أثر بعض المتغيرات الديموجرافية على كل من النظام القيمي والمناخ المدرسي كما يدركه المعلمون بالمدارس الابتدائية بدول قطر

السيدة/ آمـــال الـمـــــلا

هدفت هذه الدراسة إلى التعرف على مدركات المعلمين بالمدارس الإبتدائية لكل من النظام القيمي والمناخ المدرسي السائد ، وما قد يكون هناك من فروق في هذه المدركات ترجع إلى بعض المتغيرات الديموجرافية ، وقد تم تطبيق الصورة العربية لمقياس المناخ المؤسسي التنظيمي لهالبن وكروفت عام ١٩٦٢ (Halpin & Croft) ، وكذلك مقياس القيم لكل من ألبورت وفيرنون وليندزى (Allport, Vernon & Lindzey, 1970) والذي يقيس ست سمات قيمية ، وتكـونت عينة الدراسة من (٩٠) معلماً ومعلمة من معلمي ومعلمات المدارس الإبتدائية بدولة قطر . وقد وجدت فروق ديموجرافية بشأن مدركات المعلمين طبقاً للنظام القيمي والمناخ المدرسي ، وكانت أكبر هذه الفروق ما يتعلق منها بالعمر والجنسية ، والجنس ، وقد اتضح للباحثة من خلال هذه الدراسة أن المجتمع الأصل للدراسة يعتبر متجانساً بدرجة أكبر مما كان متوقعاً فيما يتعلق بالفروق بين الجنسيات .

The E R C Journal Second year Issue No. 3 1993

The Effects of Demographic Differences on Value System and Perceived School Climate in Qatar Elementary Public Schools

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Abstract

Demographical differences were explored in elementary school teachers' perception of climate and value systems. The Arabic versions of OCDQ scale (Halpin and Croft, 1962) which measures Organizational Climate and the Study of Value scale (Allport, Vernon, and Lindzey, 1970) which measures six personality values (Hana, 1986) were administered to 90 elementary school teachers in Qatar.

Demographic differences were found with respect to teachers' perception of climate in their schools and with respect to teachers' values. The most striking differences centered around age-related varibles and gender. Some nationality differences were also found. The author concludes that this population with respect to nationality differences is more homogeneous than one might expect.

Introduction

Human phenomena can be conceived as multi-dimensional in nature that have their static and dynamic aspects; their essentialities, constants, and hidden factors as well as their changabilities, variables, and observable indicators. In short, human phenomenon has its communality dimension as well as its variability dimension. The variability dimension of the phenomenon has received great attention in this century. Pedhazur (1982) stated it this way: "In the behavioral sciences, variability is itself a phenomenon of great scientific curiosit and interest" (p. 5).

This paper is written as a way of documenting some aspects of this huge variability phenomenon through potential theoretical conceptualization and possible emirical revelation regarding various considerable assumed differences between elementary teachers groups in critical educational variables, meaning climate and value variables which are of deep interest and concern to behavioral and educational scientists.

School Climate and Differences on School Climates:

1. School Climate:

School climate is the most significant factor in school experience (McGowan, Plugge, and Reynolds, 1986); and is a crucial reference point for determining the effectiveness of the school (Behling, 1984). More specifically, a positive effective school climate is recognized as an important determinant of the effective school (Orie, 1988). School effectiveness is considered one of the most important items that dominated the educational literature agenda for the last two decades (Williams, 1989).

Across the years, school climates has been constructed and conceptualized in a variety of ways. Flanagan and Trueblood (1983) defined climate in the educational context as a variety of characteristics in the learning environment ranging from physical factors such as room arrangements to social, psychological, and leadership factors such as trust, shared decision-making or job satisfaction. School climate is also referred to in the literature as a set of values, beliefs, and attitudes of the members of the school community as seen in the institutional patterns, processes, and behavioral practices utilized in the school across time. Furthermore, a positive school climate is perceived as both a means and an end, meaning a platform upon which productive learning and teacher job satisfaction is built (Flanagan and Trueblood, 1983).

Passow (1984) conceptualized some school climates and environments as being depicted as persons or combat zones, and other school climates and environments are depicted as thriving and living communities in which real

learning occurs. This is why great attention has been given to improving school discipline, so that teaching and learning can proceed without hindrance. Thus, a disciplined climate may foster intellectuality and morality.

Other researchers such as Keefe, Kelley, and Miller (1985) stated that both educators and noneducators often describe schools in terms of climate that can be as a warm, friendly place or as a cold, uncaring place; as a supportive and productive, or as a manipulative and disorganized; as communicating learning or failing to convey a sense of that commitment. Thus, school climate is the central issue to the improvement of the school learning environment. Cox, Emslie, and Nigro (1985) perceived the concept of climate as having both a schoolwide dimension and classroom dimension. They view the awareness of the plurastic nature of today's public schools as the central issue to the creation of an effective school climate. This is why they view the public school as a mirror of diversity of our society. The author of this paper believes that if such diversity exists, it should be appreciated not only in the from of being aware and sensitive to the culturally different learners, but also teachers and administrators staff in such a way that makes them currently and futurally effective participants in the economic, social, and political realities experienced in their society.

McGowan, Plugge, and Reynolds (1986) defined climate as multidimensional thing with a collective identity that characterizes a particular school community. Taylor (1988) differentiated between an organizational (e.g., school) climate and organizational (e.g., school) culture. An organizational climate refers to the perceptions of employees of norms, assumptions, and beliefs of organizational culture. On the other hand, the organizational culture refers to the beliefs, norms, and assumptions promoted by the organization.

