 were elementary schools and 1,269 were secondary schools. In this same year the total number of Catholic school students equaled 2,550,863. The mideast region of the United States, which includes Delaware, District of Columbia, Maryland, New

Jersey, New York, and Pennsylvania, educates 28% of the Catholic school population. New York and Pennsylvania are the top two states in Catholic school enrollment, with schools educating over a half-million students.

During the 1992-93 school year, enrollment in Catholic elementary schools increased by more than 19,000 students over the enrollment for the 1991-92 school year. In that year, 47 states reported increases in enrollment in Catholic elementary schools. In the past decade, pre-school enrollment in Catholic schools has increased by almost 300 percent. The number of children entering a Catholic school at the kindergarten level now surpasses the number of students graduating from the eighth grade. The increase in the upper grade enrollment is significant and reflects the attention that Catholic schools have been giving to their middle-level programs.

Minority enrollment in Catholic schools has increased from 11% in 1970 to 23% in 1989. Of that 23%, 10% are Hispanic Americans, 9% are African Americans, 4% are Asian Americans. While 97% of the Hispanic students are Catholic, about two-thirds of the black students in Catholic schools are non-Catholics. The percentage of non-Catholic students in Catholic schools has grown slowly in recent years and stood at 12.5% in 1990 (Guerra, 1991).

Catholics spend over five billion dollars a year supporting Catholic elementary and secondary schools. The

average elementary school tuition in 1989 was \$925, and it covered 63% of the average per pupil cost of \$1,476. Parish support and other fundraising revenues contribute to the balance of per pupil costs (Guerra, 1991).

The Catholic community's expenditure of five billion dollars in tuitions and contributions generates even larger savings for the civic community. Since Catholic schools operate on average at less than half the per pupil costs of public education, which was estimated by the U.S. Department of Education at \$4,719 in 1989, Catholic schools represent a savings to U.S. taxpayers of more than 10 billion dollars. This savings has increased in the five years since these figures were available.

Catholic schools have unique qualities. The fact that religion is taught and God is mentioned in all the academic areas is indeed one uniqueness. The devotion of the members of religious congregations working as educators at nominal salaries and lay persons working at below-average salaries have contributed to the low cost of Catholic education over the years. Religious congregations include men and women who have devoted themselves to the service of God by professing religious vows. Lay persons are men and women who are not affiliated with a religious congregation but who, in this case, teach in Catholic schools.

In the last twenty-five years, the teaching staff has moved from predominantly religious to predominantly lay. In

1965 the members of religious congregations constituted about 63% of the teaching staff of Catholic schools. Lay teachers now represent about 85% of the faculties, sisters 12%, and priests and brothers 3%. An increasing number of lay persons comprise the leadership position of principal. One third of the Catholic elementary and secondary schools in the United States have now employed lay principals (Guerra, 1991).

The second Coleman study (Coleman, Hoffer and Kilgore, 1981) made three major claims. The first claim, which is the most publicized, provided the springboard for the research to be undertaken: private and Catholic schools are more successful than are public schools serving students of the same social background. Most Catholic schools accept all applicants. A relatively small number of Catholic high schools are somewhat selective and report rigorous academic criteria for admissions and waiting lists, but the average Catholic high school accepted 98% of all applicants in the fall of 1989, and about one-third report a fully open admissions policy, accepting all applicants. The retention rates remain extremely high for all students, including minority and low-income students, whose dropout rates in Catholic schools are one-fourth of what they are in public schools (Guerra, 1991).

The second claim stated that private and Catholic schools are most likely to use effective school ideas (high

academic climate, high expectations, academic atmosphere, frequent monitoring of achievement, and clear expectations of teachers). Finally, the third claim suggested that private and Catholic schools not only achieve better outcomes but also produce less variance in the achievement variables.

In the 1990 publication of Equality and Achievement in Education, Coleman reinforced his original findings. The study of Chubb and Moe (1990) substantiated Coleman's conclusion that private and Catholic schools are more successful than are the public schools serving students of the same background. Focusing on the second point, that private and Catholic schools are most likely to use effective school ideas, confirmed the need to understand the effective schools research.

Effective Schools

The "effective schools" literature describes the organization, climate, and culture of elementary schools more frequently and secondary schools less often. In this research, certain characteristics have been identified as common denominators of effective schools. Six overall themes permeate the research of effective schools focusing on these areas: 1) leadership of the principal; 2) professional work environment; 3) positive learning environments; 4) school climate or atmosphere; 5) community involvement; and, 6) continuous school improvement

(Brookover et al., 1979; Coyle & Witcher, 1992; Deal & Peterson, 1990; Elmore, 1987; Grant, 1988; Gutmann, 1989; Levine, 1986; Lightfoot, 1983; Louis & Miles, 1990; Sergiovanni, 1987; Sykes & Elmore, 1989; Thomson, 1989; Townsend-Butterworth, 1992; Webber & Skau, 1992; Wilson & Corcoran, 1988).

The leadership of the principal is tantamount to an effective school. Effective principals are strong leaders articulating high but realistic goals for both students and staff (Lane, 1992; Mulkeen, Marcus & Finkel, 1986; Townsend-Butterworth, 1992). Instructional leadership is a quality of an effective principal and is manifested in the active solution of instructional problems and the involvement in classroom observations (DeRoche, 1987). The effective principal takes initiative in identifying and articulating goals and priorities for the school and cares more about academic progress of students than about collegial relations with teachers and staff members (McCurdy, 1983). Yet, the principal is able to balance strong leadership with autonomy for the faculty as a "human engineer," emphasizing human relations, interpersonal competence, and instrumental motivational techniques (Sergiovanni, 1987).

The leadership role of the principal differs greatly between elementary and secondary schools. On the secondary level, to an extent, school size determines the number of administrative staff. The subject area expertise

delineation as identified by departments necessitates a hierarchical arrangement (Purkey & Smith, 1985). Secondary schools often include department chairs of the various subject areas as well as one or more assistant principals whose job descriptions focus on curriculum, discipline, or student activities. Depending on the size of the elementary school, the principal may hold the only administrative position. Elementary schools have little departmentalization by subject areas. Some schools have lead teachers but the overall ambiance is one of shared purpose with a greater emphasis on basic skills without the clear departmental structure as in the secondary schools (Firestone & Herriott, 1982).

Classroom management may be influenced by the principal at the elementary level but not so at the secondary level. The principal at the secondary level may find it difficult to create consensus on instructional goals. Members within a department seek advice on classroom management from a department chair as the first level of administration rather than the principal. The size of the faculty at the secondary school limits the influence of the principal to guide the faculty to goal consensus. Firestone and Herriott (1982) stated that it is more useful to think of the professional staff of an elementary school as similar to a work group and the professional staff of a secondary school as members of a complex organization. Strong administrative

leadership does contribute to secondary education and effective schools based on research (Rutter, Maugham, Mortimore, Ouston & Smith, 1979).

A secondary principal cannot rely on the same style or direct leadership as at the elementary level. The direct leadership is limited by the larger staff and student population, the multilevel organizational structure, and the specialized subject area knowledge of teachers. The secondary principal must rely on indirect, facilitative leadership while providing direct intervention in selected situations (Purkey & Smith, 1985).

The research of Sergiovanni (1984) presented the best illustration of strong administrative leadership. He identified five dimensions of this multidimensional role which included technical management activities, provision of interpersonal support and encouragement of staff, instructional intervention, modeling important goals and behaviors and signaling to others what is important (symbolic leadership), and developing an appropriate and unique school culture. Effective principals set high professional and school standards for achievement of these goals then actively work towards the development of widespread agreement concerning such standards (Leithwood, Begley & Cousins, 1990).

Research on effective schools has promoted the view that schools can be organized and can create professional

work environments to improve instruction. Principals have a key role to play in the creation of the professional work environments (Firestone & Wilson, 1985). Principals who have a vision and communicate this vision based on their own personal values provide a foundation for the schools to improve instruction (Chance & Grady, 1990). Schlecty (1990) stated that strong leaders build work cultures that outlive them.

The second theme of the effective schools literature focused on professional work environments. In such settings, the physical facilities themselves are neat, clean, safe, and attractive (Rutter, et al, 1979). Moreover, teachers are respected, listened to, and provided the discretion and autonomy needed by professionals (Wilson & Corcoran, 1988).

A positive learning environment, as the third general theme, is evidenced in an effective school where teachers provide direct instruction in the basic skills, high order thinking skills, and follow a core curriculum, with the expectation that all children in their classroom can master the content (DeRoche, 1987). Teachers are flexible, use various teaching methods and materials, monitor student progress, and inform parents of progress. These teachers will protect the loss of instructional time (DeRoche, 1987; Murphy, 1993). The curriculum is well-planned, diverse, challenging and age-appropriate (Townsend-Butterworth,

1992).

The fourth theme, which centers on the school climate or atmosphere, portrays a school climate which is orderly, well disciplined but with a sense of excitement and joy (McCurdy, 1983; Townsend-Butterworth, 1992). Strong values support a safe and secure environment that is conducive to learning and is free of disciplinary problems or vandalism (Deal & Peterson, 1990). A discipline code exists which enumerates the rules and regulations regarding behavior and delineates students' rights and responsibilities. Enforcement of this code is fair and consistent. All members of the school have been well informed of the code (De Roche, 1987; Taylor & Valentine, 1985; Wilson & Corcoran, 1988). The school itself is a pleasant place with an attractive, bright, clean, physical appearance. Schools that are labeled effective or successful produce a climate or "ethos" conducive to teaching and learning (Grant, 1988; Purkey & Smith, 1985; Rutter, et al, 1979).

The fifth identified general theme is community involvement. According to this theme, the school's mission and goals are articulated to the parents and the general community (Seyfarth, 1991) and the school informs the parents and the larger community of the services which are offered (DeRoche, 1987). The school and parents communicate openly and honestly, and the school encourages initiation of such communication by parents or the larger community.

Parents are encouraged to become involved in the programs of the school and in the direct teaching/learning process, for the school is recognized as sharing with parents a partnership in education of the children. School governance involves parents as a participating voice (Murphy, 1993).

Continuous school improvement is the sixth and last theme of effective schools. Teachers in effective schools are committed to the view that they can continue to learn about teaching and can tap their colleagues as potential resource persons who can help them grow professionally (Seyfarth, 1991). The instructional program strives to reach high performance standards as indicated by such measurable statistics as test scores, student attendance records, and the drop-out rate (DeRoche, 1987). The knowledge base provides new ideas and methods for continued school improvement. Students and staff understand the important beliefs of the school and the high expectations for success. Improved academic quality develops and matures based on a supportive tradition (Ubben & Hughes, 1987).

Schools, both elementary and secondary, are the modern workplaces of education. Purkey and Smith (1985) stated that successful schools are characterized by a culture that is task-oriented but also supportive of initiative, creativity and diversity. Cultures will vary based on the composition of the staff and the student body and also the environment in which the school exists. Each school will

then have a unique climate or personality. A school's culture and the classroom climate are the direct result of attitudes, behaviors, and interactions among teachers, administrators, parents, students, and staff (DeRoche, 1987). The beginning point of any school improvement is an analysis of the present school culture (Purkey & Smith, 1985). Description of the organizational culture and climate of selected elementary and secondary parochial schools is the subject of this research.

Culture

An academically effective school is distinguished by its culture. Purkey and Smith in 1982 stated that culture is "a structure, process, and climate of values and norms that channel staff and students in the direction of successful teaching and learning" (p.68).

The focus on organizational culture gained prominence with the publication of In Search of Excellence (1982) by Peters and Waterman. Culture has been described as either internal, external or both. The internal definitions focus on the intangible "feel," or symbols and meanings which are elusive to an intellectual grasp of culture. Deal and Peterson (1990) determined that the intangible "feel" of a school or organization is the culture which is reflected in the values, beliefs and traditions of the community. The relations among the teachers, parents, students and principal are part of this culture. Saphier and King (1985)

stated that "the culture of the school is the foundation for school improvement" (p. 67). Corbett, Firestone and Rossman (1987) posited that culture is the way things are. Culture also includes the way people should act and the personality of the members of the school environment. Culture is understood as a system of taken for granted, ordinary meanings and symbols that have been transferred, learned and shared by the group. This sharing could be deliberate or non-deliberate (Erickson, 1984). Blendinger and Jones (1989) defined culture as the understandings that are shared by people about what is valued in an organization.

The external definitions posit that culture is observable. Bates (1987) in comparing corporate and school culture reflects the anthropological basis of meaning, customs, material objects, rituals and ceremonies that are carried and communicated to members of the group. This external level or definition is the visible artifact level as described by Schein (1985) which can be seen in such physical structures as buildings, technology, and the written materials. The external level would also include customs and rituals.

When describing culture as both internal and external, Bolman and Deal (1991) posited that the action of culture is both product and process, that is, what is observable and the more subtle, hidden roadmap to the final outcome. Schein (1983) enlarged his definition to include external

adaptations-- meanings, symbols, rituals and ceremonies-- that became functional through process; that is, the external adaptations developed by the members in learning to cope within the organization have worked well enough now to be considered valid for this organization. At this point, the culture is internalized and taught to new members as the correct way to perceive, think, and feel in this group or organization. Schein argued that organizational culture is the key to organizational excellence.

Where do cultures originate? Cooper (1988) informed us that cultures are not made; they are born and grow. The culture is inherent in the institution. A professional culture is not built solely out of an environment and tasks. It is also a product of the background of the many individuals that are part of the setting. That background draws from the very professionalism and the communal experiences of the profession. Wirt and Kirst (1989) and Fuller and Izu (1986) stated that the extent to which members of the profession share certain values and beliefs is central to the strength and unity of the organization's future.

The Catholic Dimension of Culture

Culture within the Catholic system is based on specific values. Based on the research of Coleman, Hoffer, and Kilgore (1981), Holmes (1987) argued convincingly that the greater effectiveness of Catholic schools in the United

States stems from their participation within a value community. This community lives, plays and prays together within a set of commonly held beliefs. Catholic schools not only have value consistency, as do other private schools, but they are also grounded in a functional community (Convey, 1986). This functional community provides common norms and values, and it facilitates social relations among its members. Catholic schools have the ability to more easily develop a common, agreed-upon mission. The school's actions are developed in a cultural perspective that focuses on the social values and behavioral norms rooted in Catholic tradition (Lane, 1992).

Several authors have described beliefs of the Catholic school system (Guerra, Donahue, & Benson, 1990; McDermott, 1986). Among these beliefs are the following:

1. Catholic schools are a privileged place to help children develop a sense of their human dignity, freedom and hopefulness. The Catholic school is an integral part of the church's mission to proclaim the Gospel, build faith communities, celebrate through worship, and serve others.
2. The aim of Catholic schools is to help students to take on the mind and heart of Jesus Christ according to the traditions of the Roman Catholic Church.

3. The commitment to academic excellence, which fosters the intellectual development of faculty and students, is an integral part of the mission of the Catholic school.
4. The spiritual formation of the entire school community is an essential dimension of the Catholic school's mission.
5. The Catholic school is a unique faith-centered community which integrates thinking and believing in ways that encourage intellectual growth, nurture faith, and inspire action.
6. The Catholic school creates a supportive and challenging climate which affirms the dignity of all persons within the school community.
7. Teachers in Catholic schools should acquire solid professional formation in Catholic doctrine and should be conscious of their vocation to help form human beings according to the model "To Teach As Jesus Did."
8. An administrator in a Catholic school is one who serves as manager, academic leader, creator of the school's environment, and religious leader. Administrators are to integrate faith and culture and to promote the spiritual life of the students.

An educational institution, whether public or private, performs two inseparable functions (Fichter, 1958; Greeley,

1969; Koob, 1966). The first function is to transmit to the younger generations the culture with all its existing patterns, institutions, and values. The second function, simultaneously, is to supervise the socialization process whereby the child actually receives the culture. The child then adapts himself/herself to or is adapted to the socio-cultural system in which he/she lives. Greeley continued that a school that claims to be Catholic exists because of the conviction that education enlightened by the wisdom of Christian revelation can be better, fuller, richer, more humane, and thus more Christian than any other kind of education.

The internal cultural system has been highlighted in the preceding information. Observable aspects of the external cultural system within a Catholic school are evident in artifacts such as the crucifix, statues, religious paintings and posters that reflect the message of Sacred Scripture. Other observable parts of the external culture include the use of prayer to begin the day, to begin classes, and to close the day.

Not only faculty but the parents and students as well share the vision and purpose of the Catholic school. Bryk and Holland (1984b) found in their field observations that there was a shared set of values among students, parents and faculty about the purposes and vision of the Catholic school. Catholic schools are value-oriented, grounded in a

set of beliefs about the worth of each individual, and committed to a world view that proclaims a meaning to life which encompasses more than self interest (Bryk & Holland, 1984a; Greeley, 1969; Guerra, Donahue, & Benson, 1990; McNamee, 1986). The definition of effectiveness itself in the Roman Catholic school system includes specific religious beliefs and values (Davis, 1987).

Catholic schools are able to assemble a reasonably complementary and competent staff on the local level. The principal, in cooperation with the parish priest on the elementary level, determines all personnel decisions. On the high school level, a personnel committee of the school board might serve to provide input and insight to the principal during the interview and subsequent hiring process. Purkey and Smith (1985) stated that disgruntled or mismatched staff could hinder, if not sabotage, the development of a productive culture. Louis (1993) noted that an environment that reinforces personal values increases teacher commitment and effort. Louis called this union of personal value and environment "value congruence." Rokeach (1968) defined this same principle as belief congruence, asserting that we tend to value people in proportion to the degree to which they exhibit beliefs or systems of belief congruent with our own. In 1973, Rokeach stated that the possible variations within a given culture are reduced as a result of socialization by similar

religious upbringing, i.e., Catholic faith. Sergiovanni (1990) added that the key to successful schooling is building a covenant comprised of purposes and beliefs that bond people together around common themes, signals of what is of value. Within a Catholic school system, a common religion bonds teachers of the Catholic faith. Within this system the participants in the school agree on the hidden dimension of curriculum as well as the overt curriculum. The culture in itself has become "sacred" (Maxwell & Thomas, 1991).

Climate

At times, definitions of climate and culture are blurred. Hoy, Tarter and Kottkamp (1991) made the following useful distinction: "culture consists of shared assumptions and ideologies, while climate is defined by shared perceptions of behavior" (p. 7). Coyle and Witcher (1992) held that those educators who wish to promote an effective school program will want to study the climate of the school. Sweeney (1991) stated that climate can be measured to provide baseline information that can be used to target areas for growth. He further stated that both climate and culture are linked to organizational behavior because they join attitudes and belief to motivation and work-related behavior. Climate differs from culture in the fact that climate addresses the way people in the organization feel about the organization, including such areas as trust,

honesty, opportunity for participation, morale, respect, cohesiveness, caring, and renewal (Reavis, 1990).

Organizational climate is a general term that refers to teachers' perceptions of their work environment (Hoy, Tarter, & Kottkamp, 1991). The primary characteristics of the ideal work environment for teachers include the following: 1) shared goals and high expectations of success to create strong communal identity; 2) respectful and dignified treatment as professionals by supervisors and by parents and students; 3) active participation by teachers in the decision-making process which affects their work; 4) regular opportunities for interaction and sharing that promote a community of faculty members; 5) recognition and rewards for their effort and achievement; 6) opportunities for professional growth; and 7) decent physical working conditions (Wilson & Corcoran, 1988).

