

PERCEPTIONS OF CONTROL IN EDUCATION
SYSTEMS OF KANSAS AND OKLAHOMA:
A COMPARATIVE ANALYSIS

By

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1986

Thesis
1986D
C752p
Cap. 2



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ACKNOWLEDGMENTS

I wish to express my appreciation to Dr. J. Kenneth St. Clair, who served as my major dissertation adviser. Appreciation is also expressed to Dr. Deke Johnson, Dr. Daniel Selakovich, and Dr. George Edward Arquitt, who served as his Advisory Committee and offered assistance throughout the study. Particular gratitude is expressed to Dr. Jim Sweeten, who served as my statistical adviser.

Gratitude and appreciation are extended to the State Departments of Education in Kansas and Oklahoma for their assistance in conducting the study. I am indebted to all teachers, superintendents, local school boards, State Department of Education department heads, State School Boards, and members of the Senate and House of Representatives in Kansas and Oklahoma who, by taking their time and effort to respond to the questionnaire, made the study possible.

I wish to express my appreciation to Mrs. Mary Conn for the many hours of editing, typing, and patient listening. Finally, I express my gratitude to my children: Sara, Jennifer, and Susan, for their confidence and encouragement.

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CHAPTER I

INTRODUCTION

The educational system does not exist in a vacuum--it is a part of an extremely complex political system. Parsons (1966) stated that polity is an intrasocial environment of the societal community which is involved with the selection, ordering, and attainment of collective goals rather than maintenance of the community unity. The education system is one of the functional subsystems of the social complex by which goals of society are maintained. For purposes of this study, the term "educational system," shall mean a state's public education system, a legal creation of state government.

Toffler (1981) noted that new developing technologies in society stress organizations to accommodate the forces of change. Moore (1974) suggested that, due to the technology of communication and travel, the "world is smaller" and the rate at which the world is changing is accelerating. As the structures and functions of the social system change, so must the subsystems change in response to the forces of society's needs. The questions must be asked: "Who or what is in control to initiate change?" "Is the education system the dependent benefactor or is it the independent innovator of social progress?" Etzioni-Halevy (1981, p. 194) stated that "Another facet of the revolution is that education has ceased to be a conservative force in society and instead has become an active promotor of flexibility and change."

Regardless of how the education system is controlled, the question remains: "How will the system adapt to accommodate the complexities of the acceleration of change in the environment of a highly-technological society?" Etzioni-Halevy (1981) suggested that the role of the education system is changing from a dependent benefactor of social progress to an "active agent" of social progress.

Polsby (1980) suggested that social inertia, the natural resistance of society to adapt to environmental demands, is the dilemma that change and innovation is facing. Effecting change in the educational system requires a more thorough understanding of the inter-, intra-action of social environments. Understanding the educational system as a complex subsystem of the social system and the comprehension of the relationship between society's needs and the educational system is necessary to appreciate the concept of change and its effect upon the development of educational programs. Moore (1974) stated that:

A society or any part of it that recruits new members as infants must impart to them appropriate knowledge and skills and must see to it that they 'internalize' the values and moral codes that the society deems important (p. 13).

To communicate society's beliefs to the people is one of the basic roles of the educational system. Control within the system is the process by which the system initiates decisions to achieve its intended purpose.

To comprehend the concept of control in the education system, the organization of the system needs to be understood. Parsons (1966) noted that control within society is vested in a hierarchical order of systems. The political system is that part of the social hierarchy which influences the achievement of society's goals. The educational system is a subsystem of the political system through which society's values are communicated. The degree to which the education system successfully achieves its goals is

dependent upon its ability to manage its resources. The distribution of control within the system influences who makes decisions, what decisions are made, and how decisions are made. Price (1968) defined the effectiveness of a social system as the degree to which it achieves its goals.