II. Differences on School Climates:

The elementary school climate is found to have a profil that is uniquely different from the secondary school climate profile (Flanagan and Trueblood, 1983). This school climate is perceived by teachers as a cardinal factor in assessing communication processes intra-school and inter-teachers (Wilson Pentecoste, and Bailey, 1984).

The assumption that teachers group differences on climate has been tested via empirical research in which verification was found for some, but not all. Wilson, Penteceste, and Bailey (1984) investigated the influence of sex, age, teacher experience, and race on teacher perception of climate. This climate is defined by the instrument, the Profile of School, Form T which measures such characteristics as leadership, communication, interaction-influence, decision making, goal setting, and motivation. They found that only sex and

age were the main determinant of positive teacher perception of school climate. The age ranges that produced the favorable assessment of the school climate were the 30-39 groups and 50-59 groups, but not the 40-49 group, which is the middle years of the professional career. Moreover, in the area of sex differences, males tended to be more negative towards school climate than females. It is the conclusion of Wilson and Baliey that age 40-49 is a dangerous decade for teachers and that males seem to find the climate of school threatening.

Values and Differences on Values:

I. Values

McGowan, Plugge, and Reynolds (1986) indicated that teachers should create a school climate that is composed of such values as equal parts choice, freedom, participation, responsibioity, and recognition of individual worth. Carter (1991) reviewed cultural values from the different perspectives of the disciplines. Cultural anthropologists conceptualized values as cultural patterns that could be discerned from any group member and, therefore, relied on ethnographic sources such as religious beliefs, usually through the perspective of selected informants to study cultural values. Sociologist viewed cultural values as the common thread or normative principle(s) that determined social order in a particular culture. Psychologists believed that there is some unclearly idenified process htat mediated the relationship between individual and group values such that individual values emerged and eventually modify the sociocultural environment.

Cultural values or value-orientations-which are characterized by those dimensions that members of a group consider important and desirable-guide the behavior of its individuals, form the basis for group norms, and dictate lifestyles that are deemed appropriate for group members. For cultural groups, these values are considered a complex set of guiding beliefs and principles of the groups' and their members' behaviors. Value orientations are fundamental concepts that incorporate normative cognitive (thoughts about life and the universe), connotative or directional (inclination toward or selection of aparticular course of action), and affective (what is felt as important and desirable) elements. These are assumingly the products of sociocultural environment assumingly (Carter, 1991).

Carter (1991) reviewed the empirical studies and findings that revealed all sorts of group differences in cultural values. He sectionized these studies with their findings into six areas: Between-group differences in cultural values, comparative studies of immigration and ethnic groups, within-group differences in cultural values, social class differences, generational and gender differences, and psychological differences.

II. Between-Group Differences in Cultural Values:

The Kluckhown and Strodtbeck's 1961 study found differences in value orientations patterns among five cultural groups who shared geographic proximity. Mormon and Texan cultures were similar to one another, but less similar to the Spanish and Indian cultures. While the formal groups preferred such values as an Individual Social Relations Orientation, the doing alternative of the Human Activity orientation, the Mastery position on the Person-Nature orientation, and the Future alternative of the Time orientation, the Spanish Americam community chose the Present alternative on the Time orientation, and the Being referance of the Human Activity orientation. The Navaho Indians chose a collateral position on the Social Relation Orientation, the Present alternative on the Time orientation, the Harmony with Nature alternative on the Person-Nature orientation, and the Doing alternative on the Human Activity orientation. The Morman and Texan groups reflected traditional White American value-orientation patterns, whereas the Native Americans and Spanish Americans showed different value-orienatation patterns. The majority of the studies have replicated the original findings of Kluckohn and Strodtbeck's 1961 of finding different racial-cultural groups' cultural values.

European ethnic groups and members of Latino cultures who have immigrated to the US and American racial-ehtnic group members exhibit differential valueorientations when compared to the dominant American culture's value system.

III. Within-Gruop Differences in Cultural Values:

From the 1960s to the 1990s, a body of research studies suggested cultural or racial identity, acculturation, sex, education, and socioeconomic status and industrial development may influence value orientations. One study suggested that there are segments of the same culture exhibit traditional cultural values whil others exhibit modern cultural developments. Whereas **Modern value-orientations are reflected** in the beliefs in Mastery Over Nature in the Person-Nature orientation, Future Time orientation, Autonomous Social Relational orientation, and trust in secondary relations, **traditional value-orientations are reflected** in the opposite beliefs. Sutcliff (1974) conducted a study on 215 Palestinians from different segments of the culture (i.e., farmers, middle-class teachers, and upper-middle-class and upper-class students) where he noted that traditional Palestinian culture exhibited beliefs in a Past Time orientation, Subjugation to Nature position of the Person-Nature orientation, and a Being Human Activity orientation. He found, however, a significant shift from traditional to modern value-orientation in the Palestinian cultuer.

A body of research literature has found significant differences between the dominant White middle-class value-orientation and those of cultural and ethnic groups (e.g., Latin cultures) with which they were compared. Also, social class differences in cultural values in Trinidadian culture were found. Nisan (1973) found evidence that low SES (socioeconomic status) blacks were not future oriented and felt subjected to external forces. Kahl (1968) found that social class to be the best predictor and contributor of modern value-orientation.

Gender differences were found in the political sphere in which women exhibited a preference for Individual Social Relations while man exhibited Lineal Social Relations. Moreover, in another study, Black women showed a stronger prefernce for Subjugation to Nature and Present Time more than Black men. In a similar study, White women had higher preferences for Good in the Innate Character of Human Nature orientation, Subjugation to Nature, Being Human Activity, and Present Time than white men.