The characteristic that an ideal work environment has shared goals and high expectations is not surprising. In Search of Excellence (1982) by Peters and Waterman pointed to the fact that successful institutions have definite value systems and members who are committed to these values. Duignan (1986) noted that an effective school must have a fundamental belief system, or set of values, that has a definite purpose or goal--in this case, high expectations of success. To create a strong communal identity, climate must reflect not only the values of teachers but also the values

that parents and educators share (Johnston, 1987; Vatterott, 1994). Maxwell and Thomas (1991) expressed the view that these value systems, held in high regard by the specific groups of educators and parents, will influence the norms and standards which in turn influence patterns of behavior and ultimately the work environment.

The second characteristic of respect and dignified treatment as professionals has as its roots the building of self-esteem: that is, the extent to which teachers feel that they and the school are valued by students, parents, and administrators (Sweeney, 1992). A teacher's sense of self-worth is highly related to successful teaching (Adams & Bailey, 1989). A principal is directly responsible for the enhancement of a teacher's self-worth. Parents will support any school and teacher when they sincerely believe that teachers and administrators love, support, and care about the individual development of their child (Wilmore, 1992). A concordant relationship among the students, teachers, parents, and administrators leads to a positive school climate (Witcher, 1993).

Active participation by teachers in the decision-making process can be called by a variety of terms: empowerment, autonomy-delegation, and decision participation. Delegating responsibility and authority to teachers and allowing them discretion in determining how to do their work creates a positive work environment (McCurdy, 1983). All those within

an organization must feel needed and believe that their opinions and ideas are valued (Stevens, 1990). Empowerment of teachers has become the term which incorporates positive affirmation, professional validation, and self-actualization as one (Simpson, 1990).

The third characteristic leads into the fourth characteristic, an ideal work environment. If teachers are involved in the decision-making process then they are afforded regular opportunities for interaction and sharing. As noted by Simpson (1990) in his research, teachers in successful or effective schools valued and participated in norms of collegiality. Collegiality is the extent to which teachers work together and with their administrators, share and assist each other, and receive help and support from their administrators (Sweeney, 1992). Teamwork and collaboration are important factors in a positive school environment (Akin, 1993). Person-to-person contact creates a healthy psychological climate where human beings are cared for and nurtured constructively by one another (Schultz, Glass, & Kamholtz, 1987).

Praise and recognition constitute positive reinforcement for teachers. In effective schools, a principal provides appropriate praise and recognition to faculty and shows appreciation for special efforts and contributions (McCurdy, 1983). Adams and Bailey (1989) stated that the building of self-efficacy involves using

positive reinforcement and increasing the number of celebrations for good performance.

District-supported and district-financed opportunities for professional growth encourage continued education in current trends and research for faculty members. Teachers who have opportunities to attend professional meetings and workshops should also have the opportunity to report and discuss their observations and new found knowledge with colleagues (Stevens, 1990). This sharing provides for professional interaction as well.

Ideal working environments must have decent physical working conditions. The welfare of faculty members and students must come first, with a building and facility that is safe and secure.

Summary

The research begun by Coleman, Hoffer, and Kilgore (1981) to examine public and private schools alerted the populace that there is a difference in schools. The effective schools research has identified characteristics which, when present, produce students who achieve at a higher level. One of the characteristics that has been examined in the effective schools research is the leadership of the principal. This study will focus on randomly selected schools in which the principal has been in that position for two years or longer. The school and the principal will thus have had time for the adjustment period.

The research has identified the school atmosphere or climate as a characteristic of effective schools. Culture, defined as the shared assumptions and ideologies, and climate, defined as shared perceptions of behavior, comprise the school atmosphere. Culture and climate have been defined and contrasted. Organizational culture and climate are the two components of a school that are the focus of this study. Catholic schools have been chosen to provide a baseline description of the organizational culture and climate. Coleman (1990) and Greeley's (1989) research concluded that Catholic schools exhibited the characteristics of effective schools. The school atmosphere of culture and climate should then be examined. Chapter 3 will describe the population, accessible population, and sample in the study. The Cultural Value Analysis Tool (CVAT) and the Organizational Climate Description Questionnaire were used to obtain the data for analysis.

Chapter 3

Research Design and Methodology

Chapter 3 has two objectives. The first objective is to describe the research design and methodology used in this study. The second objective is to describe the validated instruments used to collect data on organizational culture and climate. This quantitative study was designed to compile baseline data of the organizational culture and climate of selected secondary and elementary parochial schools. Two data collection instruments were selected for the study. To collect data pertaining to the organizational culture of the educational institution, Nelson's Cultural Values Analysis Tool (CVAT) was used. The second set of data pertaining to organizational climate was collected using the Organizational Climate Description Questionnaire (OCDQ) as revised by Hoy, Tarter and Kottkamp based on the original design by Halpin and Croft. The OCDQ has two specific instruments. The OCDQ-RE was designed to collect data at the elementary school level. The OCDQ-RS was designed to collect data at the secondary school level.

Research Questions

This study was a quantitative analysis of the organizational culture and climate of selected elementary and secondary parochial schools. The study focused on the following questions:

1. What are the cultural values of parochial schools?
 - 1.1 How do parochial schools value the work related concepts of effort, time, finishing a job, and work quality?
 - 1.2 How do parochial schools value the human relations concepts of affect, empathy, sociability, and loyalty?
 - 1.3 How do parochial schools value the leadership concepts of dominance, status, political action and leadership?
 - 1.4 How do parochial schools value the learning concepts of abstract thinking, planning/organizing, exposition and flexibility?
2. What is the organizational climate of parochial schools?
 - 2.1 What are the engaging behavior characteristics of parochial schools?
 - 2.2 What are the disengaging behavior characteristics of parochial schools?
 - 2.3 To what degree do parochial schools exhibit the characteristics of an open school climate?
 - 2.4 To what degree do parochial schools exhibit the characteristics of a closed school climate?

3. Do the cultural values and climate characteristics of elementary parochial schools differ from those of secondary parochial schools?

Population and Sample

The population was comprised of all elementary and secondary Catholic parochial schools in the mideast section of the United States which included the following states or districts: Pennsylvania, New York, Maryland, New Jersey, Delaware, and the District of Columbia. The total number of Catholic elementary schools in this population from the 1992 census was 2,018. The total number of Catholic high schools in this population from the 1992 census was 356. This section of the United States was chosen for two reasons. The first reason was that the percentage of Catholic schools in this region was 27.9%, which is the highest percentage of all the regions. The additional regions included New England, Great Lakes, Plains, Southeast and West/Far West. Secondly, the researcher had greater access to information in this region due to the geographic location and her service as a secondary principal in the Diocese of Harrisburg, in south central Pennsylvania. Considering only the mideast region of the United States was a limitation of the study.

The accessible population was limited to two hundred forty (240) parochial elementary schools and forty-seven (47) parochial secondary schools. The list was comprised

from the names, addresses and contact persons of these schools as requested by the researcher from four members of the congregations of women religious currently serving at the same high school with the researcher. The information included the Catholic elementary and secondary schools served by these four religious congregations in the mideast area of the United States, namely, the Sisters of Christian Charity; the Sisters, Servants of the Immaculate Heart of Mary; the Sisters of St. Joseph; and the Sisters of Mercy of the Americas.

The sample was comprised of ten elementary schools and ten alternate schools that were selected randomly from the list of two hundred forty Catholic elementary schools from the accessible population. The sample of secondary schools was comprised of ten secondary schools and ten alternate schools that were selected randomly from the list of forty-seven Catholic high schools from the accessible population.

Instruments

The research instruments selected for this study are questionnaires. Using a paper and pencil instrument for this study was considered to be both practical and realistic for the following reasons. First, any broad study of organizational culture and climate must employ closed ended, quantitative data given that resources are finite. Second, because of the geographic distribution of the respondents

and the length of time necessary for the respondents to complete and mail the questionnaires, this method was the most cost effective way of securing data.

Cultural Values Analysis Tool (CVAT)

Reed Nelson designed the Cultural Value Analysis Tool (CVAT) that was used as the instrument in the study to gather the data and analyze the organizational culture of parochial elementary schools and parochial secondary schools. The CVAT had been used to study the organizational culture of business organizations and church organizations. This was the first time this instrument was used in a school organization as a data collection tool.

According to Nelson, the universal functions that are common to all human systems are Work (also called task,) Relations, Control (frequently associated with power and politics) and Thought (cognition). These four functions were the basis of the Aggregate Value Profile.

Each general theme (Work, Relations, Control, and Thought) has four subthemes which are usually contradictory but occasionally complementary. For the general theme of Work, the four subdimensions are as follows: 1) Effort; 2) Time orientation or speed; 3) Closure or priority given to finishing tasks: and, 4) Quality. Time pressures and work deadlines lower quality whereas effort supports all three.

The Relations quadrant has four subdimensions as follows: 1) Affect; 2) Empathy; 3) Sociability; and 4)

Loyalty. These subdimensions related to voluntary connections with other people, but each had a different emphasis. Affect brings one close to others, but principally to take nurturance. Empathy brings closeness but to give nurturance. Sociability focuses on closeness and interaction with groups of people rather than individuals. Loyalty emphasizes durable or long lasting closeness to people or groups. These subdimensions are not inherently contradictory but neither are they necessarily reinforcing. People with strong affective needs are not necessarily empathetic, loyal, or sociable. Sociability does not presume Empathy or Loyalty. Loyalty does not presume Empathy although it does not preclude it.

The four subdimensions of Control represent different influence strategies: 1) Dominance; 2) Status; 3) Politics; and, 4) Leadership. Dominance involves imposing one's will openly without contrivance. Status favors one's will by creating or highlighting symbolic inequalities between individuals. Politics, through manipulation and contrivance, imposes one's will. Leadership secures control through charisma. The Leadership subdimension is universally accepted if not revered in organizations.

The four subdimensions appear under Cognition: 1) Abstraction; 2) Planning-Organization; 3) Exposition; and, 4) Flexibility. While Abstraction deals with generalities, Planning-organization tends to focus on details. Exposition

deals with communication, especially with transmission of ideas, not their creation. Flexibility is an important attribute of information processing and adaptive capabilities of people and organizations.

The instrument was structured so that respondents rank order items in sets of four. Ranking enabled the respondent to confront each of the sixteen dimensions using 80 items grouped in sets of 20 statements. Each of the sixteen subdimensions appeared five times, was ranked from one to four and generated a scale that can range from 5 to 20. Scores on the entire instrument, for one respondent, summed to exactly 200, that is, twenty sets of statements with each set having a value of ten points.

On the response form for the CVAT, two columns appear to the right of these groups of statements. In the first column, for each set or group of statements, respondents were asked to rank the statement that best described their organizational culture with a four (4), the next best statement with a three (3), then two (2), then one (1). These were considered the "descriptive" responses or how the organization is perceived by the respondent. Respondents were given instructions not to use the same rank number for two or more statements in any one given set. In the second column, individual perceptions of the ideal organizational culture or how the organization should be were measured using the same set of instructions. These were considered

as "normative" responses. (A copy of the complete questionnaire can be found in Appendix 1.)

Information about reliability of the Value Profile was obtained from Suresh Gopalan in his dissertation (1991). A student of Nelson's, Gopalan had access to the data to determine reliability.

The reliability was determined using two trials with 10,000 repetitions producing nearly identical error variance distributions, as did mathematical enumeration of all possible combinations of rankings from one to four for the 16 scales. The observed within scale variance (i.e., between item variance) for each of the 16 items was divided by the modal expected variance of the 16 items. The ratio was subtracted from 1, and the square root of the result was found to obtain the reliability coefficients shown in the second column in the table to be found in Appendix 2. The coefficients, which range from .642 to .926, are quite acceptable for exploratory research. The mean scores and standard deviations for the 16 subdimensions are also included in the table.

Pilot Study of the CVAT

The first pilot study of the CVAT: Aggregate Value Profile was administered in the spring of 1992 to the faculty and staff of Resurrection Parish School in Jacksonville, Florida. Of the twenty-six surveys distributed, only 10 were returned. Resurrection Parish

School is an elementary school comprised of all grades beginning with a three-year-old pre kindergarten program through Grade 8. Each class is basically self-contained with resource teachers available in the following areas: art, music, physical education, computer literacy and library. The enrollment for the school at the time of the study was 260 students.

The second pilot study of the CVAT: Aggregate Value Profile was administered in the winter of 1993 to faculty and staff of Delone Catholic High School in McSherrystown, PA. The school is a secondary school with Grades 9-12. It is the only Catholic high school within a twenty-mile radius. Over seventy percent of the students continue their education by attending either a four-year college or a two-year community college or trade school. The curriculum offers classes in business education, home economics and child care, and industrial art classes in graphic arts and woodshop. The school has had four administrators in the last five years. The survey instrument was distributed to forty-eight faculty and staff members. There were twenty-five responses returned. Two of the responses had to be disregarded because of incorrect ranking.

The researcher compared the two pilot studies. Several observations were made concerning the cultural values of each school. In the real mean scores, the elementary school valued quality, empathy, and effort. For the secondary

schools, the real mean scores illustrated that political, status, and dominance were valued as the priority. In the ideal mean scores, the elementary school ranked quality, effort, and planning/organization as the top three dimensions valued. In the ideal mean scores at the secondary level, the respondents valued, in order, quality, leader and planning/organization. In the ideal situation, the elementary and secondary valued two of the same three dimensions whereas in the real situation, the dimensions valued were totally different.

The ranking of the themes differed in both the real and ideal. In the real, the elementary school ranked the themes in the following order of priority: work, relations, thought, and control. The secondary school ranked the themes in this order: control, work, thought, and relations. For the elementary school, the priority of rank of the themes in the ideal situation was relations, work, thought, and control. For the secondary school, the priority of rank of the themes in the ideal mean was work, thought, relations, and control. The only point of agreement between the two schools existed in the ideal situation which ranked the control theme as the least desired.

Organizational Climate Description Questionnaire (OCDQ)

The second set of data was collected using the Organizational Climate Description Questionnaire. One form of the questionnaire was developed for the elementary school (Appendix 3) and one for the secondary school (Appendix 4).

The revised OCDQ, delineated for use in elementary schools as OCDQ-RE and as OCDQ-RS for use in secondary schools, was based on the original validated instrument by Halpin and Croft in 1962. The development of the initial instrument was prompted by four factors (Hoy, Tarter, & Kottkamp, 1991): 1) schools differ markedly in their "feel," 2) morale does not adequately capture this difference in feel among schools, 3) talented principals who take jobs in schools where improvement is necessary often are immobilized by a recalcitrant faculty, and 4) the notion of the "personality" of a school is intriguing in itself.

OCDQ-RS.

The OCDQ instrument designed for use in secondary schools utilized the research base that posited the differences in elementary schools and secondary schools. The development of the OCDQ for secondary schools went through several phases: 1) generating new items, 2) conducting a pilot study to reduce items and refine subtests, 3) conducting a second study to test stability of the factor structure, and 4) testing the reliability and

validity of the new instrument (Hoy, Tarter, & Kottkamp, 1991).

The validation study of the OCDQ-RS was part of a larger study undertaken by the Rutgers Research Group on Organizational Behavior, in which nearly 5,000 teachers participated. The OCDQ-RS was one of four questionnaires distributed. Data were collected in faculty meetings and usable responses were obtained for 90% of the respondents.

School mean scores were calculated for each of the 34 items, and the item-correlation matrix for the 78 schools was factor analyzed. A five-factor solution with a varimax rotation was performed. The results strongly supported the factor structure revealed in the pilot study. The reliability scores for the subtests remained high (Appendix 5).

The OCDQ-RS is a 34-item climate instrument with five dimensions describing the behavior of secondary teachers and principals. It measures two aspects of principal leadership--supportive and directive behavior. Three dimensions of teacher behavior are described--engaged, frustrated, and intimate. Each school can be described by mapping its profile along the five dimensions.

The OCDQ-RS is a questionnaire on which educators are asked to describe the extent to which specific behavior patterns occur in the school. The responses vary along a four point scale defined by the categories "rarely occurs,"

"sometimes occurs," "often occurs," and "very frequently occurs."

OCDQ-RE.

The OCDQ-RE is a 42-item questionnaire. Teachers describe their school behavior. They respond along a four-point scale defined by the categories "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs."

The development of the new OCDQ-RE followed the same phases as the OCDQ-RS. The 42 item questionnaire was tested with a 70 school sample of elementary schools in New Jersey. In total, 1071 educators responded to the OCDQ-RE.

School means were calculated for each item in the OCDQ-RE, and the item-correlation matrix factor was analyzed. The reliability scores for the subtests for the new data remained high (Appendix 5).

In conclusion, all of the scales of the OCDQ-RE have high reliability coefficients, much higher than those in the original OCDQ . The unit of analysis in all phases of the investigation was appropriately the school, not the individual (Hoy, Tartar & Kottkamp, 1991).

Data collected using each of these data analysis tools provided for a descriptive analysis of each school's organization culture and climate. Emphasis was placed on the identification of significant patterns and trends that serve to describe the unique cultural and climate

characteristics of parochial schools. Although direct comparisons between specific schools were not made, sample schools were compared to the norm group for the OCDQ-RE.

Procedure

The random selection of schools utilized Table 33 of Fisher and Yates, Statistical Tables for Biological, Agricultural and Medical Research. The selection included twenty Catholic elementary schools and twenty Catholic high schools. The researcher sent a letter (Appendix 6) during the month of September to the principal of the first ten schools on each list to request permission to conduct the study. The principals were sent a copy of the CVAT and the OCDQ to examine. The principals also received a postcard on which they were asked the number of questionnaires that were needed to survey faculty members and administrators. The postcard requested the verification of the number of years the principal had served in that official capacity in that school. The researcher removed from the study any school whose principal had not served for at least two years at the school. At the high school level, three of the initial ten schools which were contacted could not participate for this reason. In the next contact of schools, two more principals had not served at least two years. Two principals wrote letters of regret indicating that they would not participate in the study. Two high schools returned surveys with a

return rate of 4% and 23%. The researcher removed these two schools from the study. In total, nineteen of the twenty randomly selected secondary schools received requests to participate. Ten schools provided questionnaires at the acceptable return rate presented in Table 3.1.

Table 3.1
Return Rate of Secondary Schools

High School	Surveys sent	Surveys Returned	Rate of Return
07HLO	30	27	90%
33HT	35	27	77%
16HQ	65	41	63%
17HM	50	44	88%
13HL	30	23	77%
14HY	50	40	80%
15HJ	20	17	85%
09HB	21	20	95%
21HF	64	27	42%
22HH	75	39	52%

At the elementary level, ten principals received the initial request letter and postcard. Two schools declined to participate and one school had a new principal; this fact eliminated that school from the study. Two schools had return rates of 17% and 27%. The researcher removed these two schools from the study. In the second set of requests, six more schools were asked to participate. One school indicated on the post card that the principal had served for two years. However, on the returned surveys from that

school, that same principal listed service only one year and two months. This necessitated removal of this school from the study. In total, 16 of the 20 randomly selected schools received requests to participate. Ten schools provided questionnaires at the acceptable return rate presented in Table 3.2.

