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TWO SELECTED PUBLIC SCHOOL SYSTEMS

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CONTROL STRUCTURE DIFFERENCES BETWEEN
TWO SELECTED PUBLIC SCHOOL SYSTEMS

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF ILLUSTRATIONS	vii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Need for the Study	
Hypotheses Tested	
Limitations of the Study	
Definition of Terms	
Treatment of the Data	
Organization of the Study	
II. REVIEW OF RESEARCH AND LITERATURE...	9
Research Related to Control	
Research and Literature Related to Collective Action by Teachers	
III. DESIGN AND METHODOLOGY	22
Design of the Study	
Methodology of the Study	
Treatment of the Data	
Hypotheses Tested	
IV. ANALYSIS AND PRESENTATION OF THE DATA.....	34
V. FINDINGS AND INTERPRETATIONS.....	69
Summary	
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	82
Summary	
Conclusions	
Recommendations	
BIBLIOGRAPHY	87
APPENDIX A	90

	Page
APPENDIX B	92
Appendix C	95

LIST OF TABLES

Table	Page
1. t-Test Values of all Respondents of Both Schools	35
2. t-Test Values of the Women Respondents of Both Schools.....	38
3. t-Test Values of the Men Respondents of Both Schools	40
4. t-Test Values of the Elementary Respondents of Both Schools	43
5. t-Test Values of the Secondary Respondents of Both Schools	46
6. t-Test Values of the Women Head of Household Respondents	48
7. t-Test Values of all the Teacher Age-Groups in Both School Systems ...	51
8. t-Test Values of the Teachers with Different Years of Experience in Both Schools	60

LIST OF ILLUSTRATIONS

Figure	Page
1. A Model of the Control Graph	28
2. A Graph of the Total Control Curves of all Respondents of Two School Systems Based on Mean Scores of Ratings	35
3. A Graph of the Active Control Curves of all Respondents of Two School Systems Based on Mean Scores of Ratings	36
4. A Graph of Passive Control Curves of all Respondents of Two School Systems Based on Mean Scores of Ratings	37
5. A Graph of Active Control Curves of the Women Respondents of Two School Systems based on Mean Scores of Ratings.....	39
6. A Graph of the Passive Control Curves of the Women Respondents of Two School Systems Based on Mean Scores of Ratings	40
7. A Graph of the Active Control Curves of Men Respondents of Two School Systems Based on Mean Scores of Ratings	41
8. A Graph of the Passive Control Curves of Men Respondents of Two School Systems Based on Mean Scores of Ratings	42
9. A Graph of the Active Control Curves of Elementary Respondents of Two School Systems Based on Mean Scores of Ratings	44
10. A Graph of the Passive Control Curves of Elementary Respondents of Two School Systems Based on Mean Scores of Ratings	44

Figure	Page
11. A Graph of the Active Control Curves of Secondary Respondents of Two School Systems Based on Mean Scores of Ratings	46
12. A Graph of the Passive Control Curves of Secondary Respondents of Two School Systems Based on Mean Scores of Ratings	47
13. A Graph of the Active Control Curves of Women Head of Household Respondents of Two School Systems Based on Mean Scores of Ratings	49
14. A Graph of the Passive Control Curves of Women Head of Household Respondents of Two School Systems Based on Mean Scores of Ratings	49
15. A Graph of the Active Control Curves of the 20-29 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	52
16. A Graph of the Passive Control Curves of the 20-29 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	53
17. A Graph of the Active Control Curves of the 30-39 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	53
18. A Graph of the Passive Control Curves of the 30-39 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	54
19. A Graph of the Active Control Curves of the 40-49 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	54
20. A Graph of the Passive Control Curves of the 40-49 Age-Group Respondents of Two School Systems Based on the Mean Scores of Ratings.....	55

Figure	Page
21. A Graph of the Active Control Curves of the 50-59 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	55
22. A Graph of the Passive Control Curves of 50-59 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	56
23. A Graph of the Active Control Curves of the 60-70 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	56
24. A Graph of the Passive Control Curves of the 60-70 Age-Group Respondents of Two School Systems Based on Mean Scores of Ratings	57
25. A Graph of the Active Control Curves of the 1-9 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	61
26. A Graph of Passive Control Curves of the 1-9 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	61
27. A Graph of the Active Control Curves of the 10-19 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	62
28. A Graph of Passive Control Curves of the 10-19 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	62
29. A Graph of Active Control Curves of the 20-29 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	63
30. A Graph of the Passive Control Curves of the 20-29 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	63

Figure	Page
31. A Graph of the Active Control Curves of the 30-40 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	64
32. A Graph of the Passive Control Curves of the 30-40 Years of Experience Respondents of Two School Systems Based on Mean Scores of Ratings	64
33. A Graph of School A Active and Passive Control Curves Showing the Crossover Point	67
34. A Graph of School B Active and Passive Control Curves Showing the Crossover Point	68

CONTROL STRUCTURE DIFFERENCES BETWEEN
TWO SELECTED PUBLIC SCHOOL SYSTEMS

CHAPTER I

INTRODUCTION

The problem of control in social systems has attracted well deserved attention. The significance of the concept of control has been recognized by Tannenbaum and his associates. A network of control is usually superimposed upon nearly everything that takes place in the organization.¹ The importance of control within organizations cannot be overlooked in the understanding of organizations. It is the function of control to see that organizational requirements are properly met, and the ultimate goals of the organization achieved.²

An elementary and fairly general proposition concerning organizational life states that individuals at different levels in an organizational hierarchy exercise varying degrees

¹Arnold S. Tannenbaum and Basil S. Georgopoulos, "The Distribution of Control in Formal Organizations," Social Forces, XXXVI (1957), p. 44.

²Arnold S. Tannenbaum and Robert L. Kahn, "Organizational Control Structure," Human Relations, X (1957), p. 127.

of control. While certain individuals may be relatively powerful and others noninfluential, the distinction between those who control and those who are controlled is not a clear cut issue. Equally important is the fact that control may flow up the hierarchy in an organization.¹ The people at a subordinate level may exercise a degree of control over their superiors. Organizations have a structure and they control their members. Comparison of the control structure of different organizations, especially of control employed by those higher in rank to control by those lower in rank, yields a fruitful way of comparing organizations with other factors.

The control structure within organizations can change or be relocated by the intervention of a new control group. Public schools in America are today in the process of going through some changes in the control structure of their systems. The trend toward collective action among public school teachers on the local level is increasing. Teachers in some states are demanding and receiving more control over policy formulation and administrative decision-making in areas traditionally considered the sole responsibility of school boards and administrators. Wildman² stated that the purpose and effect of collective action is to grant employee organizations an increased

¹Tannenbaum and Georgopoulos, op. cit., p. 44.

²Wesley A. Wildman, "Teacher Collective Action in the United States," Negotiations in the Schools: The Superintendent Confronts Collective Action, ed. Robert E. Ohm and Oliver D. Johns (Norman: College of Education, 1965), p. 22.

measure of control over the decision-making process of management.

The intervention of a new control group, such as a formal teacher organization, in the school system is seen generally as producing a redistribution of control with the administrator ending up with insufficient control for the effective discharge of his responsibilities. The alarm and reaction of the boards and administrators to this new group is, in part, due to the unexamined assumption about the nature of control in an organization.¹

In most school systems, control has been distributed in favor of school boards and administrators. The assumption of a fixed amount of control in a system is related to the view of the school as a closed system. However, the school is an exceedingly open system.²

If we were to assume that the total amount of control in a school system is subject to change and may be increased or reordered, collective action by teachers could be viewed in a different way. Smith and Tannenbaum concluded that an increase in control by one group implies a decrease in control by others is questionable.³ The total amount of control ex-

¹Robert E. Ohm and William G. Monahan, "Power and Stress in Response to Collective Action, "Negotiations in the Schools: The Superintendent Confronts Collective Action, ed. Robert E. Ohm and Oliver D. Johns (Norman: College of Education, 1965), p. 73.

²Ibid., p. 74.

³Clagett G. Smith and Arnold S. Tannenbaum, "Organizational Control Structure," Human Relations, XVI (November, 1963), p. 300.

exercised in an organization is frequently neglected in literature. Control is most often viewed in terms of the person exercising it. March and Simon's¹ discussion of participative management is instructive in this regard. Where there is participation by members in decision-making, alternatives are suggested in a setting that permits the organizational hierarchy to control what is evoked. As a result, these findings by Tannenbaum, March and Simon, suggest that an increase in control by teachers may not necessarily decrease the control of administrators and school boards. These findings also suggest that emerging collective action by teachers may increase the total amount of control as well as redistribute the control of the school system.

Tannenbaum developed a questionnaire that was used in securing information about the control structure of various unions and industries. He studied the two major aspects pertaining to the distribution of control which were active and passive control. He proposed some hypotheses that could be fruitfully investigated with a distribution of control approach to the study of organizations. He was also interested in total control and distribution of control.

Data on total control, together with information on distribution of control within the organization, should provide an effective method of describing important aspects of the control structure in an organization.²

¹James G. March and Herbert A. Simon, Organizations (New York: John Wiley and Sons Inc., 1958), p. 74.

²Tannenbaum and Kahn, op. cit., p. 129.

Tannenbaum also developed a descriptive technique for the study of the control structure in organizations, called the control graph.

Statement of the Problem

The problem of this study was to determine whether a difference in the extent to which teachers engage in collective activity for achieving more control over their work and working conditions influence the pattern of perceived control in a school system. In addition, the variables of sex, elementary, secondary, women head of household, age and experience were examined to determine the extent to which these variables influence perceived control. Three sub-problems of this study were:

- (1) To determine whether differences in the way teachers were organized in two school systems influenced the perception of total control.
- (2) To determine whether differences in the way teachers were organized in two school systems influenced the perception of active control.
- (3) To determine whether differences in the way teachers were organized in two school systems influenced the perception of passive control

Need for the Study

With the advent of collective action by teachers, it was felt by this writer that control could become an important issue in school systems.

The nature of the control structure in a school system should have important implications for the adjustment of in-

dividuals to their work and for other aspects of the functioning of the system. It is important that administrators know what effect collective action by teachers can have on the control structure of the school system. It is also important that administrators be aware of how certain factors and variables influence control in the school system.

The differences in total amount of control, active control, passive control and effect of variables on these aspects of control would be valuable information to administrators and school boards in restructuring the control structure of school systems, to make the most of increase in total control or redistribution of control. A study of control in school systems is especially fruitful because of the variety of practices that could be encountered among different school systems.

Hypotheses Tested

The general hypothesis that there is no statistical differences between two school systems in active and passive control as indicated by the respondents of those school systems was tested. The sub-hypotheses as to the statistical significant difference between the two schools in regard to each of four hierarchical levels were tested statistically.

Limitations of the Study

This study was limited to include only school board members, superintendents, principals, and teachers of two

selected school systems in Oklahoma. Central office personnel, supervisors, counselors, assistant principals and part-time teachers were excluded from this study.

Definition of Terms

Control - The extent to which individuals or groups perceive themselves of having a say or an influence over what goes on in the school system.

Active Control - Designates to what extent the hierarchically defined groups exercise control in the school system.

Passive Control - Designates to what extent each hierarchically defined group is controlled or subject to control within the school system.

Total Control - The amount of control of all hierarchical levels within the school system.

Distribution of Control - The amount of control exercised by each level in the school system.

Control Graph - A graph used to present certain aspects of the control structure in a school system.

Principal - The head, governing or presiding full-time officer of a school.

Teacher - A person who teaches full-time within a classroom or some other area.

Treatment of the Data

The statistical instrument used to test the hypotheses was the t-test for paired differences. Tannenbaum and Kahn¹

¹Tannenbaum and Kahn, op. cit., p. 133.

used the t-test for paired differences to test the significant differences within and between different union locals. The X^2 was used to test for sample representativeness. Cella¹ has stated that it is important to select an item for testing which is not a basis for the selection for the sample. The number of teachers per school was used as the testing item. The returns of both school systems were found to be representative. Data on control was secured through a questionnaire given to the school board members, superintendents, principals and teachers of two school systems.

Organization of the Study

This dissertation is organized into six chapters. Chapter I is a description of the study and includes the introduction, need, statement of the problem, definition of terms, limitations and brief treatment of the data. Chapter II contains the review of research and related literature. Design and methodology is contained in Chapter III. Analysis and presentation of the data is contained in Chapter IV. Findings and interpretations are presented in Chapter V. Chapter VI contains the summary of the study, the conclusions based on the findings and recommendations offered in view of the findings and conclusions.

¹Francis R. Cella, Sampling Statistics in Business and Economics. (Norman: Bureau of Business Research, University of Oklahoma, 1950), p. 224.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

There is no all inclusive definition of control. It is a difficult concept to define and more difficult to get agreement on a definition. The method by which control has been defined to date is by operational definitions in regard to the way it is being used. Tannenbaum defines control as a process by which persons (group or organization of persons) determines or intentionally affects what another person (group or organization) will do. The definition used in this study will be the extent to which individuals or groups perceive themselves of having a say or an influence over what goes on in the school system.

There were no studies found in the literature about control in school systems as defined by Tannenbaum or this study. Studies have been done by Tannenbaum in other types of organizations, using his definition of control. These studies were begun in the latter part of the 1950's.

Professional negotiations among teacher groups are in the infant stage. In this area the studies are not numerous, but they are increasing. Several studies in both areas have

had a direct influence on the present investigation.

The review of literature as presented in this study was arranged in chronological order, based on two categories-- that related to control and that related to collective activity of teachers. This arrangement should provide a clear perspective of the research in these areas over the past ten years.

Research Related to Control

One of the earliest studies concerning control was done involving four unions in the mid-western part of the United States. The purpose of Tannenbaum's¹ study was to analyze the differences in control between four unions of the industrial type. The four unions had a total membership from 350 to 850 members. One-hundred-fifty members were sampled in each local. The locals were assigned fictitious names of National, Sargeant, Ensign and Walker. National and Sargeant were similar in total control. In Sargeant the bargaining committee ranked above the membership in total control. National was found to be the most democratic of the four. The rank and file in National exercised more control than any of the other locals.

The two more effective, active and powerful unions had the highest total amount of control exercised by members and

¹Arnold S. Tannenbaum, "Control Structure and Union Functions," The American Journal of Sociology, LXI (May, 1956), No. 6, p. 536-545.

officers. The most powerful of the four unions had a relatively influential membership, but the leaders were by no means uninfluential. In the least effective union the members were relatively uninfluential in union affairs, and so were the leaders. Members of the least effective union were not tied together by bonds of interaction and influence.

Participation and democratic control in the four unions, though not synonymous, appeared to be correlated. The curves of two of the unions were both relatively flat, but the amount of total control differed sharply.

Tannenbaum and Georgopoulos¹ collected data on control from one-hundred-fifty men in one plant and one-hundred men in the other plant, as to their perception of active and passive control. Each plant was headed by a manager and was sub-divided into a number of stations or departments, headed by station managers. It was found that there was a discrepancy between active and passive control for the men in Plant B almost twice as great as that of Plant A. Active control was highest for the upper hierarchical levels while passive control was greater at the lowest levels. In both plants the passive control curves were relatively flatter than the active control curves. The active control curve in the two plants was also more negatively sloped, while the passive control curve was more positively sloped. The total amount of control in Plant B was

¹Arnold S. Tannenbaum and Basil S. Georgopoulos, "The Distribution of Control in Formal Organizations," Social Forces, XXXVI (1957), p. 44-45.

higher than Plant A.

A similar study¹ to that of Tannenbaum and Georgopoulos, investigated the influence of structure in the personnel division of a large mid-western company. Seventy-five members responded to the questionnaire. The influence structure of this organization conformed closely to that found in production units of a typical line organization. Influence exercised and influence received were used similarly to active and passive control. The perception of influence structure by two different organizational levels showed marked similarity. Influence desired by any level was shown to be related to satisfaction with influence.

Likert² collected data in thirty-one separated departments of a large industrial service organization. Each of the departments did essentially the same work. Non-supervisory employees were asked the following question in a written questionnaire: "In general, how much say or influence do you feel each of the following groups have on what goes on in your department?" Likert divided the thirty-one departments into three groups according to their level of productivity.

According to the employees, not only did they have

¹Lawrence K. Williams, Richard Hoffman, and Floyd C. Mann, "An Investigation of the Control Graph: Influence in a Staff Organization," Social Forces, XXXVII (March, 1959), No. 3, p. 189-195.

²Robert Likert, "Influence and National Sovereignty," J.G. Peatman and E.L. Hartley, eds., Festschrift for Gardner Murphy, (New York: Harper and Brothers, 1960), p. 214-227.

more influence as a group within the high producing departments, but so did the supervisors and managers. The higher producing group was characterized by a higher total amount of control, and by a greater degree of mutual influence. The high-performing managers had actually increased the size of the "influence pie" by means of leadership process which they use. There was in all cases a higher level of control and a more likely integration of interests of workers, supervisors and managers.

Tannenbaum¹ investigated the relationship between total control and effectiveness in local leagues within the League of Women Voters of the United States. He sampled 104 local leagues located throughout the country. The effectiveness of each local league was rated by a group of judges in the national office, and a sample of members and leaders in each was then asked several questions relating to control within their organizations. The results indicate that members in effective leagues exercised more control than did their counterparts in ineffective leagues, but leaders did not exercise less control. A greater total amount of control was ascribed to effective leagues than to ineffective ones.

Data from a nationwide survey² of thirty automobile

¹Arnold S. Tannenbaum, "Control and Effectiveness in a Voluntary Organization," The American Journal of Sociology, LXVII (July, 1961), No. 1, p. 33-46.

²Martin Patcher, Stanley E. Seashore, and William Eckerman, "Some Dealership Characteristics Related to Change in New Car Sales Volume," (Unpublished report, Institute for Social Research, University of Michigan 1961).

dealerships suggested that the amount of total control and distribution of control were more important in organizational structure which emphasized cooperation and coordination of its parts than in one which stresses competition and individual initiative. It was discovered that there was no correlation with measure of total control or distribution of control.

According to Smith and Ari¹ the effects of certain patterns of control on organizational performance derived partially from the uniformity, with respect to organizational standards and policies which these patterns of control promoted. The sample of this study consisted of thirty-two separate units of a nationally organized delivery company. The findings indicated the significant exercise of control by both members and leaders led to a high degree of identification and involvement in the organization. The system of high mutual influence which this pattern of control signified provided an opportunity for members and leaders to reconcile that interest and facilitate an atmosphere of cooperation. This study revealed that there was a high and significant correlation between total amount and distribution of control. A general measure of consensus was found to relate to total control, but not to distribution of control. This indicated that total control was related to the amount of consensus, both between

¹Clagett G. Smith and Oguz N. Ari, "Organizational Control Structure and Member Consensus," American Journal of Sociology, LXIX (May, 1964), p. 623-638.

levels in the hierarchy and within the work group.

A study by Bowers¹ was undertaken to prove Tannenbaum's hypothesis that total control was related positively to overall organizational effectiveness. The sample consisted of forty agencies of a life insurance company. Evaluation of the levels of control, obtained by questionnaire, were compared with questionnaire measures of satisfaction. Tannenbaum's general hypothesis was sustained. The typical slope of control, as in Tannenbaum's studies, was negative. There were differences in the perception of control by various hierarchical levels of respondents, with some suggestion that attributions from opposite ends of the hierarchy tend to be disproportionately high.

Research and Literature Related to Collective Action by Teachers

Collective action by teacher groups has been increasing steadily throughout the United States. Teachers are demanding and receiving more voice in the decisions that affect their work. The teachers are gaining more control over policy making and a review of literature in this area will present a clearer picture of the relationship between control and collective bargaining.

Lieberman² was one of the early advocates for increas-

¹David G. Bowers, "Organizational Control in an Insurance Company," Sociometry, XXVI (June, 1964), No.2, p. 230-244.

²Myron Lieberman, The Future of Public Education (Chicago: The University of Chicago Press, 1960).

ing the power of teacher organizations. He believed because teachers were without power, that power was exercised upon them to weaken and corrupt public education in the United States. According to Lieberman, the NEA is responsible for the condition of education within the United States today. The NEA is dominated by school superintendents and, therefore, can never be a voice of the teachers. The AFT, because of its sympathetic attitude toward the labor movement, has enabled it to see the need for changes and different policies in public education today.

A teacher's organization which is not affiliated with labor, which is free from administrator's domination and also from an unimaginative and unproductive hostility toward administrators, which aggressively advocates teacher control over entry to the teacher profession as well as collective bargaining, which is ready to look at such shibboleths as local control of education, such an organization will replace the NEA as the predominant teacher's organization in the United States.¹

Wildman² has stated that there is no quantitative measure of the number of bargaining relationships which exist between teacher groups and school boards. Some teacher groups are NEA affiliates and others are AFT locals. There is a wide variety in types of written contracts between teacher groups and school boards. The most significant single development in the field of collective bargaining has been the successful

¹Ibid., p. 198.

²Wesley A. Wildman, "Collective Action by Public School Teachers," Administrator's Notebook, XI (February, 1963), No. 6.

organization of the New York City teachers by the UFT, an AFT affiliate, and the subsequent contract bargaining. With the advent of collective bargaining many areas suitable for investigations have materialized. Some important questions that might be investigated are: What is the impact of increased control by teachers on administrative practices and procedures at the local level? Will collective action affect teacher control over entry into the profession, and control over standards of discipline and behavior?

Some of the guidelines for professional negotiations have been written by the Office of Professional Development and Welfare of the National Education Association. These guidelines include grievance procedure, impasse resolutions and other procedures. They recommend:

That procedures must be established which provide an orderly method for professional education associations and boards of education to reach mutually satisfactory agreements. These procedures should include provisions for appeal through designated educational channels when agreement cannot be reached.¹

Outline of procedures:

1. The local association submits to the superintendent a written proposal specifying the subject matter to be considered and designate its representative(s).
2. Superintendent makes a written affirmative response designating his representative(s) and suggest time of first meeting.
3. Representatives of local association schedule and hold the meeting with the superintendent. Data is presented, proposals and counterproposals are discussed.
4. A report of agreement or disagreement is given to the Board of Education.

¹National Education Association, Guidelines for Professional Negotiations (Washington D.C.: National Education Association, 1963).

5. In case of impasse or disagreement, separate reports from superintendent and local association representatives are presented to the board of education. If agreement cannot be reached with the board an advisory board is appointed by the board of education, one by the local association and one by the first two named members.

6. If advisory board fails to satisfy all parties within 15 days, either the board or the association may request the State Commissioner of Education to appoint an individual or committee to bring about a mutually accepted agreement.¹

Boards and administrators beginning collective bargaining with teacher groups are often concerned with the question of what they can, should or must bargain about. Steffensen² has stated that teachers are proposing, through their various organizations, a more highly formalized system of communication than has existed in the past. The growing importance of the teacher organization as a vigorous, articulate, and forceful element in improving the working conditions for teachers is well recognized. Today's teachers are interested and active in many areas where there was little concern five years ago. Teachers recently became vitally concerned with their rights and responsibilities in participating in the development of policies and regulations which determine the conditions under which they work.

There are many questions that need to be answered in the realm of collective activity. What will be the role of the superintendent? What topics are to be considered negoti-

¹Ibid., p. 28-36.

²James P. Steffensen, Teachers Negotiate with Their School Boards (Washington: U.S. Government Printing Office, 1964).

able? What action might follow an impasse between teacher organizations and the board of education? What is the composition of the negotiating unit? The last question and the next to last question are important. Should the teacher organization include principals and supervisors in the same unit, or only teachers? What type of machinery to make use of a neutral party in settling disputes would be most conducive? There are trends in certain directions in regard to these four questions.