Al-Shikh and Zahir (1980) conducted a study on Middle and High School male and female teachers using the Organizational Climate Description Questionnaire in which they assessed male schools and female schools on the variables of climate. They found significant differences between the two types of schools in the climate components reflective of the teachers' behaviors in which female schools had higher scores on Disengagement, Hindrance, and Intimacy while male schools had a higher score on Esprit. On the other hand, there were on significant differences in the characteristics of administrators Behaviors.

They also found significant differences between middle schools and high schools in which the former had higher scores on Aloofness, Production Emphasis, and Considerations than the latter. Regarding Thrust, and all the teacher behaviors, there were no significant differences. Moreover, it was found that large schools had higher hindrance score than small schools. On the other hand, small schools had higher scores on all the characteristics of administrators' behaviors, namely Aloofness, Production Emphasis, Thrust, and Considerateness.

The Study of Values manual reported characteristically different value profiles for males and females. The Theoretical, Political, and Economic values are most important for males. On the other hand, Aesthetic, Religious, and Social Values are most important for females (Rabinowitz, 1984).

Aims:

This paper was constructed to assess whether there are group differences as represented in gender differences, age differences, degree differences, Nationality differences, educational levels differences, and educational years

differences on the six values (i.e., theoretical, economic, political, religious, aesthetic, and social), the five total climates (i.e., controlled, familial, paternal, open, and autonomous), and the eight climate components (i.e., disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration) in Qatari and non-Qatari elementary teachers.

METHOD

Subjects

Data were collected from six schools in Qatar. Ninety elementary school teachers volunteered to participate in this study. There were 48 males and 42 females. Forty-one teachers were Qatarian, 30 were Shami-Palestinian-Jordanian-Lebanese, and 13 were African-Egyptian-Sudanese-Tunisian, and six failed to indicate their nationality.

The subjects' average age was 32.70. Twenty-five subjects had a high school degree, 46 a college degree and 19 had post-graduate college degrees. Seventy of these were educational degrees while only 19 were noneducational. Twenty-six subjects had been teaching from one to five years, 18 from six to ten years, and 23 had 11 to 15 years teaching experience. Only 8 teachers came from suburban schools, the other 82 were teaching in city schools.

Instruments

Two instruments were used in this study. One was the Organizational Climate Description Questionnaire (OCDQ) (Halpin and Croft, 1962). This instrument was designed to measure the "organizational climate" of an elementary school, or as the author states, to measure "the personality of a school". This 64-item instrument measures eight dimensions of organizational climate: hindrance, intimacy, disengagement, esprit, production, aloofness, consideration, and thrust. From these scales, six organizational climate variables are measured, three of which are characteristic of "open" schools, and three that are characteristic of "closed" schools. These six climate types, ranked in order from open to closed are: the Open Climate, the Autonomous Climate, the Controlled Climate, the Familiar Climate, the Paternal Climate, and the Closed Climate. The ranking of an organization on openness generally is the best indicator of morale, and generally is closely related to its score on Esprit. The OCDQ was translated into Arabic by Drs. Solyman Al-Khodari Al-Shiek and Fawzi Zaher. The 8 components of the instrument have been found to have good construct validity and good reliability (Welch, 1988)

The second instrument was the Study of Values (Allport, Vernon, and Lindzey, 1970). This instrument measures the relative prominence of six basic interests or motives in personality: theoretical, economic, aesthetic, social, political, and religious. This instruments consists of a number of questions

based upon a variety of familiar situations. There are 20 situations for each of the six values, for a total of 120 answers. This instrument was translated into Arabic by Dr. Ateya Mahmood Hana, and this translation was used in this study. The instrument is found to be valid and reliable (Rabinowtz, 1984).

Teachers were also asked to provide background and demographic information such as age, years of teaching experience, and teacher educational level.

Procedures

The subjects in this study were contacted through a male representative in Qatar, who worked through other representatives in Qatar, mainly elementary school teachers, to administer the three instruments in various schools in Qatar. A package of the three instruments was delivered by a male representative of the researcher to teachers in each school. Data were collected in each school by the researcher's representative, and this data were kept confidential and safely stored for future analyses.

Definition of Variables

The Independent and Dependent Variables:

The Independent Variables:

1. **Sex** – Sex is a nominal variable with two categories, males and fenales.
2. **Age group** – age group is an ordinal variable with three categories, 20 to 30 year old, 31 to 40 year old, and 41 to 50 year old.
3. **Educational Level** – an ordinal variable with three levels, high school, college, and after college.
4. **Educational Years** – an ordinal variable with two levels, 1-10 years and 11+ years.
5. **Nationality** – A categorical variable with three categories: African (i.e., Egyptian, Sudanian, and Tunisian), Shami (i.e., Palestinian, Jordanian, and Lebanese), and Qatari.
6. **Degree** – a categorical variable with two categories: Educational and noneducational.
7. **Location** – a categorical variable with two categories, city and suburban.

The Dependent Variables:

1. The Six Personality Values:

The study of Values is an instrument that is designed to assess six persnality-related motives or interests.

1. **The theoretical value:** The dominant value for theoretical people is the order and systematize knowledge using empirical, critical, and rational methods.
2. **The Economic value:** The dominant value for economic people is that which is useful. They are highly practical in their interests, and judge matters in terms of their tangible, financial implications.
3. **The Aesthetic value:** The dominant value for aesthetic people is form and harmony. They are sensitive to the grace, symmetry, and fitness of experiences, and find their strongest interest in the artistic episodes of life.
4. **The Social value:** The dominant value for social people is the altruistic and philanthropic love of others. They view persons as ends and are kind, sympathetic, and unselfich in their human relations.
5. **The Political value:** The dominant value for political people is power. They are interested in achieving influence, renown, and leadership, and are prepared to compete and struggle to achieve these ends.
6. **The Religious value:** The dominant value for religious people is unity. They seek a mystical comprehension of the cosmos, and aim to relate themselves to a higher reality. (Rabinowitz, 1984, p. 641).