Table 3.2
Return Rate of Elementary Schools

Schools	Surveys Sent	Surveys Returned	Rate of Return
87SH	10	7	70%
43F	15	15	100%
101SV	13	13	100%
99SJ	10	9	90%
194A	25	24	96%
158OM	10	7	70%
231SF	10	10	100%
213V	13	6	46%
103J	13	12	92%
05M	20	11	55%

When permission had been given, a letter of thanks with instructions for participation was sent to the principal of the school (Appendix 7). A packet, containing a cover letter (Appendix 8) as well as a copy of the two instruments for each member of the faculty and administration, was sent to the schools for completion during a faculty meeting. If a reply was not received by October, a follow-up letter (Appendix 9) was sent. At the end of October, schools that had not replied were contacted by phone to request

permission to conduct the survey. An acceptable rate of return on a professional survey is eighty percent. The researcher was sure that with the cooperation of the principal at each school, the return rate of 80% or higher would be achieved. A school remained in the study if the return rate was 40% or above. Principals who had incorporated the completion of the survey forms within a faculty meeting or who had personally requested members of the faculty to participate achieved a higher rate of return. Principals who requested participation on a volunteer basis returned survey forms that did not meet the acceptable rate of return. If the participating schools did not have an acceptable return rate, additional schools were contacted to request participation in the study. Questionnaires filled out incorrectly were removed from the study.

The questionnaires were color-coded for the elementary schools and the secondary schools. The elementary schools received the instructions, the CVAT, and the OCDQ-RE on pink or salmon-colored paper. The secondary schools received the instructions, the CVAT, and the OCDQ-RS on yellow paper. The researcher could very easily separate the responses according to elementary or secondary schools with this system.

The study included appropriate measures to ensure confidentiality for the participating schools. Results were available to all participating schools. Each school was

given a code number for identification. Reports were made to each participating school using the code numbers of the other schools in the study. The cumulative results from the study found in Chapter 4 were sent to every school. The individual school's narrative, tables, and chart were sent only to the school profiled. The measure of dimension was the school. Individuals were not identified.

Data Analysis

The results from the questionnaires were analyzed using the appropriate software designed for each instrument or the standardized scores computed by Hoy, Tarter and Kottkamp based on the average scores and standard deviations from their research of schools in New Jersey. The research questions which address the cultural values of parochial schools were examined by using the CVAT.

The CVAT has software designed and available to analyze the results. The CVAT software generated the mean and standard deviation for each of the sixteen subdimensions. The four dimensions were only measured through the subdimensions; therefore sixteen means and standard deviations were generated for both the "descriptive" and "normative" category. Nelson, who designed the software, stated that in order to explore variation in values/culture within the organization, the CVAT software contains a copy of the CONCOR grouping algorithm based on the work by

Breiger, Boorman and Arabie in 1975. Variation in culture could thus be determined in parochial elementary schools and parochial secondary schools. A one-way analysis of variance was conducted on the means of each of the sixteen cultural dimensions to ascertain the cultural dimensions that were significantly different at the .05 level between the elementary and secondary schools. This comparison was conducted to answer the third research question as it pertains to the difference in cultural values of elementary parochial schools and secondary parochial schools.

The general research questions focusing on the organizational climate of parochial schools used the standardized scores as developed by Hoy, Tarter and Kottkamp. On the OCDQ, an average school score for each item was computed. There were six subtest scores that represented the climate profile of the elementary school. The climate dimensions of the OCDQ-RE are as follows: supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior. These dimensions formed the basis for determining the climate of an elementary school. The climate was open, closed, engaged or disengaged. The climate dimensions of the OCDQ-RS were as follows: supportive behavior, directive behavior, engaged behavior, frustrated behavior, and intimate behavior. These dimensions identified the climate of a secondary school as

either closed or opened. On the OCDQ, all scores were converted to standardized scores with a mean of 500 and a standard deviation of 100. Standardizing the scores provided a basis for direct comparison among the schools and also to the normative sample established by Hoy, Tarter and Kottkamp (1991).

The average scores and standard deviations for each climate dimension of the OCDQ-RS are summarized below in Table 3.3.

Table 3.3
Norm Scores for the OCDQ-RS

	Mean (M)	Standard Deviation (SD)
Supportive Behavior (S)	18.19	2.66
Directive Behavior (D)	13.96	2.49
Engaged Behavior (E)	26.45	1.32
Frustrated Behavior (F)	12.33	1.98
Intimate Behavior (Int)	8.80	.92

Note. From Open Schools, Healthy Schools (p. 178) by W. K. Hoy, C. J. Tarter, and R. B. Kottkamp, 1991. Newbury Park, CA: Corwin Press, Inc. Copyright 1991 by Sage Publications, Inc. Reprinted by permission.

The following formulas convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100 for the OCDQ-RS.

$$\text{SdS for S} = 100 \times (S - 18.19)/2.66 + 500$$

$$\text{SdS for D} = 100 \times (D - 13.96)/2.49 + 500$$

$$\text{SdS for E} = 100 \times (E - 26.45)/1.32 + 500$$

$$\text{SdS for F} = 100 \times (F - 12.33)/1.98 + 500$$

$$\text{SdS for Int} = 100 \times (\text{Int} - 8.80)/.92 + 500$$

One other score was computed, the openness index for the school climate using the following formula.

Openness =

$$\frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (\text{SdS for E}) + (1000 - \text{SdS for F})}{4}$$

The average scores and standard deviations for each climate

dimension of the OCDQ-RE are summarized below in Table 3.4

Table 3.4
Norm Scores for the OCDQ-RE

	Mean (M)	Standard Deviation (SD)
Supportive Behavior (S)	23.34	4.85
Directive Behavior (D)	19.34	3.20
Restrictive Behavior (R)	12.98	1.55
Collegial Behavior (C)	23.11	2.69
Intimate Behavior (Int)	17.23	2.14
Disengaged Behavior (Dis)	6.98	1.26

Note. From Open Schools, Healthy Schools (p. 165) by W. K. Hoy, C. J. Tarter, and R. B. Kottkamp, 1991. Newbury Park, CA: Corwin Press, Inc. Copyright 1991 by Sage Publications, Inc. Reprinted by permission.

The following formula converts the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100 for the OCDQ-RE.

$$\text{SdS for S} = 100 \times (\text{S} - 23.34)/4.85 + 500$$

$$\text{SdS for D} = 100 \times (\text{D} - 19.34)/3.20 + 500$$

$$\text{SdS for R} = 100 \times (\text{R} - 12.98)/1.55 + 500$$

$$\text{SdS for C} = 100 \times (\text{C} - 23.11)/2.69 + 500$$

$$\text{SdS for Int} = 100 \times (\text{Int} - 17.23)/2.14 + 500$$

$$\text{SdS for Dis} = 100 \times (\text{Dis} - 6.98) / 1.26 + 500$$

Two other scores are computed, the principal openness and the teacher openness using the following formulas.

Principal Openness =

$$\frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (1000 - \text{SdS for R})}{3}$$

Teacher Openness =

$$\frac{(\text{SdS for C}) + (\text{SdS for Int}) + (1000 - \text{SdS for Dis})}{3}$$

School scores were compared to the normative data provided in the New Jersey sample (Hoy, Tarter, & Kottkamp, 1991). The range of these scores is presented below.

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

The openness index is interpreted in the same way as the subtest scores.

The OCDQ-RE and OCDQ-RS scores were examined by using the confidence interval at the 95% level of confidence. Each of the subtest scores of the sample population was compared to the normative population by using the means. The sample means were calculated from each of the ten elementary schools and each of the ten secondary schools. The confidence level was calculated for each of the sample means of the eleven behaviors and identified on the two instruments. Three principals' behaviors are examined on the OCDQ-RE and three teachers' behaviors are also examined. On the OCDQ-RS, two principals' behaviors are examined and three teachers' behaviors are examined. The confidence intervals were compared to the means established by Hoy, Tarter, and Kottkamp as reported in Tables 3.3 and 3.4. The researcher rejected or accepted the null hypothesis based on these calculations. The null hypothesis was stated for each of the eleven behaviors that μ was equal to the mean score of the norm group for that behavior.

The third research question was examined in two ways. Use of the CVAT instrument at both the secondary and elementary level allowed the comparison of the mean scores of the sixteen dimensions. A statistical comparison of the cultural values of elementary and secondary schools was conducted by use of a one-way analysis of variance to identify those dimensions that were significantly different at the .05 level. The climate characteristics were examined

descriptively. No statistical comparisons could be made as the OCDQ-RE and the OCDQ-RS do not match in length nor totally in items.

Summary

Chapter 3 described the research design and methodology used in this study. The validated instruments of the CVAT and OCDQ have been detailed. Twenty schools from the accessible sample returned the completed questionnaires for analysis. Chapter 4 focuses on the baseline data. The data analysis provides the answers for the three basic research questions and the eight subquestions that are the basis of the study. This study provides the baseline data to describe the organizational culture and climate in the selected elementary and secondary parochial schools.

Chapter 4

Analysis of Results

Chapter 4 reports the results of the data collected to conduct an analysis of the culture and climate of the participating schools. Two questionnaires were selected as data collection tools: the Cultural Value Analysis Tool (CVAT) and the Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) and for secondary schools (OCDQ-RS).

In this chapter the researcher will examine the four themes and sixteen dimensions of the CVAT to determine the cultural values of the 20 parochial schools in the sample. The data analysis will continue with the examination of the climate characteristics as indicated by the responses on the OCDQ. In each examination, data from secondary parochial schools and elementary parochial schools will be presented separately before the data from all 20 are presented. The presentation will include tables as well as descriptive material. The final presentation will compare the differences and similarities of the cultural values and climate characteristics of secondary parochial schools and elementary parochial schools.

The software package designed for use with the CVAT was developed by the survey's author, Reed Nelson. The program is designed to compute the means and standard deviations for both the real and ideal responses and to present a

comparison of the real and ideal means in the form of a circular line graph. The "real" means indicate respondents' perception of how the school is. The "ideal" means provide perceptions about how each respondent would like the respective school to be.

The researcher presented an individual school profile to each of the participating schools. A sample of the information that was provided is found in Appendix 10. CVAT data for each school are presented in table and narrative form. A circular line graph comparing the real and ideal means for each school is found as part of the school profile. The OCDQ scores were also presented as the mean scores and standard scores for each subtest.

To include standard scores which was the proper interpretation of the OCDQ scores, all scores needed to be converted to standardized scores with a mean of 500 and a standard deviation of 100. The scales for comparison were developed from the current data base on secondary schools drawn from the large, diverse sample of schools in New Jersey. Hoy, Tarter, and Kottkamp (1991) established the average scores and standard deviations for each climate dimension.

The 24 tables presented in Chapter 4 summarize information from the secondary and elementary parochial schools and then compare the cultural value and organizational climate similarities and differences. The

purpose of the study was to answer each of the following research questions:

1. What are the cultural values of parochial schools?
 - 1.1 How do parochial schools value the work-related concepts of effort, time, finishing a job, and work quality?
 - 1.2 How do parochial schools value the human relations concepts of affect, empathy, sociability, and loyalty?
 - 1.3 How do parochial schools value the leadership concepts of dominance, status, political action, and leadership style?
 - 1.4 How do parochial schools value the learning concepts of abstract thinking, planning/organizing, exposition, and flexibility?
2. What is the organizational climate of parochial schools?
 - 2.1 What are the engaging behavior characteristics of parochial schools?
 - 2.2 What are the disengaging behavior characteristics of parochial schools?
 - 2.3 To what degree do parochial schools exhibit the characteristics of an open school climate?
 - 2.4 To what degree do parochial schools exhibit

the characteristics of a closed school
climate?

3. Do the cultural values and climate characteristics of parochial elementary schools differ from those of parochial secondary schools?

Data collected from the 20 sample parochial schools provided information to answer the research questions. Each question is examined at the secondary level and the elementary level. Finally, each question is examined combining the information of the 20 parochial schools.

Cultural Values

The first research question examined the cultural values of parochial schools. The Cultural Value Analysis Tool provided two measures for each school. The real mean described how the members of the school perceived their culture as existing. The second measure, the ideal mean, described how the members of the school perceived the culture to be in an ideal situation. The cultural values will be examined first, analyzing the secondary schools as a unit. The next step in the process will be to examine the elementary schools as a unit. The final analysis will describe the 20 schools in the sample that represent the parochial schools in this study.

Secondary Schools - CVAT Themes

The priority of themes provided the information to

begin the description of the preferred cultural values of the secondary school sample. Participants ranked the four themes based on their perception. The information collected from the CVAT is presented in a table format. The first table presents the rank of the organizational value theme for each of the secondary schools. The table compares the rank for each school in the real and ideal situation.

Table 4.1 - Rank of Real and Ideal Organizational Value Themes for Secondary Schools

School	Work: Real	Work: Ideal	Relations Real	Relations Ideal	Control: Real	Control Ideal	Thought Real	Thought Ideal
07HLO	2	1	1	2	3	4	4	3
33HT	1	1	2	2	3	4	4	3
16HQ	2	1	1	2	3	4	4	3
17HM	1	2	3	1	3	4	2	3
13HL	2	1	1	2	3	4	4	3
14HY	3	1	1	2	2	4	4	3
15HJ	2	2	1	1	4	4	3	3
09HB	2	2	1	1	3	4	4	3
21HF	2	2	1	1	4	4	3	3
22HH	2	2	1	1	3	4	4	3

The preceding table exhibits the priority ranking of each of the four themes of the CVAT by school. A cursory glance at the table indicates that the first and second ranks occur predominantly to the left of the table under the themes of work and relations. The third and fourth ranks occur predominantly to the right of the table under the themes of control and thought. One school, 17HM, indicated

that the themes of relations and control were equally valued receiving a tied ranking of three in the real situation, therefore the school has no rank of four in the real situation.

Table 4.2 illustrates the cumulative information found in table 4.1. The number of schools and the rank of organizational values in both the real and ideal situation for the four themes of the CVAT are presented.

Table 4.2: Number of Schools and Rank of Organizational Values in Descriptions of Real and Ideal Secondary Schools

Theme: Real Secondary Schools	Rank 1	Rank 2	Rank 3	Rank 4
Work	2	7	1	0
Relations	8	1	1	0
Control	0	1	7	2
Thought	0	1	2	7
Theme: Ideal Secondary Schools				
Work	5	5	0	0
Relations	5	5	0	0
Control	0	0	0	10
Thought	0	0	10	0

In the real situation, or how respondents perceived their schools to be, the secondary schools ranked the four themes of the CVAT as follows:

Real

Theme: Rank	Percent of Schools
#1 Relations	80%
#2 Work	70%
#3 Control	70%
#4 Thought	70%

The majority of secondary schools in the sample agreed on the ranks of the themes in the real situation. The theme of relations was the preferred cultural value in the real situation, followed by work, control and thought.

In the ideal situation, or how respondents perceived that their schools should be, the secondary schools ranked the four themes of the CVAT as follows:

Ideal

Theme: Rank	Percent of Schools
#1 Relations	50%
#1 Work	50%
#3 Thought	100%
#4 Control	100%

With regard to the preferred cultural value theme, the secondary schools were evenly divided in the number one rank. Half indicated a preference for the theme of relations and the other half indicated a preference for the theme of work. Table 4.2 thus did not provide a definitive answer to the question as to which theme, either work or relations, was preferred as the number one priority in the ideal situation. All secondary schools did agree that in the ideal situation the theme of thought should be ranked #3 in priority. The schools also agreed that the theme of control should be ranked #4 in priority in the ideal situation.

Table 4.3 presents the priority rankings of the four themes by using the real mean and the ideal mean across all 10 schools. Because the rankings by schools did not provide

the information as to the most valued theme, the average scores present the numerical values.

Table 4.3 - Real Versus Ideal Organizational Value Themes for Secondary Schools

Theme	Real Mean	Priority	Ideal Mean	Priority
WORK	12.86	2	13.50	1
RELATIONS	13.31	1	13.47	1
CONTROL	12.10	3	10.20	4
THOUGHT	11.73	4	12.72	3

In the real situation, the average scores presented in Table 4.3 validate the rankings presented in Table 4.2. The secondary parochial schools in this sample valued the theme of relations as the number one cultural priority, followed by work, control, and thought.

In the ideal situation, the average scores presented in Table 4.3 indicate that the preferred cultural values theme of the secondary parochial schools in this sample were both work and relations. These two themes were virtually a tie when comparing the mean scores since the mathematic difference of .03 indicates an almost equal value of preference. The equal preference of both work and relations is found in Table 4.2 as well. Thought was the number three valued theme and control the least valued.

In examining the preferred cultural themes of secondary school, the valued theme changed from the real situation to the ideal situation. In moving from the real situation to the ideal situation, theme two, work, became an equally

valued theme with theme one, relations. The order of preference for themes three and four was reversed in the ideal condition.

Secondary Schools - CVAT Dimensions

Within each of the four themes, four dimensions represent each of the themes for a total of sixteen dimensions. The information presented in Table 4.4 displays each dimension, the real mean and the ideal mean for the secondary schools.

Table 4.4 - Real Versus Ideal Value Dimensions for Secondary Schools

Theme	Dimension	Real Mean (Priority)	Ideal Mean (Priority)
WORK	A. Effort	13.36 (5)	15.06 (3)
	B. Time	11.15 (14)	10.21 (13)
	C. Finish Job	11.68 (12)	11.72 (10)
	D. Quality	15.25 (1)	16.99 (1)
RELATIONS	E. Affect	13.80 (4)	14.27 (5)
	F. Empathy	14.31 (2)	15.09 (2)
	G. Sociability	12.35 (8)	11.88 (8)
	H. Loyalty	12.78 (7)	12.63 (7)
CONTROL	I. Dominance	11.85 (10)	10.54 (12)
	J. Status	12.32 (9)	8.60 (14)
	K. Political	10.29 (16)	7.39 (15)
	L. Leader	13.94 (3)	14.27 (5)
THOUGHT	M. Abstract	10.30 (15)	11.78 (9)
	N. Plan/Organ.	13.29 (6)	14.31 (4)
	O. Exposition	11.71 (11)	11.60 (11)
	P. Flexibility	11.61 (13)	13.20 (6)

In the real situation, the six most valued cultural dimensions for secondary schools in descending order were quality, empathy, leader, affect, effort, and planning/organization. The two dimensions of quality and effort represented the work theme and the two dimensions of empathy and affect represented the relations theme. In the theme of control, the dimension of leader exemplified the preferred cultural characteristic. The dimension of planning/organization within the theme of thought received the highest priority.

In the ideal situation, the six most valued cultural dimensions for secondary schools in descending order were quality, empathy, effort, planning/organization, and affect and leader tied for fifth. In the ideal situation the same six cultural dimensions remained the most highly valued. The two most highly preferred cultural values signified by the dimensions quality and empathy retained the same priority of one and two. The dimension of flexibility exhibited the greatest change in priority from the real situation to the ideal situation moving from the rank of thirteen to the rank of six.

The respondents in this sample valued the same six cultural dimensions in the real situation and the ideal situation. As noted, these six cultural dimensions did not retain the same order of priority within the six most highly valued.

One important fact to note is the similarity of ranking within the theme of relations in the real mean and the ideal mean in the table. Three of the four dimensions have the same ranking: empathy, sociability, and loyalty. This theme exhibited the most stability within the dimensions.

Secondary Schools - CVAT - Analysis of Variance

To determine the cultural values most preferred by the respondents of the secondary schools in the sample, data were compiled two ways. First, the number of schools that ranked each theme in each position was counted. Second, the

average of the scores for all schools on each theme was used to determine the priority given to each theme across all schools. Since the CVAT questionnaire requested information on both the real situation and the ideal situation, a one-way analysis of variance was conducted to compare the real mean and the ideal mean of the 16 cultural dimensions in the secondary schools. The test was conducted to check whether the real means differed from the ideal means. The ANOVA was conducted at the .05 level of confidence for each of the sixteen cultural dimensions. Table 4.5 presents the F-ratio and probability when comparing the real mean scores and the ideal mean scores of each of the sixteen cultural dimensions at the secondary school level.