The belief of Wildman¹ that collective action by teachers to establish rules and policies which affect teachers will become more attractive in the future.

The incidence of collective activity among public school teachers on the local level is clearly increasing, and it seems evident that the essential trust and desired effects of attempts by teacher organizations to assume greater power in the local system is shared control over policy formulation and administrative decision-making in areas traditionally considered the unilateral responsibility of boards and administrators.²

Ohm and Monahan³ suggested that due to the findings on control the emergence of different forms of collective action by teachers would increase the total power of the school system and increase organizational activity conducive to high

¹Wesley A. Wildman, op. cit., p. 20-34.

²Ibid., p. 22.

³Robert E. Ohm and William G. Monahan, "Power and Stress in Organizational Response to Collective Action," The Superintendent Confronts Collective Action, eds. Robert E. Ohm and Oliver D. Johns (Norman: College of Education, 1965), p. 71-76.

organizational effectiveness. They operated on the assumption that the school system is an open system rather than a closed system. Therefore, the belief that total power of a system could be increased gains support from the concept of the school as an open system in significant interchange with larger communities and institutions it serves. Organized teacher groups will have influence on the larger social system and this influence can be mobilized and used for the benefit of the school.

The addition to and formal board recognition of an organized system may increase the total power of the larger community and enable it to achieve its purposes more effectively.¹

Lieberman² believes that in the near future all conditions of employment will be governed by collective agreements reached between school boards and representatives of teachers, elected for the specific purpose of negotiating and not merely discussing such conditions. The election of teacher's representatives will be regulated by state agencies.

A study by Moskow³ concerning the recent legislation passed in some states concerning collective negotiations by teachers, brings into focus another aspect of collective action. Within the past year bills were introduced in fifteen states requiring local school boards to negotiate with designated

¹Ibid., p. 75.

²Myron Lieberman, "Who Speaks for the Teachers," Saturday Review, (June 19, 1965), p. 64-66.

³Michael Moskow, "Recent Legislation Affecting Collective Negotiations for Teachers," Phi Delta Kappan, Vol. XLVII (November, 1965), No. 3, p. 136-141.

teacher representatives. The bills were passed in California, Connecticut, Michigan, Oregon and Washington. The governor of Minnesota vetoed the bill that passed both houses. New Jersey and Massachusetts governors had before them, in November 1965, bills they could either sign or veto. The state of Wisconsin was the earliest state to pass a statute concerning bargaining rights.

Ideally, it would be best for state representatives of teachers, administrators, and school boards to develop jointly their own future legislation. They would then be able to take into account the level of state financial support and the degree of state control over salaries, working conditions, and local decision-making.¹

Though research in various unions and other organizations had demonstrated that control can be similar or different in similar organizations and that control is an important factor in the continued success of the organization, research about control in school systems is limited. Teachers are uniting to make more demands toward receiving greater voice in the decisions that affect their work and working conditions. For this reason, additional research seeking more information about the control structure of school systems and how organized teacher groups affect this control structure is needed.

¹Ibid., p. 140.

CHAPTER III

DESIGN AND METHODOLOGY

Design of the Study

The study of control in organizations is most often viewed in terms of the position or person exercising it. It was felt that in this study, control could be analyzed through perception of what influence people perceive they have in what goes on in the school system. In reviewing the literature about control it was found that Arnold S. Tannenbaum¹ and associates had developed a unique way to look at control within different organizations.

An instrument was developed by Tannenbaum that could be used to show a comparison of the control structure of organizations. The instrument was designed to elicit perceptions of control at different hierarchical levels in the organization. The instrument provided for each respondent to rate the amount of control he perceived each hierarchical level to have over each of the other levels. Respondents checked a scale of numerical values assigned to each of the five possible answers. The scale ranged from a numerical value of one for "little or

¹Tannenbaum and Georgopoulos, op. cit., p. 45.

no control" to a numerical value of five for "a very great deal of control." This instrument, with certain modifications, was used to gather the data for this study. The modifications were in the area of hierarchical levels and type of organizations examined. These modifications did not affect the basic structure or validity of the instrument. (See Appendix A).

Methodology of the Study

Two school systems were selected on the basis of similarity in community structure and type of population. The communities were suburban communities and the population of each was over 15,000 people. The population was middle working class and fairly mobile. Each community was growing rapidly in size according to 1960 census.

The school systems had formally organized teacher groups in operation. The teacher group in School A had the following characteristics: The Classroom Teacher's Association was recognized as the agency through which the teaching staff formulated and presented opinions on matters concerning public education. A professional negotiating committee met once a month, or more if necessary, to negotiate on any and all matters which affected the interests of the certified personnel of the school system. The committee consisted of eleven members, seven of whom were selected by the Classroom Teacher's Association, and four from the administrative staff, selected by the superintendent of schools. Minutes of all meetings

were kept by an appointed secretary and circulated to teachers and the board of education. The superintendent represented the board of education and acted as the channel of communication from the teachers to the board.

If both the board and teachers concurred, the professional negotiating committee appointed various sub-committees to study matters of mutual concern. Meetings of the negotiating committee were called by the chairman at the convenience of all members and/or when any three members made a written request with specific reason for a meeting. A quorum consisted of six members comprised of at least two administrator members and four from the classroom teachers group. Eight members must have approved an agreement before it could be presented to the board and teacher group. In case of impasse a third party was called in to help settle the disagreement. In some cases settlements were referred to the State Superintendent of Public Instruction and Oklahoma Department of Classroom Teachers.

Characteristics of the School B teacher group were: The local unit of the O.E.A. was the group through which the teaching staff formulated and presented matters of concern. From time to time the superintendent appointed a committee from this group to study matters of concern to certified personnel. The information was used wholly, partially or not at all, at the discretion of the superintendent. Committees were also appointed by the local unit to study matters of concern

to the teaching staff. The findings were presented to the superintendent, but were accepted or rejected at his discretion. There was no formally organized channel of communication. There was no formal machinery set up to settle equally any disagreements between the teacher group and the school board. Teachers expected their wishes to get to the board through the regular channel of communication of principal to superintendent to school board.

Although the teacher groups were similar in some aspects, there were differences noted between the two in channels of communication between the teachers and school board, manner in which grievances of teachers were handled and acted on, in case of impasse manner of agreements which were reached, and in the way teachers were informed about agreements or disagreements.

The school board members, superintendents, principals, and teachers of both school systems comprised the population of this study. A conference was held with the associate superintendent of School A and the superintendent of School B to seek permission to use their respective school systems for the study. A list of all teachers, principals, and school board members was obtained at this meeting. The number responding to the questionnaire was ten school board members, two superintendents, thirty principals, and eight-hundred-sixty teachers. A letter was sent to Dr. A.S. Tannenbaum asking his permission to use the control graph and a modification of his instrument

in this study. He replied in the affirmative.

According to Selltitz:

There are many factors that influence the percentage of returns to a questionnaire. Among the most important are: (1) the sponsorship of the questionnaire; (2) the attractiveness of the questionnaire format; (3) the length of the questionnaire; (4) the nature of the accompanying letter requesting cooperation; (5) the ease of filling out the questionnaire and mailing it back; (6) the nature of the people to whom the questionnaire is sent.¹

In order to secure the highest possible return the questionnaire was constructed with special consideration being given to the above points. The questionnaire was accompanied by a letter of introduction and giving permission to do the study, signed by the associate superintendent in School A and the superintendent in School B. In the same envelope was an envelope with the writer's name and address in which to put the questionnaire when it was completed by the respondents.

At the time of the conference seeking permission from the superintendent of School B to use the school in the study, he responded to the questionnaire. A short conference was held with each of the school board members of School B to get the questionnaire filled out. The superintendent and three school board members of School A responded to the questionnaire at a school board meeting. The other two board members of School A were contacted personally by the writer.

An individual conference was held with each of the thirty principals in the two school systems. In this confer-

¹Claire Selltitz et al., Research Methods in Social Relations (New York: Holt, Rhinehart, and Winston Inc., 1961), p. 241-242.

ence the study was explained and the best method of collection in order to get the greatest return from the teachers was determined. All principals either filled out the questionnaire during the conference or the questionnaire was left with them to be filled out at a later time.

The teachers were divided into groups according to schools. Each teacher that responded to the questionnaire had his name on the outer envelope. The envelopes were left with the respective principals of each school who determined the best method of distribution in order to obtain the greatest possible return. Principals placed the questionnaires in the teachers' mailboxes or distributed them at a faculty meeting. A container was left by the mailboxes in each school, in which to return the completed questionnaire.

The enclosed envelope with the writer's name and address on it was used by the respondents after completing the questionnaire. There were no names on the questionnaire in order that the respondents could remain anonymous.

After one week, each school was revisited to pick up the completed questionnaires, leave more questionnaires if needed, answer any questions, and in some cases, where returns were slow, talk to groups of teachers in the teacher's lounge. At this time a memo typed by the school secretary was sent to all teachers reminding them of the questionnaire and urging completion of it. Two weeks later a third visit was made to each school that did not have 100% return at that time. Again

teachers were talked to as a group if they happened to be in the teacher's lounge and another reminder from the principal's office was sent out. One week later a final visit was made to each school that did not have 100% return to pick up the completed questionnaires. The return of all school board members, superintendents and principals of both school systems was 100%. The teacher return in School System A was 92.1% and School System B was 93%.

Treatment of the Data

The control graph was used to present and depict the different aspects of control. The graph illustrated the control structure of the two school systems. (See Figure 1).

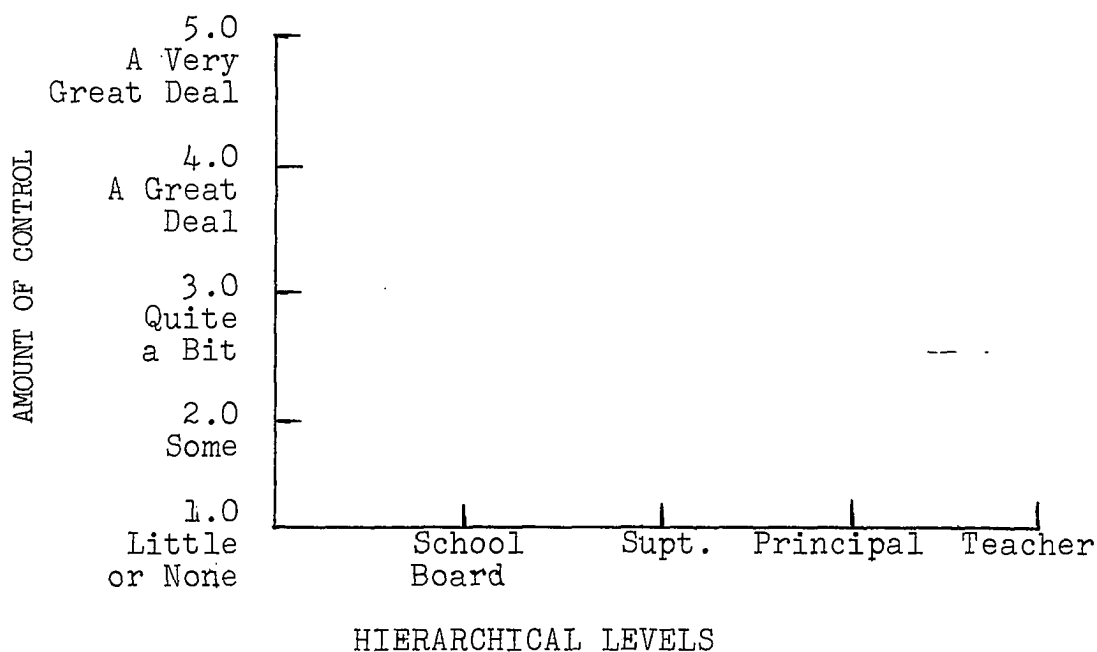


Fig. 1--A model of the control graph.

The horizontal axis of this graph represented a scale of hierarchical levels in the school system. The four levels were

the school board, superintendent, principal and teachers. The vertical axis of the control graph represented the amount of control instituted by the various hierarchical levels. This amount varied a great deal. We then created a curve by plotting and connecting points that showed the amount of control characteristic of each hierarchical level.

On the basis of the five-point scale, each respondent judged a particular hierarchical level, eg., the superintendent, to exercise a certain amount of control over the hierarchical level of principal. For each of these levels, the mean of all the responses was computed. Since there were four levels in all, four different means were derived. These means were then summed up and divided by four to obtain the final score. This score represented the total amount of control of the hierarchical level under consideration. Each hierarchical level score was determined by this method and the scores were plotted on the graph. This graph showed the active control structure of the school system.

The passive control graph was computed from the same data. The respondents judged a certain level to have a certain amount of control over another level. The means of responses were computed. Four different means were derived and these means were summed up and divided by four to obtain the final score. This score was plotted on the graph of the particular hierarchical level under consideration. The preceding was an example of how different types of control can be

derived from raw data in order to plot the types on the "control graph."

After the raw data had been converted to the means of responses and in such form as to be plotted on the control graph, the following formula of t as presented by Dixon and Massey¹ was used to test the differences in the means of each hierarchical level between the two school systems. The formula for t was:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_p \sqrt{(1/N_1) + (1/N_2)}}$$

$$S_p^2 = \frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2}$$

\bar{X}_1 = the mean of the School A group

\bar{X}_2 = the mean of the School B group

N_1 = the number of respondents in School A

N_2 = the number of respondents in School B

S_1 = the variance of the School A group

S_2 = the variance of the School B group

When the data gathering process was completed the data was coded and punched on IBM cards. Most of the statistical calculation involved in the treatment of the data was accomplished by the use of the equipment in the University of Okla-

¹Wilfird J. Dixon and Frank J. Massey Jr., Introduction to Statistical Analysis (New York: McGraw-Hill Book Co., Inc., 1957), p. 121.

homa computer laboratory. Other statistical treatment was facilitated by using equipment in the statistics laboratory of the College of Education, University of Oklahoma.

Hypotheses Tested

H_{01} There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by all of the respondents of each school system.

H_{02} There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by all of the respondents of each school system.

H_{03} There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the women respondents of each school system.

H_{04} There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the women respondents of each school system.

H_{05} There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the men respondents of each school system.

H_{06} There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the men respondents of each school system.

H_{07} There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the elementary respondents of each school system.

H_{08} There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the elementary respondents of each school system.

H_{09} There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the secondary respondents of each school system.

H_{010} There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the secondary respondents of each school system.

H_{011} There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the women head of household respondents of each school system.

H_{012} There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the women head of household respondents of each school system.

H_{13} The perception of active perceived control exercised by each of the four hierarchical levels of the two school systems is directly related to the difference in the ages of the respondents.

H_{14} The perception of passive perceived control exerted on each of the four hierarchical levels of the two school systems is directly related to the difference in the ages of the respondents.

H_{15} The perception of active perceived control exercised by each of the four hierarchical levels in each school system is directly related to the difference in years of experience of the respondents.

H_{16} The perception of passive perceived control exerted on each of the four hierarchical levels in each school system is directly related to the difference in years of experience of the respondents.

The null-hypotheses were designated by the letter H with a sub zero, while the hypotheses were designated with the letter H.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

The data of this study was collected from the teachers, principals, superintendents and school board members of two selected school systems. The data was arranged so that the statistical treatment could be performed. As stated in the section of the treatment of the data in Chapter I, all hypotheses were tested by the t-test of paired differences. Test of homoscedasticity was run to determine the formula of t to be used.

A two-tailed t-test of significance of difference was used throughout with the 0.05 level of significance chosen as the point of decision. The t-test values of all respondents from both schools were presented in tables to show what hierarchical levels were significant, and what hierarchical levels were non-significant. The data was also presented on the control graph showing how the respondents perceived control in the respective school systems.

In Figure 2, an examination of the total control curves of the two school systems called attention to some differences that were depicted. Both curves were relatively steep and

had a negative slope. Although the amount of total control between the two school systems did not differ sharply, School B had more total control than School A. The superintendent level in both schools depicted the greatest amount of control and the teacher level the least. It was interesting to note that School B had more perceived control at each level, except the superintendent level.

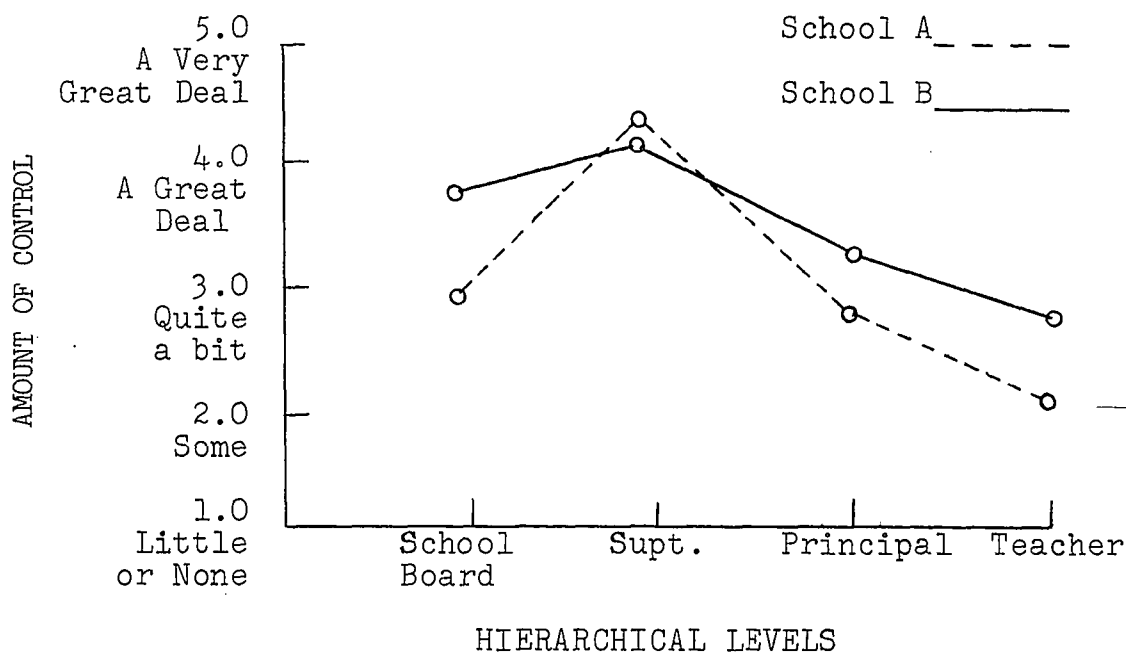


Fig. 2--A graph of the total control curves of all respondents of the two school systems based on mean scores of ratings.

TABLE I
t-TEST VALUES OF ALL RESPONDENTS OF BOTH SCHOOLS

LEVEL	ACTIVE CONTROL	PASSIVE CONTROL
School Board	4.29026*	2.78596*
Superintendent	1.28338	3.19897*
Principal	3.21537*	3.05000*
Teacher	2.16666*	.80151

*Significant at 0.05 level

In Figure 3 and 4 the active control curves were steeper and the passive control curves were flatter. The active curves were negatively sloped and the passive curves were more positively sloped. Active control was highest at the upper hierarchical levels and passive control was greatest at the lower hierarchical levels in School A, but not in School B. The superintendent level in School B had greater control exerted on it than the principal or teacher level. (See Figure 4).

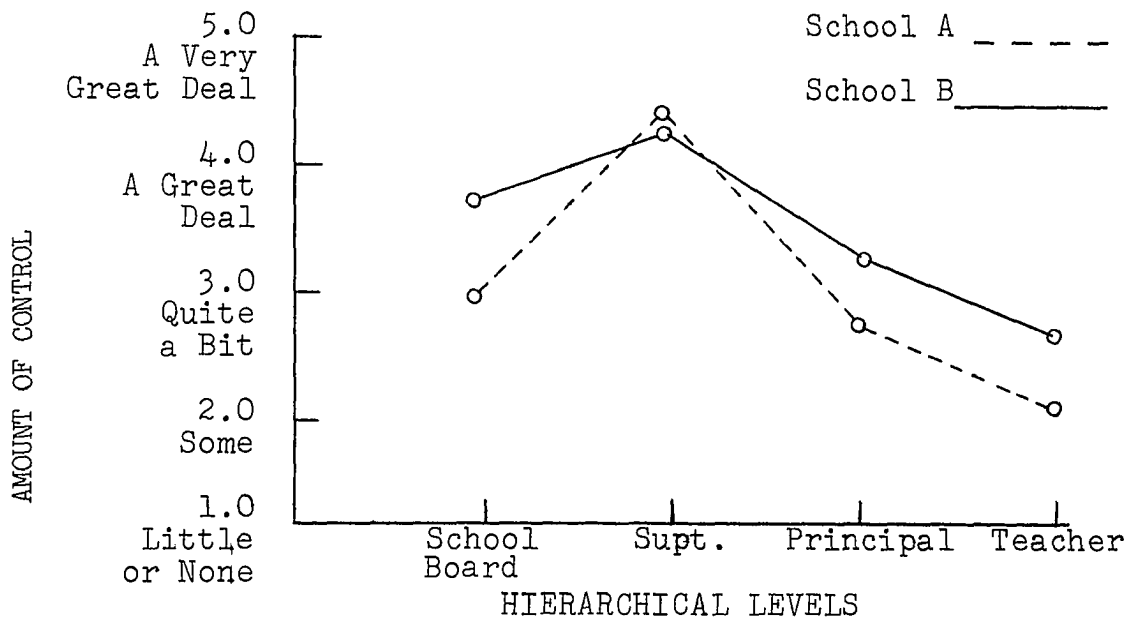


Fig. 3--A graph of the active control curves of all respondents of two school systems based on mean scores of ratings.

Hypothesis 1 was: There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by all of the respondents. The sub-hypotheses for each level were tested. The required value for significance at the 0.05 level was 1.962 for each of the four hierarchical levels. The

sub-hypotheses of school board, principal, and teacher levels were rejected. The superintendent level was accepted. There was a significant difference in the amount of control exercised by the school board, principal and teacher levels of the two school systems as depicted by Figure 3 and Table I. The superintendent level showed no significant difference in amount of control exercised or depicted by the same figure and table.

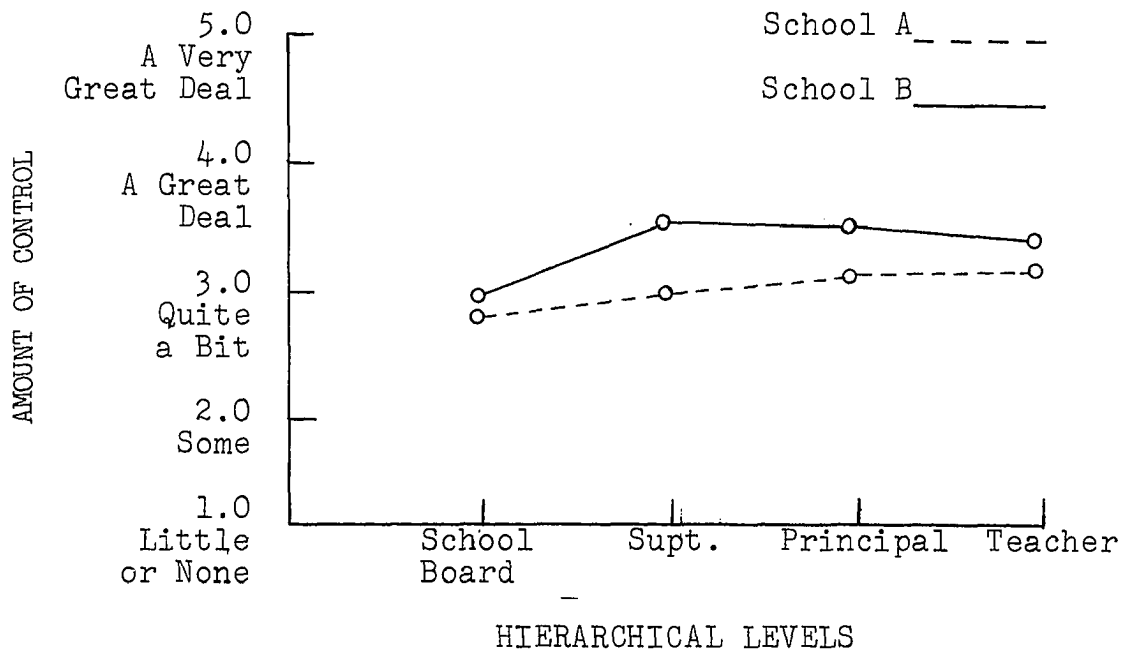


Fig. 4--A graph of the passive control curves of all respondents of two school systems based on mean scores of ratings.