II. The Eight Subscales of the OCDQ:

Characteristics of Teacher Behavior:

1. **"Hindrance** refers to the teachers' feelings that the principal burdens them with routine duties, committee work, and other requirements that the teachers perceive as unnecessary busywork.
2. **Intimacy** refers to the teachers' enjoyment of warm and friendly personal relations with one another.
3. **Disengagement** refers to the teachers' tendency "to go through the motions' without an actual commitment to the task at hand.
4. **Esprit** refers to morale growing out of a sense of both task accomplishment and social needs satisfaction" (Welch, 1988, p. 29).

Characteristics of Principal Behavior:

5. **"Producton emphasis** refers to close supervisory behavior on the part of the principale. The principal is highly directive and not sensitive to faculty feedback.
6. **Aloofness** refers to formal and impersonal principal behavior; the principal goes by the "book" and maintains social distance from his or her staff.

7. **Consideration** refers to warm, friendly behavior by the principal. The principal tries to be helpful and do a little something extra for the faculty when he or she can.
8. **Thrust** refers to dynamic principal behavior in which and attempt "to move the organization" is made through the example that the principal sets for the teachers (Welch, 1988, p. 29-30).

The Five Climates

1. **Open climate** is one in which the teachers have very high esprit; low disengagement, low hindrance, are friendly with each other, but don't need a very high degree of intimacy. In addition, the principals in organizations described as open work hard (high Trust), have high consideration, have low production emphasis, and are not Aloof.

2. **The Autonomous climate** exists when there is low Disengagement, low Hindrance, and relatively high Esprit and Intimacy. In addition, the principal is seen as Aloof, has low production emphasis, has high thrust, and has medium consideration.

3. **In the Controlled climate** there is a high Esprit but low disengagement, hing hlindrance and low intimacy. Also, the principal is perceived as having high production emphasis, medium thrust, low consideration and being somewhat aloof.

4. **Familiar climate** is characterized by low hindrance, high intimacy and only medium Esprit. Principals are seen as not aloof, having medium thrust, and low production emphsis.

5. **In a paternal climate** there is low hindrance but high disengagement, low intimacy, and low Esprit. The principals are not aloof, have relatively high consideration, have high production emphasis and have medium thrust.

Methods of Analysis:

Before analysis, certain items in the OCDQ were reversed in direction in order to be consistent with the rest of the eight subscales. The eight measures of climate were standardized to have a mean of 50 and standard deviation of 10. The five climate variables as proposed by Halpin and Croft (1962) were computed and using combinations of 4 perception of environmental measures and 4 perception of principals' behavior measures. The fiv variables and their computation are listed below.

Controlled Climate = + Esprit + Hindrance + Production Emphasis
Familiar Climate = + Disengagement + Production Emphasis + Hindrance
Paternal Climate = + Disengagement + Intimacy + Consideration
Open Climat = + Thrust + Esprit − Disengagement
Autonomous Climate = + Esprit + Intimacy + Aloofness

To test differences on values and climates, a series of one way and multivariate analyses of variance were prformed. The multivariate test were followed by univariate tests if the multivariate test showed significant group differences. Bonferroni adjustment was made to set the alpha level for all multivariate test to. 002, in order to control Type I Error. The alpha level for the univariate tests involving teachers' values and climate type were set to. 01 using the Bonferroni Adjustment. Univariate tests involving perception of the eight climate variables was set to. 006. These group differences include differences between male and female teachers, between younger and older teachers, between highly educated and less educated, little teaching experience and high teaching experience, educational and noneducational degrees, and three different nationalities.

An appropriate statistical analyaes would have indicated tests of 4-way, 3-way, and 2-way interactions among the independent variables. We were unable to test even 2-way interactions because of the distribution of respondents on these independent variables. That is, for example, an interaction of nationality with gender was impossible to test since there was only one female in the Shami category and only one male in the Qatari category and no female in the African category (See Appendix A).

One value scale was dropped from the multivariate analysis becouse of the ipsetive nature of the study of Value instrument, i.e., any one scale can be perfectly predicted on the basis of the other five values (scales).

Some of the analyses involved different numbers of the questions. This occurred because some subjects faild to answer all of the questions. Since this study is largely exploratory, it was felt that all analysis did not have to involve precisely the same subjects.

RESULTS

Multivariate Analysis Results

Univariate results are summarized in the following tabular forms.

Table (1)
Table of Dependent by Independent Variables Significant Overall Findings*

Dependent Variables	Independent Variables: Sex	Agegroup	Nationality	EduYears
Aesthetic	Female		Qatari	
Religious	Male		African-Shami	
Esprit	Male	41-50		
Disengagement	Female	20-30	Qatari	1-10 years
Intimacy				
Controlled	Male		Shami	
Paternal		20-30		1-10 years
Open	Male	41-50	African	11+ years

* The value at the Dpenednt/Independent Vector is the level of the Independent Variable that had the highest mean (where there were significant group differences).

Table (2)
Table of Dependent / Independent Variables Significant Findings for Females*

Dependent Variables	Independent Variables: Age	EduYears
Esprit	31-40	
Disengagement	20-30	
Thrust	31-40	
Autonomous	31-40	
Open	31-40	11+ years

* The value of the Dpenednt/Independent Vector is the level of the Independent Variable that had the highest mean (where there were significant group differences).