Table 4.5
Analysis of Variance
Comparison of Real and Ideal Mean Scores for Secondary
Schools

Organizational Cultural Dimensions	Real Mean Scores	Ideal Mean Scores	F-Ratio	P
WORK				
Effort	13.36	15.06	36.80	0.000**
Time	11.15	10.21	6.62	0.019*
Finish Job	11.68	11.72	0.03	0.872
Quality	15.25	16.99	22.02	0.000**
RELATIONS				
Affect	13.80	14.27	1.01	0.329
Empathy	14.31	15.09	4.78	0.042*
Sociability	12.35	11.88	1.12	0.304
Loyalty	12.78	12.63	0.06	0.816
CONTROL				
Dominance	11.85	10.58	7.25	0.015*
Status	12.32	8.80	65.61	0.000**
Political	10.29	7.39	51.08	0.000**
Leader	13.94	14.56	3.46	0.079
THOUGHT				
Abstract	10.30	11.78	25.68	0.000**
Plan/Organ.	13.29	14.31	7.60	0.013*
Exposition	11.71	11.60	0.13	0.723
Flexibility	11.61	13.20	18.85	0.000**

** p<.01 * p<.05

At the secondary school level, 10 of the 16 organizational cultural dimensions showed statistical significance at the .05 level or at the .01 level. Six of the 10 were significant at the .01 level: effort, quality, status, political, abstract, and flexibility. The four scores that showed statistical significance at the .05 level

were time, empathy, dominance, and planning/organization. Three dimensions in three themes showed statistical significance. Only one dimension, empathy, reflected the statistical significance in the relations theme. The respondents in the secondary schools valued different dimensions in the ideal situation than in the real situation.

Secondary parochial schools, then, based on the information provided by the ANOVA, were about where they would like to be in terms of the relations theme. The other three themes do not indicate the same perception.

Summary of Secondary CVAT Results

In summary, when the researcher considered the secondary parochial schools in the sample, the respondents indicated that in the real situation--or how the schools are--the most valued cultural theme was relations. With regard to the ideal situation-- or how the school should be--the respondents indicated that the most valued cultural theme was a tie between both work and relations.

Secondary parochial schools valued the work-related dimension of quality as the number one priority in both the real and ideal situations. Secondary parochial schools valued the dimension of empathy as the second priority in both the real and ideal situations. Secondary parochial schools valued the dimension of leader and the dimension of planning/organization in the themes of control and thought,

in the real and ideal situations respectively, with a slight shift in priority of these two dimensions.

The responses to dimensions related to relations were stable for the real and ideal conditions. In 10 of 16 dimensions, respondents said that they would like to see changes in the culture of these parochial secondary schools. Three dimensions within each of the remaining three themes would be changed.

Elementary Schools - CVAT Themes

What are the cultural values of parochial elementary schools? The series of four tables which follow reflect the information provided by the 10 elementary schools in the sample. The same format as was used to present the information on the secondary parochial schools is employed. The rank of the cultural themes by each individual elementary school will be examined first. These ranks will then be compiled and exhibited in the second table presented. The average scores of the combined real means of each school and the average scores of the combined ideal means of each school will be presented to verify the priority of the cultural themes. The last table will present the 16 cultural dimensions.

Table 4.6 presents each school's rank of the cultural themes in both the real and ideal situations.

Table 4.6 - Rank of Real and Ideal Organizational Value Themes for Elementary Schools

School	Work: Real	Work: Ideal	Rela- tions: Real	Rela- tions: Ideal	Con- trol: Real	Con- trol: Ideal	Thought Real	Thought Ideal
87SH	1	2	2	1	4	4	3	3
231SF	2	2	1	1	4	4	3	3
43F	2	2	1	1	4	4	3	3
101SV	1	1	3	3	2	4	4	2
158OM	3	3	1	1	4	4	2	2
194A	2	2	1	1	3	4	4	3
99SJ	1	1	3	3	2	4	4	2
213V	3	1	2	2	1	4	4	3
103J	1	1	4	3	2	4	3	2
05M	3	3	1	1	4	4	2	2

The respondents in the elementary parochial schools displayed more diversity in the rankings for each of the four themes. An examination of the table indicates that the priority ranking of the themes is distributed widely over all four themes.

Table 4.7 synthesizes the information presented in table 4.6.

Table 4.7 - Number of Schools and Rank of Organizational Values in Descriptions of Real and Ideal Elementary Schools

Theme: Real Elementary Schools	Rank 1	Rank 2	Rank 3	Rank 4
Work	4	3	3	0
Relations	5	2	2	1
Control	1	3	1	5
Thought	0	2	4	4
Theme: Ideal Elementary Schools	Rank 1	Rank 2	Rank 3	Rank 4
Work	4	4	2	0
Relations	6	1	3	0
Control	0	0	0	10
Thought	0	5	5	0

The diversity in the ranking of the themes is evident in both tables. Within the real situation in the 10 elementary schools in the sample, three themes were ranked as number one. Four schools ranked work as number one, five schools ranked relations as number one, and one school ranked control as number one. Four themes were also ranked number two. Three schools ranked work in this position, two schools ranked relations as second, three schools ranked control as number two, and two schools ranked thought as the organizational value. Three schools ranked work as the number three priority, two schools ranked relations as number three, one school ranked control in this position, and four schools placed thought as number three. Rank four is held by three of the themes. One school ranked relations

as number four, five schools ranked control in the fourth place, and four schools ranked thought as the last organizational value preferred in the school.

In the ideal condition, less diversification emerged. Four schools ranked work as the number one theme whereas six schools ranked relations as the top priority. In rank two, four schools ranked work in this position, one school placed relations as the number two rank, and five schools ranked thought as number two. Three themes were ranked in the number three position. Two schools ranked work as number three, three schools ranked relations in this position, and five schools placed thought as the third rank. All respondents agreed that in the ideal situation, the theme of control was the fourth or last desired organizational value in the school.

The preferred cultural theme of the elementary schools remained unclear from the ranks by school. The real mean of all 10 elementary schools presented a more definitive answer as to the ranking in the real situation. The ideal means of all 10 elementary schools were also calculated to obtain the priority ranking by cultural theme. Table 4.8 examines the priority of each of the themes based on the calculated means.

Table 4.8 - Real versus Ideal Organizational Value Themes for Elementary Schools

Theme	Real Mean	Priority	Ideal Mean	Priority
WORK	12.94	2	13.34	2
RELATIONS	13.29	1	13.60	1
CONTROL	11.63	4	10.34	4
THOUGHT	12.07	3	12.65	3

The 10 elementary parochial schools in the sample ranked the themes in the same order in both the real and ideal situations. Overall, the respondents in all the 10 schools perceived that the schools, as they exist, are how they should be. Relations was the number one priority or ranking. Work was ranked number two, thought was ranked number three, and control received a ranking of number four.

Elementary Schools - CVAT Dimensions

Exactly what cultural dimensions are valued within the four themes? Table 4.9 presents the means of each of the 16 dimensions in the real and ideal conditions.

Table 4.9 - Real Versus Ideal Value Dimensions for Elementary Schools

Theme	Dimension	Real Mean (Priority)	Ideal Mean (Priority)
WORK	A. Effort	14.13 (4)	15.08 (2)
	B. Time	10.70 (14)	10.13 (14)
	C. Finish Job	10.89 (12)	11.40 (11)
	D. Quality	16.03 (1)	16.75 (1)
RELATIONS	E. Affect	14.47 (2)	14.70 (4)
	F. Empathy	14.06 (5)	14.76 (3)
	G. Sociability	12.34 (8)	12.18 (9)
	H. Loyalty	12.28 (9)	12.75 (8)
CONTROL	I. Dominance	12.43 (7)	11.02 (13)
	J. Status	10.85 (13)	8.56 (15)
	K. Political	8.95 (16)	7.53 (16)
	L. Leader	14.30 (3)	14.26 (5)
THOUGHT	M. Abstract	10.62 (15)	11.07 (12)
	N. Plan/Organ.	13.94 (6)	14.07 (6)
	O. Exposition	11.74 (11)	12.11 (10)
	P. Flexibility	11.97 (10)	13.34 (7)

Examining table 4.9, the priority of each dimension is listed. Focusing on the real mean, the first six cultural dimensions valued by the respondents of the elementary parochial schools were in descending order quality, affect, leader, effort, empathy, and planning/organization. Focusing on the ideal mean, the first six cultural dimensions valued by the respondents of the elementary parochial schools were in descending order quality, effort, empathy, affect, leader and planning/organization.

The cultural dimensions that were most highly valued remained the same in both the real situation and ideal

situation. Quality was the most valued cultural dimension in both the real and ideal situation whereas planning/organization was the sixth most highly valued in both. When one examines the order of priority of the remaining five dimensions, effort and affect switched positions of priority as did empathy and leader.

From this information, respondents of elementary parochial schools valued the cultural dimension of quality most highly in the work theme. Within the relations theme, the respondents valued affect then empathy in the real situation. In the ideal situation, the respondents valued empathy, then affect. The respondents most highly valued leader in the control theme. In the thought theme, the respondents valued the dimension of planning/organization.

Elementary Schools - CVAT - Analysis of Variance

The CVAT questionnaire requested information from the respondents concerning both real and the ideal situations. A one-way analysis of variance was conducted to compare the real mean and the ideal mean of the sixteen cultural dimensions in the elementary schools. The test was conducted to check for statistical significance at the .05 level of confidence for each of the sixteen cultural dimensions. Table 4.10 presents the F-ratio and probability when comparing the real mean scores and the ideal mean scores of the sixteen cultural dimensions at the elementary level.

Table 4.10
Analysis of Variance
Comparison of Real and Ideal Mean Scores for Elementary
Schools

Organizational Cultural Dimensions	Real Mean Scores	Ideal Mean Scores	F-Ratio	P
WORK				
Effort	14.13	15.08	6.15	0.023*
Time	10.70	10.13	1.34	0.261
Finish Job	10.89	11.40	1.44	0.246
Quality	16.03	16.75	2.04	0.170
RELATIONS				
Affect	14.47	14.70	0.13	0.725
Empathy	14.28	15.09	1.34	0.262
Sociability	12.34	12.18	0.07	0.793
Loyalty	12.38	12.75	0.30	0.591
CONTROL				
Dominance	12.43	11.02	2.47	0.133
Status	10.85	8.56	5.96	0.025*
Political	8.95	7.53	3.02	0.100
Leader	14.30	14.26	0.01	0.938
THOUGHT				
Abstract	10.62	11.07	0.98	0.335
Plan/Organ.	13.94	14.07	0.09	0.774
Exposition	11.74	12.11	0.54	0.472
Flexibility	11.97	13.34	6.22	0.023*

*p < .05

In the elementary schools, three organizational cultural dimensions were statistically significant at the .05 level. In the work theme, a significant change was desired in the dimension of effort. The dimension of status in the control theme was statistically significant,

indicating that the respondents would change the emphasis in the ideal situation from what does exist in the real situation. The dimension of flexibility in the thought theme was also statistically significant. The elementary schools would place more value on flexibility in the ideal.

Summary of Elementary CVAT Results

In summary, the individual elementary schools showed greater diversity in the ranking of the themes when compiled individually. When considered as an entity, the elementary parochial school respondents indicated that in the real situation--or how the schools are--the most valued cultural theme was relations, followed by work, thought, and control. In the ideal situation--or how the school should be--the respondents indicated that the most valued cultural theme continued to be relations, followed by work, thought, and control. For the elementary schools, the respondents indicated the exact same order of valued cultural themes in both real and ideal situations.

Respondents in elementary parochial schools valued the work- related dimension of quality as the number one priority in both the real situation and the ideal situation. They valued the dimension of affect as the second priority in the real situation but valued the dimension of effort in the ideal situation.

Examination of the most valued dimension in each theme in the real situation indicated that quality was most valued

in the work theme. In the relations theme, affect was most valued. Within the control theme, leader was valued. Planning/organization represented the dimension most valued in the thought theme. Variation within the themes for the most valued dimension did not change for the ideal situation in the themes of work, control or thought. In the relations theme, empathy was the dimension most valued in the ideal situation.

The analysis of variance reflected three dimensions that were significant at the .05 level: effort, status, and flexibility. The theme of relations exhibited no significant difference in any of the four dimensions when conducting the analysis of variance.

Twenty Parochial Schools - CVAT Themes

To answer the question "What are the cultural values of parochial schools?" the secondary school information and the elementary school information was combined to include the 20 schools in the sample. Table 4.11 displays the number of schools and rank of organizational values in the themes of the real and ideal.

Table 4.11 - Number of Schools and Rank of Organizational Values in Descriptions of Real and Ideal Parochial Schools

Theme: Real Parochial Schools	Rank 1	Rank 2	Rank 3	Rank 4
Work	6	10	4	0
Relations	13	3	3	1
Control	1	4	8	7
Thought	0	3	6	11
Theme: Ideal Parochial Schools				
Work	9	9	2	0
Relations	11	6	3	0
Control	0	0	0	20
Thought	0	5	15	0

In the real situation, or how respondents perceived the school to be, the parochial schools in the sample ranked the four themes of the CVAT as follows:

Real

Theme: Rank	Percent of Schools
#1 Relations	65%
#2 Work	50%
#3 Control	40%
#4 Thought	55%

The majority of schools agreed on the rank of three of the four themes in the real situation. The theme of relations was the preferred cultural value in the real situation, followed by work, control, thought.

In the ideal situation, or how respondents perceived that their school should be, the 20 parochial schools ranked the four themes of the CVAT as follows:

Ideal

Theme: Rank	Percent of Schools
#1 Relations	55%
#1 Work	45%
#2 Work	45%
#3 Thought	75%
#4 Control	100%

The parochial schools continued to rank relations as the number one cultural value in the ideal situation. The theme of work was divided evenly between the number one and number two rank with 45% of the schools choosing each rank. The theme of thought became the number three rank in the ideal situation whereas thought had been ranked number four in the real situation. All twenty schools, 100%, ranked the theme of control as number four in the ideal situation.

The next table presents the priority rankings of the four themes by using the real means and the ideal means for the twenty schools in the samples.

Table 4.12 - Real Versus Ideal Organizational Value Themes
for Parochial Schools

Theme	Real Mean	Priority	Ideal Mean	Priority
WORK	12.90	2	13.42	2
RELATIONS	13.30	1	13.54	1
CONTROL	11.87	4	10.27	4
THOUGHT	11.90	3	12.69	3

Parochial schools in the sample ranked the theme of relations as the number one priority in both the real and ideal situation. They ranked all four themes in the same

order in both the real and ideal situation. The rankings of the secondary schools found in Table 4.3 only agree in three of the eight rankings, that is, the theme of relations as number one, and the theme of work as number two, in the real situation. In the ideal situation, relations and work are equally valued as the number one priority.

Twenty Parochial Schools - CVAT Dimensions

Within each of the four themes, four dimensions represent each theme for a total of 16 dimensions. The information presented in Table 4.13 displays each dimension, the real mean, and the ideal mean for the 20 parochial schools.

Table 4.13 - Real Versus Ideal Value Dimensions for
Parochial Schools

Theme	Dimension	Real Mean (Priority)	Ideal Mean (Priority)
WORK	A. Effort	13.75 (5)	15.07 (2)
	B. Time	10.93 (14)	10.17 (14)
	C. Finish Job	11.29 (13)	11.56 (11)
	D. Quality	15.64 (1)	16.87 (1)
RELATIONS	E. Affect	14.14 (3)	14.49 (4)
	F. Empathy	14.18 (2)	14.93 (3)
	G. Sociability	12.35 (8)	12.03 (9)
	H. Loyalty	12.53 (7)	12.69 (8)
CONTROL	I. Dominance	12.14 (9)	10.78 (13)
	J. Status	11.59 (12)	8.58 (15)
	K. Political	9.62 (16)	7.46 (16)
	L. Leader	14.12 (4)	14.27 (5)
THOUGHT	M. Abstract	10.46 (15)	11.43 (12)
	N. Plan/Organ.	13.62 (6)	14.19 (6)
	O. Exposition	11.73 (11)	11.86 (10)
	P. Flexibility	11.79 (10)	13.27 (7)

With regard to the real situation, the 20 parochial schools valued most highly the following six dimensions: quality, empathy, affect, leader, effort, and planning/organization. The two dimensions of quality and effort are within the theme of work. The dimensions of empathy and affect are within the theme of relations. In the theme of control, the most valued dimension was leader. In the theme of thought, the most valued dimension was planning/organization.

With regard to the ideal situation, the six most valued

cultural dimensions for the 20 parochial schools included quality, effort, empathy, affect, leader, and planning/organization. Again, the two dimensions of quality and effort are within the theme of work. The dimensions of empathy and affect are within the theme of relations. The most valued dimension in the theme of control was leader. The most valued dimension in the theme of thought was planning/organization.

In the real and ideal situations the same six dimensions were most valued by the respondents of the CVAT. The most valued dimension--quality--and the sixth-valued dimension--planning/organization--maintained the same priority in both the real and ideal situation. The dimensions of effort, empathy, affect, and leader, though still valued in both situations, were valued in a different priority.

Summary of Parochial Schools CVAT Results

In response to the first research question, "What are the cultural values of parochial schools?," the respondents indicated that the theme of relations was most valued in both the real and ideal situation. The priority of order for the value of the themes remained the same in both the real and ideal situation. The respondents chose relations, work, thought and control as the priority order of value.

When examining the sub-heading, which focused on how parochial schools value the work dimensions, the respondents

indicated that quality and effort were highly valued. The finish job and time themes were ranked in the lower quarter of priority.

The second sub-heading asked how parochial schools value the human relations dimensions. Empathy and affect emerged as the most highly valued dimensions in this theme. Loyalty and sociability remained in the upper half of valued characteristics.

The third sub-heading questioned how parochial schools value with regard to the control dimensions. The respondents valued the dimension of leader. The other three dimensions in the theme of control--dominance, status, and political--were ranked in the lower half, with status and political ranked in the lower quarter.

In the last sub-heading, which examined the learning or thought dimensions, the respondents valued planning/organization most highly. They prioritized exposition and flexibility in the third quarter. Abstract was least highly valued in the thought theme.

School Climate

The second research question examined the organizational climate of parochial schools, with the Organization Climate Description Questionnaire serving as the data collection tool. In this section, the secondary schools will be examined first. The next step in the process will be to examine the elementary parochial schools

as a unit. The final analysis will describe the 20 schools in the sample that represent the parochial schools in this study.

Secondary Schools - OCDQ-RS

The respondents in the secondary parochial schools were asked to describe how often specific behavior patterns occurred in their respective schools. These 34 respondents to the questionnaire provided the data base to examine the climate of the secondary schools. Hoy, Tarter, and Kottkamp (1991) state that, on the secondary level, the organizational climate of a school can be open or closed. An open school would be indicated by a standard score of 500. Any schools one standard deviation greater with a score of 600 represents a highly open climate. Table 4.14 summarizes the standard scores and climate description for the 10 secondary schools in the study.