Hypothesis 2 was: There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by all of the respondents. The sub-hypotheses for each level were tested. The required value for significance at the 0.05 level was 1.962 for each of the four hierarchical levels. The sub-hypotheses of school board, superintendent and principal

levels were rejected. The teacher level was accepted. The school board, superintendent and principal levels, as depicted in Figure 4 and Table I showed a significant difference in the amount of control they were subject to within each school system. The teacher level in Figure 4 depicted a difference between the two school systems, but Table I showed no significant difference existed.

TABLE II

t-TEST VALUES OF THE WOMEN RESPONDENTS OF BOTH SCHOOLS

LEVEL	ACTIVE CONTROL	PASSIVE CONTROL
School Board	2.71909*	.78589
Superintendent	1.11205	.76066
Principal	1.07117	.00000
Teacher	.00000	.00000

*Significant at 0.05 level

The curves of the graphs in Figures 5 and 6 were very similar to the curves in the graphs of all the respondents. The teacher level in active control was exactly the same in both schools. The superintendent, principal and teacher levels were subject to the same amount of control and were being controlled about equally.

Hypothesis 3 was: There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the women respondents of each school system. The sub-hypotheses for each level were tested. The required value for

significance at 0.05 level was 1.962 for each of the four hierarchical levels. The sub-hypothesis of the school board level was rejected. The superintendent, principal and teacher levels were accepted. A significant difference existed in the amount of control exercised by the school board level of the two school systems, as depicted in Figure 5 and Table II. The same figure and table showed no difference in the amount of control exercised between the superintendent, principal and teacher levels of the two school systems.

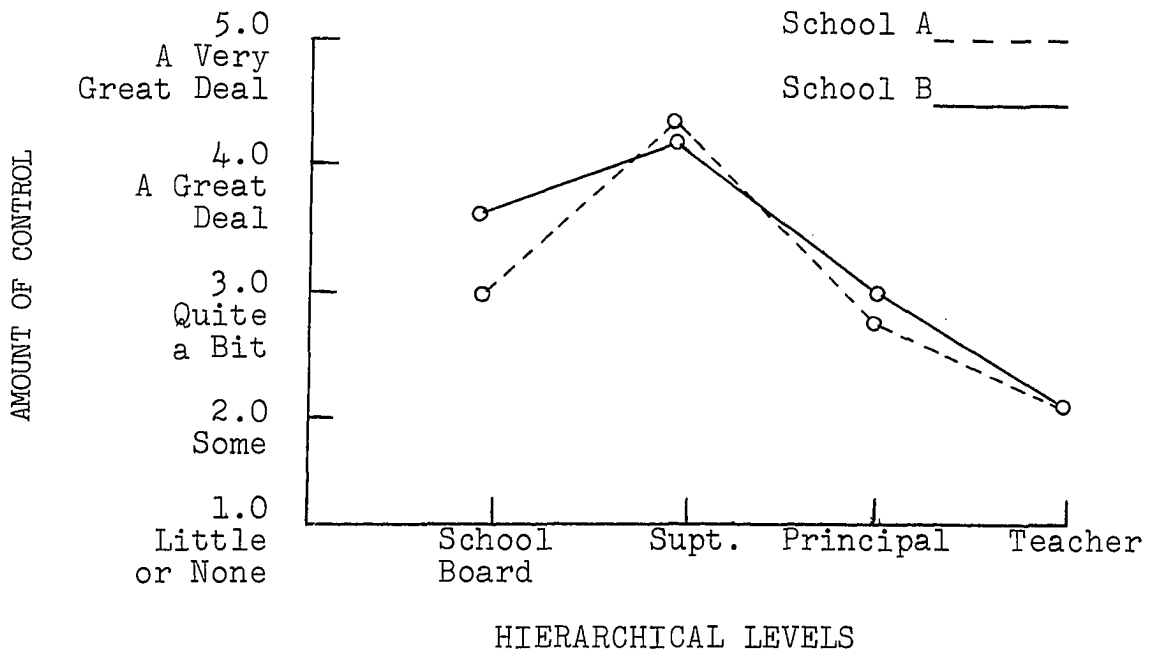


Fig. 5--A graph of the active control curves of the women respondents of two school systems based on mean scores of ratings.

Hypothesis 4 was: There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the women respondents of each school system. The sub-hypotheses for each level were tested. The required value of

significance at the 0.05 level was 1.962 for each of the four hierarchical levels. The sub-hypotheses of each level were accepted. There was no significant difference between any of the four hierarchical levels in control they were subject to, as indicated by Figure 6 and Table II.

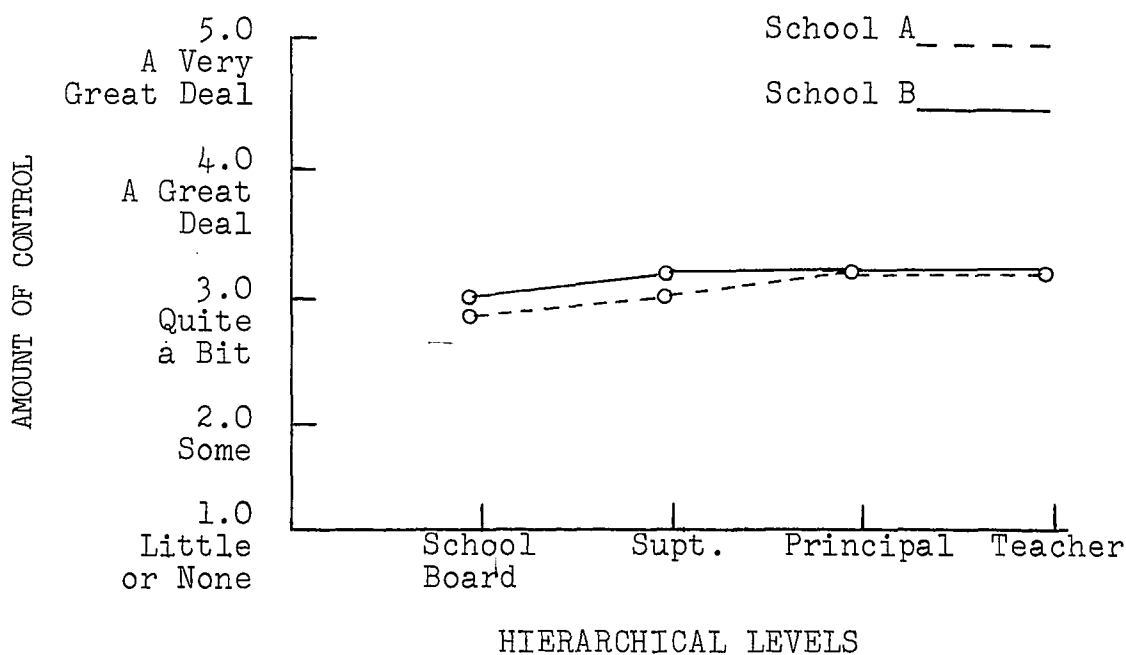


Fig. 6--A graph of the passive control curves of the women respondents of two school systems based on mean scores of ratings.

TABLE III

t-TEST VALUES OF THE MEN RESPONDENTS OF BOTH SCHOOLS

LEVEL	ACTIVE CONTROL	PASSIVE CONTROL
School Board	4.58126*	2.18308*
Superintendent	.60882	2.09853*
Principal	4.11711*	3.38057*
Teacher	2.77160*	1.79981

*Significant at 0.05 level

In Figures 7 and 8 the active control curves were negatively sloped and the passive control curves were positively sloped. The superintendent level of School B had more control than the superintendent of School A. (See Figure 7). This and one other time were the only times that respondents rated it as such. The principal level was subject to more control than the teacher level in passive control. (See Figure 8). The principal level was subject to more control than it exercised itself.

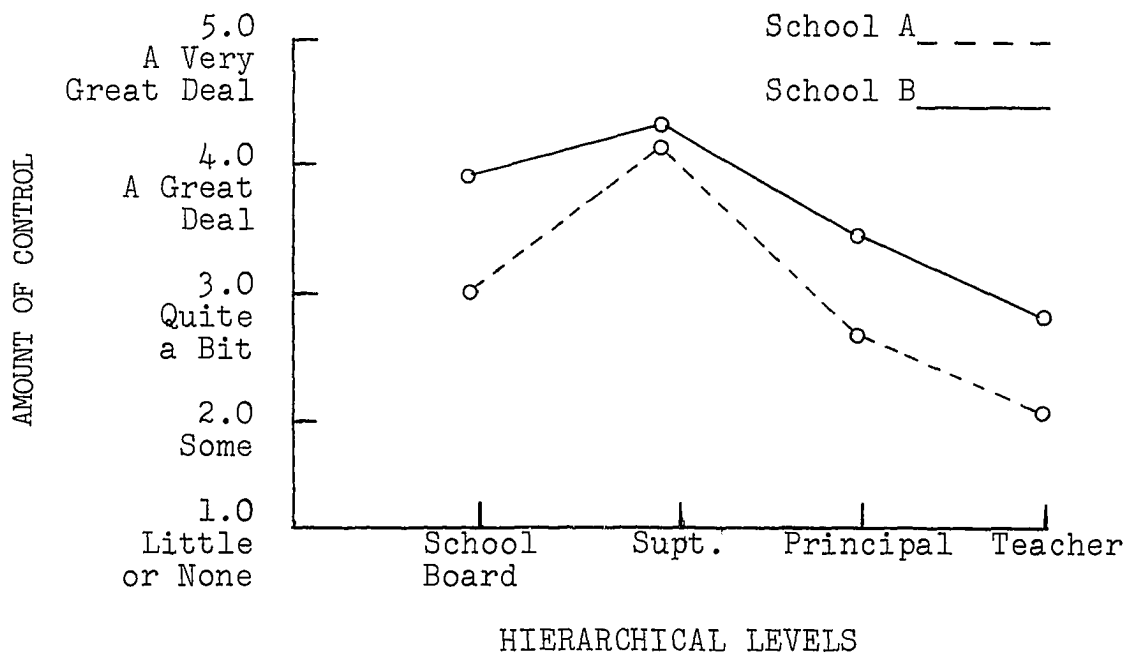


Fig. 7--A graph of the active control curves of men respondents of two school systems based on mean scores of ratings.

Hypothesis 5 was: There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the men respondents of each school system. The sub-hypotheses for each level were tested. The required value for sig-

nificance at the 0.05 level was 1.968 for each of the four hierarchical levels. The sub-hypotheses of school board, principal and teacher levels were rejected. The superintendent level was accepted. (See Table III). The men respondents were identical to all respondents in the way they perceived the school board, principal and teacher levels to portray a significant difference in the amount of control exercised between the two school systems as depicted in Figure 7 and Table III. The superintendent level in the same figure and table illustrated no significant difference in the amount of control exercised.

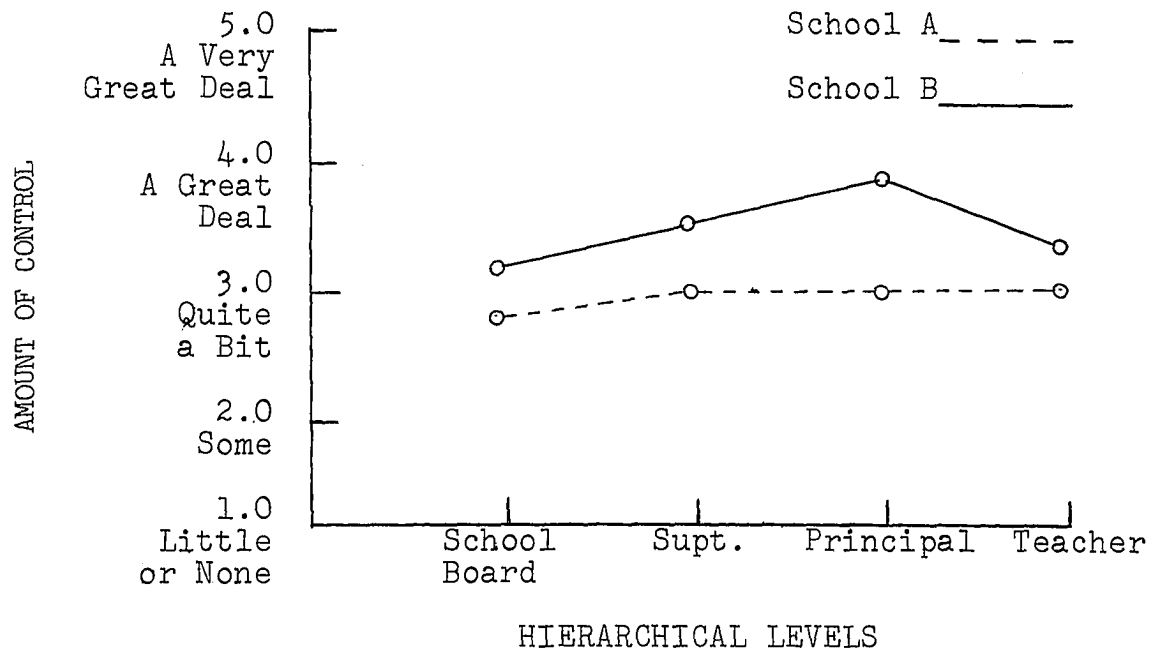


Fig. 8--A graph of the passive control curves of men respondents of two school systems based on mean scores of ratings.

Hypothesis 6 was: There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated

by the men respondents of each school system. The sub-hypotheses of each level were tested. The required values for significance at 0.05 level was 1.968 for each of the four hierarchical levels. The sub-hypotheses of school board, superintendent and principal levels were rejected. The teacher level was accepted. The school board, superintendent and principal levels revealed in Figure 8 and Table III a significant difference in the amount of control exercised between these levels in the two school systems. The teacher level in the same figure and table revealed no significant difference existed. The men respondents perceived the principal level in School B to be subject to the greatest amount of control.

TABLE IV

t-TEST VALUES OF THE ELEMENTARY RESPONDENTS OF BOTH SCHOOLS

LEVEL	ACTIVE CONTROL	PASSIVE CONTROL
School Board	2.49639*	.72393
Superintendent	1.99333*	.71310
Principal	.84494	.00000
Teachers	.00000	.75679

Significant at 0.05 level

In Figure 10 each level of the passive control curve was being controlled about equally. The superintendent, principal and teacher levels of passive control were the same. The teacher level of both schools exercised the same amount of control. The curves were very similar to the other respondents curves. The school board level in School B exercised more con-

trol than the school board level in School A.

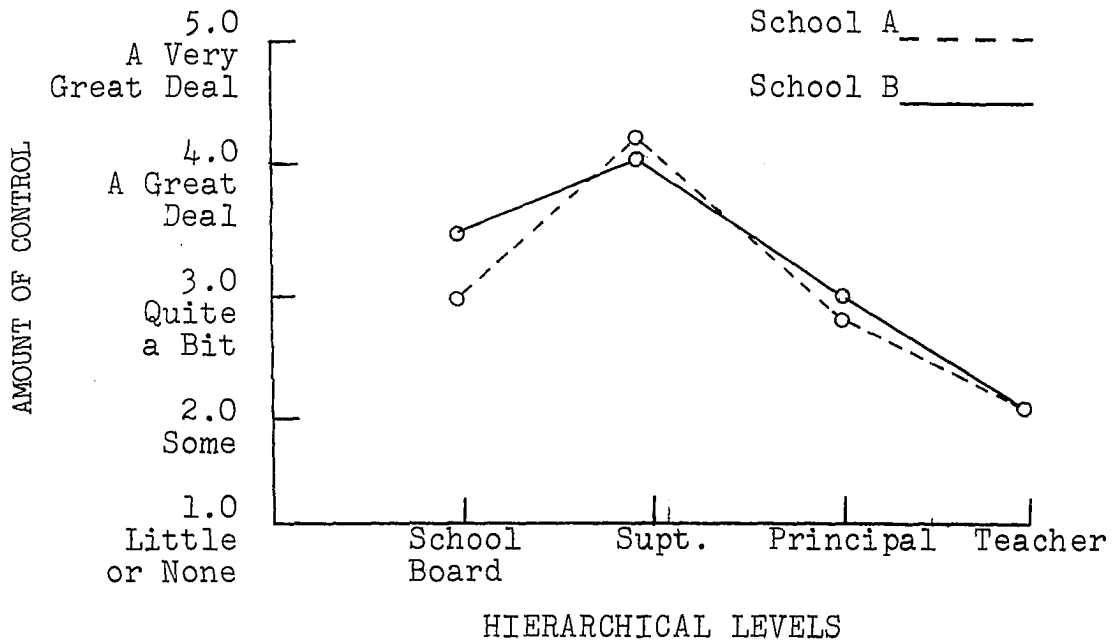


Fig. 9--A graph of the active control curves of elementary respondents of two school systems based on mean scores of ratings.

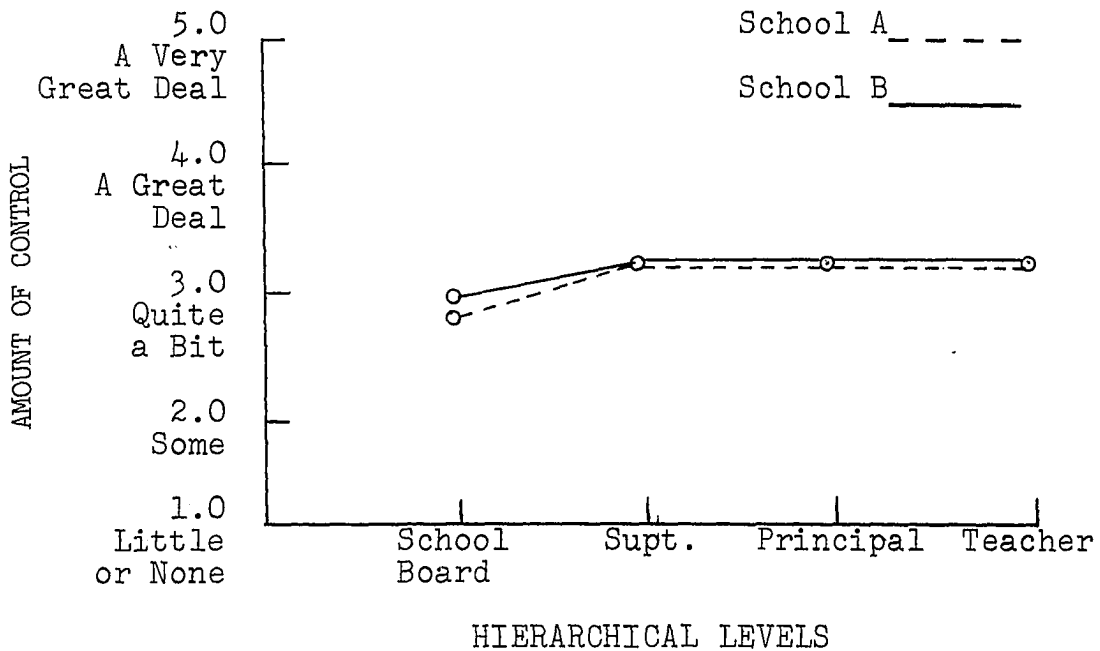


Fig. 10--A graph of the passive control curves of elementary respondents of two school systems based on mean scores of ratings.

Hypothesis 7 was: There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the elementary respondents of each school system. The sub-hypotheses for each level were tested. The required value for significance at 0.05 level was 1.965 for each of the hierarchical levels. The sub-hypotheses of school board and superintendent levels were rejected. The principal and teacher levels were accepted. The elementary respondents perceived the school board and superintendent levels to show a significant difference in the amount of control exercised as depicted in Figure 9 and Table IV. The principal and teacher levels exhibited no difference in the amount of control exercised between the two school systems.

Hypothesis 8 was: There is no statistical difference between the two school systems in passive perceived control exerted or each of the four hierarchical levels as indicated by the elementary respondents of each school system. The sub-hypotheses for each level were tested. The required value for significance at 0.05 level was 1.965 for each of the four hierarchical levels. All the levels were accepted. All of the hierarchical levels of the two school systems were very similar in the amount of control they were subject to as indicated in Figure 10 and Table IV.

In Figures 11 and 12 the active control curves were negatively sloped and steeper. The passive control curves were

more positively sloped and flatter. The principal level in passive control was subject to more control than any other level. The school board level of School B exercised a great deal of control compared to quite a bit of control of the superintendent level in School A.

TABLE V

t-TEST VALUES OF THE SECONDARY RESPONDENTS OF BOTH SCHOOLS

LEVEL	ACTIVE CONTROL	PASSIVE CONTROL
School Board	4.37926*	1.61161
Superintendent	.75393	2.03030*
Principal	3.69974*	2.94241*
Teacher	1.90860	1.67173

*Significant at 0.05 level

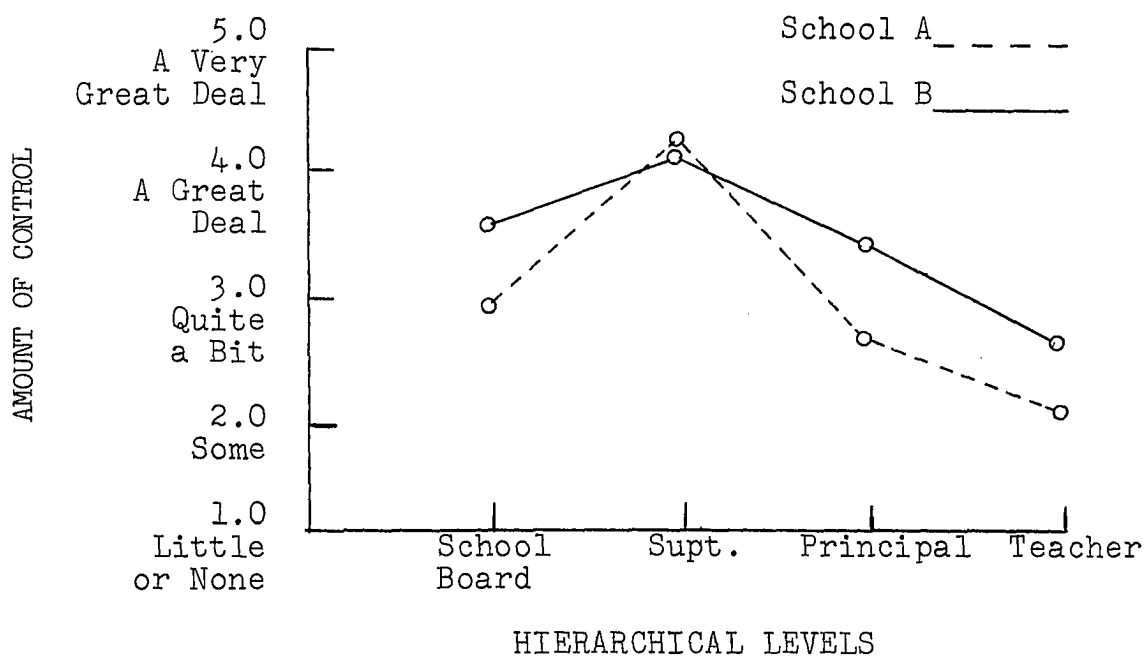


Fig. 11--A graph of the active control curves of secondary respondents of two school systems based on mean scores of ratings.