Teachers' Values

A one-way Multivariate analysis of variance (MANOVA) through the entire sample showed significant overall multivariate effect for Gender F (5,84) – 5.18, p < 002. Univariate follow-up tests with alpha set at .01 showed females have higher mean aesthetic scores (m–39.45) than males (m–32.49). However, males have higher mean religious scores (m–45.76) than females (m–40.32).

Table (3)
Value Differences by Gender

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.764	5	84	5.18	.000

Univariate Tests (1,88 Df)

Variable	Group	Mean	N	SD	F	P
Aesthetic	Male	32.49	48	7.25	20.30	.000
	Female	39.45	42	7.38	20.30	
Religious	Male	45.76	48	7.27	13.68	.000
	Female	40.32	42	6.58	13.68	

MANOVA showed an overall difference among nationalities F (10,150) – 3.65, p <002. Univariate follow-up tests with alpha set at .01 showed that the mean Qatari aesthetic score was significantly higher (m–39.64) than either African or Shami (m–33.96 and m–31.63), respectively. Conversely, both African and Shami mean religious scores (m–46.3 for both) were significantly higher than the mean religious score for Qatari (m–40.13).

Table (4)
Value Differences by Nationality Overall

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.65	10	150	3.65	.000

Univariate Tests (2,81 Df)

Variable	Group	Mean	N	SD	F	P
Aesthetic*	African	33.96	13	7.40	10.76	.000
	Shami	31.63	30	7.33		
	Qatari	39.64	41	7.39		
Religious**	African	46.30	13	7.49	8.19	.001
	Shami	46.30	30	7.45		
	Qatari	40.13	14	6.44		

* Post hoc pairwise comparisons showed the Qatari group to be significantly different from the African and Shami groups.

** Post hoc pairwise comparisons showed the African and Shami to be significantly higher from the Qatari.

Among females, Multivariate test showed significant differences between those with educational degrees and those with non educational degrees, F (5,35) – 4.72, p < 002. Univariate follow-up tests with alpha set at .01 revealed mean differences between the two groups in Aesthetic (m–38.39 for educational and m–46.25 for noneducational) and social values (m–40.61 for educational and (m–34.41 for noneducational). It should be pointed out however that the significance test on these univariate tests approached, but did not meet the very strict Alpha level that we set for ourselves using Bonferroni adjustment.

Table (5)
Female Value Differences by Type of Degree

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.597	5	35	4.72	.002

Univariate Tests (1,39 Df)

Variable	Group	Mean	N	SD	F	P
Aesthetic	Educational	38.39	35	6.80	6.50	.015
	Noneducational	46.25	6	8.08		
Social	Educational	40.61	35	5.31	6.82	.013
	Noneducational	34.41	6	5.75		

There were no other significant effects for females nor were there any significant effects for males with respect to the Study of Values instrument.

The Eight perceived School Climate Variables:

A one-way multivariate analyses of variance (MANOVA) through the entire sample showed significant overall differences between males and females, F (8,79) – 5.90, p < 002. Follow-up univariate tests with alpha set at .006 showed that females were higher than males on disengagement (m–58.19 vs. m–49.79) and on intimacy (m–55.91 vs. m–49.22). Males however had higher mean Esprit scores (m–51.81) than females (m–45.81).

Table (6)
Perception of Climate Differences by Gender

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.626	8	79	5.90	.000

Univariate Tests (1,86 Df)

Variable	Group	Mean	N	SD	F	P
Disengagement	Male	49.79	48	8.15	16.42	.000
	Female	58.19	40	11.27		
Esprit	Male	51.81	48	10.36	8.74	.004
	Female	45.81	40	8.30		
Intimacy	Male	49.22	48	11.02	8.46	.005
	Female	55.91	40	10.37		

MANOVA also showed agegroup differences, F (16,140) – 3.02, p <002. Univariate tests with alpha set at .006 showed that the under-30 year old age group perceived higher Disengagement (m–60.99) than either the 31-40 year old agegroup (m–50.98) or the over-40 year old agegroup (m–45.94). However, post hoc test revealed that the under-30 agegroup (m–44.17) perceive significantly less Esprit than the 31-40 agegroup (m–52.07) and 41-50 agegroup (m–52.24).

Table (7)
Perception of Climate Differences by Age Group

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.518	16	140	3.02	.000

Univariate Tests (2,76 Df)

Variable	Group	Mean	N	SD	F	P
Disengagement*	20-30 yrs	60.99	30	10.83	16.44	.000
	31-40 yrs	50.98	34	8.93		
	41-50 yrs	45.94	15	4.70		
Esprit**	20-30 yrs	44.77	30	5.52	6.04	.004
	31-40 yrs	52.07	34	10.61		
	41-50 yrs	52.24	15	11.13		

* Post hoc pairwise comparisons showed significant differentes between 20-30 years old agegroup and the other two agegroups.

** Post hoc pairwise comparisons showed significant different between 20-30 years old agegroup and the other two agegroups.

There was an overall multivariate effect of nationality on the perception of climate, F (16,144) – 3.03, p <002. However post hoc with alpha set at 0.006 showed the only difference among nationalities was in the perception of Disengagement. The mean Disengagement scores for African (m–50.16) and Shami (m–49.27) are significantly lower than that of the Qatari (m–57.96).

Table (8)
Perception of Climate Differences by Nationality

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.559	16	114	3.03	.000

Univariate Tests (2,79 Df)

Variable	Group	Mean	N	SD	F	P
Disengagement*	African	50.16	13	7.77	7.62	.001
	Shami	49.27	30	8.22		
	Qatari	57.96	39	11.32		

* Post hoc pairwise comparisons showed the Qatari group to be significantly higher from the African and Shami groups.