Statement of the Problem

This study sought to investigate the distribution of control in the educational systems of Kansas and Oklahoma. The problem is how to improve the organizational effectiveness in a complex and changing environment. An understanding of how the groups within the educational system control the resources of the system will provide a better understanding of the dynamics of organizational behavior.

This investigation will analyze the perceived distribution of control patterns in the educational systems of Kansas and Oklahoma. Comparing how certain groups perceive the distribution of control in Kansas with similar group perceptions in Oklahoma will determine whether there are differences in control patterns between these systems of education. Perceptions of the actual distribution of control and perceptions of the desired distribution of control will be compared between groups in the two educational systems. A statistical test will be used to determine significant differences in perceptions.

Purposes of the Study

The purposes for this study were: (1) to compare perceptions of control in the educational systems in Kansas and Oklahoma; (2) to yield information which may be used to further the study of organizational behavior; (3) to provide useful information for improving organizational

effectiveness; and (4) to investigate the research methodology which has sought to identify patterns of control in organizations.

The concept of control is seen as a general underlying process that helps bring together many issues that are often treated as independent topics. Tannenbaum and Cooke (1979) stated that control is the process that offers a framework for understanding a wide variety of issues, leadership, interpersonal relationships, group processes, communication, conflict, and cooperation, along with vital problems of authority and power in the system.

The effectiveness of the educational system is influenced by the cultural aspects of society as well as by the integrative activities of individuals and groups of individuals within the organization and their abilities to adapt to change. Merton (1957) noted that adaptation is the process by which systems adjust to accommodate change from within the system as well as from the outside environments. Understanding the process of control and the adapting process is essential to the system's survival.

One of the roles of the educational system is to transform the changing exigencies of society into action. Thus, it asserts some degree of influence on what the society is to become; in this sense, the educational system may become the independent innovator of social development.

The influences of technological growth require the educational system to maintain a high capacity for adapting to change. Control of the adaptation process is not only internalized, but is influenced by many different external levels of the social system. Tannenbaum (1968) defined control as a process in which an actor intentionally influences the actions of another actor. Thus, the system is controlled by a great variety of external and internal forces; however, for purposes of establishing a manageable point of reference and framework to carry out this study, investigations will be

confined to the internal control aspect of the education systems in Kansas and Oklahoma.

Organization of the Study

Chapter II of this study will include the Review of Literature pertaining to Parsons' (1977) theory of social action on which this study is based; Easton's (1965) system analysis for studying political life; the concept of control which provides a framework for understanding organizational behavior; studies of control in state educational systems; and the development of a comparative analysis from which to study the system of education in Kansas and Oklahoma. In Chapter III, the design and methodology of the study are recorded; research variables are defined; research questions are stated; subjects, data collection, and analytic procedures are described; and the assumptions and limitations of the study are listed. The presentation and analysis of data are treated in Chapter IV. Chapter V summarizes the results of the study, draws conclusions, and offers recommendations for future studies.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The study of control in macro systems of education is complex and somewhat ambiguous. Tannenbaum and Cooke (1979) noted that research at the functional level of educational systems often centers around a set of personality dynamics of groups and their roles, examining how their behavior and style influence organizational effectiveness.

It is the purpose of this review to examine the literature in regard to comparative analysis, control in organizations, and study of control in education systems. A summary will provide a holistic view of the dynamics of social/cultural order and the interaction of social subsystems and will set forth the concepts to be studied.

Social Ecology

Subsystems of Action

The scheme of life actions is made up of complex actions and interactions of systems and subsystems. These systems of social action take place in a world environment which, through their interaction, make up the world's social ecology.

Parsons (1966) identified six environments of action in his human action scheme: The ultimate reality environment, which relates to the highest order of godliness, as the "uncaused cause"; the cultural

environment, which maintains the patterns of control, primarily concerned with the values, rights, and prohibitions of the normative order of the societal community; the personalities environment, whose function involves learning, developing, and maintaining motivation for participation in socially valued and controlled patterns of action; and the organism and physical environment, whose primary concern is with providing the basic needs of individuals, such as food and shelter, as well as technology, which is the capacity to control and actively change the physical environment.