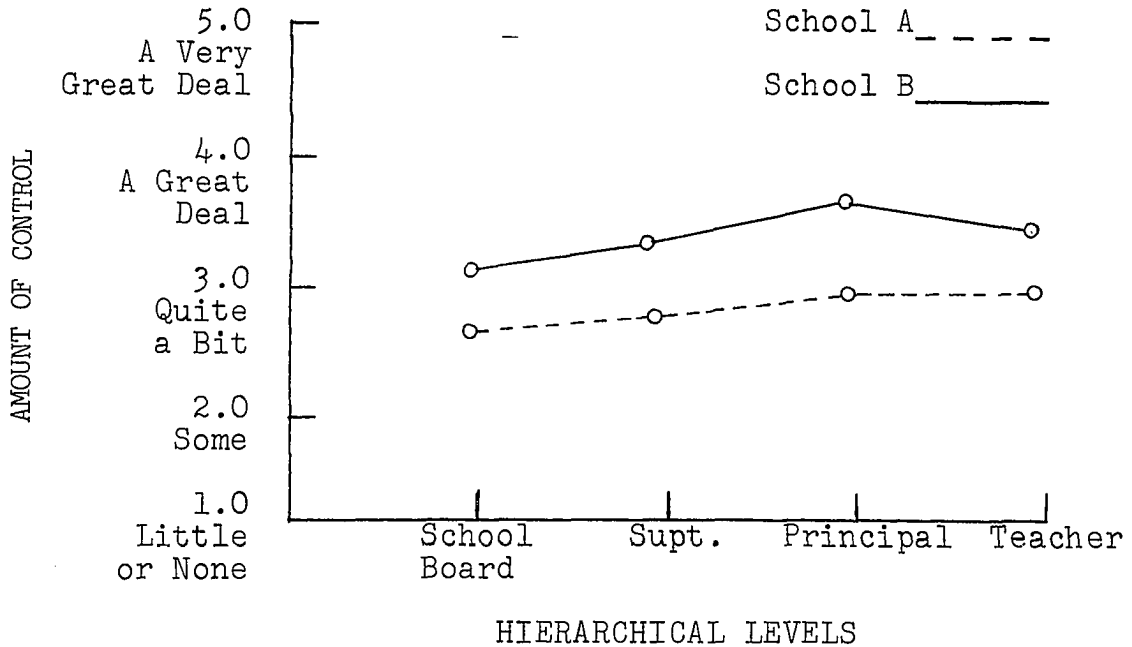


Fig. 12--A graph of the passive control curves of secondary respondents of two school systems based on mean scores of ratings.

Hypothesis 9 was: There is no statistical difference between the two school systems in active perceived control exercised by each of the four hierarchical levels as indicated by the secondary respondents of each school system. The sub-hypotheses for each level were tested. The required value for significance at 0.05 level was 1.966 for each of the four hierarchical levels. The sub-hypotheses of school board and principal levels were rejected. The superintendent and teacher levels were accepted. The school board and principal levels of the two school systems were significantly different in the amount of control exercised as indicated by Figure 11 and Table V. The superintendent and teacher levels were similar and not too different in the amount of control exercised.

Hypothesis 10 was: There is no statistical difference

between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the secondary respondents of each school system. The sub-hypotheses for each level were tested. The required value for significance at 0.05 level was 1.966 for each of the four hierarchical levels. The sub-hypotheses of superintendent and principal levels were rejected. The school board and teacher levels were accepted.

TABLE VI
t-TEST VALUES OF THE WOMEN-HEAD OF HOUSEHOLD

LEVEL	ACTIVE CONTROL	PASSIVE CONTROL
School Board	2.59094*	.33116
Superintendent	.00000	.65416
Principal	.77667	.36640
Teacher	1.17728	.66357

*Significant at 0.05 level

In Figure 13 the school board level of School A depicted quite a bit less in control it exercised compared to the school board level in School B. The teacher level in School B exercised less control than the teacher level in School A. The passive control curves were relatively similar. The superintendent level in School B was subject to more control than the principal or teacher level. (See Figure 14).

Hypothesis 11 was: There is no statistical difference between the two school systems in active perceived control exerted on each of the four hierarchical levels as indicated by

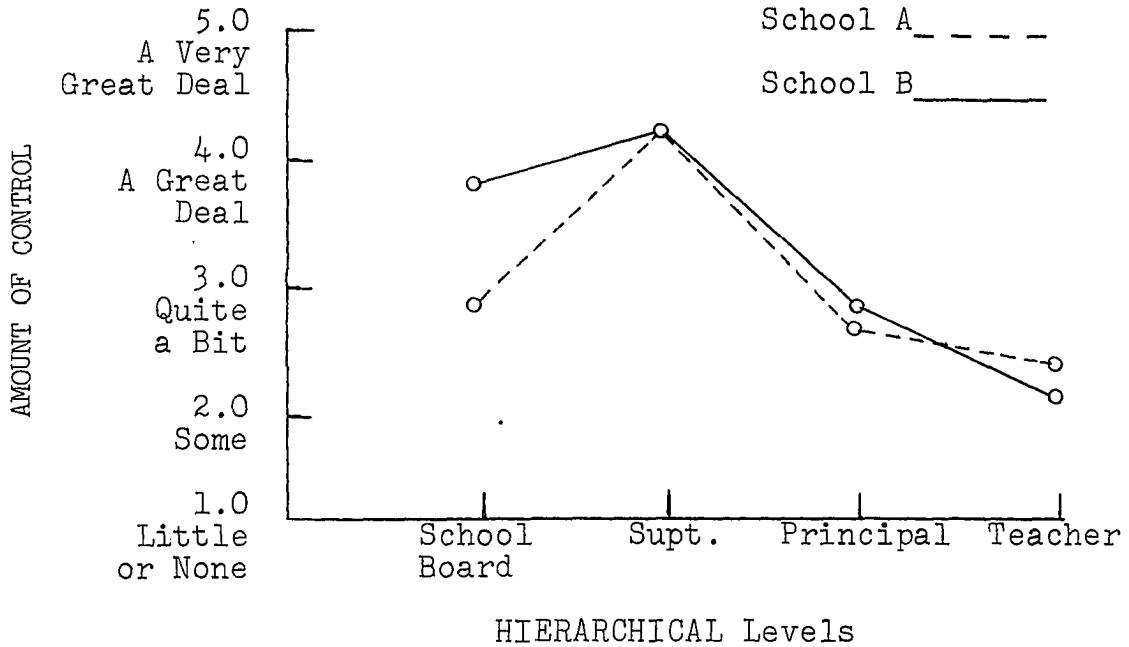


Fig. 13--A graph of the active control curves of women-head of household respondents of two school systems based on mean scores of ratings.

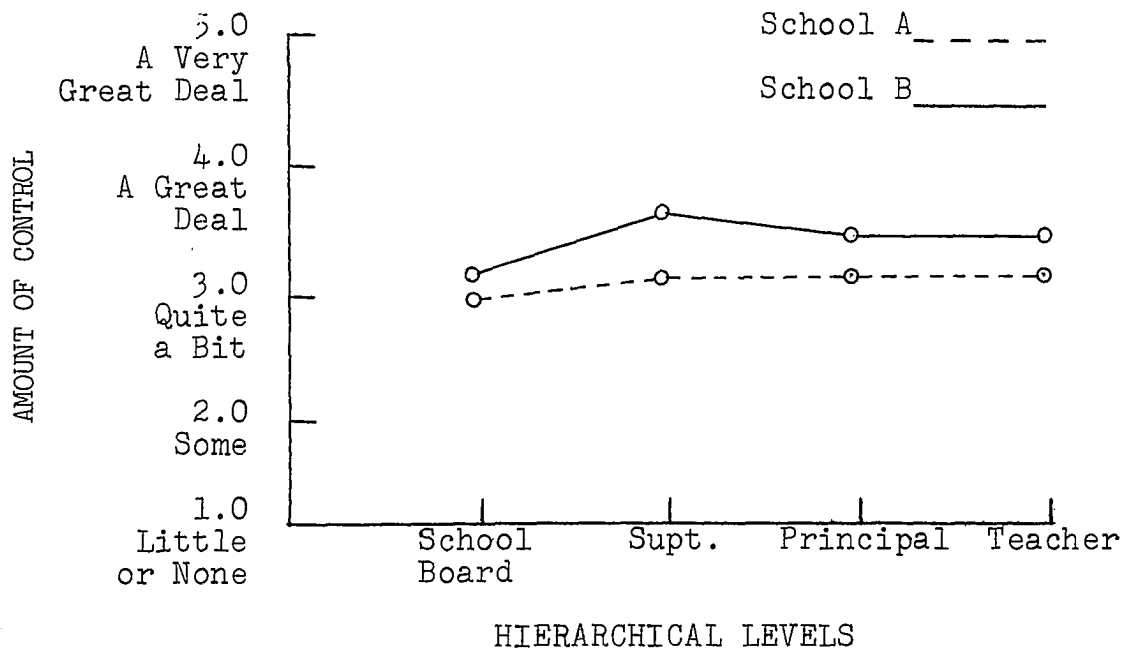


Fig. 14--A graph of the passive control curves of women-head of household respondents of two school systems based on mean scores of ratings.

the women head of household respondents of each school system. The sub-hypotheses for each level were tested. The required value for significance at 0.05 level was 1.990 for each of the four hierarchical levels. The sub-hypothesis of the school board level was rejected. The superintendent, principal and teacher levels were accepted. The women who were head of the household perceived the school board level of the two school systems as being significantly different in the amount of control exercised, while they perceived no difference in the amount of control exercised at the superintendent, principal and teacher levels of each school system.

Hypothesis 12 was: There is no statistical difference between the two school systems in passive perceived control exerted on each of the four hierarchical levels as indicated by the women head of household respondents of each school system. The sub-hypotheses for each level were tested. The required value for significance at 0.05 level was 1.990 for each of the four hierarchical levels. The sub-hypothesis of each level was accepted. The women head of household perceived no difference in the amount of control the four hierarchical levels of each school system were subject to.

Figures 15 through 24 depicted how different age-groups perceived active and passive control of each of the four hierarchical levels in the two school systems. The active control curves in all the figures were fairly steep and negatively sloped, while the passive control curves were relatively flat

TABLE VII
 t-TEST VALUES OF ALL THE TEACHER AGE-GROUPS
 IN BOTH SCHOOL SYSTEMS

LEVEL	AGE-GROUP	ACTIVE CONTROL	PASSIVE CONTROL
School Board	20-29	2.46651*	.53487
Superintendent	20-29	1.50554	.52430
Principal	20-29	1.85398	.59632
Teacher	20-29	.71679	.57479
School Board	30-39	3.47811*	1.73246
Superintendent	30-39	.61386	2.03636*
Principal	30-39	2.96156*	1.86288
Teacher	30-39	.00000	.86411
School Board	40-49	1.91322	.41061
Superintendent	40-49	.60291	.00000
Principal	40-49	.49028	.91732
Teacher	40-49	.55950	.44022
School Board	50-59	.98363	1.42355
Superintendent	50-59	.94813	.35221
Principal	50-59	1.25254	.38643
Teacher	50-59	.85560	.36234
School Board	60-70	.56528	.00000
Superintendent	60-70	.70818	.30153
Principal	60-70	.33355	.48337
Teacher	60-70	.00000	.59552

*Significant at 0.05 level

and positively sloped except for Figures 22 and 24. All of the age-groups perceived more control exercised by the school board level in School B than the same level in School A. The superintendent level of School A exercised more control than the superintendent level in School B, as perceived by all of the age-groups, except the 40-49 age-group. (See Figure 19). The principal level in School B, as perceived by the 40-49 age-group exercised more control than the principal level in School A. All of the other age-groups were about the same in the amount of control exercised. The teacher levels of the two schools were very similar in the amount of control exercised.

Generally the age-groups perceived the superintendent level of both schools to be subject to more control than the other hierarchical levels. The 20-29 age-group of both schools

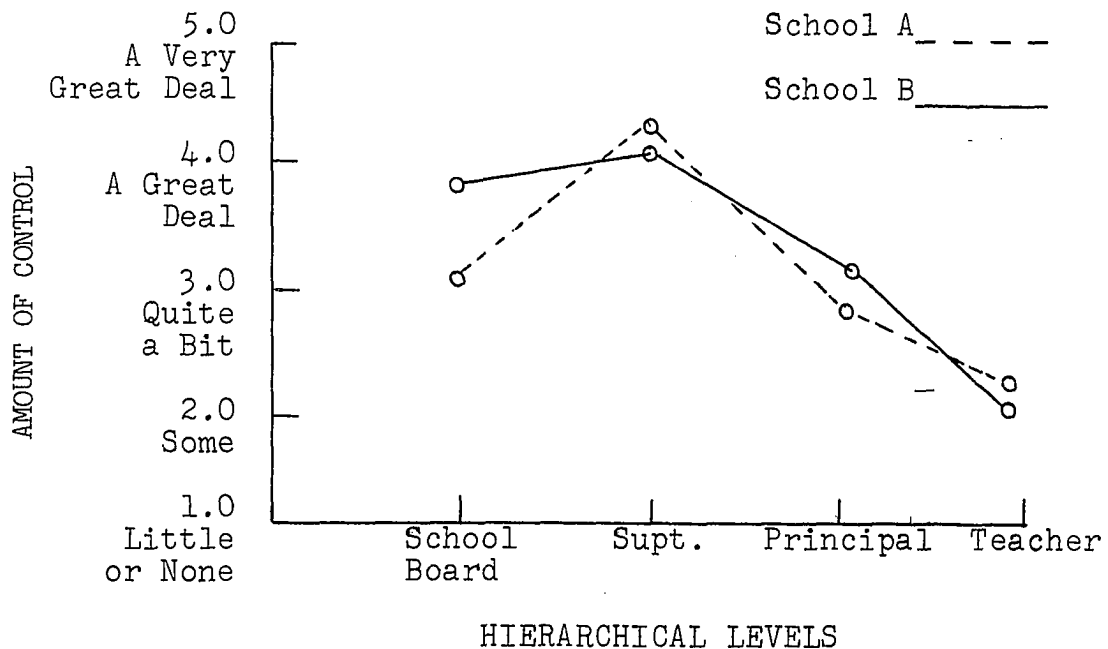


Fig. 15--A graph of the active control curves of the 20-29 age-group respondents of two school systems based on mean scores of ratings.

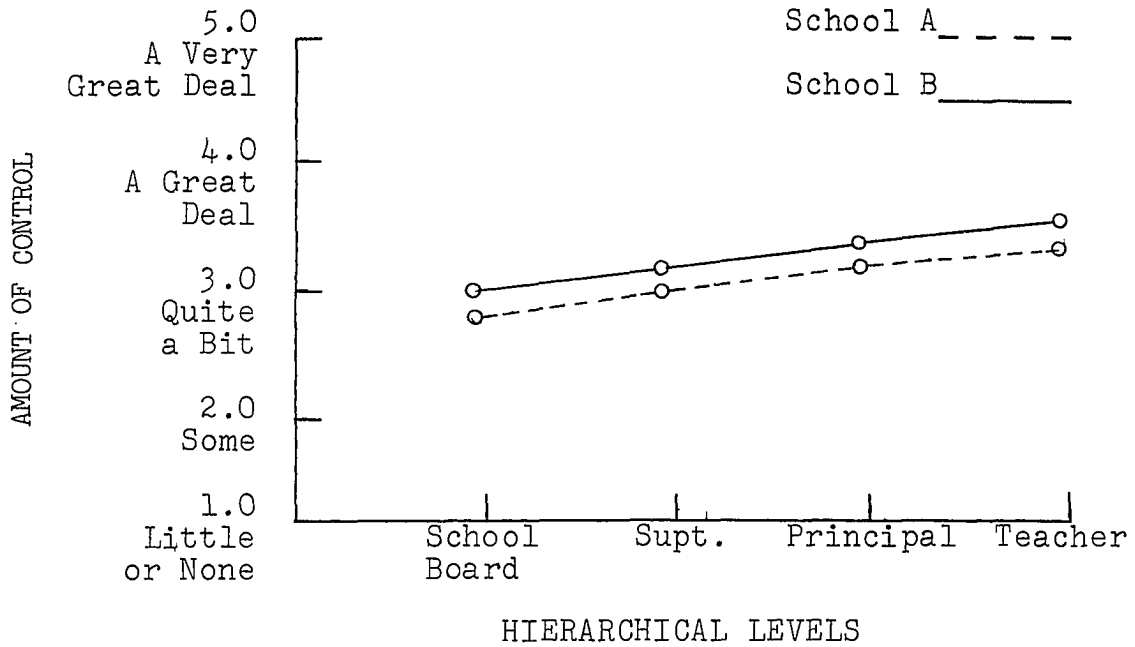


Fig. 16--A graph of the passive control curves of the 20-29 age-group respondents of two school systems based on mean scores of ratings.

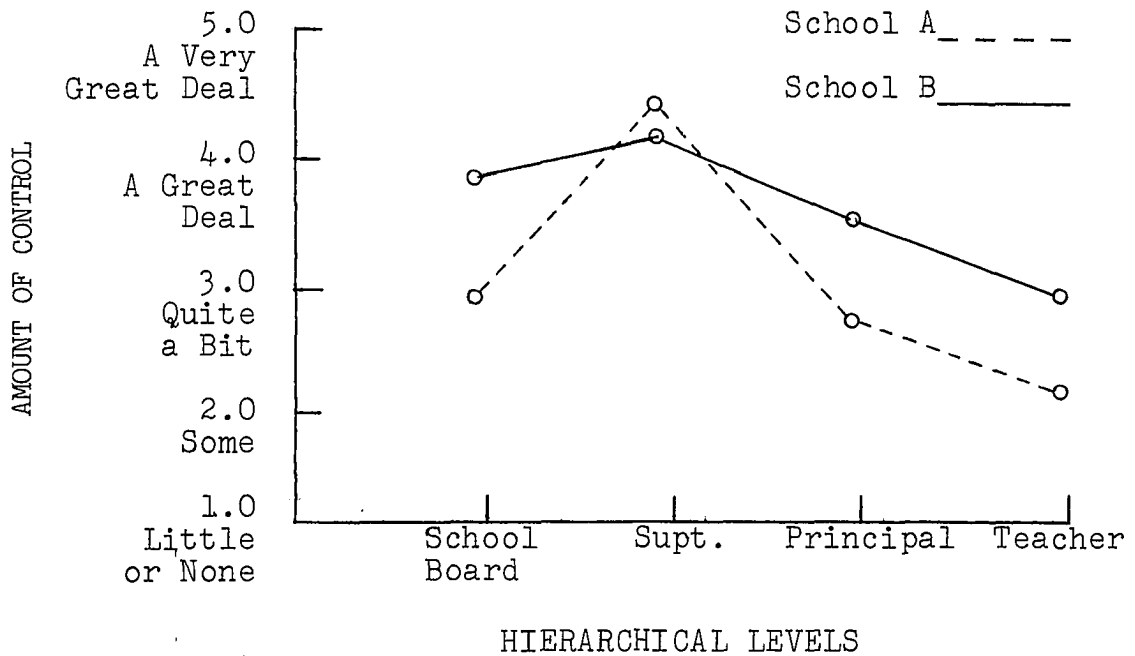


Fig. 17--A graph of the active control curves of the 30-39 age-group respondents of two school systems based on mean scores of ratings.

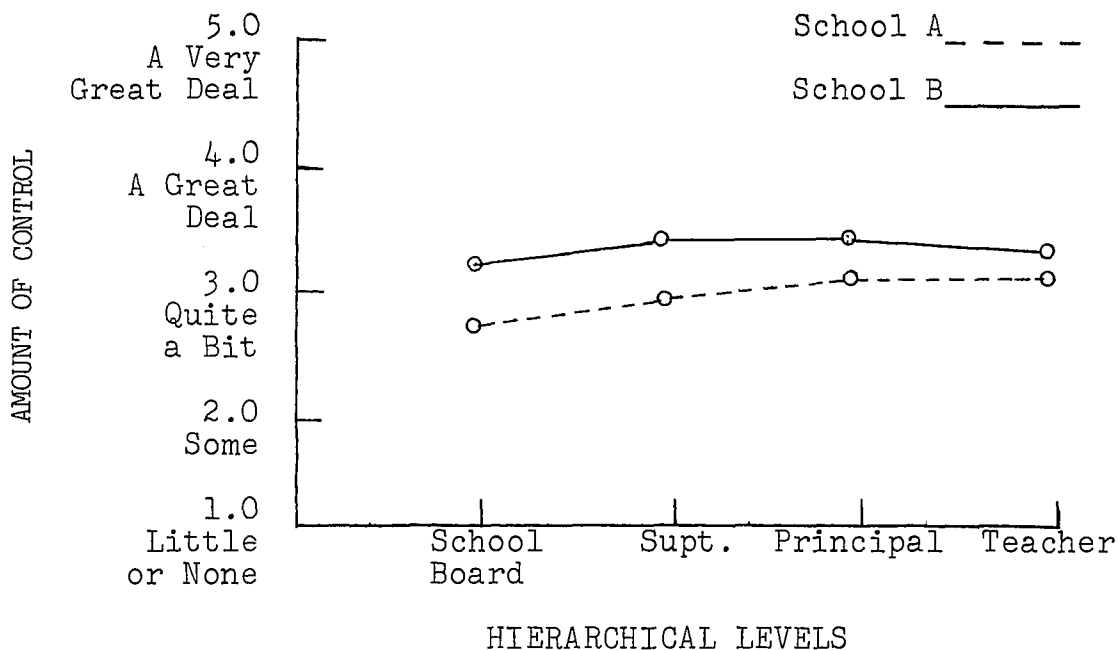


Fig. 18--A graph of the passive control curves of the 30-39 age-group respondents of two school systems based on mean scores of ratings.