Multivariate test also revealed an overall effect of teaching experience, F (8,77) – 4.31, p <002. Post hoc test showed that those with 10 years or less teaching experience (m–58.39) perceived Significantly more Disengagement than those with more than ten years teaching experience (m–48.75).

Table (9)
Perception of Climate Differences by Years of Teaching Experience

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.69	8	77	4.31	.000

Univariate Tests (1,85 Df)

Variable	Group	Mean	N	SD	F	P
Disengagement	1-10 yrs	58.39	43	11.09	22.14	.000
	11+ yrs	48.75	43	7.57		

Among females there is only one significant effect with respect to perceived climte. Test for agegroups showed overall significant differences, F (8,25) – 6.56, p < 002. Post hoc pairwise comparison test with alpha set at 0.006

found mean Disengagement differences between the under 30 year old age group (m–62.27) and the over-30 year old agegroup (m–49.40). However, the older group perceived higher Esprit (m–53.03) than the younger agegroup (m–44.40). The older agegroup also perceived significantly more Thrust (m–50.76) than the younger agegroup (m–43.94). Note that there were no significant effect for males taken separately on perception of the eight climate variables.

Table (10)

Female's Perception of Climate Differences by AgeGroup

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.32	8	25	6.56	.000

Univariate Tests (1,32 Df)

Variable	Group	Mean	N	SD	F	P
Disengagement	20-30 yrs	62.27	26	10.87	9.99	.003
	31-40 yrs	49.40	8	6.38		
Esprit	20-30 yrs	44.40	26	5.29	10.00	.003
	31-40 yrs	53.08	8	10.44		
Thrust	20-30 yrs	43.94	26	5.63	7.68	.009
	31-40 yrs	50.76	8	7.51		

Means and standard deviations for climate and values are shown in the following talbe for males and females separately.

Table (11)

Means and Standard Deviations for Climate and Values

	Males			Females		
Variable	N	Mean	Std Dev	N	Mean	Std Dev
Theoretical	45	41.29	4.59	36	40.35	5.46
Economic	45	38.02	5.16	36	37.69	4.62
Aesthetic	45	32.39	7.24	36	39.79	7.83
Social	45	40.50	4.38	36	39.71	5.93
Political	45	41.92	5.17	36	42.21	5.35
Religion	45	46.08	7.32	36	40.25	6.78
Climautl	45	29.59	1.30	34	29.31	0.94
Climconl	45	22.75	0.84	34	22.27	0.73
Climparl	45	21.13	0.98	34	21.61	0.82
Climfaml	45	22.05	0.76	34	22.18	0.78
Disengage	45	49.74	8.38	34	59.24	11.35
Hindrance	45	52.28	11.03	34	49.01	8.93
Esprit	45	51.52	10.57	34	46.42	7.63
Intimate	45	48.95	11.19	34	56.37	10.59
Aloofness	45	50.45	8.69	34	49.65	9.52
Prodem	45	49.31	9.80	34	48.15	10.32
Thrust	45	50.34	10.92	34	45.54	6.68
Consider	45	50.15	9.75	34	47.06	7.41

Climate Types:

A series of one-way multivariate analyses of variance (MANOVA) through the entire sample were conducted to test hypotheses concerning climate type. A significant multivariate effect of gender was found, (F4,83) – 6.65, p <002. Post hoc test with alpha set at 0.01 showed males are higher than females on the Controlled Climate (m–22.80 vs. m–22.24).

Table (12)
Climate Type Differences by Gender

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.757	4	83	6.65	.000

Univariate Tests (1,86 Df)

Variable	Group	Mean	N	SD	F	P
Controlled	Male	22.80	48	0.84	10.58	.002

There was also a significant multivariate effect of agegroup (F8,148) – 5.34, p <002. The under-31 agegroup found significantly more Paternal Climate (m–21.55) than either the 31-40 agegroup (m–21.41) or the over-40 agegroup (m–20.73).

Table (13)
Climate Type Differences by AgeGroup

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.598	8	148	5.34	.000

Univariate Tests (2,76 Df)

Variable	Group	Mean	N	SD	F	P
Paternal*	20-30 yrs	21.55	30	0.69	4.39	.016
	31-40 yrs	21.41	34	0.79		
	41-50 yrs	20.73	15	0.81		

* Post hoc pairwise comparisons showed 41-50 years old agegroup to be significantly lower than the other two agegroups.

A significant multivariate difference among nationalities was also found, F(8,152) – 3.17, p <002. A post hoc test with alpha set at. 01 showed only that Shami teachers perceived more Controlled Climate (m–22.82) than Qatari teachers (m–22.26).

Table (14)
Climate Type Differences by Nationality

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.734	8	152	3.17	.002

Univariate Tests (2,79 Df)

Variable	Group	Mean	N	SD	F	P
Controlled*	African	22.72	13	1.18	4.81	.01
	Shami	22.82	30	0.68		
	Qatari	22.26	39	0.69		

* Post hoc comparisons showed that the Shami are higher from the Qatari.

MANOVA showed a significant effect of teaching experience on perceived climate. Those with 10 or fewer years experience perceived the Paternal Climate (m–21.57) than those with over-10 years teaching experience (m–21.05).

Table (15)
Climate Type Differences by Years of Teaching Experience

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.764	4	81	6.25	.000

Univariate Tests (1,84 Df)

Variable	Group	Mean	N	SD	F	P
Paternal*	1-10 yer	21.57	43	0.85	7.26	.009
	11 + years	21.05	43	0.95		

The only significant multivariate overall effect found when females were tested alone was agegroup, F(4,29) – 9.06, p .002. Post hoc test with alpha set at .01 showed that teachers over 30 years old perceived more an Autonomous Climate (m–30.11) than teachers under 30 years old (m–29.07).