Table 4.14
 OCDQ-RS for Secondary Schools
 Overall Degree of Openness

School	Openness	Description
21HF	709	Open Climate - Very High
15HJ	700	Open Climate - Very High
17HM	645	Open Climate - Very High
22HH	628	Open Climate - Very High
07HLO	624	Open Climate - Very High
33HT	606	Open Climate - Very High
16HQ	535	Open Climate - Average
13HL	520	Open Climate - Average
09HB	502	Open Climate - Average
14HY	483	Open Climate - Below average openness

All 10 of the secondary schools in the sample indicated an open school climate. Two of the schools ranked two standard deviations above the average score of 500 with scores of 709 and 700. These two schools indicated presence of a very high, open climate. Three schools scored one standard deviation above the average score of 500 indicating a very high open climate. Three schools had open climates that were average, the last one just slightly above average, with scores of 535, 520 and 502. The remaining school, with a score of 483, scored below average in openness but still exhibited more of an open than a closed climate.

The openness of the climate was determined by five factors in the secondary level. Two behaviors of the principal, supportiveness and directiveness, influenced the climate of a school. Three behaviors of the teachers also

influenced the climate of the school. Teacher behaviors included engagement, frustration, and intimacy. Hoy, Tarter, and Kottkamp (1991) stated that supportive principal behavior is characterized by motivational techniques that include constructive criticism and modeling by example. According to them, such a principal is also helpful and genuinely concerned with the professional and personal well being of the faculty members. The principal promotes both the social needs and the task achievement of the faculty.

Engaged teacher behavior was noted by high faculty morale, with teachers who enjoyed working with one another and who were supportive of their colleagues. Such teachers were committed to the success of their students. Attributes of this commitment include friendliness, trust, and optimism that students can and will achieve.

According to Hoy, Tarter, and Kottkamp (1991), interference from both administration and colleagues frustrates teachers and interrupts the teaching/learning process. Routine duties, administrative paperwork, and assigned non-teaching duties are negative factors. Teachers may grate on one another's nerves by interrupting one another and serving as irritants. These behaviors were included under the heading of frustrated teacher behaviors.

Intimate teacher behaviors are visible in the strong social relationships of the faculty. Teachers know each other well, socialize together, and in some cases are close

personal friends.

The following two tables examine the five behaviors that comprise the OCDQ-RS. Table 4.15 presents the two behaviors that are designated as principal behaviors: support and directiveness. The table provides the mean score as well as the scaled score (SS).

Table 4.15 - OCDQ-RS for Secondary Schools
Principal Subscale Items

School	N (rate)	Supportive		Directive	
		Mean	SS	Mean	SS
21HF	27 (42%)	24.20	726	11.47	400
15HJ	17 (85%)	23.52	700	12.84	455
17HM	44 (88%)	23.45	698	13.65	488
22HH	39 (52%)	23.66	706	11.98	420
07HLO	27 (90%)	23.49	699	13.66	488
33HT	27 (77%)	23.66	706	12.83	455
16HQ	41 (63%)	20.79	598	14.45	520
13HL	23 (77%)	18.35	506	13.07	464
09HB	21 (95%)	16.05	420	14.45	520
14HY	41 (82%)	15.46	397	14.68	529

The principals of the parochial secondary schools in the sample exhibited average or above support behaviors in eight of the ten schools. The schools with standard scores of 700 or above are two standard deviations higher than the norm group. Four schools scored 700 or higher indicating that the principal had very high supportive behaviors. Two of the schools with scores of 699 and 698 were closer to the second standard deviation than the first also indicating principal support behaviors that are very high. The score

of 598 was almost one standard deviation from the standard score indicating high principal support behaviors. One school with a score of 506 had average support behavior of the principal. The remaining two schools exhibited supportive behaviors of the principal that were below average.

The directive behaviors of the principals in the secondary schools were average or a little below average in directiveness. The scores did not exhibit the range that was exhibited in the support behavior. The one score of 400 was one standard deviation below the average. The remaining scores ranged from 420 to 529, clustering around the average score of 500.

From the results of the OCDQ-RS, principals exhibited the engaging behavior of support to a high degree. The principals in the secondary schools demonstrated the disengaging behavior of directiveness to an average degree.

Table 4.16 presents the three behaviors of the faculty that provide the basis for determining the climate of the school. These behaviors include engagement, frustration, and intimacy. The table provides the mean score and the standard score for each behavior for each school.

Table 4.16 - OCDQ-RS for Secondary Schools
Teacher Subscale Items

School	Engaged		Frustrated		Intimate	
	Mean	SS	Mean	SS	Mean	SS
21HF	31.44	878	9.72	368	9.88	617
15HJ	32.59	965	10.49	412	9.82	611
17HM	30.65	818	11.26	446	9.38	563
22HH	28.11	626	10.33	399	9.23	547
07HLO	29.39	723	11.05	435	10.25	658
33HT	27.04	545	9.77	371	9.73	601
16HQ	27.07	547	12.06	486	9.14	577
13HL	27.18	555	12.64	516	10.20	652
09HB	27.20	557	11.30	448	9.55	581
14HY	28.09	624	13.49	559	9.54	580

All 10 of the parochial secondary schools scored above average or more on engaged behaviors of the faculty. Six of the schools were very high in engagement with standard scores that are one, two, three, and even four, standard deviations above the norm scores. The lowest score was 545, indicating above average engagement. The highest score registered at 965, four standard deviations above the average. This indicated very, very high engagement of the faculty. The sample faculty exhibited a highly engaged behavior in the school.

The scores of frustration indicated that this behavior was below average in the majority of schools. The scores ranged from 368 indicating very low frustration to 559 indicating above average frustration. Only two schools indicated above average frustration whereas eight schools

indicated below average frustration. Overall, the respondents in the secondary schools were below average in the behavior of frustration.

The scores of intimacy ranged from a low of 547 to a high of 658. The lowest score indicated above average intimacy. The highest score indicated very high intimacy in the school. All 10 schools were at least above average in the behavior of intimacy.

Elementary Schools - OCDQ-RE

The ODCQ-RE is a 42-item questionnaire that measures the basic dimensions of the elementary school climate. On this instrument, six behaviors contributed to the climate of the school. Three principal behaviors are examined: support, directiveness, and restrictiveness. Three teacher behaviors are examined to determine the teacher openness in the climate of the school collegiality, intimacy, and disengagement. Table 4.17 presents the principal openness, the teacher openness and the total openness of the climate of the school.

Table 4.17
 OCDQ-RE for Elementary Schools
 Overall Degree of Openness

School	Principal Openness	Teacher Openness	Total Openness
231SF	638 Very High	715 Very High	1353 Very High
05M	692 Very High	628 Very High	1320 Very High
43F	616 Very High	670 Very High	1286 Very High
87SH	616 Very High	618 Very High	1234 Very High
194A	581 High	602 Very High	1183 High
101SV	599 High	583 High	1182 High
99SJ	640 Very High	525 Above Av.	1165 Above Av.
103J	599 High	566 Above Av.	1165 Above Av.
158OM	594 High	538 Above Av.	1132 Above Av.
213V	563 High	541 Above Av.	1104 Above Av.

All the elementary parochial schools exhibited high to very high principal openness. The teacher openness varied from above average to very high. The climate of the schools was open from an above average openness to a very high openness.

Table 4.18 lists the mean score and standard score for each of the subscale items related to behaviors of the principal. At the elementary level of the questionnaire, three principal behaviors are examined.

Table 4.18
OCDQ-RE for Elementary Schools
Principal Subscale Items

School	N(Rate)	Supportive		Directive		Restrictive	
		Mean	SS	Mean	SS	Mean	SS
231SF	10(100%)	33.40	707	21.10	524	9.40	269
05M	11(55%)	31.67	672	17.13	431	7.77	164
43F	15(100%)	31.33	665	20.60	539	9.54	278
87SH	7(70%)	32.97	699	25.29	525	10.28	326
194A	24(96%)	27.01	576	20.04	522	10.03	310
101SV	13(100%)	25.85	552	21.29	561	8.23	194
99SJ	9(90%)	29.67	631	19.01	490	8.65	221
103J	12(92%)	25.10	536	18.52	474	9.32	264
158OM	7(70%)	27.02	576	20.90	549	9.04	246
213V	6(46%)	24.52	524	21.23	559	9.50	275

The standard scores in the supportive behavior indicated that all the principals exhibited supportive behaviors above the standard score of 500 which is average. Four principals scored one standard deviation above the norm group with scores of 699, 672, 665, and 631. One principal with the standard score of 707 in supportive behavior was two standard deviations above the norm group.

The standard scores in the directive behaviors of the principal ranged between 431 and 559. The average standard score is 500 thus these principals were slightly below average in directiveness to slightly above average in directiveness.

The restrictive standard scores of the 10 elementary principals in the sample indicated that these behaviors

extended well below the average for the norm group. The highest score of 326 is almost two standard deviations below the average. The lowest score of 164 is three standard deviations below the 500 average. The standard scores indicated that the principals in the sample did not exhibit restrictive behaviors.

Table 4.19 lists the mean score and standard score for each of the subscale items related to behaviors of the teachers. On the elementary school level the three behaviors of teachers include collegial, intimate and disengaged.

Table 4.19
OCDQ-RE for Elementary Schools
Teacher Subscale Items

School	Collegial		Intimate		Disengaged	
	Mean	SS	Mean	SS	Mean	SS
231SF	29.90	752	21.10	681	4.30	287
05M	28.02	683	17.25	501	4.45	299
43F	27.59	667	20.29	643	4.47	301
87SH	26.85	639	19.71	616	5.72	400
194A	25.50	589	10.28	661	6.26	443
101SV	24.86	565	18.37	553	5.34	370
99SJ	24.32	545	15.22	406	5.44	377
103J	25.62	593	19.66	614	7.09	509
158OM	25.58	592	14.57	376	5.15	355
213V	24.83	564	15.18	404	5.01	344

Teachers in all parochial elementary schools in the study exhibited collegial behaviors above the average of 500. Three schools scored above 600 with scores of 683,

667, and 639 with is one standard deviation above the average of 500 of the norm group. The faculty of one school had a score of 752 which is two standard deviations above the average.

The behavior of intimacy showed a far greater range from a low score of 376 to a high score of 681. Three schools showed non-engagement in intimacy by the members of the faculty with the scores of 376, 404, and 406.

With regard to the behavior of disengagement, only one school exhibited this behavior to an average degree with a score of 509. The other nine schools did not show evidence of disengagement, with scores well below the 500 average. The teachers in these nine schools were therefore engaged in the activities of the students and the school.

Summary Description of the OCDQ

This section began by examining the results of the Organizational Description Questionnaire to determine the climate of parochial schools. The respondents in secondary parochial schools indicated that the principals exhibited the engaging behavior characteristic of supportiveness to a high degree.

The respondents in elementary parochial schools also indicated that the principals exhibited the engaging behavior characteristic of supportiveness to a high degree. At the elementary level, the principals exhibited very low restrictiveness, an engaging behavior characteristic.

Examination of teacher behaviors at the secondary level indicated that faculty members were highly engaged and also intimate. Respondents denoted that these engaging behaviors were present to a high degree. At the elementary level, the respondents indicated that engaged teacher behaviors included collegiality to a high degree and intimacy to an average degree. Teachers did not exhibit characteristics of disengagement thus the teachers showed the positive climate characteristic of engagement.

The respondents indicated that the secondary principals exhibited the disengaging behavior characteristic of directiveness as much as that of the norm group. At the elementary level, the respondents indicated this same information concerning the principal behavior.

Elementary parochial schools and secondary parochial schools in the sample indicate an open school climate to a high degree. At the secondary level, 60% of the schools have an open climate that was very high compared to the norm group. Of the remaining 40% of the schools, 30% had an average open climate, while only 10% or one school exhibited a below average openness in the climate.

At the elementary parochial school level, 40% of the schools exhibited an very high open climate. Twenty percent of the schools displayed a high open climate. The remaining 40% of the schools exhibited an above average open climate.

The 20 schools in the sample did not indicate

characteristics of a closed school climate. The principal behaviors and the teacher behaviors contributed to the open school climate.

Comparison of Secondary and Elementary Parochial Schools

To answer the third research question, information from both instruments were compared and contrasted. The first section presents data based on the CVAT to compare and contrast the cultural values of elementary parochial schools as compared to secondary parochial schools. The second section presents data based on the OCDQ-RE and the OCDQ-RS to compare and contrast the organizational climate.

Cultural Values

The Cultural Value Analysis Tool permits the use of statistics for comparison of scores. A one-way analysis of variance was conducted on the real scores only of the elementary schools as compared to the secondary schools. The researcher did not test for variance on the ideal scores, but chose rather to focus on what is rather than what could be. The test was conducted to check for statistical significance at the .05 level of confidence for each of the 16 cultural dimensions. The results of this test, in addition to the previous tests at the secondary and elementary level, permit inferences about the similarities and differences between the desired organizational culture of elementary and secondary parochial schools. Table 4.20

presents the results of the analysis of variance.

Table 4.20
Analysis of Variance
Comparison of Real Mean Scores of Elementary Parochial
Schools And Secondary Parochial Schools

Organizational Cultural Dimensions	Real Mean Scores Elementary	Real Mean Scores Secondary	F-Ratio	P
WORK				
Effort	14.13	13.36	4.19	0.055
Time	10.70	11.15	0.93	0.348
Finish Job	10.89	11.68	4.25	0.054
Quality	16.03	15.25	2.61	0.124
RELATIONS				
Affect	14.47	13.80	1.08	0.313
Empathy	14.28	14.31	0.00	0.953
Sociability	12.34	12.35	0.00	0.988
Loyalty	12.38	12.78	0.30	0.588
CONTROL				
Dominance	12.43	11.85	0.55	0.469
Status	10.85	12.32	2.44	0.126
Political	8.95	10.29	2.82	0.110
Leader	14.30	13.94	0.73	0.404
THOUGHT				
Abstract	10.62	10.30	0.65	0.431
Plan/Organ.	13.94	13.29	1.75	0.203
Exposition	11.74	11.71	0.00	0.949
Flexibility	11.97	11.61	0.51	0.483

The one-way analysis of variance conducted on the real mean scores of the parochial elementary schools and the parochial secondary schools showed no statistical difference at the .05 level on any of the sixteen cultural dimensions of the CVAT.

Though the analysis of variance did not indicate any statistical difference in the real mean scores of secondary and elementary parochial schools, the information presented earlier in this chapter did provide some differences that can be examined.

Juxtaposing the data on the preferred rank of the CVAT themes for secondary schools, elementary schools, and all sample schools, the following differences are evident:

Table 4.21
Real Organizational Value Themes Priority

Theme	Priority: Secondary Schools	Priority: Elementary Schools	Priority: Parochial Schools
WORK	2	2	2
RELATIONS	1	1	1
CONTROL	3	4	4
THOUGHT	4	3	3

In the comparison of the priority of themes, the secondary parochial schools and elementary parochial schools agreed on the priority of the themes of relations and work, listed as one and two. This information also agreed with the cumulative results of the 20 parochial schools in the sample. The priority of the themes of control and thought exhibited differences between the secondary parochial schools and the elementary parochial schools. The secondary parochial schools ranked control as the third priority and thought as the fourth priority. The elementary parochial schools reversed this order. The priority ranking of the 20

parochial schools in the sample agreed with the order indicated by the elementary schools.

In the ideal situation, a comparison of the secondary parochial schools, the elementary parochial schools, and all 20 schools in the sample indicated some similarities in ranking but also some differences.

Table 4.22
Ideal Organizational Value Themes Priority

Theme	Priority: Secondary Schools	Priority: Elementary Schools	Priority: Parochial Schools
WORK	1	2	2
RELATIONS	1	1	1
CONTROL	4	4	4
THOUGHT	3	3	3

The difference between secondary parochial schools and elementary parochial schools existed in the ranking of the number one theme. The secondary schools in the ideal situation believed that work and relations are equally valued as the number one priority. In the elementary schools and also in the total 20 schools in the sample, the top priority in themes was relations. The rankings of thought as number three and control as number four remained constant at the secondary, elementary and total parochial schools levels.

To examine the dimensions preferred by the secondary schools, the elementary schools, and all 20 schools in the sample, the first six priority dimensions will be presented.

Table 4.23 - Real Dimensions for Secondary Schools, Elementary Schools, and Sample Schools

Priority	Secondary Parochial Schools	Elementary Parochial Schools	Sample Parochial Schools
1	Quality	Quality	Quality
2	Empathy	Affect	Empathy
3	Leader	Leader	Affect
4	Affect	Effort	Leader
5	Effort	Empathy	Effort
6	Plan/Organ.	Plan/Organ.	Plan/Organ.

The secondary parochial schools, the elementary parochial schools and all 20 schools in the sample agreed on the dimensions that were ranked in the top six. The schools exhibited unity of agreement for the number one priority of quality and the number six priority of planning/organization. The congruence was greater in the agreement of the secondary schools with the overall 20 schools in the sample. The secondary schools agreed with four of the six dimensions in the placement of priority. The two non-agreement dimensions were reversed in order of priority.

The next step is to examine the dimensions in the ideal situation to compare the similarities and differences in the rating of the top six priority of the dimensions of the CVAT.

Table 4.24 - Ideal Dimensions for Secondary Schools, Elementary Schools, and Sample Schools

Priority	Secondary Parochial Schools	Elementary Parochial Schools	Sample Parochial Schools
1	Quality	Quality	Quality
2	Empathy	Effort	Effort
3	Effort	Empathy	Empathy
4	Plan/Organ.	Affect	Affect
5	Affect	Leader	Leader
6	Flexibility	Plan/Organ.	Plan./Organ.

The secondary parochial schools, the elementary parochial schools, and all 20 schools in the sample agreed that quality was the number one priority of the sixteen dimensions in the ideal situation. The secondary parochial schools and the elementary parochial schools continue to have some of the dimensions similar within the top six but the order of priority is quite different. The secondary parochial schools rated flexibility as number six in the ideal situation. When examining the elementary parochial schools and the 20 parochial schools in the sample, the rankings indicated complete congruence.

The analysis of variance conducted on the real and ideal means of the secondary parochial schools and the elementary parochial schools pointed to a difference between the levels. For the secondary schools, 10 dimensions showed statistical significance from the real to the ideal means. The respondents to the CVAT at the secondary parochial level desired these 10 dimensions to change in the cultural

characteristics exhibited by the faculty and administration. The choice of the six most highly valued dimensions in the real and ideal situation also varied at the secondary level.

In comparison, the analysis of variance conducted on the elementary parochial schools showed statistical significance on only three dimensions from the real mean to the ideal mean. The perceptions of the faculty and administration of the elementary parochial schools indicate more congruence in the real situation to the ideal situation. This congruence was also noted in the fact that the theme priorities remained the same in the real and ideal situations. The third factor in the congruency was that the six dimensions receiving the priority ranking remained the same in the real and ideal situation even though the position of the ranking did change. The perception of the respondents in the elementary parochial schools was that the real situation reflected closely the ideal situation.

In summary, one-way analysis of variance showed no statistical difference between elementary and secondary schools in the real mean scores on the sixteen cultural dimensions. When examining the desired priorities of the secondary schools and the elementary schools in the real situation, secondary schools differed in the priority of control and thought. In the ideal situation, the secondary parochial schools again displayed a difference with the tied ranking of work and relations. The elementary parochial

schools reflected total agreement with the 20 schools in the sample.