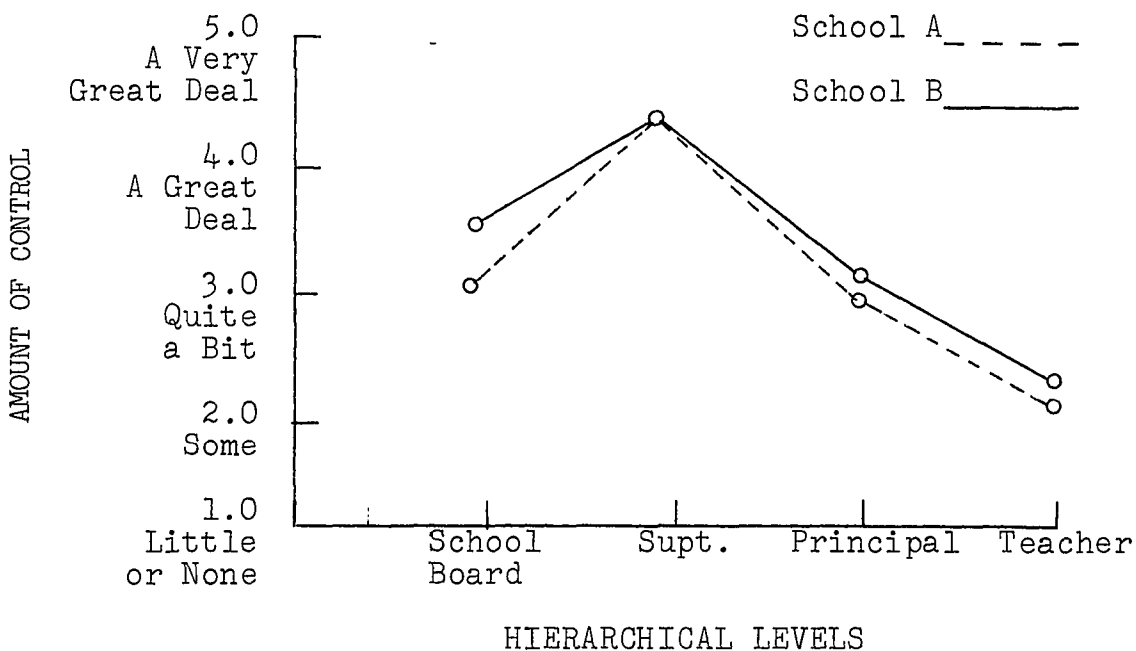


Fig. 19--A graph of the active control curves of the 40-49 age-group respondents of two school systems based on mean scores of ratings.

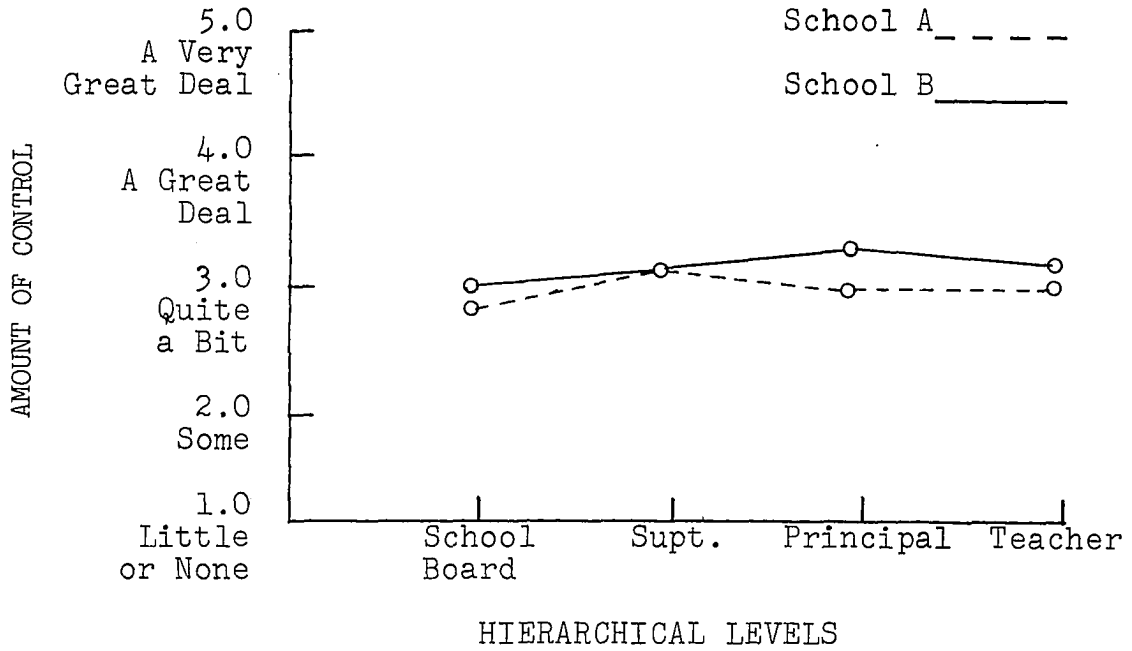


Fig. 20--A graph of the passive control curves of the 40-49 age-group respondents of two school systems based on the mean scores of ratings.

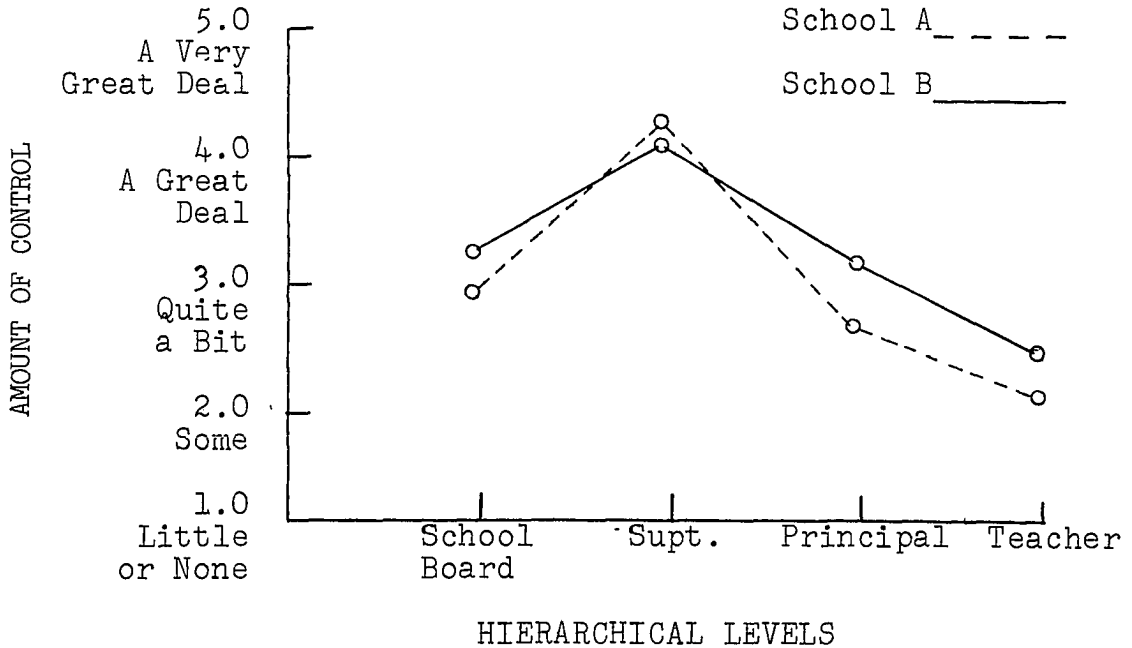


Fig. 21--A graph of the active control curves of the 50-59 age-group respondents of two school systems based on mean scores or ratings.

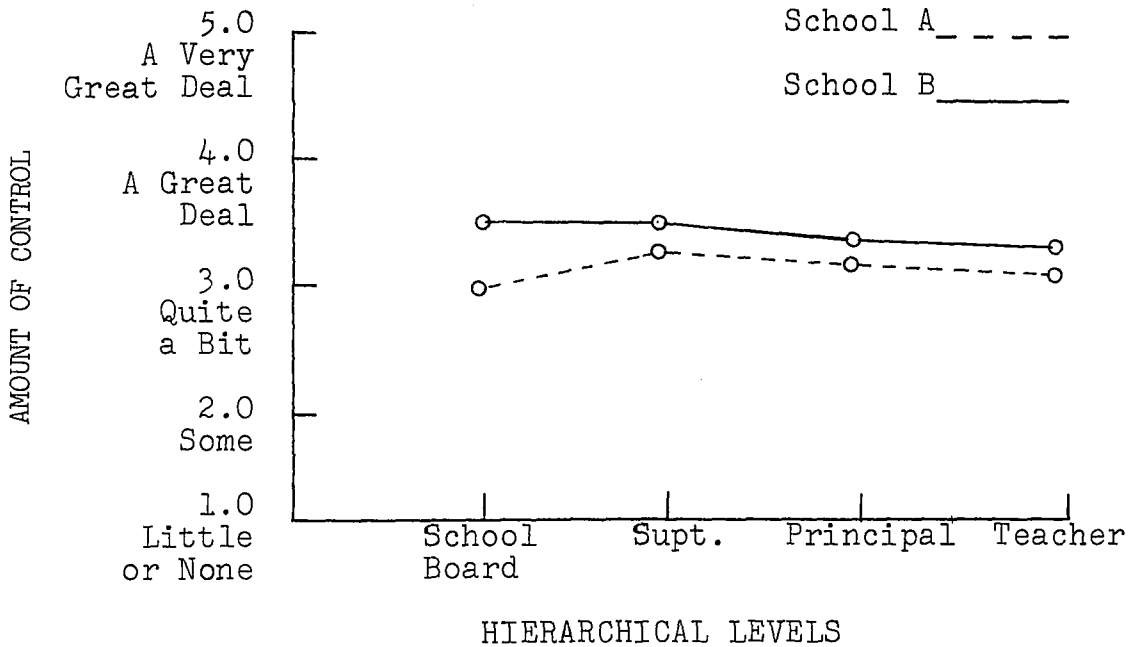


Fig. 22--A graph of the passive control curves of 50-59 age-group respondents of two school systems based on mean scores of ratings.

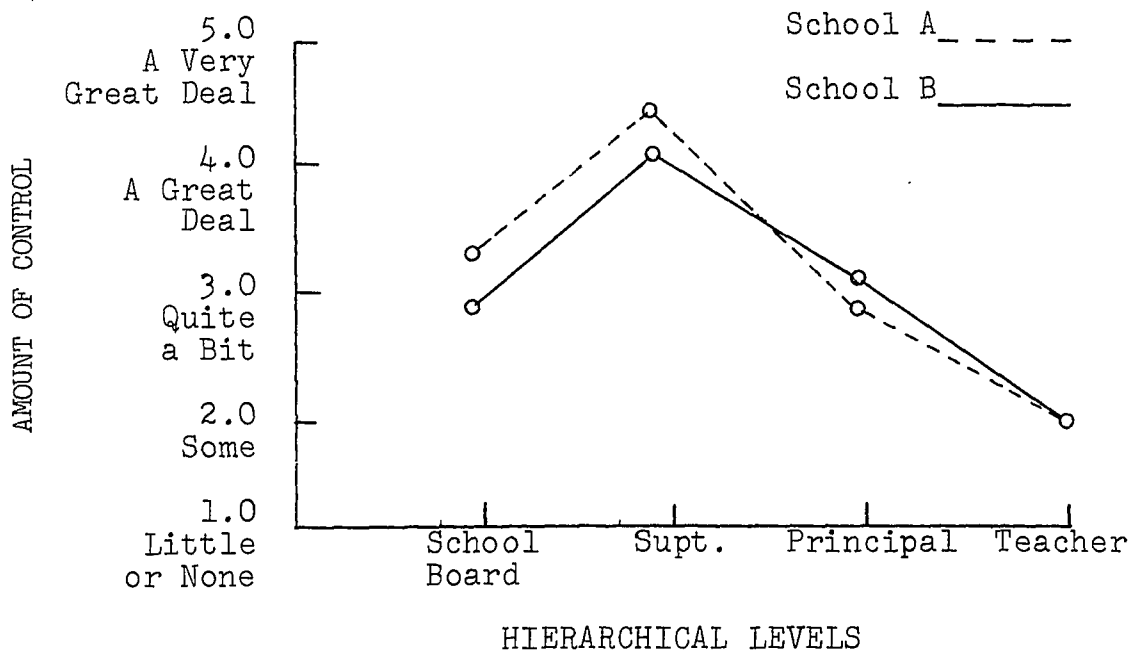


Fig. 23--A graph of the active control curves of the 60-70 age-group respondents of two school systems based on mean scores of ratings.

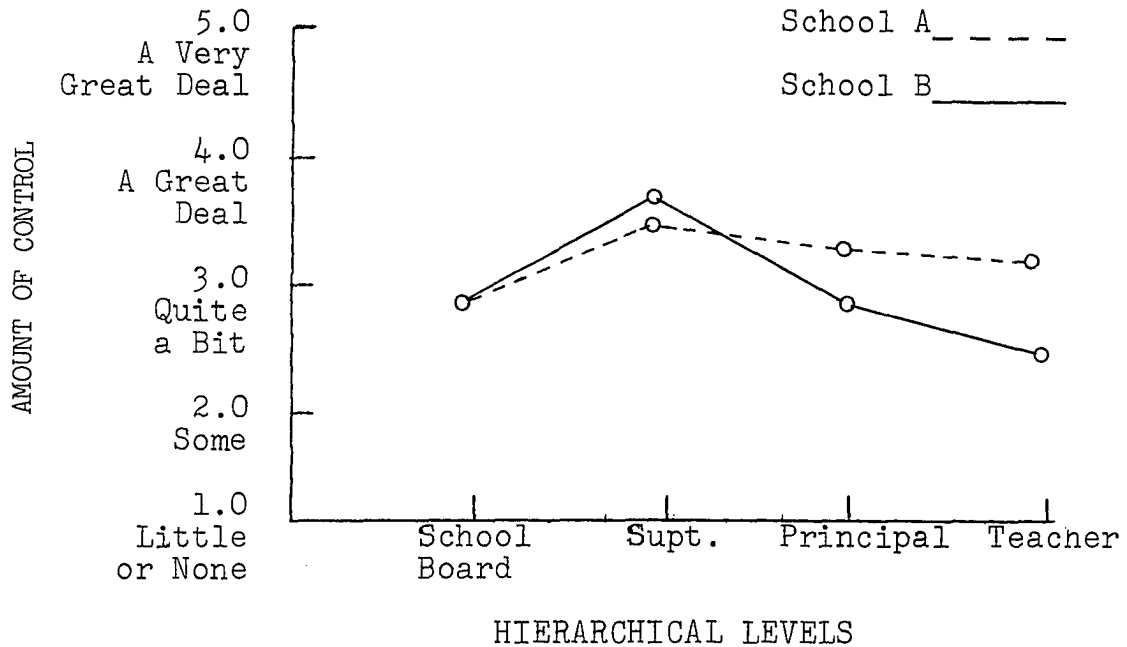


Fig. 24--A graph of the passive control curves of the 60-70 age-group respondents of two school systems based on mean scores of ratings.

perceived the teacher level to be subject to the most control. (See Figure 16). A distinct difference existed in the 60-70 age-group in the way they perceived the amount of control the superintendent level was subject to in relation to the other levels. (See Figure 24).

In order to present a clearer picture of age differences in the perception of active and passive control the teachers were divided into five different age-groups. The perception of these various groups was tested statistically to see if there was any significant differences in the way they perceived control of the various hierarchical levels in the two school systems. These perceptions were also plotted on separate control graphs depicting each age-group's per-

ceptions. A general hypothesis, such as hypotheses 13 and 14 was stated to hypothesize about how generally the perception of control was related to the difference in the ages of the respondents. This was done instead of making ten specific hypotheses of active and passive control in each age-group. This also depicted age as a variable in the same vein as sex, elementary, and secondary variables.

Hypothesis 13 was: The perception of active perceived control exercised by each of the four hierarchical levels of the two school systems is directly related to the difference in the ages of the respondents. The 20-29 age-group perceived a significant difference in the amount of control exercised by the school board level of the two school systems as depicted by Table VII. In the 30-39 age-group the school board and principal levels were perceived as being significantly different in the amount of control exercised. The other three age-groups perceived no statistical significant difference in active control of all the hierarchical levels in the two school systems. (See Table VII). The above findings suggested that generally there was no difference in the way the different age-groups perceived active control between the four hierarchical levels in the two school systems.

Hypothesis 14 was: The perception of passive perceived control exerted on each of the four hierarchical levels of the two school systems is directly related to the difference in the ages of the respondents. The 30-39 age-group perceived a

significant difference between the superintendent level of School A and School B in the amount of control the superintendent was subject to. There was no difference perceived in the other levels. All of the other age-groups perceived no significant difference between any of the hierarchical levels of School A and School B in the amount of control they were subject to. (See Table VII). The above findings suggested that generally there was no difference in the way the different age-groups perceived passive control between the four hierarchical levels in the two school systems.

Figures 25 through 32 depicted how teachers with different years of experience perceived active and passive control of each of the four hierarchical levels in the two school systems. The active control curves were relatively steep and negatively sloped except in Figure 26. The teacher with 1-9 years of experience depicted the passive control curve to be positively sloped. The school board level of School B showed a greater amount of control exercised than the school board level of School A. All of the different years of experience groups perceived this the same way. The superintendent level of School A was perceived by all of the experience groups to exercise more control than the superintendent of School B. The principal level of School B exercised more control than the principal level in School A in all the figures. The teacher level of School B exercised more control than the same level in School A, except that the 10-19 years of experience group

TABLE VIII

t-TEST VALUES OF THE TEACHERS WITH DIFFERENT
YEARS OF EXPERIENCE IN BOTH SCHOOLS

LEVEL	EXPERIENCE	ACTIVE CONTROL	PASSIVE CONTROL
School Board	1-9	2.94653*	.00000
Superintendent	1-9	.90160	.62524
Principal	1-9	1.47422	.71660
Teacher	1-9	.84110	1.37305
School Board	10-19	2.72963*	1.87845
Superintendent	10-19	.66483	2.62701*
Principal	10-19	2.62304*	1.50161
Teacher	10-19	2.36298*	.47444
School Board	20-29	1.62515	.37042
Superintendent	20-29	.97827	.00000
Principal	20-29	.43682	.00000
Teacher	20-29	.48399	.36644
School Board	30-40	.25316	.60997
Superintendent	30-40	.51158	.20013
Principal	30-40	.71386	.44211
Teacher	30-40	.24859	.20466

*Significant at 0.05 level

perceived it differently. (See Figure 25).

Generally the experience groups perceived the superintendent level of both schools to be subject to the greatest amount of control, except the 1-9 years experience group, which

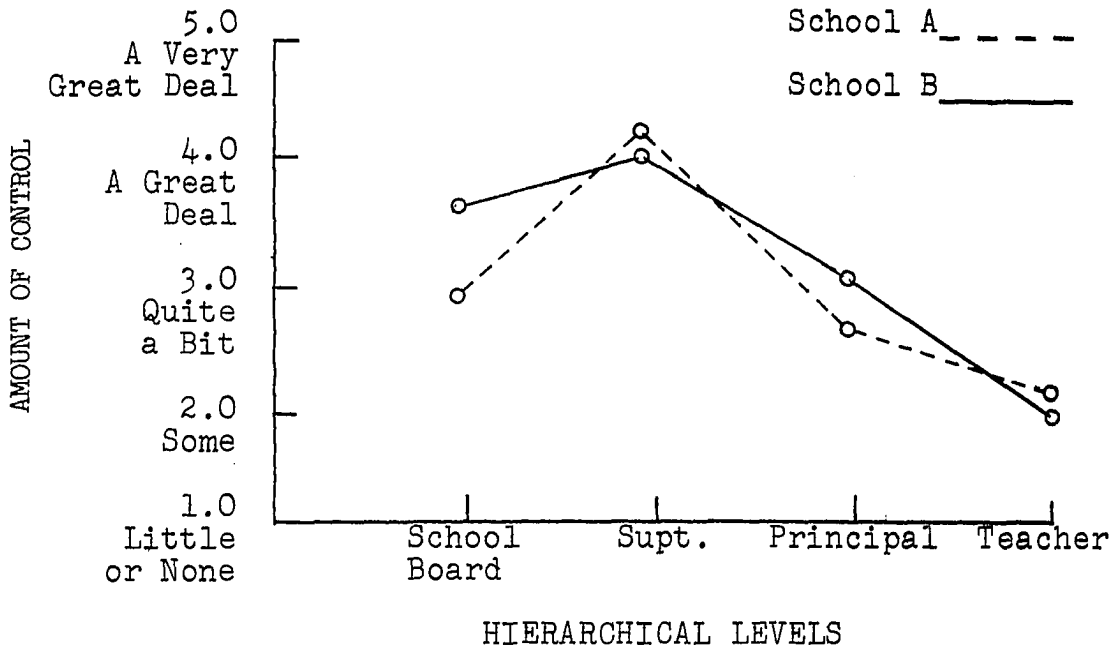


Fig. 25--A graph of the active control curves of the 1-9 years of experience respondents of two school systems based on mean scores of ratings.

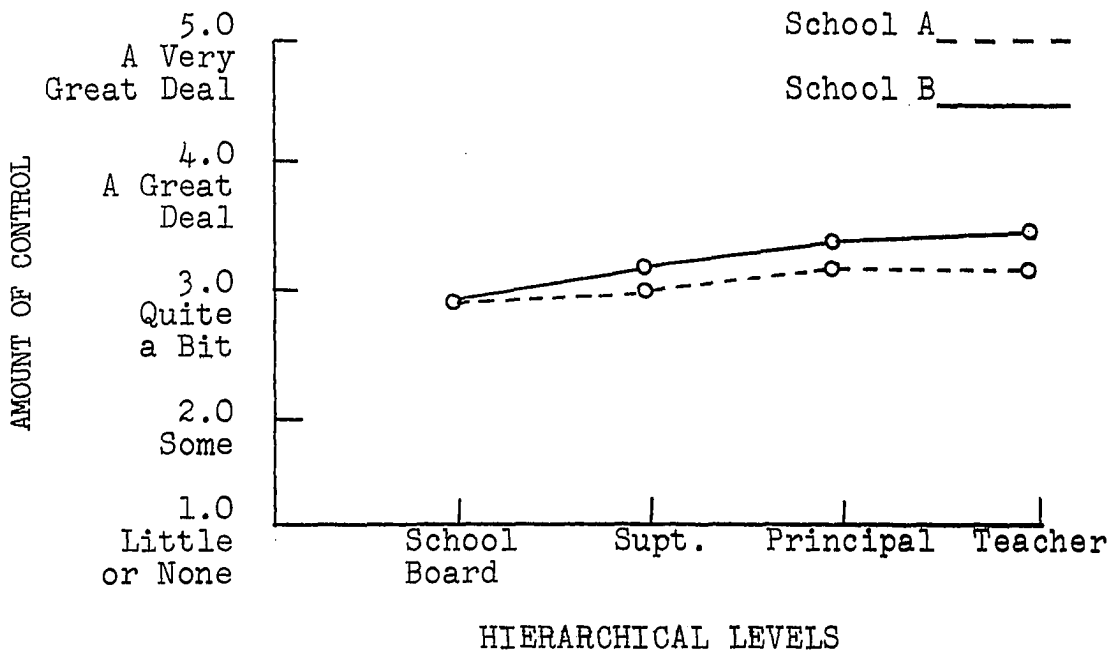


Fig. 26--A graph of the passive control curves of the 1-9 years of experience respondents of two school systems based on mean scores of ratings.