Table (16)
Female's Climate Typd Differences by AgeGroup

Multivariate Test

Wilk's Lambda	Hyp Df	Error Df	F	P
.444	4	29	9.05	.000

Univariate Tests (1,32 Df)

Variable	Group	Mean	N	SD	F	P
Autonomous	20-30 yrs	29.07	26	0.82	9.42	.004
	31-40 yrs	30.11	8	0.90		

One-Way Analysis of Variance Results:

Open climate was analyzed separately in one-way analysis of variance. Significant differences between males and females were found, F(1,87) – 19.23, p <01. Males had a higher mean (m–8.04) than females (m–7.12).

There was also an effect for agegroup, F(2,76) – 13.85, p <01. with 20 to 30 years old perceiving less open climate (m–6.96) than the other two agegroups (m–8.07 and m–8.17, respectively).

Teachers with more than 10 years experience perceived their workplace to be significantly more open (m–7.96) than those with 10 years or less experience (m–7.32), F(1,84) – 8.36, p <01..

Qatari perceived significantly less open climate (m–7.19) than either African (m–8.21) or Shami (m–7.94), F(2,79) – 8.07, p <01.

Table (17)
Analyses of Variance of Open Climate the Overall Sample

Variable	Group	Mean	N	SD	DF	F	P
Sex	Male	8.04	48	1.06	1,86	19.23	.0000
	Female	7.12	40	0.86			
Age Group*	20-30	6.96	30	0.65	2,76	13.85	.0000
	31-40	8.07	34	1.08			
	41-50	8.17	15	1.05			
EducYears	1–10	7.32	43	1.03	1,84	8.36	.0050
	11+yrs	7.96	43	1.04			
Nationality**	African	8.21	13	1.40	2,79	8.07	.0006
	Shami	7.94	30	0.86			
	Qatari	7.19	39	0.83			

* Post hoc pairwise comparisons showed the 20-30 years old agegroup is significantly higher from the other two agegroups.

** Post hoc pairwise comparisons showed the Qatari were be significantly different from African and Shami.

Table (18)
Analyses of Variance of Open Climate the Females

Variable	Group	Mean	N	SD	DF	F	P
Age Group*	20-30	6.83	26	0.61	1,32	32.12	.0000
	31-40	8.18	8	0.55			
EducYears	1–10	6.90	31	0.79	1,36	10.29	.0020
	11+yrs	7.90	7	0.77			

There was an effect agegroup on Open climate for females (when tested separately). Those over-30 were significantly more likely to perceive open climate (m–8.18) than those under 30 years old (m–6.83), F(1,32) – 32.12, p < For females, there was also an effective teaching experience. Those with over-10 years teaching experience were more likely to perceive Open climate (m–7.90) than those with 10 years or less teaching experience (m–6.90), F(1,36) – 10.29, p <01.

DISCUSSION

With respect to values, males and females are not for the most part substantially different from each other although there is a tendency for female teachers to have a higher aesthetic value while the male teachers have a higher religious value.

Although we are unable to test the statistical significance of the interaction between age and sex of the respondents, it should be noted that in this sample there were no females over 40 years of age, that there were only four males under 40 years of age or younger, that the mean age of males was (m–37.4) and mean age of females (m–27.6). It seems a reasonalbe inference that the difference in perception of climate found between male and female may be due to age group differences rather than gender differences since the female portion of this sample is so much younger than the male.

In terms of values, no agegroups differences exist. If the scale of values is to be believed, then older teachers apparently have the same value systems as the younger ones. In terms of perception of climate, however, there were agegroup differences. The older the teacher is, the greater the esprit that he or she perceives. A number of possible explanations come to mind: those who practice a profession learn to like it better as time goes on; become accustomed to the job, the people, and the workplace; and perhaps turn more and more to the organization to meet their social needs. Younger teachers, on the other hand, feel much less a part of the organization and

seem less happy in the work environment. Perhaps, it takes a certain length of fime bfore a teacher can feel himself or herself a full member of the organization.

As far as overall climate types, while there are statistically significant differences, i.e., younger teachers are somewhat more inclined to view the climate as paternal while older teachers perceive it slightly more open. It should be noted however that open climate scores throughout the sample were extremely low.

Neither were there substantial gender differences in perception of overall climate types. Males are only slightly more likely to perceive a controlled or open climate. There were however, gender differences in climate components or variables. male teachers perceived more esprit while female teachers felt more disengaged and felt much more need for intimacy. It appears that male teachers tend to find the workplace in school congenial and welcoming whereas female teachers tend to feel less a part of the work and the workplace.

For nationalities, the only values differences were found on the aesthetic and religious values. While Qatari teachers had higher aesthetic value scores, they had the lowest religious scores. With respect to perceived climate, the only difference was with the feeling of Disengagement. African and Shami were less likely to feel disengaged than Qatari. This difference may be attributable not to nationalistic differences in perceived climate, but to mean age differences in these three nationality groups. Since we are unable to test the interaction of nationality and age-group, it can only be noted thate the mean age of Qatari elementary teachers (m–27.24) is considerably younger than that of the African (m–42.22) or Shami (m–33.71). It is only recently that elementary schools have attracted native Qatari teachers. It has already been shown that the younger agegroup is much more likely to feel disengaged.

Though there were statistically significant differences among the three nationalities in the perception of climate type, the actual differences seem too small to be substantially meaningful.

The effects found for the number of yrears of teaching experience closely parallel agegroup differnces discussed earlier. That is, the younger group is more likely to feel disengaged and perceive a paternal climate. It may be that theses few differences may be due to age of the teacher rather than to the teacher's level of experience.