Organizational Climate

The third research question also asks whether the climate characteristics of elementary parochial schools differ from those of secondary parochial schools. The OCDQ-RS and the OCDQ-RE are different in the number of statements and the statements themselves. A statistical comparison cannot be made. Instead, the parochial elementary and secondary schools in the sample were compared to the norm grouping of schools in the research conducted by Hoy, Tarter, and Kottkamp (1991). For each behavior or subtest of the Organizational Climate Description Questionnaire, the researchers--Hoy, Tarter, and Kottkamp--provided a norm mean score. A confidence interval was calculated for each of the climate characteristics of elementary and secondary schools. Confidence intervals at the 95% level were calculated. The null hypothesis is that μ is equal to the normative score for each of the climate dimensions.

Table 4.25 reports the sample mean scores for the principal's behaviors of the OCDQ-RE for the elementary schools.

Table 4.25 - Sample Elementary School Climate vs Norm
Population Principal's Behaviors

	Supportive Mean Score	Directive Mean Score	Restrictive Mean Score
Normative Mean Score	23.34	19.34	12.98
Mean of Sample	28.85	20.41	9.18
95% Confidence Interval	26.46, 31.25	18.86, 21.96	8.62, 9.73
Conclusion	Reject	Accept	Reject

According to the 95% confidence interval, the supportive behavior of the elementary principals of the sample population was higher than the supportive behavior of the principals of the normative population. The null hypothesis is that $\mu = 23.34$. The hypothesis is rejected.

The directive behavior of the normative population falls within the confidence interval of 18.86 and 21.96. The null hypothesis that $\mu = 19.34$ is accepted. The elementary principals in the sample population are as directive as the principals in the normative population.

The null hypothesis for the restrictive behaviors for a principal is that $\mu = 12.98$. The confidence interval of 8.62 and 9.73 at the 95% confidence level allows the researcher to reject the null hypothesis. The elementary principals in the sample are less restrictive in their behaviors than the principals in the norm group.

Table 4.26 - Sample Elementary School Climate vs Norm
Population Teacher's Behaviors

	Collegial Mean Score	Intimate Mean Score	Disengaged Mean Score
Normative Mean Score	23.11	17.23	6.98
Mean of sample	26.31	18.20	5.32
95% Confidence Interval	25.05, 27.56	16.43, 19.98	4.70, 5.95
Conclusion	Reject	Accept	Reject

The null hypothesis for the collegial behaviors of the elementary teachers is that $\mu = 23.11$. The 95% confidence interval for the sample population of teachers of parochial elementary schools is 25.05 and 27.56. The collegial behaviors of the sample population of teachers have a higher mean score than that of the collegial behaviors of the normative population of teachers. The teachers in the sample population exhibit greater behaviors of collegiality than the teachers in the norm population. The researcher rejects the null hypothesis.

The null hypothesis for the intimate behaviors of the elementary teachers is $\mu = 17.23$. The 95% confidence interval for the sample population of teachers of parochial elementary schools is 16.43 and 19.98. The researcher accepts the null hypothesis since the mean for the normative group is within the confidence intervals. The teachers in the sample population exhibited behaviors that are as intimate as those behaviors of the norm group.

The normative mean score and thus the null hypothesis for the disengaged behaviors of elementary teachers is that $\mu = 6.98$. The confidence interval calculated at the 95% level has a lower limit of 4.70 and an upper limit of 5.95. The confidence level is below the normative mean score, therefore, the researcher rejects the null hypothesis. The teachers in the sample population exhibit less behavioral tendencies to disengagement than those teachers in the norm population. The teachers in the sample population exhibit behaviors that are more engaged.

This next section compares the secondary school sample with the norm group. The confidence level of 95% will continue to be utilized.

Table 4.27 - Secondary School Sample vs Norm Population Principal's Behaviors

	Supportive Mean Score	Directive Mean Score
Normative Mean Score	18.19	13.96
Mean of Sample	21.26	13.30
95% Confidence Interval	18.83, 23.70	12.54, 14.08
Conclusion	Reject	Accept

In the secondary schools, the normative mean score as established by Hoy, Tarter, and Kottkamp (1991) is 18.19 for support behaviors of the principal. Thus, the null hypothesis is $\mu = 18.19$. The confidence interval at the 95% level of confidence has at the lowest level a score of 18.83. At the highest level, the mean score is 23.70. The

mean of the normative population falls out of the confidence interval, therefore the researcher rejects the null hypothesis. The behavior of the secondary principals in the sample group exhibited more support than the behavior of the principals in the norm group.

In the directive behaviors of the principal, the normative mean score is 13.96. The null hypothesis is that $\mu = 13.96$. The confidence level at the 95% level of confidence has as its lower parameter the score of 12.54. At the highest level, the score is 14.08. The mean score of the normative population is within the confidence interval and the researcher accepts the null hypothesis. The secondary principals in the sample population exhibited behaviors that are as directive as the principals in the norm population.

Table 4.28 - Secondary School Sample vs Norm Population Teacher's Behaviors

	Engaged Mean Scores	Frustrated Mean Scores	Intimate Mean Scores
Normative Mean Score	26.45	12.33	8.80
Mean of Sample	28.58	11.22	9.67
95% Confidence Interval	27.42, 30.33	10.35, 12.10	9.40, 9.94
Conclusion	Reject	Reject	Reject

The null hypothesis for engaged teacher behaviors for secondary schools is that $\mu = 26.45$. The lower level of the confidence level that was calculated at the 95% level of confidence

is 27.42. The mean of the normative population is below the lower limit of the confidence level formed from the sample value. The researcher rejects the null hypothesis that there is no difference in the mean scores of the normative population and the sample population. The teachers in the sample population presented more engaged behaviors than the teachers in the norm population.

On the OCDQ-RS for secondary teachers the normative scores for frustrated behaviors is 12.33, therefore, the null hypothesis is that $\mu = 12.33$. The confidence interval at the 95% level has as its upper parameter the score of 12.10. The sample population had a mean score that is lower than the normative population. The null hypothesis is rejected. The behavior of the teachers in the sample population were less frustrated than the behavior of the teachers in the normative population.

The null hypothesis for intimate behaviors is that $\mu = 8.80$. The confidence interval was calculated at the 95% level of confidence with the lowest parameter as 9.40 and the highest parameter at 9.94. The normative mean score is lower than the lowest parameter of the confidence level of the sample population. The researcher rejects the null hypothesis. The teachers in the sample population exhibited behaviors that were more intimate than the behaviors of the teachers in the normative group.

In summary, the confidence intervals conducted on the

behaviors identified on the Organizational Climate Description questionnaire for both principals and teachers presented notable information. At the elementary level, the researcher rejected four of the six null hypothesis based on the normative mean score. The principals at the elementary parochial schools exhibited behaviors that were more supportive but less restrictive than those principals in the normative population. The sample principals showed behaviors that were as directive as those principals in the norm group.

The teachers at the elementary parochial schools exhibited behaviors that were more collegial and just as intimate as the teachers in the norm group. The teachers at the elementary parochial school did not exhibit the negative characteristic of disengagement.

The confidence intervals conducted at the secondary level yielded similar information. The researcher rejected four of the five null hypothesis presented in the confidence intervals. The principals in a secondary parochial school exhibited behaviors that were more supportive than principals in the normative population. The researcher did accept the null hypothesis indicating that the directive behaviors of the principal in a secondary parochial schools were as directive as those behaviors of the principals in the norm group.

The confidence intervals conducted at the secondary

level for teacher behaviors permitted the researcher to reject all three of the null hypotheses. Teacher behaviors of the sample population exhibited characteristics of more engagement, more intimacy, and less frustration than those teacher behaviors of the normative population.

In total, the researcher rejected eight out of the eleven hypotheses based on the confidence intervals comparing the behaviors of those principals and teachers in a parochial school to the normative group. The climate in parochial schools is different from the climate in the norm population. At the elementary parochial level, the research rejected four of the six null hypothesis presented in the confidence intervals thus substantiating the statement that the climate in parochial elementary schools is different from the climate in the norm schools. The same statement can be made concerning the secondary parochial schools since four out of five null hypothesis were rejected. Consequently, both elementary and secondary parochial schools differ substantially in the climate from the norming groups.

Summary

Chapter 4 has provided data to answer the three research questions. The Cultural Value Analysis Tool (CVAT) provided the information concerning the culture of each school. The cultural characteristics of parochial elementary schools and parochial secondary schools have been

determined for this sample population. The OCDQ for both the elementary school and the secondary school described the climate of each school. The use of the confidence intervals on each of the principals' behaviors and the teachers' behaviors allowed the researcher to accept or reject the null hypothesis.

The analysis of variance indicated that there existed statistical difference in the elementary school on three cultural dimensions when comparing the real mean scores and the ideal mean scores. On the secondary level, the real mean scores and ideal mean scores showed statistically significant difference on 10 cultural dimensions when conducting a one-way analysis of variance.

Comparing the real mean scores of parochial elementary schools and parochial secondary schools with an analysis of variance on the CVAT, the researcher concluded that there were no significant differences in the cultural dimensions of the schools. The comparison of priority painted the picture of similarities in some respects but also differences as themes and dimensions were ranked.

Chapter 5 will summarize the data and results that have been presented in Chapter 4. The statistical tests have yielded significant differences on the CVAT that will be examined. The use of the instruments as a data collection tool will also be examined. The confidence intervals that were calculated on the OCDQ permitted the researcher to

reject the null hypothesis on eight of the eleven climate characteristics. Chapter 5 will provide possible reasons within the structure of the parochial school system that would explain these results.

Chapter 5 Conclusions

This study has identified cultural characteristics that are valued in secondary and elementary parochial schools. The study has also identified the climate of the schools and the behaviors of the principal and the faculty as perceived by the respondents. Father Andrew Greeley (1989) stated, "I had begun to assume, in the late nineteen seventies, that the primary effectiveness of Catholic schooling was based on cultural and social structural factors." The object of this study was to take a step in identifying the cultural factors.

A quantitative analysis of the organizational culture and climate of selected elementary and secondary parochial schools, the study focused on three main questions. The first question sought to identify the cultural values of parochial schools. The respondents completed the Cultural Value Analysis Tool to provide data to determine the cultural values.

The second question considered the organizational climate of parochial schools. The respondents completed the Organizational Description Climate Questionnaire designed specifically for elementary schools or secondary schools. The perceptions of the respondents provided data to assess the climate of the parochial schools.

The third question focused on the similarities and differences of the secondary parochial schools and the

elementary parochial schools in cultural characteristics and in climate characteristics. The researcher chose the statistical method of analysis of variance to check for statistical significance on the CVAT between the secondary schools and the elementary schools. A statistical analysis could not be conducted on the OCDQ because the questionnaires at the two levels were different. Comparing the mean scores of the sample schools to the mean scores of the normative group by use of confidence intervals presented a profile of the climate characteristics.

Cultural Values

Secondary Schools

Secondary parochial school respondents expressed a preference for the theme of relations in the real situation but equally preferred the themes of work and relations in the ideal situation. Individual secondary parochial schools exhibited more agreement in the ranking of the four themes of the CVAT. The secondary parochial schools in toto expressed a desired change in cultural themes from the real situation to the ideal situation in all four of the themes as indicated by the change in priority of the themes.

Secondary parochial school respondents also expressed a greater preference for the cultural dimensions of quality, empathy, leader, affect, effort, and planning/organization with lower importance given to dominance, time, status, and politics. Quality and effort are two dimensions within the

work theme. Empathy and affect are two dimensions within the relations theme. The remaining two themes had one dimension valued in each theme, leader in the control theme and planning/organization in the thought theme.

The respondents indicated that cultural changes were desired in the schools as evidenced by the 10 dimensions that are statistically significant in the analysis of variance. The most stable theme from the real situation to the ideal situation was relations. Only one significant difference was found in the dimensions in that theme, empathy. The respondents indicated that a change was desired in the remaining three themes, with statistically significant differences between real and ideal for three dimensions within each theme.

Elementary Schools

The elementary schools emerged as more consistent in the real and ideal situations. The ranking of the themes remained the same in both the real and ideal situations with relations as number one, work as number two, thought as number three, and control as number four.

In examining the cultural dimensions of the elementary parochial schools, the preferred cultural characteristics of quality, affect, leader, effort, empathy, and planning/organization, remained the same in both the real and ideal situation. The order of priority changed within the two conditions but the preferred cultural dimensions

remained the same. Time, status and politics remained as the least preferred characteristics.

The analysis of variance indicated that three dimensions showed statistical significance comparing the real situation to the ideal situation. Effort, status, and flexibility were the three dimensions that exhibited statistical significance. The respondents in the elementary school would place more value on effort and flexibility in the ideal situation and less value on status. Elementary schools overall indicated less change desired in the ideal situation from the real situation.

All Parochial Schools

In answering the first research question, the parochial schools in this sample valued the cultural characteristic of quality in the work theme. The preferred characteristic in the relations theme was empathy. The parochial schools valued the cultural characteristic of leader in the control theme and indicated that planning/organization was valued in the thought theme.

When ranking the cultural themes of the CVAT, the respondents placed priority in this order: relations, work, thought, and control. This same preferred order existed in both the real and ideal situation.

All 20 parochial schools valued these four dimensions as the most preferred cultural characteristics in the real situation: quality, empathy, affect, and leader. In the

ideal situation, three of the four dimensions remained the same as in the real situation. One new dimension emerged as a valued characteristic: effort. In the ideal situation, the valued dimensions, in order, were quality, effort, empathy, and affect. If one examines the bottom quarter of the rankings or those dimensions that are least valued in the culture of parochial schools in the real situation, the rank from number 13 to number 16 was as follows: finish job, time, abstract, and political. In the bottom quarter in the ideal situation, the least valued cultural dimensions included the following: dominance, time, status, and political.

In Appendix 10, a sample of an individual school profile for a secondary and elementary parochial school contains a grouped profile, a circular line graph comparing the real or descriptive scores with the ideal or normative scores. At the elementary level, one will notice that, in this sample school, there is little difference between the two profiles as is the case in the majority of parochial elementary schools in the study. On the secondary level, the circular line graph of the sample school showed greater discrepancy between the real and ideal situation. The distance between the lines on the line graph depicting the real and ideal situation was greater, indicating greater disparity in how the school is versus how the school should be. The secondary circular line graphs for all ten schools

indicated similar disparity of the lines.

From the sample in this study, it is now known that the most valued cultural characteristic was quality. Quality has become synonymous with excellence. The third of the eight beliefs held by the Catholic school system as presented earlier is the commitment to academic excellence as a mission (Guerra, Donahue, & Benson, 1990; McDermott, 1986). Wilson and Corcoran (1988) believe that public education has become a professionalized, bureaucratized, governmental enterprise attempting to deliver education as a service. In developing academic excellence as a mission rather than a service, the characteristic of quality would be valued.

The effective schools research presented continuous school improvement as one of the six main themes. The instructional program strives to reach high performance standards. If a school faculty values the quality of its work, then the faculty naturally strives to reach these high performance standards.

The second most valued cultural characteristic was empathy, which brings one close to people in order to provide nurturance. In Chapter 2, Catholic schools were described as grounded in a set of beliefs about the worth of each individual and committed to a world view that proclaims a meaning to life which encompasses more than self interest. This description supports the choice of empathy as a valued

characteristic. Rokeach (1968) presented this valuing as belief congruence, asserting that one tends to value people in proportion to the degree to which they exhibit beliefs congruent with one's own. The finding that the relations theme was the most valued cultural theme of parochial schools seems fitting.

School Climate

Secondary Parochial Schools

The second research question focused on the organizational climate of parochial schools. The climate characteristics of the schools were determined by the Organizational Climate Description Questionnaire. The secondary school used the RS form of the questionnaire. The RS form identified two principal behaviors and three teacher behaviors which formed the basis in determining the climate of the school. The numerical scores of the five behaviors were combined to calculate the openness score for the climate of the school. All of the secondary schools had open climates. Nine of the ten schools scored 500, the average, or more. The openness score of 483 for one school was below average but did not indicate a closed climate. Two of the openness scores were 700 or above, two standard deviations from the average as established by Hoy, Tarter, and Kottkamp (1991). These two schools had openness scores higher than 97% of the schools in the norming group. Four of the schools scored 600 or better in openness, one

standard deviation above the average. These four schools had scores higher than 84% of the schools. The remaining three schools scored in the low 500 range, indicating average openness.

Openness scores in the secondary schools were calculated from the scores of the principals' behaviors for support and directiveness. The respondents in secondary parochial schools indicated that, in their perception, the principals exhibited the engaging behavior characteristic of supportiveness to a high degree. According to the respondents, the principals exhibited the disengaging behavior of directiveness to an average degree with the scores clustering around 500.

In the secondary schools, openness scores were also calculated from the scores of the teachers' behaviors of engagement, frustration, and intimacy. The faculty, as perceived by the respondents, demonstrated high engagement in the schools. In the majority of the secondary schools, 80%, the faculty behavior of frustration scored below average and therefore, was not a disengaging behavior of the school. The perception of the respondents indicated that all of the secondary schools exhibited above average intimacy, an engaging climate characteristic.

Elementary Parochial Schools

The climate characteristics of the elementary parochial schools were determined by using the RE form of the

Organizational Climate Description Questionnaire. All 10 elementary schools had above average or higher scores for openness of the principal, openness of the teachers, and openness of the school. The scores were determined by calculating the standardized score and comparing it to the norm group. This comparison revealed that all the elementary principals scored above the average score of 500 for openness. The highest score for openness was 638, one standard deviation above the norm. The principal openness scores ranged from the high of 638 to the low of 563.

Teacher openness in the elementary schools reflected a far greater range of scores than in the secondary schools. The highest score for teacher openness was 715, two standard deviations above the norm or higher than scores in 97% of schools. Four of the schools scored 600 or higher on teacher openness, receiving scores one standard deviation or more higher than scores in the norming groups. The remaining five schools had teacher openness scores in the 500s, ranging from the low of 525 to the high of 583. All teacher openness scores indicated above average to very high openness.

The summation of these two scores produced the total openness of the school. All of the elementary schools in the sample exhibited open climates in the schools. The scores range from very high, 1353, to above average 1104.

The perceived principal behaviors and teacher behaviors

determined the openness climate of each school. At the elementary level, the behaviors of support, directiveness, and restrictiveness comprised the measure for principal openness. The standardized scores with regard to supportive behavior indicated that all the principals exhibited above average support, ranging from 524 to 707. The perception of the respondents indicated that the directive behaviors of the principals clustered around the average score of 500, with a range of 431 to 559. The respondents perceived the restrictive behaviors of the principals to be well below the norm of 500, with the highest score for this behavior only reaching 326. Therefore, the respondents perceived that the principals at the elementary parochial level exhibited the engaging climate characteristic of support to a high degree. The principals also exhibited the disengaging behavior of directiveness to an average degree, whereas the principals did not exhibit the restrictive behavior.

The teacher behaviors of collegiality, intimacy, and disengagement comprised the openness climate score for teacher openness. The perception of the respondents indicated that teachers in all 10 of the parochial elementary schools exhibited collegial behaviors above the average of 500. The perception of intimacy indicated a wider range of scores from 376 to 681. The majority of the schools exhibited average to high levels of intimacy. Three schools indicated non-engagement in intimacy.

The elementary parochial schools did not exhibit the disengaging climate characteristic of disengagement. Ninety percent of the schools showed little evidence of disengagement, with scores well below the average.

The participants in this study indicated that their perception of the climate of their respective schools showed that the principals at both the secondary and elementary level exhibit supportiveness to a high degree. The directiveness of the principals in both the secondary and elementary schools compared to the average level of directiveness of the standardized score based on the norm group. Principals at the elementary level exhibited low restrictiveness, thus contributing to an open climate.