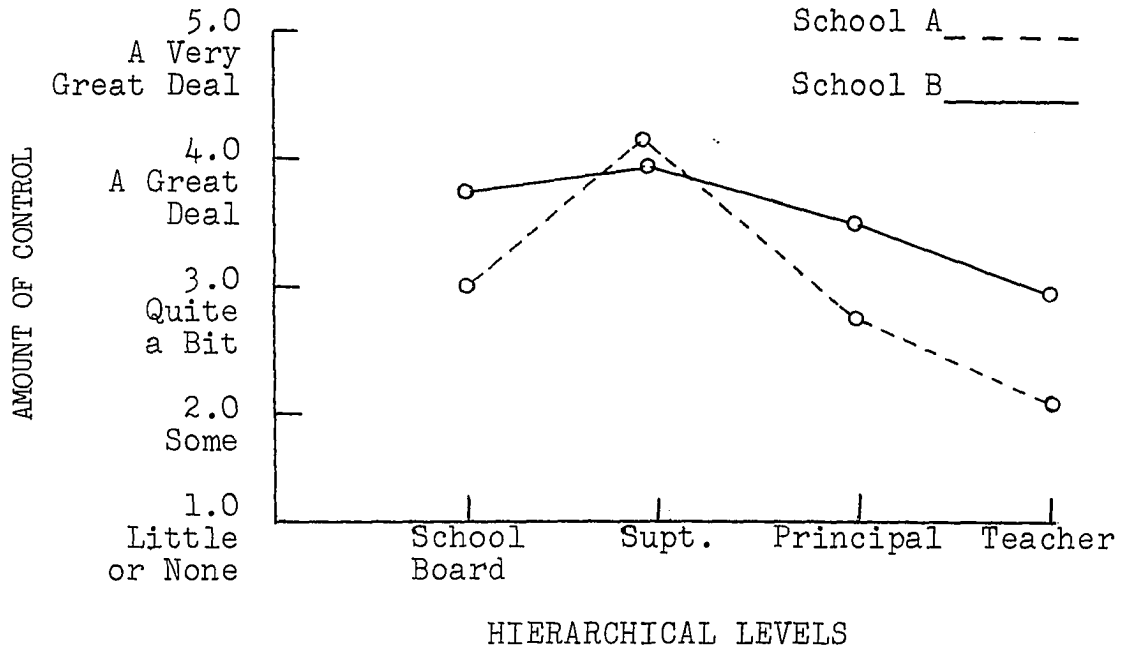


Fig. 27--A graph of the active control curves of the 10-19 years of experience respondents of two school systems based on mean scores of ratings.

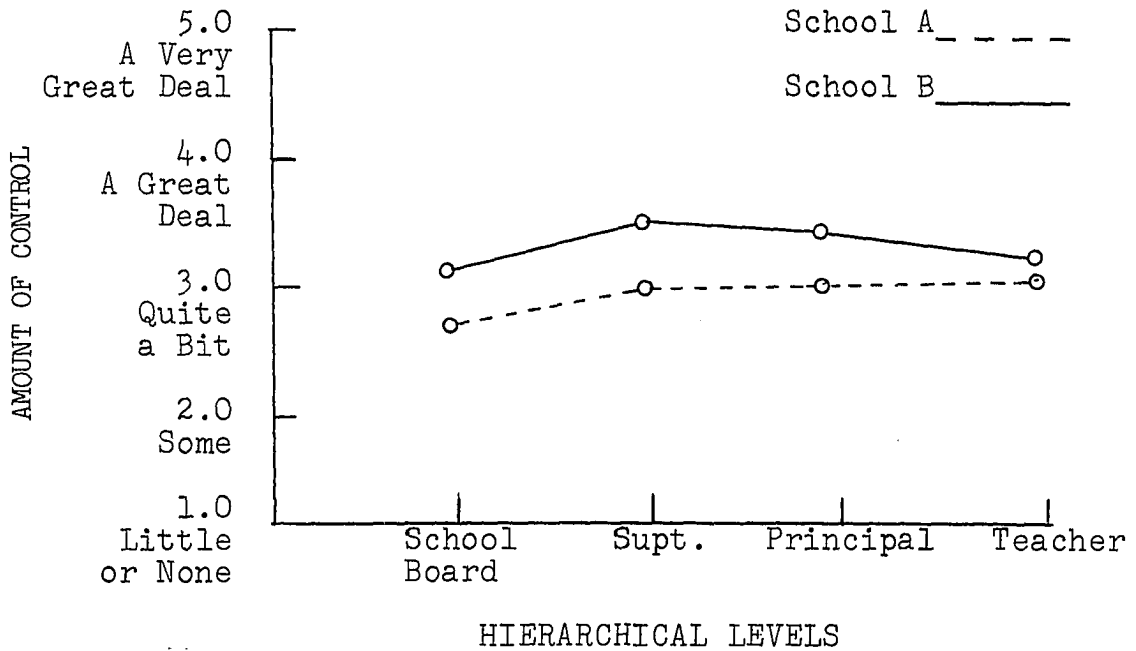


Fig. 28--A graph of the passive control curves of the 10-19 years of experience respondents of two school systems based on mean scores of ratings.

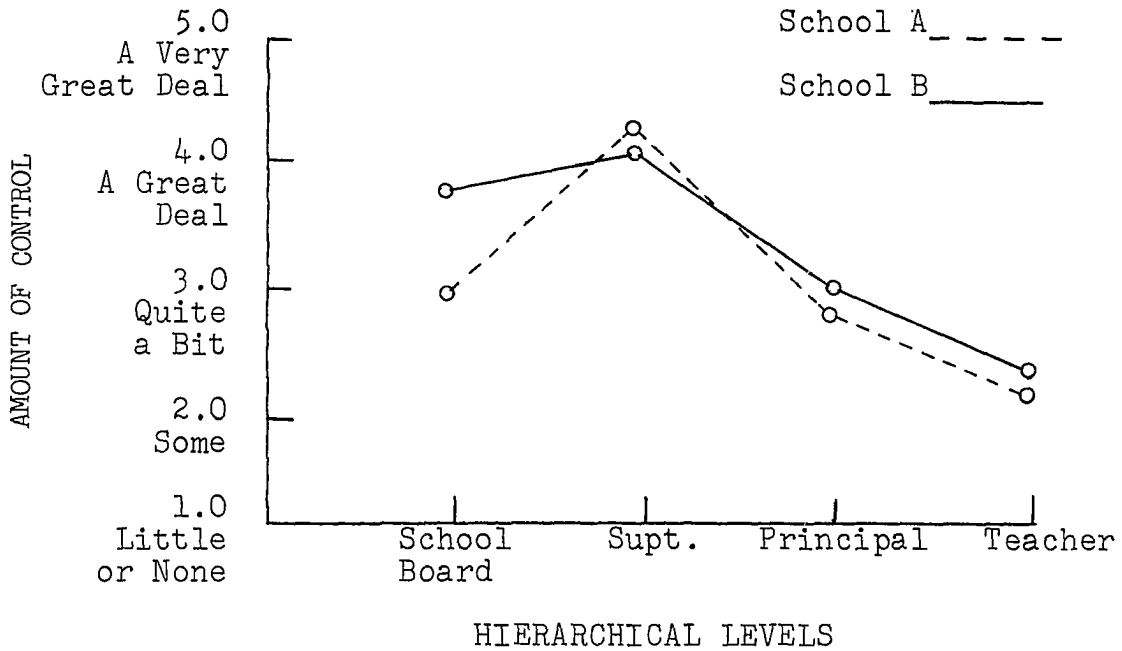


Fig. 29--A graph of the active control curves of the 20-29 years of experience respondents of two school systems based on mean scores of ratings.

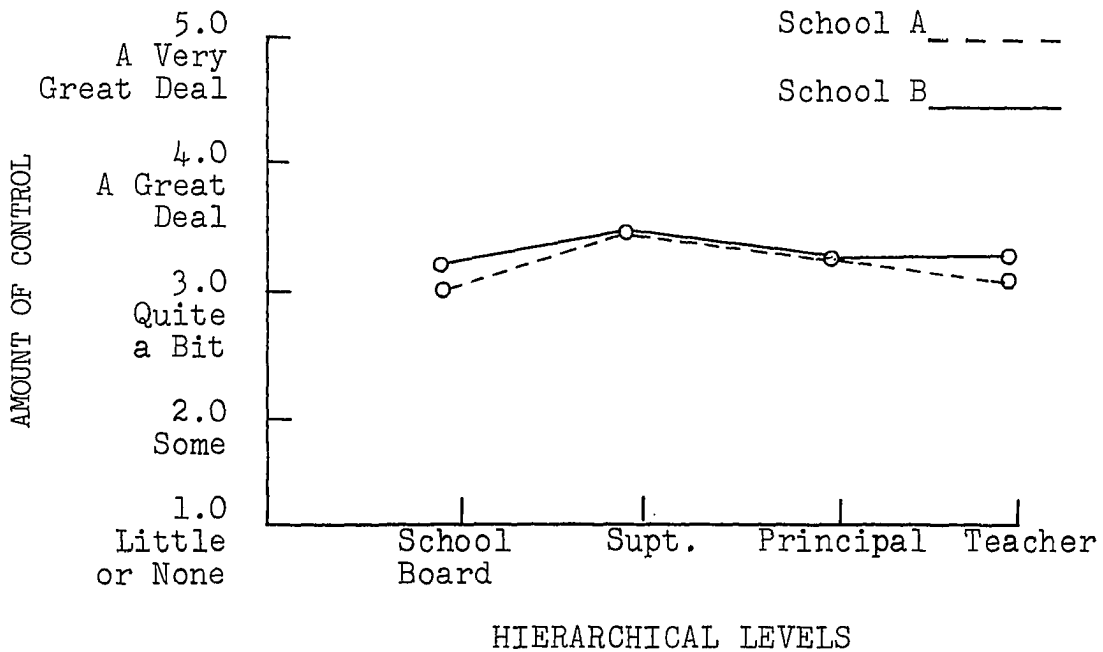


Fig. 30--A graph of the passive control curves of the 20-29 years of experience respondents of two school systems based on mean scores of ratings.

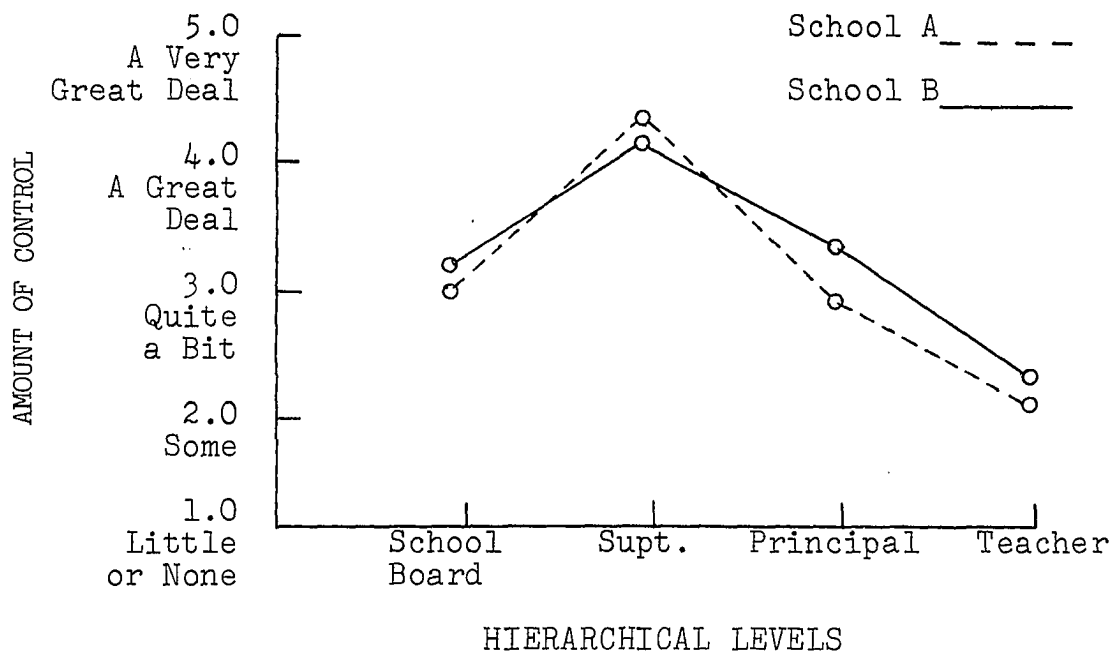


Fig. 31--A graph of the active control curves of the 30-40 years of experience respondents of two school systems based on mean scores of ratings.

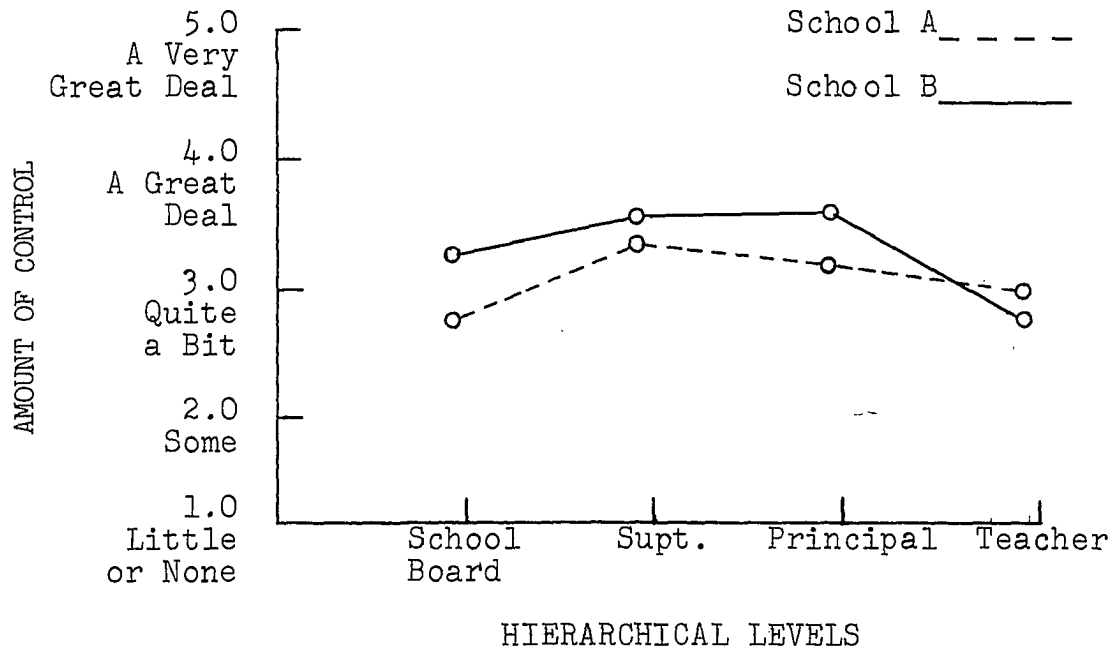


Fig. 32--A graph of the passive control curves of the 30-40 years of experience respondents of two school systems based on mean scores of ratings.

perceived the teacher level as being subject to the greatest amount of control. (See Figure 26). All of the experience groups perceived the principal and teacher levels of both schools to be similar in the amount of control they were subject to. The school board level was perceived generally to be controlled the least of any of the hierarchical levels. All the levels of both schools were relatively similar in the amount of control they were subject to except the superintendent level in Figure 28, which depicted a more distinct difference at this level.

In order to present a clearer picture of the years of experience difference in the perception of active and passive control the teachers were divided into four years of experience groups. The perceptions of these various groups were tested statistically to see if there was any significant difference in the way they perceived control of the various hierarchical levels in the two school systems. These perceptions were plotted on control graphs. A general hypothesis such as hypotheses 15 and 16 was stated to hypothesize about how perception of control was related to difference in years of experience generally. This also depicted experience as a variable in the same vein as sex, elementary and secondary variables.

Hypothesis 15 was: The perception of active perceived control exercised by each of the four hierarchical levels in each school system is directly related to the difference in

years of experience of the respondents. The 1-9 years of experience group perceived a significant difference in the amount of control exercised between the school board level of the two school systems. (See Table VIII). The other three hierarchical levels were viewed as being no different in amount of control exercised. The school board, principal and teacher levels were significantly different in the amount of control exercised in the 10-19 years of experience group. (See Table VIII). The remaining two experience groups perceived no difference between any of the hierarchical levels of the two school systems in amount of control exercised as depicted in Table VIII. It can be stated, that generally there was no difference in the way the different experience groups perceived active control between the four hierarchical levels of the two school systems.

Hypothesis 16 was: The perception of passive perceived control exerted on each of the four hierarchical levels in each school system is directly related to the difference in years of experience of the respondents. The 10-19 years of experience group perceived a significant difference in the amount of control the superintendent level was subject to in the two school systems. This group perceived no difference generally in amount of control the hierarchical levels of both school systems were subject to. (See Table VII). In view of these results there was no difference generally in the way the different experience groups perceived passive control between the

four hierarchical levels of the two school systems.

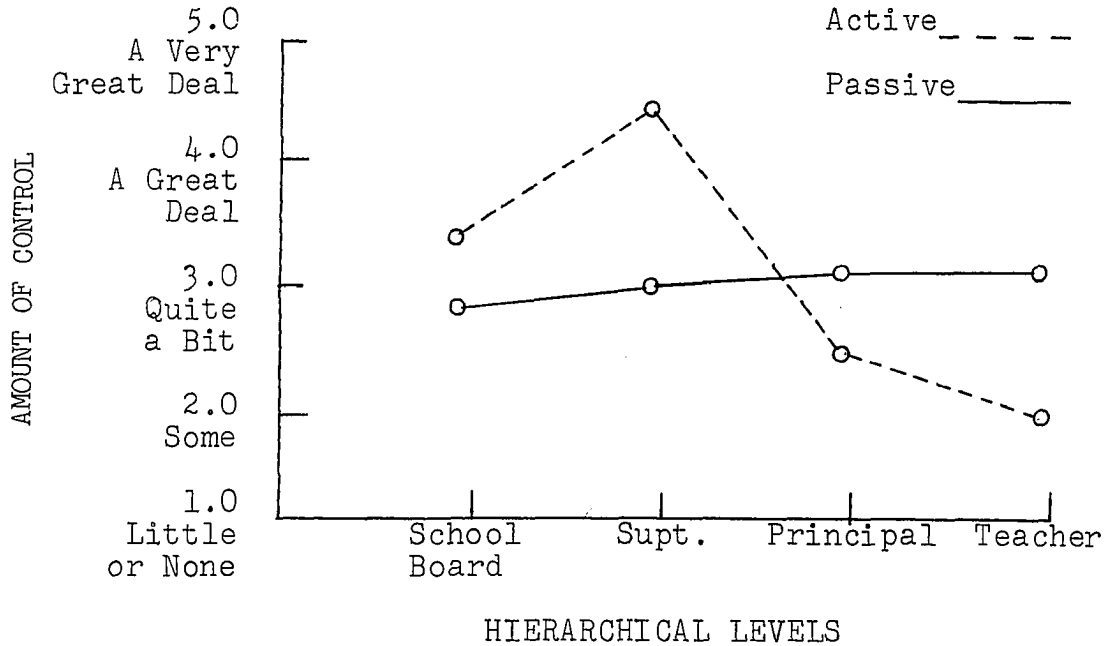


Fig. 33--A graph of School A active and passive control curves showing the crossover point.

The crossover point of the active and passive control curves divided the school system into two groups: one, which predominantly exercised control; the other which received or was subject to control. Not only did the crossover point separate these two groups, but the control relationship was usually intensified at levels more distant from the point. Figures 33 and 34 were similar in where the crossover point occurs.

The crossover occurred between the superintendent and principal levels of both schools. This showed that the school board and superintendent levels had greater control, while the principal and teacher levels were subject to more control than the upper levels.

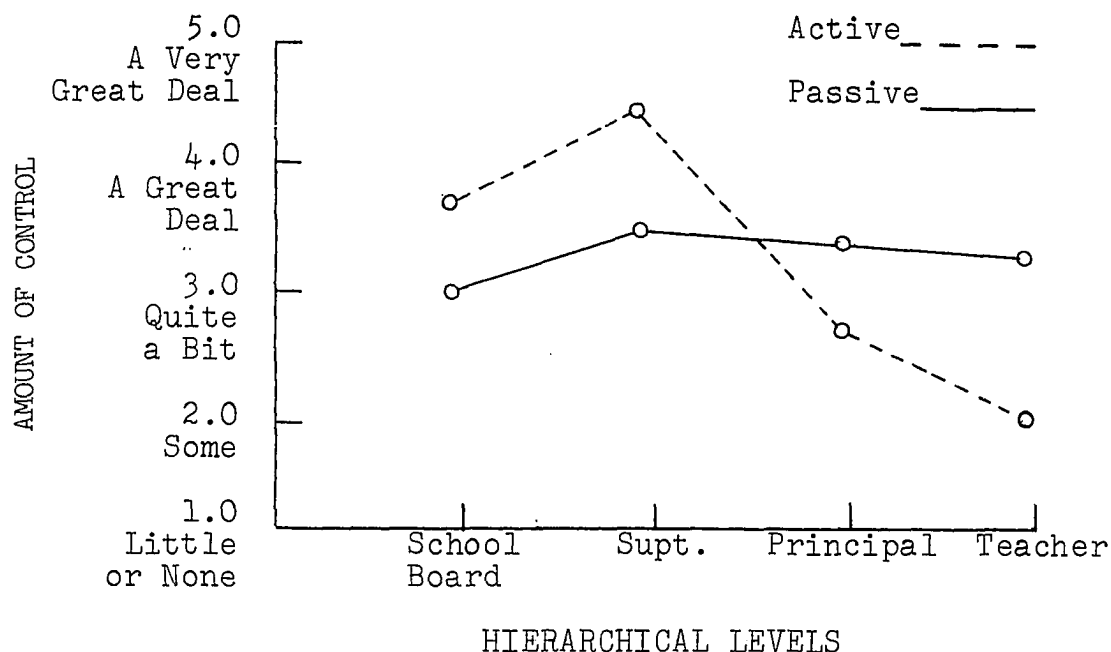


Fig. 34--A graph of School B active and passive control curves showing the crossover point.

The control graphs that were presented of the two school systems can provide a convenient and fruitful device for thinking and answering questions about control in school systems. The two selected school systems of this study were very similar with respect to total amount of control exercised within them and distribution of control.

One might predict for school systems generally that, while the amount of active control will often vary markedly with hierarchical level, as the graphs have shown it did in the two school systems; the amount of control to which a hierarchical level was subject to may remain fairly similar as shown by the graphs of these two school systems. Nearly everyone is subject to control within the school system and if a person is not controlled to some degree he is not an integrated member of that school system.

CHAPTER V

FINDINGS AND INTERPRETATIONS

The purpose of this study was to determine what effect the structure of two teacher group organizations in two separate school systems had on the perception of control of the teachers in the respective school systems. The intervening variables of sex, elementary, secondary, women head of household, age and experience were tested to determine if these variables influenced perception of control.

The data indicated that a difference existed between the two school systems, one which had a relatively highly structured and formally organized teacher group and the other less highly structured and less formally organized, in the way the teachers perceived control in their respective schools. Examination of the data indicated that the teachers in the school system with the less formally organized teacher group perceived themselves to have more control over their work and working conditions than the teachers in the school system with the higher structured and formally organized teacher group. These findings seemed to indicate that to have a well structured and formally organized teacher group in a school system did not necessarily increase control over what goes on in the

school system.

Figure 2 indicated that a difference existed in total control between the two school systems. The teachers in the school system with the less formally organized teacher group perceived more total control of the four combined hierarchical levels than the teachers in the school system with the more structured and formally organized teacher group. The teachers in the school with the less formally organized teacher group perceived more control at the school board, principal and teacher levels, but less control at the superintendent level. It was interesting that the teachers in the school with the less formally organized teacher group perceived their superintendent to have less control than the superintendent of the other school system, while the other three hierarchical levels were perceived as having more control. This seemed to indicate that even though the teachers perceived the superintendent as exercising more control than themselves, they still felt that they had more control over what he did than the teachers in the school with the formally organized teacher group had over what their superintendent did. This was also depicted in Figure 4 where the teachers in School B perceived the superintendent level to be subject to more control than any of the other hierarchical levels. The greatest difference in amount of control of the four hierarchical levels between the two school systems was at the school board level and the least difference was at the superintendent level. (See Figure 2).