The analysis of male teachers by themselves showed no significant demographic differences, apparently a very homogeneous group. Females as a group exhibited only age related differences, but only in their perception of

climate and climate type. Females by themselves had two additional age differences. Females in the 31-40 agegroup were somewhat more likely to feel that their principal moves the organization by setting a good example and they were somewhat more likely to feel the climate of their workplace more autonomus.

What are the implications? Given that older teachers may view the school climate as open and welcoming, it is assumed that such perception may be attributed to their accessing/exercising power and that they will be nice to young teachers as long as they will continue to do what the old teachers want them to do. Also, given that younger teachers may view the school climate as paternal, it is assumed that such perceptions may be attributed to their lack of accessing/exercising power and their feeling that they are told what to do. If we assume the above two givens, then perhaps we may assume a generational gap: older teachers' access to power vs. younger teachers' lack of access to power. If we assume that one of the causes of the teachers' alienation is due to generation gap, the perhaps a way to reduce the generation gap would be not through the system, but rather through the older teachers' behavior of making a real effort to be receptive to suggestions from younger teachers. Another possible cause of younger teachers' alienation is lack of access to power. The conflict between those with access to power (i.e., those satisfied with current system) vs. those without acces to power (i.e., those who want the change) may best be handled by an agreement on common goals and targeted changes given the availbaility of the resources that permit such goals and changes to take place.

Given that female teachers feel disengaged and not part of the school climate, and that they are not a minority in terms of their numbers as teachers, it is then assumed that such feelings may be due to the fact that they are not part of the power structure that generates decisions and influences in and on the environment of interaction. However, as was noted above, this may not be entirely an effect of gender, but also of age. Younger teachers would also likely feel somewhat powerless. An alternative explanation could be that females are less inclined involve themselves in the workplaces to a greater extent as males do.

As for the high concern of Qatari teachers for aesthetic, this may be due to the natural tendency of the culture for beauty and/or the financial wealth of the culture that pushes the teachers to ride the pyrmid of needs of Maslow from physiological to higher ones. If this concern is real, then it may be appropriate for the school to enhance that concern for beauty and utilize it in stimulating and motivating elementary school children to learn.

Finally, schools may need to find a balance between current societal standards and changing values in order to create an enriching climate that allows for the satisfaction of the needs and demands of the diverse population of teachers and school staff.

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Appendix A

AGEGROUPS BY SEX

		SEX		
	Count Row Pct Col Pct	MALE 1	FEMALE 2	ROW Total
AGEGROUP	1.00	4 12.5 8.9	28 87.5 77.8	32 39.5
	2.00	26 76.5 57.8	8 23.5 22.2	34 42.0
	3.00	15 100.0 33.3		15 18.5
	Column Total	45 55.6	36 44.4	81 100.0

AGEGROUPS BY EDUCATIONAL YEARS

		EDUCATIONAL YEARS		
	Count Row Pct Col Pct	1-10 years 1.00	11 and above 2.00	ROW Total
AGEGROUP	1.00	30 100.0 71.4		30 38.0
	2.00	12 35.3 28.6	22 64.7 59.5	34 43.0
	3.00		15 100.0 40.5	15 19.0
	Column Total	42 53.2	37 46.8	79 100.0

AGEGROUPS BY NATIONALITY

		NATIONALITY			
	Count Row Pct Col Pct	African 1.00	Shami 2.00	Qatari 3.00	ROW Total
AGEGROUP	1.00		4 12.5 13.3	28 87.5 77.8	32 41.0
	2.00	7 22.6 58.3	16 51.6 53.3	8 25.8 22.2	31 39.7
	3.00	5 33.5 41.7	10 66.7 33.3		15 19.2
	Column Total	12 15.4	30 38.5	36 46.2	78 100.0

SEX BY DEUCATIONAL YEARS

		EDUCATIONAL YEARS		
	Count Row Pct Col Pct	1-10 years 1.00	11 and above 2.00	ROW Total
SEX	1.00 MALE	12 26.7 28.6	33 73.3 89.2	45 57.0
	2.00 FEMALE	30 88.2 71.4	4 11.8 10.8	34 43.0
	Column Total	42 53.2	37 46.8	79 100.0

SEX BY NATIONALITY

		NATIONALITY			
	Count Row Pct Col Pct	African 1.00	Shami 2.00	Qatari 3.00	ROW Total
SEX	1.00 MALE	12 28.6 100.0	29 69.0 96.7	1 2.4 2.8	42 53.8
	2.00 FEMALE		1 2.8 3.3	35 97.2 97.2	36 44.4
	Column Total	12 15.4	30 38.5	36 46.2	78 100.0

EDUCATIONAL YEARS BY AGEGROUP

		AGEGROUP			
	Count Row Pct Col Pct	1.00	2.00	3.00	ROW Total
EDUCATIONAL YEARS 1 to 10 years	1.00	30 71.4 100.0	12 28.6 35.3		42 53.2
11 and above	2.00		22 59.5 64.7	15 40.5 100.0	37 46.8
	Column Total	30 38.0	34 43.0	15 19.0	79 100.0

EDUCATIONAL YEARS BY NATIONALITY

		NATIONALITY			
	Count Row Pct Col Pct	African 1.00	Shami 2.00	Qatari 3.00	ROW Total
EDUCATIONAL YEARS 1 to 10 years	1.00	3 7.5 25.0	7 17.5 23.3	30 75.0 88.2	40 52.6
11 and above	2.00	9 25.0 75.0	23 63.9 76.7	4 11.1 11.8	36 47.4
	Column Total	12 15.8	30 39.5	34 44.7	76 100.0