A study of perceived teacher behaviors at the secondary level indicated that faculty members were highly engaged and also intimate. At the elementary level, engaged teacher behaviors included collegiality to a high degree and intimacy to an average degree. The respondents did not perceive teachers to exhibit the disengaging characteristic of frustration at the secondary level or the disengaging characteristic of disengagement at the elementary level.

Nineteen of the 20 schools indicated open climates to an average or more degree. The parochial schools in the sample reflected open climates. Sweeney (1991) stated that climate can be measured to provide baseline information that can be used to target areas for growth. Although the

majority of the schools exhibited open climates to a varying degree, the different principal and teacher behaviors have indicated some target areas for growth. At both the secondary and elementary level the disengaging behavior characteristic of directiveness was evident in the parochial schools. Respondents may wish to consider whether parochial schools should consider this a target area for growth.

In summary, Catholic parochial schools are different than the public schools that are identified as the norm group. Malone (1989) believed that what makes a Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love. All parochial schools exhibited open climates.

Comparison of Elementary and Secondary Parochial Schools Comparison on Cultural Values

The one-way analysis of variance conducted on the real mean scores of the parochial elementary schools and the parochial secondary schools showed no statistical difference at the .05 level on any of the 16 cultural dimensions of the CVAT. Statistically then, the mean scores did not show any significant difference. The respondents indicated a similarity in the choice of the most desired cultural dimensions in the real situation. The secondary parochial schools and the elementary parochial schools selected quality, empathy, leader, affect, effort, and

planning/organization as the most desired cultural dimensions. The order of preference was not the same but the dimensions were the same.

Other comparisons, which included the rank of theme by school, indicated some differences between the secondary and elementary schools. Individually, the secondary schools exhibited greater agreement in the ranking of the themes in both the real and ideal situation. The elementary schools exhibited greater diversity in the real situation when ranking the four themes.

The findings showed several similarities between elementary and secondary schools in the priorities given to the themes. Both secondary schools and elementary schools chose relations as the most desired theme. Both selected work as the number two theme.

Both the elementary and secondary parochial schools agreed that, in the ideal situation, the theme of control was the least desired cultural characteristic. The elementary and secondary parochial schools also agreed on the third ranking for the theme of thought. The schools indicated a difference in preference for the themes of work and relations in the ideal situation. Elementary parochial schools most highly valued the cultural characteristics in the relations theme, whereas secondary schools most highly valued the cultural characteristics in both the work theme and the relations theme equally.

The analysis of variance was not conducted on the ideal means comparing the elementary parochial schools and the secondary parochial schools. In the ideal situation, the secondary schools and the elementary schools agree on five of the top six cultural dimensions. Quality, empathy, effort, affect, and planning/organization were the most valued cultural characteristics on which they both agreed. The respondents in the secondary schools selected flexibility as a valued characteristic while respondents in the elementary schools selected leader.

The results of the analysis of variance conducted, using the real mean score as compared to the ideal mean score on each of the two parochial school levels, indicated some differences. The analysis of variance at the secondary level indicated a statistical significance in 10 of the 16 cultural dimensions. However analysis of variance at the elementary level indicated a statistical significance in only three of the 16 cultural dimensions. This finding indicated that elementary schools were more congruent in the cultural values in the real situation and the ideal situation.

The elementary and secondary parochial schools agreed that the dimension of quality was the most preferred cultural characteristic. The schools also agreed that political was the least preferred cultural characteristic.

At present, no cultural yardstick exists in the

parochial school setting. The fact that the 20 parochial schools in the sample indicated that the theme of relations was the number one priority was not surprising. As stated in Chapter 2, Cooper (1988) informed us that cultures are not made; they are born and grow. Culture is also a product of the many individuals that are a part of the setting. The extent to which members of the profession share certain values and beliefs is central to the strength and unity of the organization (Fuller & Izu, 1986; Wirt & Kirst, 1989). The parochial school teachers share in common the basic tenets of the Catholic faith and the values thereof. The Catholic school is an integral part of the church's mission to build faith communities (Guerra, Donahue, & Benson, 1990). These faith communities facilitate relations. It can be seen, then, how relations-- reflecting the dimensions or values of empathy, affect, sociability, and loyalty-- became the number one priority of the sample schools.

Comparison on School Climate

Organizational climate is a general term that refers to teachers' perceptions of their work environment (Hoy, Tarter, & Kottkamp, 1991). The teachers' perceptions from the sample schools in the study formed the basis for comparing the information to the norm group of scores from Hoy, Tarter and Kottkamp's initial study. To develop this comparison, the researcher chose the statistical test of confidence intervals.

By using the confidence interval and rejecting the null hypothesis, the researcher has determined that the perception of teachers was that principals in a parochial school, both at the elementary and secondary level, were more supportive than the principals who comprised the norm group. A belief of the Catholic schools is that the administrator is one who serves as manager, academic leader, creator of the school's environment, and religious leader. The administrator is the cheerleader for the faculty, encouraging and leading by example. Both administrators and faculty choose to teach in a parochial school system. The rewards are not measured in money but found in the climate and culture of the school itself.

The perception of the respondents indicated that the behaviors of principals in a parochial, both at the elementary and secondary level, were as directive as those within the normative sample. Administrators in this system are well aware of the accountability to the entire community, including students, parents, and the greater church community. This sense of accountability moves an administrator to check lesson plans, visit classrooms, and oversee the general curriculum. On five of the questionnaires, the respondents indicated by a written comment that the above activities were done in a good way or were very helpful to that teacher.

The perceptions of the respondents indicated that

that another exclusively elementary principal behavior, that of restrictive behavior, existed to a lesser degree in the sample parochial schools than in the norm group of schools. The null hypothesis of the confidence interval was rejected for this behavior. A belief in the Catholic school system is that teachers in this system are not just professionals but rather profess a vocation to help form human beings according to the model "To Teach As Jesus Did" (1973). The climate of the school does not have to be restrictive, for the faculty is free to perform its mission of education.

The perception of the respondents as they looked at their own behaviors provided a comparison with the norm group by use of the confidence intervals. The faculty in parochial elementary schools in this sample were more collegial than the normative group. Faculties within a Catholic school are bonded together in the larger community of faith and church. Faculty members do not just work together but can gather together in shared faith, to celebrate liturgy on Sunday. Their involvement with one another goes beyond the walls of the school.

Based on the confidence interval, teachers' perceptions of themselves indicated that the faculty of parochial elementary schools was as intimate as the faculty of the normative group. The null hypothesis was accepted. The characteristic of disengaged was exhibited to a lesser degree in the parochial elementary school than in the

normative group. The value systems, held in high regard by the groups of educators and parents, influence the norms and standards which in turn influence patterns of behavior and ultimately the work environment (Maxwell & Thomas, 1991). Accordingly, the value system inherent within the Catholic faith does influence the work environment as evidenced by the rejection of the null hypothesis for disengagement.

The OCDQ-RS for secondary schools examined three teacher climate characteristics. The respondents' perception of their own behaviors indicated that they were more engaged, more intimate, and less frustrated than the faculty of the normative group. The researcher rejected the null hypothesis for all three of these climate characteristics. Faculty members in the Catholic school system have not only chosen the profession of teaching but have chosen Catholic schools in which to teach. The financial remuneration continues to be about half of that received in the public domain. The commitment is to the profession of teaching.

Six of the secondary parochial schools in the study scored one to four standard deviations above the norm group in the engagement subtest. The belief that the Catholic school system creates a supportive and challenging climate which affirms the dignity of all persons within the school community was evidenced in the engagement subtest. The respondents rated themselves highly on the items that

reflected teacher morale, teacher support and help, pride in the school and enjoyment in working at the school.

Intimacy is reflected in the "value congruence" (Louis, 1993). Items on the subtest include the valuing of workmates as friends and socializing on a regular basis. With the value congruence already in place, developing friendships within the school system is more the norm than the exception.

The respondents indicated behaviors of less frustration in such items as committee requirements, administrative paperwork, and non-teaching duties. From the outset, the decision to work within the Catholic school system is one of mission. Perceptions, then, are based on mission rather than service.

Limitations of the Study

The mideast section of the United States served as the area from which the study received data from respondents. To make any conclusions for all parochial elementary schools or all parochial secondary schools, the study should be conducted in the other five regions of the United States, that is, New England, Great Lakes, Plains, Southeast, and West/Far West. Conducting studies in all sections of the United States would eliminate the possibility of regional differences should the cultural values and climate characteristics yield the same results.

The use of the CVAT and the OCDQ provided data to

calculate numerically the culture and climate of the 20 schools in the sample. Hoy, Tarter, and Kottkamp (1991) revised the OCDQ to be used in schools to determine the climate of the school. Nelson (1990) designed the CVAT to be used in organizations and churches to determine the cultural characteristics.

The respondents had less difficulty completing the OCDQ than the CVAT. The valid return rate of the OCDQ was higher than the valid return rate of the CVAT. The directions and the format of the CVAT had been rewritten by Dr. Ken Wilburn of the University of North Florida. The researcher used this new format and directions when mailing the requested number of questionnaires to each school. When tabulating the results, the researcher removed fifty-five CVATs from the study. The reasons for invalid forms varied. In five of the cases, the researcher made an error in duplication or in arranging the packets of information. In these five cases, either the back of one of the pages was missing or one page was missing from the set. In three cases, the respondent did not finish the complete questionnaire or chose to rank only information in the real condition while the ideal condition remained unanswered. Overwhelmingly, the respondents of the 55 invalid responses failed to follow the directions for ranking each set of four questions using the number one, two, three, or four only once in each set. The respondents used a myriad of combinations of numbers.

Two respondents even chose to use a whole number and a fraction (1/2) in some of the rankings. One respondent chose to rewrite several of the questions. Two respondents wrote that they chose not to follow the forced ranking and ranked as they wished. For these reasons, the researcher removed these questionnaires from the study as invalid.

The valid return rate for the CVAT was higher in the elementary schools than in the high schools. From the feedback that I received from some of the principals, these schools completed the forms as part of a faculty meeting whereas in the secondary level, written directions accompanied the questionnaires with a due date for return. Some of these request letters remained attached to the returned questionnaires.

More valid responses of the CVAT would be provided if the researcher conducted the completion of the questionnaire on site rather than by mail. Directions could be given by the researcher and questions answered for the clear understanding of the forced ranking that is the format of the CVAT.

The research of Hoy, Tarter, and Kottkamp (1991) not only produced the Organizational Climate Description Questionnaire but also provided the normative group mean scores. These scores became the basis of comparison when conducting the confidence intervals at the 95% level of confidence with the sample group scores. The authors stated

that 70 elementary schools in New Jersey participated in the study. The sample was not random but rather represented a broad spectrum of schools from urban, suburban, and rural areas, spanning the entire range of socioeconomic status. The authors duplicated this process on the secondary level selecting 78 high schools from 17 of the state's 22 counties, representing 10 socioeconomic categories used by the state to classify schools from rural, suburban, and urban areas. The authors do not specifically state that these schools in the sample were public schools but this is the assumption that I have made. For this reason, the study is limited since the comparison conducted in the confidence intervals compared parochial schools to public schools. Establishing a norm group comprised solely of parochial schools would allow for comparison within the Catholic school system itself.

Implications for Practice

Guerra, Donahue, and Benson (1990) stated that administrators in Catholic schools strive to integrate faith and culture and to promote the spiritual life of the students. Before an administrator can integrate faith and culture, the administrator must know and understand the culture of the school. The information provided by the Cultural Value Analysis Tool provides information concerning the priority of the four themes. An administrator would know how to proceed based on the cultural values of the

faculty. One would proceed as a leader differently depending on which of the four themes--work, relations, control, or thought--would be preferred in the culture of the school. For example, if the preferred culture of the school is control, then the administrator would identify those faculty members exhibiting the characteristics of political, status, dominance or leader. To effect change within a department or school, the administrative decisions would work within the characteristics exhibited by the faculty to promote harmony and unison in the environment.

If organizational culture is the key to organizational excellence as stated by Schein (1983), then the organizational culture must be known and understood by the leadership of the school. Sergiovanni (1984) acknowledged that effective principals develop an appropriate and unique school culture. To accomplish this task, principals as leaders should have some indication, by the use of a cultural analysis tool, of the values that already exist in the culture. The transience of the principal in the leadership position places most principals in an existing culture when assuming the leadership position of the school. The knowledge of the existing culture is primary to setting the goals and behaviors that are considered important.

Equally important is the understanding of the climate of the school. The Organizational Description Climate Questionnaire provides knowledge as to the climate of the

school. Within this information, one also knows the perceived principal behaviors and teacher behaviors that affect the openness of the climate. Conducting a study to determine the perceptions of the faculty as to the behaviors of the principal and the teachers would provide valuable insight into the climate of the school and provide the necessary information to promote change if needed or desired. Although any instrument measures only the perception of those within the school, a statement made by the Superintendent of Catholic schools in the Diocese of Harrisburg still echoes in the researcher's mind. Sister Marilou MacDonald stated that "the perception is the reality." For those present within the situation, generally this is true.

Implications For Further Research

The difficulties with the valid return rate of the CVAT, notwithstanding, further research would be recommended in all areas of the United States to examine the climate and culture of parochial schools. The 20 schools in the sample serve as the first piece in the puzzle to describe the organization known as Catholic schools. Many more puzzle pieces are needed before the picture becomes clear.

The parochial schools, themselves, need a normative sample group with which to compare all results throughout the United States. The comparison to the public schools with the norm group in the research of Hoy, Tarter, and

Kottkamp (1991) does not provide an accurate picture of the parochial schools in comparison to one another. Research could be conducted to provide the normative parochial school sample as well as the normative public school sample.

Future researchers could then compare the information to one or the other sample or both. As the sample is enlarged, would the parochial school results approach the results of the norm group as established by Hoy, Tarter, and Kottkamp?

The Cultural Value Analysis Tool needs broader use in order that a norm group reference base be established within both parochial and public schools. This research could be conducted by region and then compared, or an overall sample of parochial schools could be undertaken. Once the data base is established, comparisons could be made. The questions remain: Do all parochial schools value the cultural theme of relations as the number one priority? Do all parochial schools value the cultural dimension of quality as the number one priority? Is control the least valued theme throughout parochial schools? Can any inferences be made then about the culture of parochial schools?

This descriptive study of the organizational climate and culture of selected elementary and secondary parochial schools posits some theories based on the data. More importantly, this same study poses more questions to be answered.

Appendix 1

Survey instrument deleted, paper copy available upon request.

Survey instrument deleted, paper copy available upon request.

Survey instrument deleted, paper copy available upon request.

Survey instrument deleted, paper copy available upon request.

Appendix 2

CVAT Reliability Coefficients and Means for
the Aggregate Value Profile

	Alpha	Mean	S.D.
WORK QUADRANT			
Effort	.927	13.55	3.09
Time	.818	12.65	2.93
Closure	.818	12.25	2.78
Quality	.789	14.83	3.24
RELATIONS QUADRANT			
Affect	.789	10.76	3.41
Empathy	.818	10.46	3.42
Sociability	.642	12.15	2.81
Loyalty	.927	12.38	4.05
CONTROL QUADRANT			
Dominance	.789	12.34	3.25
Status	.789	12.63	3.55
Politics	.789	12.21	4.12
Leadership	.818	13.77	3.10
COGNITION QUADRANT			
Abstraction	.927	12.77	3.16
Planning-Organization	.927	12.57	3.15
Exposition	.818	13.16	3.10
Flexibility	.789	11.29	3.43

Appendix 3

OCDQ-RE

Survey instrument deleted, paper copy available upon request.

Survey instrument deleted, paper copy available upon request.

Survey instrument deleted, paper copy available upon request.

Appendix 4

OCDQ-RS

Survey instrument deleted, paper copy available upon request.

Survey instrument deleted, paper copy available upon request.

Appendix 5

Reliability Scores for the Organizational Climate Description Questionnaire

Alpha Coefficients for the Reliability Scores Organizational Description Questionnaire for Secondary Schools

	Number of Items	Reliability (alpha)
Supportive	7	.91
Directive	7	.87
Engaged	10	.85
Frustrated	6	.85
Intimate	4	.71
Total	34	

Note. From Open Schools, Healthy Schools (p. 57) by W. K. Hoy, C. J. Tarter, and R. B. Kottkamp, 1991. Newbury Park, CA: Corwin Press, Inc. Copyright 1991 by Sage Publications, Inc. Reprinted by permission.

Alpha Coefficients for the Reliability Scores Organizational Description Questionnaire for Elementary Schools

	Number of Items	Reliability (alpha)
Supportive	9	.95
Directive	9	.89
Restrictive	5	.80
Collegial	8	.90
Intimate	7	.85
Disengaged	4	.75
Total	42	

Note. From Open Schools, Healthy Schools, (p. 35) by W. K. Hoy, C. J. Tarter, and R. B. Kottkamp, 1991. Newbury Park, CA: Corwin Press, Inc. Copyright 1991 by Sage Publications, Inc. Reprinted by permission.

Appendix 6

Letter of Request

September 27, 1994

Dear

Comparative studies indicate significant differences between parochial and public schools. The culture and climate of the parochial schools is frequently cited as being of significance. To this point, there has not been a significant study designed to describe and define the organizational culture and climate characteristics that contribute to the uniqueness of parochial schools. The purpose of this study is to collect and interpret baseline data to describe and define the organizational culture and climate of selected elementary and secondary parochial schools. The NCEA has established the national goals for Catholic schools. Two goals are the Catholic identity of the school and the leadership of the schools as we enter the twenty-first century. The results of this study will provide each school with baseline data to reflect the present culture and climate of their organization on which to build or improve for the future.

The proposal, "A Descriptive Study of the Organizational Culture and Climate In Selected Elementary And Secondary Parochial Schools," has been approved by the dissertation committee of the University of North Florida. The chairperson of my doctoral committee is Dr. Kathe Kasten who can be reached at the following number, 904-646-2990, for verification of any information. I am a doctoral candidate in the Educational Leadership program at the university and principal of Delone Catholic High School, Diocese of Harrisburg. My undergraduate degree is from St. Francis College in Loretto, PA.

I am requesting permission to conduct the study at your school. Faculty members and administrators are requested to complete the two questionnaires. The Cultural Values Analysis Tool (CVAT) designed by Dr. Reed Nelson will be used to gather the data on the organizational culture. The Organizational Climate Description Questionnaire (OCDQ) designed by Hoy, Tarter and Kottkamp will be used to collect the data concerning the organizational climate of the school. The form will be appropriately for elementary (OCDQ-RE) or secondary schools (OCDQ-RS). I have enclosed copies of both questionnaires (CVAT and OCDQ) for your examination.

The list of schools from which your school was randomly selected was provided by four of the teaching orders of sisters that have schools under their auspices. I sincerely thank the Sisters of Christian Charity, the Sisters of the Immaculate Heart of Mary, the Sisters of St. Joseph, and the Sisters of Mercy for providing the names and addresses of schools as the accessible population for the study.

The total time for administration of the two questionnaires is approximately thirty minutes. Please find enclosed a postcard to be returned, requesting the number of questionnaires needed to complete the study at your school. A goal of eighty percent return rate is acceptable for a professional questionnaire. This return rate will also present each principal with a more accurate picture of the climate and culture of your school. Neither the names of individuals nor the schools will be made public. You will receive the results for your school at the completion of the study. Information concerning other schools in the study will be available but identified by code number only. As part of the organizational relationship of culture and climate in a school, research has noted that a change in the leadership tends to alter the culture and climate of the school during the first two years. For this study, I am requesting that schools participate if you, as principal, have served as such for at least two years. Please include that information on the enclosed postcard. If you have not served as principal for at least two years, I would be very happy to provide a profile of your school even if the results could not be used in my study.