An examination of the data indicated that a difference existed in active control between the two school systems. There was a statistically significant difference between the two school systems in active control at three of the four hierarchical levels. The three levels where a significant difference existed was the school board, principal, and teacher levels. (See Table I). The superintendent level depicted no significant difference as perceived by the respondents. Figure 3 depicted the least amount of difference in amount of control exercised at the superintendent level, while the school board level depicted the greatest difference in amount of control exercised in Figure 3 as well as statistically. The superintendent level of both school systems was perceived to exercise the greatest amount of control and the teacher level the least amount of control. The active control curves of both school systems were similar, but depicted distinct differences. In view of these findings, the teachers of the two school systems generally perceived a difference in the amount of control exercised at the various hierarchical levels.

An examination of the results indicated that there was a difference between the two school systems in passive control. As Table I indicated, there was a statistically significant difference between the two school systems in the way the teachers perceived the amount of control each of the four hierarchical levels were subject to. The levels of school board, superintendent and principal were significantly different in the amount of control they were subject to. There

was no difference noted in the amount of control the teacher level of the two school systems was subject to. The teachers in the school system with the less formally organized teacher group perceived their superintendent as being subject to more control than the teachers in the other school system perceived their superintendent to be subject to. The teachers in the school with the formally organized teacher group perceived themselves as being subject to more control than any of the other hierarchical levels. The teachers in both school systems perceived the school board level as being subject to the least amount of control of any of the hierarchical levels. The greatest difference in the amount of control a level was subject to between the two school systems was at the superintendent level. This seemed to correlate with the other findings of this study that suggested the teachers in the school system with the less formally organized teacher group perceived themselves to have more control over what their superintendent did than the teachers of the other school system perceived themselves to have over what their superintendent did. In view of these findings the teachers of the two school systems generally perceived a difference in the amount of control the hierarchical levels were subject to.

Data in Figures 5, 6, 7 and 8 and Tables II and III indicated that generally there was a difference in perception of control between the women and men in the two school systems. In active control the women respondents perceived a signifi-

cant difference at the school board level and no significant difference at the other three hierarchical levels, while the men perceived a significant difference in active control at the school board, principal and teacher levels and no significant difference at the superintendent level. In three of the hierarchical levels the men perceived a significant difference in active control and the women perceived a significant difference in only one hierarchical level in active control. (See Tables II and III). The women respondents perceived no significant difference in passive control at all four hierarchical levels, while the men respondents perceived a significant difference in passive control at the school board, superintendent and principal levels and no significant difference at the teacher level. (See Tables II and III). The active control curves in Figure 5 as perceived by the women respondents were very similar, while the active control curves in Figure 7 as perceived by the men respondents depicted distinct differences in three of the four hierarchical levels. The women perceived the school board level of the two school systems to be distinctly different in the amount of control exercised, while the men respondents perceived a distinct difference at the school board, principal and teacher levels of the two school systems. Both women and men were in agreement as to no significant difference at the superintendent level of both school systems, but the women in the school system with the less formally organized teacher group

perceived the superintendent to exercise less control than the superintendent level of the other school system, while the men in the school with the less formally organized teacher group perceived the superintendent to exercise more control than the superintendent of the other school system. (See Figures 5 and 7). Figures 6 and 8 depicted a difference in the way women and men perceived control. The women of both school systems perceived control very similar, while the men of the two school systems perceived control quite differently, as depicted in Figure 8. The women and men in the school system with the formally organized teacher group perceived the principal and teacher levels as being similar in amount of control they were subject to, while the men and women in the school system with the less formally organized teacher group perceived the amount of control the different hierarchical levels were subject to differently, especially at the principal level. The men perceived the principal to be subject to the most control, while the women perceived the superintendent, principal and teacher levels as equal in amount of control each level was subject to. (See Figures 6 and 8). This seemed to indicate that the principal level in the school system with the less formally organized teacher group had less say or influence on what went on in the school system than any of the other hierarchical levels. These findings indicated that generally women perceived control differently than men, or it can be said, that generally sex made a difference in

perception of control in the two school systems.

The data indicated that the men respondents have a strong influence in the way control was depicted by the different groups. The men perceived control in the same way that all respondents perceived control and were the only variable to do so. (See Tables I and III). The dominance of the men respondents was also noted in the 30-39 age-group and the 10-19 years of experience group. More of the male respondents fell in the 30-39 age-group and 10-19 years of experience group than in any of the other age or experience groups. Of the 227 men in both school systems, 79 men were in the 30-39 age category, 42 men were in the 20-29 age category, 48 men were in the 50-59 age category, 36 men were in the 40-49 age category, 21 men were in the 60-70 age category. The years of experience categories were similar in number of men respondents. The 30-39 age-group and the 10-19 years of experience group depicted the greatest amount of difference in the perception of control of any of the other age and experience groups. (See Tables VII and VIII). These results seemed to indicate that the men respondents were the most dominate variable and had a strong influence in the way control was depicted in other groups.

Data in Figures 9, 10, 11 and 12 and Tables IV and V indicated that generally there was a difference in perception of control between elementary and secondary respondents in the two school systems. The elementary respondents perceived

1

a significant difference in the amount of control perceived at the school board and superintendent levels, while the secondary respondents perceived a significant difference in the amount of control exercised at the school board and principal levels of the two school systems. When comparing the active and passive control curves of the elementary and secondary respondents against the men and women respondents the curves were very similar. The women respondents seemed to have an influence in the difference between men respondents and secondary respondents as to the amount of control exercised by the teacher level. The men respondents perceived the teacher level in active control to be significantly different and the women perceived the reverse, while the secondary respondents perceived no significant difference in the teacher level between the two school systems. (See Tables III and V).

The elementary respondents perceived no significant difference in passive control of the four hierarchical levels between the two school systems, while the secondary respondents perceived a significant difference at the superintendent and principal levels. The men respondents perceived a significant difference at the school board level in passive control while the secondary respondents perceived no differences. The findings suggested that the reason for this difference was the women respondents in secondary who influenced this change. One reason why men and women respondents perceived control similarly to elementary and secondary respondents was because

the majority of women were in elementary and most of the men were in secondary. The findings indicated that generally elementary respondents perceived control differently than secondary respondents; or it can be said that generally teaching level made a difference in perception of control in the two school systems.

Did being a woman and at the same time head of the household make a difference in perception of control? The data indicated that women who were head of the household perceived control no differently than women who were not head of the household. (See Tables II and VI). One interesting difference noted was that women who were head of the household in the school with the less formally organized teacher group perceived the teacher level to exercise less control than the teacher level in the other school system. The majority of the respondents perceived this level to be the reverse between the two school systems. The women respondents in the school with the less formally organized teacher group perceived the teacher level to be the same in amount of control exercised; this seemed to indicate that women who were head of the household perceived themselves to have less control over what goes on in the school system than the other women respondents.

An examination of the data in Table VII and Figures 15 through 24 seemed to indicate that generally age did not make a difference in the perception of control. There was no statistical difference in perception of control as perceived

by the teachers in both school systems in three of the five age-groups. The 20-29 age-groups perceived a difference in the amount of control exercised by the school board level between the two school systems. All other levels in both active and passive control were perceived by the teachers to have no significant difference between them. The 30-39 age-group perceived the greatest difference between the hierarchical levels of the two school systems. This was the only age-group that generally perceived a significant difference in perception of control. (See Table VII). As mentioned before, the difference in the 30-39 age-group seemed to indicate that the dominant variable of men had an effect upon this age-group. The older teachers in both schools perceived themselves as having more say and influence over what went on in the school system than the other age-groups. (See Figure 24). Also, the older teachers perceived the superintendent level to be subject to more control than any of the other age-groups. These results indicated that generally all ages perceived control in relatively the same manner.

An examination of the data in Table VIII and Figures 25 through 32 indicated that generally experience did not make a difference in the perception of control. There was no statistical difference in perception of control by the teachers in two of the four age-groups tested. The 1-9 years of experience group perceived a difference in the school board level in active control. The other levels were perceived to

have no significant differences. The 10-19 years of experience group perceived the greatest difference in control of any of the experience groups. As mentioned before, the variable of men seemed to have an influence in the perception of control in this experience group. (See Table VIII). The data indicated that the respondents with the most experience perceived themselves as being subject to less control than the other respondents. The reverse was true of the respondents with the least experience. These results indicated that generally teachers with different years of experience perceived control in relatively the same manner.

The data indicated that the principal's level of the two school systems exercised, and was subject to approximately the same amount of control. The superintendent and school board levels exercised more control than they were subject to, while the teacher's level was subject to more control than it exercised. These findings indicated that the upper hierarchical levels exercised more control and the lower levels were subject to more control. The crossover point in Figures 33 and 34 also indicated this very distinctly. Both school systems throughout the study were similar in what levels did the controlling and what levels were controlled. The findings about total control in unions were similar to the findings in total control in this study, while the findings about distribution of control in unions were just the reverse of the findings in school systems. Tannenbaum and Kahn¹ in their

¹Tannenbaum and Kahn, op. cit., p. 161.

study of four unions found that three of the unions were high in total control and one was relatively low in total control. The data in this study indicated that both school systems were fairly high in total control. Tannenbaum and Kahn also found that the memberships of the four unions exercised quite a bit more control than did the upper hierarchical levels of president and executive board. The reverse was true in this study. The school board and superintendent levels exercised quite a bit more control than the teacher levels depicted. Therefore, the shape of the curves in unions and school systems was entirely different.

Summary

The major findings may be summarized as follows:

1. The teachers in the school system with the less formally organized teacher group perceived themselves to have more control over their work and working conditions than the teachers in the school system with the more structured and formally organized group.
2. A difference did exist in total control between the two school systems, with the teachers in the school with the less formally organized teacher group perceiving the most total control.
3. There was generally a difference between the two school systems in active control. The teachers in the school with the less formally organized teacher group perceived more control being exercised in a composite of the four hierarchical

levels.

4. There was generally a difference in passive control between the two school systems. The teachers in the school with the less formally organized teacher group perceived themselves to be subject to less control in their school system than the teachers in the other school system.

5. Sex generally made a difference in the perception of control. The men and women respondents generally perceived a difference in control between the two school systems.

6. Teaching level made a difference in the perception of control. The data indicated that the elementary and secondary respondents perceived control differently.

7. Generally age did not make a difference in the perception of control. All the age-groups were relatively similar in perception of control.

8. Generally experience did not make a difference in the perception of control. The different experience groups perceived control in relatively the same manner.

9. Generally the upper hierarchical levels did the controlling and the lower hierarchical levels were controlled.

10. The distribution of control in school systems was generally the reverse of distribution of control in unions, while total control between the two was similar.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The public school systems of today are in a period of transition and are going through the process of some changes in their control structure. The trend toward collective action among public school teachers is clearly increasing and giving impetus to a change in the control structure of school systems.

The purpose of this study was to determine whether a difference in the extent to which teachers engaged in collective activity for achieving more control over their work and working conditions influenced the pattern of perceived control in a school system. In addition, the variables of sex, elementary, secondary, women head of household, age and experience were examined to determine the extent to which these variables influenced perceived control. Three sub-problems of the study were:

1. To determine whether differences in the way teachers were organized in two school systems influenced the perception of total control.

2. To determine whether differences in the way teachers were organized in two school systems influenced the perception of active control.

3. To determine whether differences in the way teachers were organized in two school systems influenced the perception of passive control.

Two fairly large suburban school systems were chosen as the population for this study. The school systems were chosen so as to be similar in as many respects as possible, except in the way the two teacher groups were organized. A modification of the questionnaire, developed by Tannenbaum, was used in this study. (See Appendix A).

In order to investigate the proposed problem, it was necessary to use a statistical treatment which would determine the difference in perception of control and the influence of selected variables on perceived control. The t-test of paired differences was used to test the hypotheses.

School board members, superintendents, principals and teachers in both school systems responded to the questionnaire and interview procedures. The data indicated that differences did exist between the two school systems in the way teachers perceived control.

The major findings indicated that the teachers in the school system with the less formally organized teacher group perceived themselves to have more control over their work and working conditions than the teachers in the school system with

the more structured and formally organized group. The variable of men proved to be the dominant variable in influencing perceived control throughout the study. The dominance of the variable of men was especially noted in the 30-39 age-group and the 10-19 years of experience group. Throughout the study the data indicated that the upper hierarchical levels did the controlling and the lower hierarchical levels were controlled.

Conclusions

1. The amount of total perceived control was not influenced by the difference in the way the teacher groups in the two school systems were organized. The school system with a teacher group, organized to include grievance procedures, formal channels of communication, impasse procedures and the like, actually had less perceived total control than the school with a less formally organized teacher group.

2. Differences did exist in the way the intervening variables of sex, elementary, secondary, women head of household, age and experience influenced perception of control. The variable of sex had a definite effect on perceived control. The data indicated that the men were the dominant variable and had a greater influence on perception of control than any of the other variables. The men in the school with the less formally organized teacher group perceived a greater amount of control over what they did in the school system than the men in the school with the more formally organized teacher group. The men and women were significantly different in

their perception of control. The secondary variable was more dominant in influence on perception of control than the elementary variable. The data indicated that the men and women variables had an influence on the elementary and secondary variable perception of control. The variables of age, experience and women head of household seemed to have no effect on perceived control. The men variable was dominant in the way the 10-19 years of experience group and the 30-39 age-group perceived control.

3. The data indicated that the principal was more like the teacher in the amount of control they were subject to and the amount of control they exercised than any of the other hierarchical levels. The crossover point in Figures 33 and 34 illustrated that generally the school board and superintendent levels exercised the most control while the principal and teacher levels were subject to more control. The crossover point of the two school systems separated the hierarchical levels into two groups. Generally, throughout the study, the upper hierarchical levels did the controlling while the lower hierarchical levels were controlled.

Recommendations

1. Further studies should be made in schools with different teacher group organization structures than the teacher group organization structure used in this study, particularly a structure in which the superintendent is not a participant in deliberations of the teacher group.

2. Future research should pay particular attention to the differences between males and females in the way they perceive control and the extent to which male and female differences influence elementary and secondary teachers' perception of control.

3. Future studies should determine the extent to which size of the school system influences perception of control. Small and large school systems may differ. In examining large school systems, it may be feasible to include central office personnel, assistant principals, counselors and supervisors in the hierarchical levels under consideration.

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APPENDIX A

QUESTIONNAIRE

This survey is a study to learn something about the control structure of different school systems. You are asked to respond to four questions concerning your perception of control in your school system. All questions require a check mark to designate the appropriate response. There are four groups and five choices for each group below each question. Mark only one blank in each row for each of the questions. There should be a total of sixteen checks. It will take approximately two minutes to fill out this questionnaire.

Please fill out and check the proper blanks below:

Secondary _____ Elementary _____ Sex: M _____ F _____ Age _____
 Experience in Years _____ Head of Household: Yes _____ No _____

In general, how much say or influence does the school board have on what it does and what the following individuals or groups do in the school system?

	Little Or None	Some	Quite A Bit	A Very Great Deal
School Board				
Superintendent				
Principals				
Teachers				

In general, how much say or influence does the superintendent have on what he does and what the following individuals or groups do in the school system?

	Little Or None	Some	Quite A Bit	A Very Great Deal
School Board				
Superintendent				
Principals				
Teachers				

In general, how much say or influence do the principals have on what they do and what the following individuals or groups do in the school system?

	Little Or None	Some	Quite A Bit	A Very Great Deal
School Board				
Superintendent				
Principals				
Teachers				

In general, how much say or influence do the teachers have on what they do and what the following individuals or groups do in the school system?

	Little Or None	Some	Quite A Bit	A Very Great Deal
School Board				
Superintendent				
Principals				
Teachers				

APPENDIX B

John Ted Meier
Adair Apt. 14A
Norman, Oklahoma
December 8, 1965

Dr. Arnold S. Tannenbaum
Survey Research Center
University of Michigan
Ann Arbor, Michigan

Dear Dr. Tannenbaum:

The purpose of this letter is to request permission to devise a questionnaire based on and adapted from your questionnaire used in various articles on control in organizations and to use the control graph in presenting the data I receive.

The questionnaire and control graph will be used to secure and present data to be used in a doctoral dissertation, being conducted under the direction of Dr. Robert E. Ohm, Professor of Education at the University of Oklahoma. The sample will consist of school board members, superintendents, principals, and teachers in two selected school systems.

Thank you for your consideration and time in this matter.

Sincerely,

John Ted Meier

JTM:lm

February 24, 1966

TO: TEACHERS

Mr. John Ted Meier from the University of Oklahoma is conducting a research study about the control structure of school systems.

Our school system has been selected to participate in this study and will involve all teachers, principals, the superintendent, and school board members of this system.

I should greatly appreciate your completion of the enclosed questionnaire. Please put the questionnaire in the enclosed envelope and return it to the container by your school mailbox.

Superintendent of Schools

APPENDIX C

MEANS OF RESPONSES TO QUESTION 1

In general, how much say or influence does the school board have on what it does and what the following individuals or groups do in the school system?

<u>School A</u>		<u>School B</u>	
<u>Respondent-School Board</u>		<u>Respondent-School Board</u>	
School Board	$\bar{X} = 4.2$	School Board	$\bar{X} = 4.4$
Superintendent	$\bar{X} = 4.2$	Superintendent	$\bar{X} = 4.4$
Principals	$\bar{X} = 3.2$	Principals	$\bar{X} = 3.0$
Teachers	$\bar{X} = 3.0$	Teachers	$\bar{X} = 1.8$
<u>Respondent-Superintendent</u>		<u>Respondent-Superintendent</u>	
School Board	$\bar{X} = 5.0$	School Board	$\bar{X} = 4.0$
Superintendent	$\bar{X} = 4.0$	Superintendent	$\bar{X} = 4.0$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.0$
Teachers	$\bar{X} = 2.0$	Teachers	$\bar{X} = 2.0$
<u>Respondent-Principals</u>		<u>Respondent-Principals</u>	
School Board	$\bar{X} = 3.4$	School Board	$\bar{X} = 4.1$
Superintendent	$\bar{X} = 3.5$	Superintendent	$\bar{X} = 4.9$
Principals	$\bar{X} = 3.2$	Principals	$\bar{X} = 3.4$
Teachers	$\bar{X} = 2.8$	Teachers	$\bar{X} = 3.1$
<u>Respondent-Teachers</u>		<u>Respondent-Teachers</u>	
School Board	$\bar{X} = 3.5$	School Board	$\bar{X} = 3.9$
Superintendent	$\bar{X} = 3.4$	Superintendent	$\bar{X} = 3.7$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.4$
Teachers	$\bar{X} = 2.6$	Teachers	$\bar{X} = 3.1$
<u>Respondent-Women Teachers</u>		<u>Respondent-Women Teachers</u>	
School Board	$\bar{X} = 3.5$	School Board	$\bar{X} = 3.9$
Superintendent	$\bar{X} = 3.4$	Superintendent	$\bar{X} = 3.6$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.3$
Teachers	$\bar{X} = 2.6$	Teachers	$\bar{X} = 3.0$
<u>Respondent-Men Teachers</u>		<u>Respondent-Men Teachers</u>	
School Board	$\bar{X} = 3.4$	School Board	$\bar{X} = 4.1$
Superintendent	$\bar{X} = 3.5$	Superintendent	$\bar{X} = 4.1$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.8$
Teachers	$\bar{X} = 2.3$	Teachers	$\bar{X} = 3.3$
<u>Respondent-Elementary</u>		<u>Respondent-Elementary</u>	
School Board	$\bar{X} = 3.4$	School Board	$\bar{X} = 3.8$
Superintendent	$\bar{X} = 3.4$	Superintendent	$\bar{X} = 3.6$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.3$
Teachers	$\bar{X} = 2.6$	Teachers	$\bar{X} = 3.0$
<u>Respondent-Secondary</u>		<u>Respondent-Secondary</u>	
School Board	$\bar{X} = 3.5$	School Board	$\bar{X} = 4.1$
Superintendent	$\bar{X} = 3.4$	Superintendent	$\bar{X} = 4.0$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.7$
Teachers	$\bar{X} = 2.6$	Teachers	$\bar{X} = 3.3$
<u>Respondent-Women Head of Household</u>		<u>Respondent-Women Head of Household</u>	
School Board	$\bar{X} = 3.5$	School Board	$\bar{X} = 3.6$
Superintendent	$\bar{X} = 3.5$	Superintendent	$\bar{X} = 3.7$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.2$
Teachers	$\bar{X} = 2.7$	Teachers	$\bar{X} = 2.9$

MEANS OF RESPONSES TO QUESTION 2

In general, how much say or influence does the superintendent have on what he does and what the following individuals or groups do in the school system?

<u>School A</u>		<u>School B</u>	
<u>Respondent-School Board</u>			
School Board	$\bar{X} = 4.0$	School Board	$\bar{X} = 4.0$
Superintendent	$\bar{X} = 4.5$	Superintendent	$\bar{X} = 4.8$
Principals	$\bar{X} = 4.2$	Principals	$\bar{X} = 4.6$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 4.6$
<u>Respondent-Superintendent</u>			
School Board	$\bar{X} = 4.0$	School Board	$\bar{X} = 4.0$
Superintendent	$\bar{X} = 5.0$	Superintendent	$\bar{X} = 4.0$
Principals	$\bar{X} = 3.0$	Principals	$\bar{X} = 3.0$
Teachers	$\bar{X} = 2.0$	Teachers	$\bar{X} = 2.0$
<u>Respondent-Principals</u>			
School Board	$\bar{X} = 3.9$	School Board	$\bar{X} = 4.5$
Superintendent	$\bar{X} = 4.5$	Superintendent	$\bar{X} = 4.9$
Principals	$\bar{X} = 4.1$	Principals	$\bar{X} = 3.9$
Teachers	$\bar{X} = 3.2$	Teachers	$\bar{X} = 3.4$
<u>Respondent-Teachers</u>			
School Board	$\bar{X} = 4.1$	School Board	$\bar{X} = 4.0$
Superintendent	$\bar{X} = 4.6$	Superintendent	$\bar{X} = 4.4$
Principals	$\bar{X} = 4.3$	Principals	$\bar{X} = 4.2$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 3.8$
<u>Respondent-Women Teachers</u>			
School Board	$\bar{X} = 4.0$	School Board	$\bar{X} = 4.0$
Superintendent	$\bar{X} = 4.6$	Superintendent	$\bar{X} = 4.4$
Principals	$\bar{X} = 4.3$	Principals	$\bar{X} = 4.1$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 3.8$
<u>Respondent-Men Teachers</u>			
School Board	$\bar{X} = 3.7$	School Board	$\bar{X} = 4.3$
Superintendent	$\bar{X} = 4.6$	Superintendent	$\bar{X} = 4.5$
Principals	$\bar{X} = 4.3$	Principals	$\bar{X} = 4.4$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 3.9$
<u>Respondent-Elementary</u>			
School Board	$\bar{X} = 4.0$	School Board	$\bar{X} = 3.9$
Superintendent	$\bar{X} = 4.5$	Superintendent	$\bar{X} = 4.3$
Principals	$\bar{X} = 4.3$	Principals	$\bar{X} = 4.1$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 3.8$
<u>Respondent-Secondary</u>			
School Board	$\bar{X} = 4.1$	School Board	$\bar{X} = 4.2$
Superintendent	$\bar{X} = 4.6$	Superintendent	$\bar{X} = 4.5$
Principals	$\bar{X} = 4.3$	Principals	$\bar{X} = 4.4$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 3.9$
<u>Respondent-Women Head of Household</u>			
School Board	$\bar{X} = 4.0$	School Board	$\bar{X} = 4.1$
Superintendent	$\bar{X} = 4.6$	Superintendent	$\bar{X} = 4.7$
Principals	$\bar{X} = 4.3$	Principals	$\bar{X} = 4.4$
Teachers	$\bar{X} = 4.0$	Teachers	$\bar{X} = 4.2$

MEANS OF RESPONSES TO QUESTION 3

In general, how much say or influence do the principals have on what they do and what the follow-
in individuals or groups do in the school system?