Your school should expect to receive the questionnaires and return mailing instructions by mid-October. I am requesting that all questionnaires be completed and returned by Thanksgiving. This timeline should provide you the flexibility of scheduling a date for completion that is convenient to your school calendar.

I thank you in advance for making my doctoral dissertation a success. May God bless you this school year. You will be remembered in my prayers.

Sincerely,

Maureen C. Thiec

Appendix 7

Letter Once Permission Had Been Granted

October 14, 1994

Dear

Thank you so much for returning the postcard and agreeing to participate in my doctoral study. Receiving permission for the study from the individual schools turned out to be one of the hardest assignments during this five year process of course work and examinations for the doctoral program. I am grateful to you for your positive response.

Please find enclosed the number of documents you indicated were needed for your school. When conducting the pilot study, I found it was much easier for me as principal, to distribute the forms at the beginning of a faculty meeting. The faculty responded at that time which took about twenty minutes of time. The best response is the one that comes to mind immediately. Pondering the questions at length does not prove to be effective. This method provided a high level of return and a lot less effort on my part attempting to track down missing forms. Please also have all members of the administration complete the questionnaire as well.

Please return the forms in the postage paid envelop enclosed. If the results could be returned by Thanksgiving, it would be appreciated. Again, thank you for your cooperation. You have made my study possible. May God continue to watch over and bless you this school year.

Sincerely,

Maureen C. Thiec

Appendix 8

University of North Florida
Doctoral Program in Educational Leadership

This approved study is under the auspices of the University of North Florida. The committee chairperson is Dr. Kathe Kasten. The title of the dissertation is "A Descriptive Study of the Organizational Culture and Climate in Selected Elementary and Secondary Parochial Schools."

I wish to express my thanks to your principal for permitting the distribution of the questionnaires at your school. Thank you as faculty members for participating in this study. The study will not identify individuals. The information requested does not include names. Schools will be identified by code number only. Information will be provided to each school as to the results of the study.

Please provide the following descriptive information:

Number of students in the school _____ Grade Levels _____

Number of full time faculty _____

Number of part time faculty _____

Number of years the principal has been in the position _____

School location: Urban _____ Suburban _____ Rural _____

Respondent Information:

Number of years at this school _____

Number of years of teaching experience _____

Religious Denomination: Catholic _____ Episcopalian _____

Methodist _____ Baptist _____ Presbyterian _____

Lutheran _____

Other _____ (Please list)

Gender: Male _____ Female _____

Race : Caucasian _____ African-American _____ Hispanic _____

Native American _____ Other _____ (Please list)

Age: Under 25 _____ 26-34 _____ 35-44 _____ 45 or older _____

If departmentalized, what department? _____

Appendix 9

Letter If No Initial Response

October 17, 1994

Dear

Thank you for reading the material that I have sent concerning my dissertation topic and the surveys to be used to collect the data for the study. I have not received the return postcard indicating the number of total faculty and administrators that are a part of your school organization. Please return the postcard as quickly as possible so I may send you the necessary documents to conduct the study.

When I began, my chairperson said that it was always difficult to collect data. I informed her that Catholic schools are indeed different. That since they are based on the document "To Teach As Jesus Did", service to one another is the basis for our very existence. I am the only Catholic member of the dissertation cohort. I am the only student researching Catholic schools. My whole premise for the study is that Catholic schools are indeed unique because of the values upon which we base our very being. Please help me in my request for data collection.

I can only offer you my thanks and my prayers. If for some reason the postcard has gotten misplaced, I have enclosed another. May God bless you. Thank you.

Sincerely,

Maureen C. Thiec
Principal

Appendix 10
Individual School Profile
Report of Data
Collected From
The Cultural Value Analysis Tool (CVAT)
and
The Organizational Climate Description Questionnaire

High School 21HF

The principal requested sixty-four (64) questionnaires to participate in the study. Of the sixty-four sent, twenty-seven (27) questionnaires were returned. The rate of return was 42%. The information from the OCDQ-RS is listed in the table below.

OCDQ-RS for High School 21HF

	Mean (M)	Standard Scores
Supportive	24.20	726 Very High
Directive	11.47	400 Low
Engaged	31.44	878 Very High
Frustrated	9.72	368 Very Low
Intimate	9.88	617 Very High
Openness		709 Open - Very high

The climate of this school is open to a high degree as perceived by the respondents to the survey. The support behavior of the principal is a score of 726 which is higher than 97% of the schools in the norming group. This score is the highest supportive score of the ten schools in this study. The statements on this survey that indicate supportive behaviors include the following. The principal is hard working and is one who looks out for the personal welfare of the faculty. Other statements indicate the availability of the principal for assistance and offering compliments to members of the faculty.. The directive behaviors are low with a score of 400. This score is lower than 84% of the schools. This is the lowest score of

directiveness in this study. The strongest directive behavior indicated as a result of this survey is that the principal does supervise the teachers closely.

The faculty members are highly engaged in the school with a score of 878. This score is higher than 99% of the schools in the normative survey. This score while very high is the second highest of this study. The most noticeable behavior as indicated on the survey is that the respondents perceive that they are proud of their school and enjoy working there. Additional statements on this survey that support engaged behavior are the following. The morale is high and faculty members are friendly with students and are available to assist them. Faculty members are not overburdened or frustrated with routine, administrative tasks or committee assignments are statements on this survey that are scored as frustration behaviors. The frustration score is low with a score of 368. The statements that the teachers support one another and enjoy each other's company is the strongest response on the survey which is an indicator for the intimacy score of 617. They are intimate in their knowledge of family backgrounds and care about one another are also survey statements that are intimate behaviors. The climate of the school is open at a very high level.

Valid CVAT surveys totaled twenty-one.

CVAT of High School 21HF

Organizational Cultural Dimensions	Real Mean Scores	Ideal Mean Scores	Difference Between Real Mean and Ideal Mean
Work Theme			
Effort	13.0(6)	13.9(6)	.9
Time	10.1(14)	10.5(11)	.4
Finish Job	11.6(11)	11.7(9)	.1
Quality	15.4(3)	17.5 (1)	2.1
Total Difference in the Work Theme			3.5
Relations Theme			
Affect	15.8(2)	15.1(3)	.7
Empathy	16.1(1)	15.8(2)	.3
Sociability	14.8(4)	13.6(7)	1.2
Loyalty	12.2(10)	10.2(12)	2.0
Total Difference in the Relations Theme			4.2
Control Theme			
Dominance	10.6(12)	9.6(13)	1.0
Status	10.3(13)	8.2(14)	2.1
Political	8.4(16)	7.2(15)	1.2
Leader	14.6(5)	14.0(5)	.6
Total Difference in the Control Theme			4.9
Thought Theme			
Abstract	9.5(15)	11.5(10)	2.0
Plan/Organ.	12.4(8)	14.0(5)	1.6
Exposition	12.3(9)	12.2(8)	.1
Flexibility	12.8(7)	15.0(4)	2.2
Total Difference in the Thought Theme			5.9

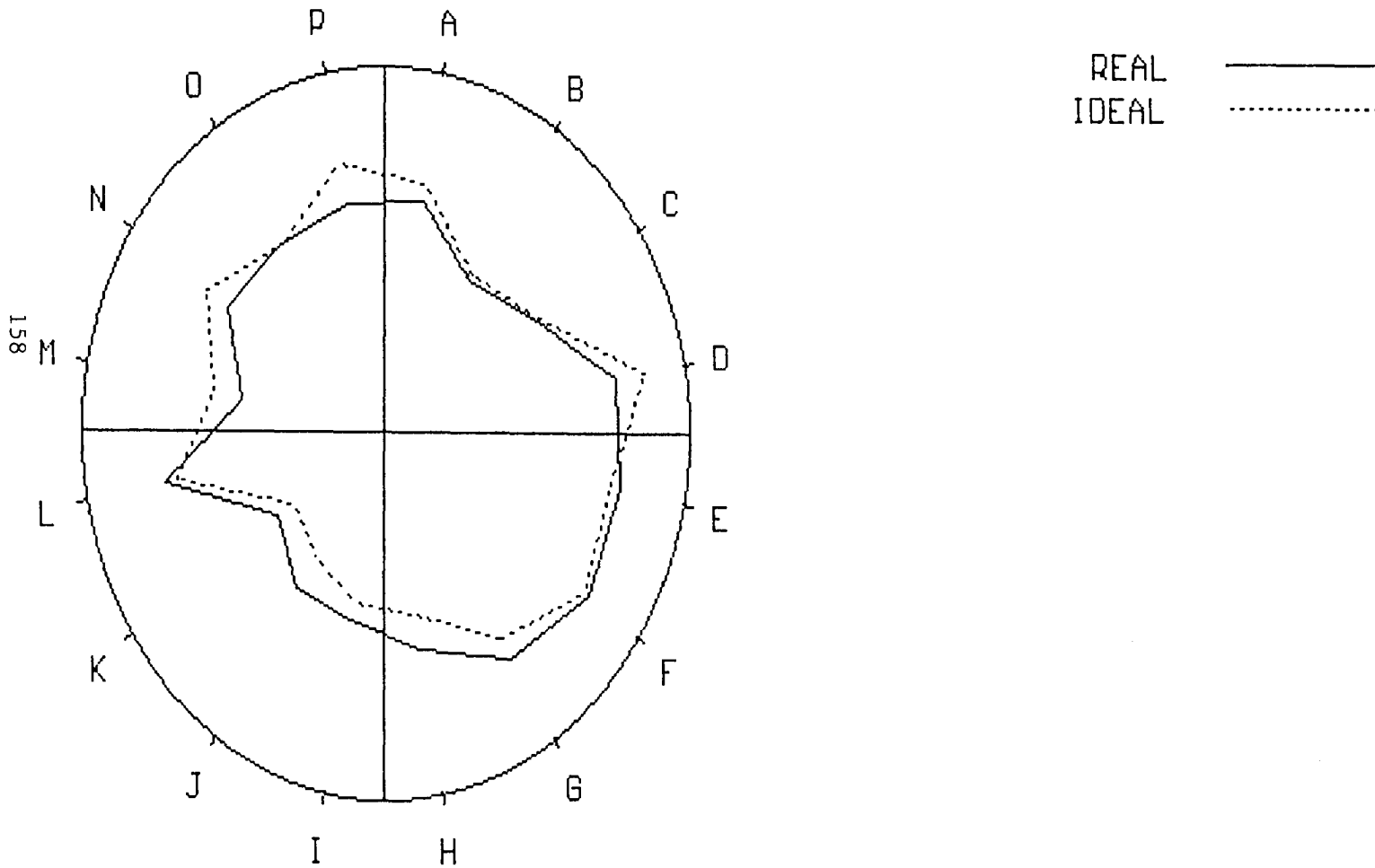
High school 21HF values the cultural characteristic of quality in the work theme with a real mean score of 15.4. Empathy, with a mean score of 16.1 is the most highly valued characteristic in the relations theme. Affect in the

relations theme is valued almost as highly with a score of 15.8. In the control theme, the cultural characteristic of leader is most highly valued with a mean score of 14.6. The thought theme indicates that flexibility is the cultural characteristic most highly valued with a mean score of 12.8.

In the ideal situation, the normative mean scores indicate that the members of this school would like to see a more change in the cultural characteristics within the thought theme with an overall change of 5.9. The members value flexibility even more in the ideal situation with an increase of 2.2 to the mean score. The cultural characteristics in the control theme would differ by a change in mean score of 4.9 with the greatest change occurring in the characteristic of status (2.1). The members of this high school envision a change in the relations theme (4.2) with the quality of loyalty showing the largest difference. Quality would continue to be the cultural characteristic most preferred in the work theme with a difference within the theme of 3.5.

Grouped Profile

School 21HF



Elementary School 231SF

Elementary school 231SF had a perfect rate of return with ten questionnaires requested and ten questionnaires returned. The results of the OCDQ-RE are listed below.

OCDQ-RE for Elementary School 231SF

	Mean (M)	Standard Scores
Supportive	33.40	707 Very High
Directive	20.10	524 Slightly Above Av.
Restrictive	9.4	269 Very Low
Collegial	29.90	752 Very High
Intimate	21.10	681 Very High
Disengaged	4.3	287 Very Low
Principal Openness		638 Very High
Teacher Openness		715 Very High
Total Openness		1353 Very High

This schools exhibits standard scores that are very high in comparison to the norm scores. The scores reflect the perceptions of the faculty and administration of the school. The supportiveness of the principal at the standard score of 707 is higher that 97% of the schools. The restrictive score of 269 on the other end is lower that 97% of the schools. The directive behavior of the principal is slightly above average. The two directive behaviors most frequently noted where checking lesson plan books and closely supervising teacher classroom activities. The principal openness is very high contributing to the open climate of the school.

The faculty exhibit behaviors as well that lead to the

open climate of the school. The collegiality of the faculty at a standard score of 752 is higher than that in 97% of the schools. The intimacy score is almost two standard deviations above the norm at 500 showing that the score is at least 84% higher than the other schools in the norm group. The disengaged behavior at 287 is lower than 97% of the schools. The faculty exhibit a teachers openness score that is very high at 715. The school has a total open climate with faculty and principal working well together in the school.

Elementary school 231SF returned all valid CVAT surveys. All respondents completed the survey as directed. The CVAT descriptive information is found in the following table.

CVAT for Elementary School 231SF

Organizational Cultural Dimensions	Real Mean Scores	Ideal Mean Scores	Difference Between Real Mean and Ideal Mean
Work Theme			
Effort	14.4(5)	14.8(5)	.4
Time	11.7(9)	10.0(14)	1.7
Finish Job	9.5(12)	10.6(12)	1.1
Quality	16.0(1)	17.1(1)	1.1
Total Difference in the Work Theme			4.3
Relations Theme			
Affect	15.6(4)	15.5(3)	.1
Empathy	15.8(2)	15.6(2)	.2
Sociability	12.4(8)	12.8(8)	.4
Loyalty	12.8(7)	12.5(9)	.3
Total Difference in the Relations Theme			1.0
Control Theme			
Dominance	12.8(7)	10.2(13)	2.6
Status	9.0(13)	8.1(15)	.9
Political	6.7(14)	6.4(16)	.3
Leader	13.7(6)	14.9(4)	1.2
Total Difference in the Control Theme			5.0
Thought Theme			
Abstract	11.0(10)	12.0(10)	1.0
Plan/Organ.	15.7(3)	14.4(6)	.7
Exposition	10.5(11)	11.1(11)	.6
Flexibility	12.4(8)	14.0(7)	1.6
Total Difference in the Thought Theme			3.9

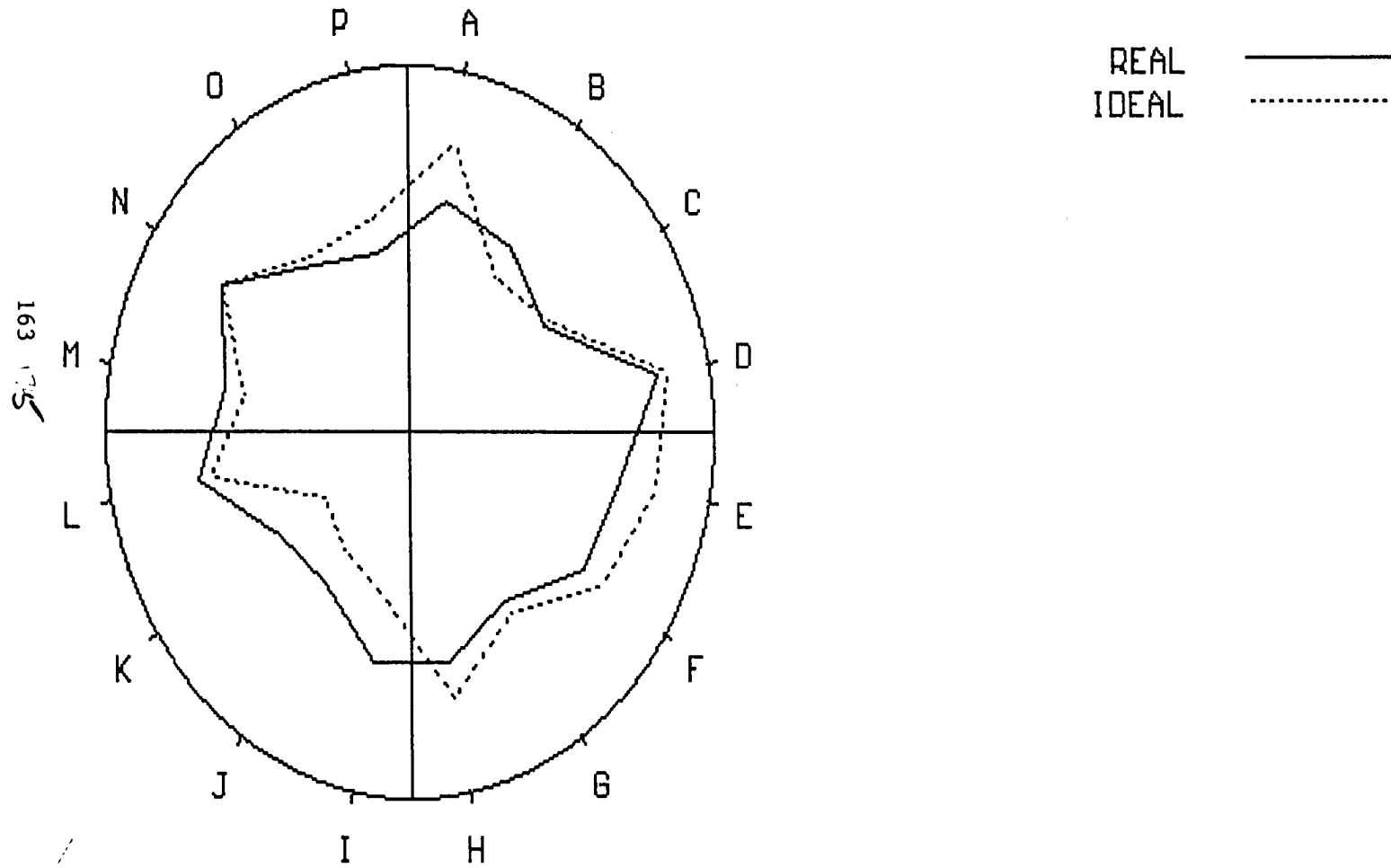
This elementary school values the cultural characteristic of quality within the work theme with a real mean score of 16.0. The preference of cultural characteristic within the relations theme is more difficult

to determine with two mean scores as close as .2. Empathy is valued with a real mean score of 15.8. Affect, in this theme, has a mean score of 15.6. Within the control theme, the characteristic of leadership is preferred with a real mean score of 13.7. In the thought theme, planning/organization is valued with a mean score of 15.7.

Comparing the real mean scores which indicate how my school is to the ideal mean scores which indicate how I would like my school to be, the differences indicate that the greatest difference would take place within the control theme, the work theme, and the thought theme. The control theme would show a difference in mean score of 5.0 as cultural preference declined most especially in dominance (2.6). The work theme would show a difference of 4.3 with the greatest discrepancy reflected in the dimension of time. The thought theme would differ in mean score by 3.9 with the greatest discrepancy in flexibility.

Grouped Profile

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