<u>School A</u>		<u>School B</u>	
<u>Respondent-School Board</u>		<u>Respondent-School Board</u>	
School Board	$\bar{X} = 3.0$	School Board	$\bar{X} = 1.8$
Superintendent	$\bar{X} = 3.2$	Superintendent	$\bar{X} = 3.6$
Principals	$\bar{X} = 3.8$	Principals	$\bar{X} = 4.0$
Teachers	$\bar{X} = 3.8$	Teachers	$\bar{X} = 4.4$
<u>Respondent-Superintendent</u>		<u>Respondent-Superintendent</u>	
School Board	$\bar{X} = 2.0$	School Board	$\bar{X} = 3.0$
Superintendent	$\bar{X} = 4.0$	Superintendent	$\bar{X} = 4.0$
Principals	$\bar{X} = 5.0$	Principals	$\bar{X} = 4.0$
Teachers	$\bar{X} = 3.0$	Teachers	$\bar{X} = 4.0$
<u>Respondent-Principals</u>		<u>Respondent-Principals</u>	
School Board	$\bar{X} = 2.2$	School Board	$\bar{X} = 2.7$
Superintendent	$\bar{X} = 2.8$	Superintendent	$\bar{X} = 3.2$
Principals	$\bar{X} = 3.3$	Principals	$\bar{X} = 3.7$
Teachers	$\bar{X} = 3.5$	Teachers	$\bar{X} = 4.1$
<u>Respondent-Teachers</u>		<u>Respondent-Teachers</u>	
School Board	$\bar{X} = 2.2$	School Board	$\bar{X} = 2.4$
Superintendent	$\bar{X} = 2.4$	Superintendent	$\bar{X} = 2.8$
Principals	$\bar{X} = 3.1$	Principals	$\bar{X} = 3.3$
Teachers	$\bar{X} = 3.6$	Teachers	$\bar{X} = 3.8$
<u>Respondent-Women Teachers</u>		<u>Respondent-Women Teachers</u>	
School Board	$\bar{X} = 2.2$	School Board	$\bar{X} = 2.4$
Superintendent	$\bar{X} = 2.5$	Superintendent	$\bar{X} = 2.7$
Principals	$\bar{X} = 3.1$	Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.7$	Teachers	$\bar{X} = 3.7$
<u>Respondent-Men Teachers</u>		<u>Respondent-Men Teachers</u>	
School Board	$\bar{X} = 2.2$	School Board	$\bar{X} = 2.7$
Superintendent	$\bar{X} = 2.3$	Superintendent	$\bar{X} = 3.4$
Principals	$\bar{X} = 2.9$	Principals	$\bar{X} = 4.0$
Teachers	$\bar{X} = 3.5$	Teachers	$\bar{X} = 3.8$
<u>Respondent-Elementary</u>		<u>Respondent-Elementary</u>	
School Board	$\bar{X} = 2.2$	School Board	$\bar{X} = 2.4$
Superintendent	$\bar{X} = 2.5$	Superintendent	$\bar{X} = 2.8$
Principals	$\bar{X} = 3.2$	Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.8$	Teachers	$\bar{X} = 3.6$
<u>Respondent-Secondary</u>		<u>Respondent-Secondary</u>	
School Board	$\bar{X} = 2.2$	School Board	$\bar{X} = 2.5$
Superintendent	$\bar{X} = 2.3$	Superintendent	$\bar{X} = 2.9$
Principals	$\bar{X} = 2.9$	Principals	$\bar{X} = 3.6$
Teachers	$\bar{X} = 3.4$	Teachers	$\bar{X} = 3.9$
<u>Respondent-Women Head of Household</u>		<u>Respondent-Women Head of Household</u>	
School Board	$\bar{X} = 2.4$	School Board	$\bar{X} = 2.6$
Superintendent	$\bar{X} = 2.7$	Superintendent	$\bar{X} = 2.8$
Principals	$\bar{X} = 3.1$	Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.6$	Teachers	$\bar{X} = 3.6$

MEANS OF RESPONSES TO QUESTION 4

In general, how much say or influence do the teachers have on what they do and what the following individuals or groups do in the school system?

<u>School A</u>	<u>School B</u>
<u>Respondent-School Board</u>	
School Board $\bar{X} = 2.6$	School Board $\bar{X} = 2.2$
Superintendent $\bar{X} = 2.6$	Superintendent $\bar{X} = 2.6$
Principals $\bar{X} = 2.6$	Principals $\bar{X} = 3.2$
Teachers $\bar{X} = 3.2$	Teachers $\bar{X} = 3.8$
<u>Respondent-Superintendent</u>	
School Board $\bar{X} = 2.0$	School Board $\bar{X} = 3.0$
Superintendent $\bar{X} = 3.0$	Superintendent $\bar{X} = 4.0$
Principals $\bar{X} = 4.0$	Principals $\bar{X} = 4.0$
Teachers $\bar{X} = 5.0$	Teachers $\bar{X} = 4.0$
<u>Respondent-Principals</u>	
School Board $\bar{X} = 2.4$	School Board $\bar{X} = 2.5$
Superintendent $\bar{X} = 2.7$	Superintendent $\bar{X} = 3.6$
Principals $\bar{X} = 3.1$	Principals $\bar{X} = 4.1$
Teachers $\bar{X} = 3.0$	Teachers $\bar{X} = 3.6$
<u>Respondent-Teachers</u>	
School Board $\bar{X} = 1.7$	School Board $\bar{X} = 1.8$
Superintendent $\bar{X} = 2.0$	Superintendent $\bar{X} = 2.1$
Principals $\bar{X} = 2.3$	Principals $\bar{X} = 3.1$
Teachers $\bar{X} = 2.4$	Teachers $\bar{X} = 2.5$
<u>Respondent-Women Teachers</u>	
School Board $\bar{X} = 1.7$	School Board $\bar{X} = 1.7$
Superintendent $\bar{X} = 2.0$	Superintendent $\bar{X} = 2.0$
Principals $\bar{X} = 2.3$	Principals $\bar{X} = 2.3$
Teachers $\bar{X} = 2.5$	Teachers $\bar{X} = 2.4$
<u>Respondent-Men Teachers</u>	
School Board $\bar{X} = 1.8$	School Board $\bar{X} = 2.1$
Superintendent $\bar{X} = 1.9$	Superintendent $\bar{X} = 2.5$
Principals $\bar{X} = 2.1$	Principals $\bar{X} = 2.9$
Teachers $\bar{X} = 2.3$	Teachers $\bar{X} = 2.8$
<u>Respondent-Elementary</u>	
School Board $\bar{X} = 1.8$	School Board $\bar{X} = 1.8$
Superintendent $\bar{X} = 2.2$	Superintendent $\bar{X} = 2.1$
Principals $\bar{X} = 2.4$	Principals $\bar{X} = 2.3$
Teachers $\bar{X} = 2.6$	Teachers $\bar{X} = 2.4$
<u>Respondent-Secondary</u>	
School Board $\bar{X} = 1.7$	School Board $\bar{X} = 1.8$
Superintendent $\bar{X} = 1.8$	Superintendent $\bar{X} = 2.2$
Principals $\bar{X} = 2.1$	Principals $\bar{X} = 2.5$
Teachers $\bar{X} = 2.3$	Teachers $\bar{X} = 2.6$
<u>Respondent-Women Head of Household</u>	
School Board $\bar{X} = 2.1$	School Board $\bar{X} = 2.2$
Superintendent $\bar{X} = 2.5$	Superintendent $\bar{X} = 2.5$
Principals $\bar{X} = 2.7$	Principals $\bar{X} = 2.8$
Teachers $\bar{X} = 2.7$	Teachers $\bar{X} = 2.8$

MEANS OF RESPONSES TO QUESTION 1

In general, how much say or influence does the school board have on what it does and what the following individuals or groups do in the school system?

<u>School A</u>	<u>School B</u>
<u>Respondent-Age Group 20-29</u>	
School Board $\bar{X} = 3.7$	School Board $\bar{X} = 4.0$
Superintendent $\bar{X} = 3.3$	Superintendent $\bar{X} = 3.6$
Principals $\bar{X} = 3.1$	Principals $\bar{X} = 3.4$
Teachers $\bar{X} = 2.8$	Teachers $\bar{X} = 3.2$
<u>Respondent-Age Group 30-39</u>	
School Board $\bar{X} = 3.4$	School Board $\bar{X} = 4.0$
Superintendent $\bar{X} = 3.3$	Superintendent $\bar{X} = 3.9$
Principals $\bar{X} = 2.8$	Principals $\bar{X} = 3.6$
Teachers $\bar{X} = 2.4$	Teachers $\bar{X} = 3.2$
<u>Respondent-Age Group 40-49</u>	
School Board $\bar{X} = 3.4$	School Board $\bar{X} = 3.9$
Superintendent $\bar{X} = 3.5$	Superintendent $\bar{X} = 3.2$
Principals $\bar{X} = 2.9$	Principals $\bar{X} = 3.4$
Teachers $\bar{X} = 2.5$	Teachers $\bar{X} = 2.9$
<u>Respondent-Age Group 50-59</u>	
School Board $\bar{X} = 4.6$	School Board $\bar{X} = 3.7$
Superintendent $\bar{X} = 3.5$	Superintendent $\bar{X} = 3.7$
Principals $\bar{X} = 3.0$	Principals $\bar{X} = 3.3$
Teachers $\bar{X} = 2.6$	Teachers $\bar{X} = 2.9$
<u>Respondent-Age Group 60-70</u>	
School Board $\bar{X} = 3.2$	School Board $\bar{X} = 3.2$
Superintendent $\bar{X} = 3.8$	Superintendent $\bar{X} = 3.7$
Principals $\bar{X} = 3.1$	Principals $\bar{X} = 3.0$
Teachers $\bar{X} = 2.7$	Teachers $\bar{X} = 1.7$
<u>Respondent - 1-9 Years Experience</u>	
School Board $\bar{X} = 3.7$	School Board $\bar{X} = 4.0$
Superintendent $\bar{X} = 3.8$	Superintendent $\bar{X} = 3.7$
Principals $\bar{X} = 3.0$	Principals $\bar{X} = 3.5$
Teachers $\bar{X} = 2.7$	Teachers $\bar{X} = 3.2$
<u>Respondent - 10-19 Years Experience</u>	
School Board $\bar{X} = 3.2$	School Board $\bar{X} = 3.9$
Superintendent $\bar{X} = 3.4$	Superintendent $\bar{X} = 3.9$
Principals $\bar{X} = 2.9$	Principals $\bar{X} = 3.4$
Teachers $\bar{X} = 2.7$	Teachers $\bar{X} = 2.9$
<u>Respondent - 20-29 Years Experience</u>	
School Board $\bar{X} = 3.5$	School Board $\bar{X} = 3.8$
Superintendent $\bar{X} = 3.7$	Superintendent $\bar{X} = 3.8$
Principals $\bar{X} = 2.9$	Principals $\bar{X} = 3.4$
Teachers $\bar{X} = 2.5$	Teachers $\bar{X} = 3.1$
<u>Respondent - 30-40 Years Experience</u>	
School Board $\bar{X} = 3.2$	School Board $\bar{X} = 3.7$
Superintendent $\bar{X} = 3.5$	Superintendent $\bar{X} = 3.4$
Principals $\bar{X} = 3.1$	Principals $\bar{X} = 3.2$
Teachers $\bar{X} = 2.7$	Teachers $\bar{X} = 2.7$

MEANS OF RESPONSES TO QUESTION 2

In general, how much say or influence does the superintendent have on what he does and what the following individuals or groups do in the school system?

<u>School A</u>	<u>School B</u>
<u>Respondent-Age Group 20-29</u>	<u>Respondent-Age Group 20-29</u>
School Board $\bar{X} = 4.0$	School Board $\bar{X} = 3.9$
Superintendent $\bar{X} = 4.5$	Superintendent $\bar{X} = 4.3$
Principals $\bar{X} = 4.4$	Principals $\bar{X} = 4.2$
Teachers $\bar{X} = 4.0$	Teachers $\bar{X} = 3.7$
<u>Respondent-Age Group 30-39</u>	<u>Respondent-Age Group 30-39</u>
School Board $\bar{X} = 4.1$	School Board $\bar{X} = 4.1$
Superintendent $\bar{X} = 4.6$	Superintendent $\bar{X} = 4.5$
Principals $\bar{X} = 4.4$	Principals $\bar{X} = 4.3$
Teachers $\bar{X} = 4.1$	Teachers $\bar{X} = 3.9$
<u>Respondent-Age Group 40-49</u>	<u>Respondent-Age Group 40-49</u>
School Board $\bar{X} = 4.1$	School Board $\bar{X} = 4.2$
Superintendent $\bar{X} = 4.6$	Superintendent $\bar{X} = 4.4$
Principals $\bar{X} = 4.3$	Principals $\bar{X} = 4.3$
Teachers $\bar{X} = 4.0$	Teachers $\bar{X} = 4.1$
<u>Respondent-Age Group 50-59</u>	<u>Respondent-Age Group 50-59</u>
School Board $\bar{X} = 4.2$	School Board $\bar{X} = 4.0$
Superintendent $\bar{X} = 4.7$	Superintendent $\bar{X} = 4.4$
Principals $\bar{X} = 4.3$	Principals $\bar{X} = 4.1$
Teachers $\bar{X} = 3.8$	Teachers $\bar{X} = 3.6$
<u>Respondent-Age Group 60-70</u>	<u>Respondent-Age Group 60-70</u>
School Board $\bar{X} = 4.5$	School Board $\bar{X} = 4.2$
Superintendent $\bar{X} = 4.5$	Superintendent $\bar{X} = 4.2$
Principals $\bar{X} = 4.1$	Principals $\bar{X} = 3.2$
Teachers $\bar{X} = 4.1$	Teachers $\bar{X} = 3.5$
<u>Respondent - 1-10 Years Experience</u>	<u>Respondent - 1-10 Years Experience</u>
School Board $\bar{X} = 4.0$	School Board $\bar{X} = 3.9$
Superintendent $\bar{X} = 4.5$	Superintendent $\bar{X} = 4.3$
Principals $\bar{X} = 4.3$	Principals $\bar{X} = 4.2$
Teachers $\bar{X} = 4.0$	Teachers $\bar{X} = 3.8$
<u>Respondent - 10-19 Years Experience</u>	<u>Respondent - 10-19 Years Experience</u>
School Board $\bar{X} = 4.1$	School Board $\bar{X} = 4.1$
Superintendent $\bar{X} = 4.5$	Superintendent $\bar{X} = 4.6$
Principals $\bar{X} = 4.4$	Principals $\bar{X} = 4.2$
Teachers $\bar{X} = 4.1$	Teachers $\bar{X} = 3.8$
<u>Respondent - 20-29 Years Experience</u>	<u>Respondent - 20-29 Years Experience</u>
School Board $\bar{X} = 4.2$	School Board $\bar{X} = 4.2$
Superintendent $\bar{X} = 4.7$	Superintendent $\bar{X} = 4.3$
Principals $\bar{X} = 4.3$	Principals $\bar{X} = 4.1$
Teachers $\bar{X} = 3.9$	Teachers $\bar{X} = 3.8$
<u>Respondent - 30-40 Years Experience</u>	<u>Respondent - 30-40 Years Experience</u>
School Board $\bar{X} = 4.2$	School Board $\bar{X} = 4.1$
Superintendent $\bar{X} = 4.7$	Superintendent $\bar{X} = 4.4$
Principals $\bar{X} = 4.3$	Principals $\bar{X} = 4.2$
Teachers $\bar{X} = 4.0$	Teachers $\bar{X} = 3.9$

MEANS OF RESPONSES TO QUESTION 3

In general, how much say or influence do the principals have on what they do and what the following individuals or groups do in the school system?

School ARespondent-Age Group 20-29

School Board	$\bar{X} = 2.1$
Superintendent	$\bar{X} = 2.3$
Principals	$\bar{X} = 3.0$
Teachers	$\bar{X} = 3.8$

Respondent-Age Group 30-39

School Board	$\bar{X} = 2.0$
Superintendent	$\bar{X} = 2.2$
Principals	$\bar{X} = 3.0$
Teachers	$\bar{X} = 3.5$

Respondent-Age Group 40-49

School Board	$\bar{X} = 2.3$
Superintendent	$\bar{X} = 2.5$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.6$

Respondent-Age Group 50-59

School Board	$\bar{X} = 2.2$
Superintendent	$\bar{X} = 2.6$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.5$

Respondent-Age Group 60-70

School Board	$\bar{X} = 2.4$
Superintendent	$\bar{X} = 2.9$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.5$

Respondent - 1-9 Years Experience

School Board	$\bar{X} = 2.1$
Superintendent	$\bar{X} = 2.3$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.7$

Respondent - 10-19 Years Experience

School Board	$\bar{X} = 2.1$
Superintendent	$\bar{X} = 2.4$
Principals	$\bar{X} = 2.9$
Teachers	$\bar{X} = 3.5$

Respondent - 20-29 Years Experience

School Board	$\bar{X} = 2.3$
Superintendent	$\bar{X} = 2.6$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.6$

Respondent - 30-40 Years Experience

School Board	$\bar{X} = 2.4$
Superintendent	$\bar{X} = 2.8$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.5$

School BRespondent-Age Group 20-29

School Board	$\bar{X} = 2.3$
Superintendent	$\bar{X} = 3.0$
Principals	$\bar{X} = 3.4$
Teachers	$\bar{X} = 3.9$

Respondent-Age Group 30-39

School Board	$\bar{X} = 2.7$
Superintendent	$\bar{X} = 3.1$
Principals	$\bar{X} = 3.4$
Teachers	$\bar{X} = 3.8$

Respondent-Age Group 40-49

School Board	$\bar{X} = 2.1$
Superintendent	$\bar{X} = 2.6$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.5$

Respondent-Age Group 50-59

School Board	$\bar{X} = 2.7$
Superintendent	$\bar{X} = 3.1$
Principals	$\bar{X} = 3.2$
Teachers	$\bar{X} = 3.7$

Respondent-Age Group 60-70

School Board	$\bar{X} = 2.7$
Superintendent	$\bar{X} = 3.7$
Principals	$\bar{X} = 3.2$
Teachers	$\bar{X} = 3.2$

Respondent - 1-9 Years Experience

School Board	$\bar{X} = 2.3$
Superintendent	$\bar{X} = 2.6$
Principals	$\bar{X} = 3.4$
Teachers	$\bar{X} = 3.9$

Respondent - 10-19 Years Experience

School Board	$\bar{X} = 2.7$
Superintendent	$\bar{X} = 3.2$
Principals	$\bar{X} = 3.3$
Teachers	$\bar{X} = 3.5$

Respondent - 20-29 Years Experience

School Board	$\bar{X} = 2.5$
Superintendent	$\bar{X} = 2.9$
Principals	$\bar{X} = 3.1$
Teachers	$\bar{X} = 3.6$

Respondent - 30-40 Years Experience

School Board	$\bar{X} = 2.9$
Superintendent	$\bar{X} = 3.2$
Principals	$\bar{X} = 3.5$
Teachers	$\bar{X} = 3.4$

MEANS OF RESPONSES TO QUESTION 4

In general, how much say or influence do the teachers have on what they do and what the following individuals or groups do in the school system?

School ARespondent-Age Group 20-29

School Board	$\bar{X} = 1.7$
Superintendent	$\bar{X} = 1.9$
Principals	$\bar{X} = 2.3$
Teachers	$\bar{X} = 2.5$

Respondent-Age Group 30-39

School Board	$\bar{X} = 1.6$
Superintendent	$\bar{X} = 1.8$
Principals	$\bar{X} = 2.1$
Teachers	$\bar{X} = 2.4$

Respondent-Age Group 40-49

School Board	$\bar{X} = 1.8$
Superintendent	$\bar{X} = 2.0$
Principals	$\bar{X} = 2.3$
Teachers	$\bar{X} = 2.4$

Respondent-Age Group 50-59

School Board	$\bar{X} = 1.9$
Superintendent	$\bar{X} = 2.3$
Principals	$\bar{X} = 2.4$
Teachers	$\bar{X} = 2.5$

Respondent-Age Group 60-70

School Board	$\bar{X} = 1.9$
Superintendent	$\bar{X} = 2.6$
Principals	$\bar{X} = 2.4$
Teachers	$\bar{X} = 2.3$

Respondent - 1-9 Years Experience

School Board	$\bar{X} = 1.7$
Superintendent	$\bar{X} = 1.9$
Principals	$\bar{X} = 2.3$
Teachers	$\bar{X} = 2.6$

Respondent - 10-19 Years Experience

School Board	$\bar{X} = 1.7$
Superintendent	$\bar{X} = 1.9$
Principals	$\bar{X} = 2.2$
Teachers	$\bar{X} = 2.3$

Respondent - 20-29 Years Experience

School Board	$\bar{X} = 1.8$
Superintendent	$\bar{X} = 2.2$
Principals	$\bar{X} = 2.3$
Teachers	$\bar{X} = 2.3$

Respondent - 30-40 Years Experience

School Board	$\bar{X} = 1.9$
Superintendent	$\bar{X} = 2.3$
Principals	$\bar{X} = 2.2$
Teachers	$\bar{X} = 2.3$

School BRespondent-Age Group 20-29

School Board	$\bar{X} = 1.5$
Superintendent	$\bar{X} = 1.8$
Principals	$\bar{X} = 2.2$
Teachers	$\bar{X} = 2.5$

Respondent-Age Group 30-39

School Board	$\bar{X} = 2.1$
Superintendent	$\bar{X} = 2.4$
Principals	$\bar{X} = 2.6$
Teachers	$\bar{X} = 2.5$

Respondent-Age Group 40-49

School Board	$\bar{X} = 1.7$
Superintendent	$\bar{X} = 2.0$
Principals	$\bar{X} = 2.2$
Teachers	$\bar{X} = 2.2$

Respondent-Age Group 50-59

School Board	$\bar{X} = 1.9$
Superintendent	$\bar{X} = 2.6$
Principals	$\bar{X} = 2.7$
Teachers	$\bar{X} = 2.5$

Respondent-Age Group 60-70

School Board	$\bar{X} = 1.7$
Superintendent	$\bar{X} = 2.7$
Principals	$\bar{X} = 2.2$
Teachers	$\bar{X} = 2.5$

Respondent - 1-9 Years Experience

School Board	$\bar{X} = 1.6$
Superintendent	$\bar{X} = 1.8$
Principals	$\bar{X} = 2.3$
Teachers	$\bar{X} = 2.5$

Respondent - 10-19 Years Experience

School Board	$\bar{X} = 2.2$
Superintendent	$\bar{X} = 2.7$
Principals	$\bar{X} = 2.8$
Teachers	$\bar{X} = 2.6$

Respondent - 20-29 Years Experience

School Board	$\bar{X} = 2.0$
Superintendent	$\bar{X} = 2.2$
Principals	$\bar{X} = 2.1$
Teachers	$\bar{X} = 2.2$

Respondent - 30-40 Years Experience

School Board	$\bar{X} = 2.2$
Superintendent	$\bar{X} = 2.3$
Principals	$\bar{X} = 2.5$
Teachers	$\bar{X} = 2.0$