Parsons (1977) noted that society is a type of social system which attains the highest level of self-sufficiency, as a system, in relation to its environment. The social system is a system by which the integration of environmental influences takes place. It is made up of the interaction of individuals and activities of collectives. Together, all aspects of the individual actors and collectives are integrated into the system to become self-sufficient. A society's ability to be self-sufficient depends upon the balanced combination of its control over its relationship with the environment. The relationships of the environments are viewed in a hierarchical order. The order of the hierarchy depends upon the degree of information the group in the environment process.

Societal Community and its Environments

The society is the core of the environments of social ecology. The interrelatedness of the social order of environments represents a hierarchy of activities or functions, all influencing the other environments. Activities are dynamic; that is, influences from within a system change the internal composition of activity within the system as well as influencing other systems of the social ecology.

Parsons (1966) described functions of the environments of human action. The function of maintaining the institutionalized cultural patterns is associated with the cultural environment. The function of learned organization is associated with goal attainment of polity within a specific societal community. The society's ability to change, as influencing exigencies impinge upon it, is an adaptive process of the internal society's economy. The integration of all environmental functions, which possess commonality of purpose, direction, and motivation, make up the societal community.

System Analysis

Comparative Sociology

The dynamics of the social order imply that changes take place in response to the developing needs of the personalities from within the society. The redefining of goals and the processes involved in the attainment of these goals is dependent upon the developing technologies of society. The dynamics of society's ability to adapt can be better understood by developing a framework by which to study the system. Easton (1965) proposed system analysis as the framework with which to study the political aspects of society. He viewed society as an all-embracing supersystem and the system of political life as a natural phenomenon of interactions with other systems of the social order. Organizations within the political schema are systems of roles or membership systems of individual actors as collectives banded together by purpose and direction. Political systems are systems of behavior in a society for the authoritative allocation of values. Easton described political life as a system of behavior and the environment as that which influences the system. Variations in the

structures and processes within a system may usefully be interpreted as constructive or positive alternative efforts by members of a system to regulate or cope with stress flowing from environmental as well as internal sources. The capacity of a system to persist in the face of stress is a function of the presence and nature of the information and other influences that return to the actors and decision makers.

Almond and Powell (1966) suggested that the relationship between the political system and environment is dynamic and constantly in a state of change. The nature of the political system is to remain static until such time that the stress of internal and/or external interactions accumulates to overcome the system's inertia. The stimulus of internal reorganization or external environmental agitation becomes input to the system's behavior. As the system receives information, it reorganizes itself to accommodate the changes. These changes signal behavior modification and result in adjustments to the goals and aspirations of the value system. The new behavior of the political system feeds back into the system to provide for adaptation to new situations and pressures. Wiener (1961) suggested that the common thread in all interactions and behaviors of the political system is the communication of information and power to affect a response to the information. Parsons (1966) suggested that control within the political system is the concept by which the system maintains equilibrium to achieve compliance with the normative order of society.

Comparative Analysis

Comparative Society

Berger (1971) defined comparative sociology as the study of social phenomena, not just in one society but in several. The rationale for

comparative studies is that a clearer understanding of the social phenomena may come about by seeing them in different societal, cultural, and historical variations. The concept of comparative analysis is not new to the sociologist or to the empirical researcher of organizational theory and organizational behaviors. Variations of a wide array of discreet topics have been compared and subjected to statistical treatment. Theories have been developed and supported by the comparing of outcomes.

Berger (1971) further stated that comparative sociology is pragmatic and political and that it provides for the opportunity to understand the problems of rapid social change. Comparative sociology has provided a framework by which to study international perspectives, descriptions, and explanations of the social process that are of foremost importance in the world today. It offers a contribution to the construction of sociological theory.

Berger (1971) recommended different ways in which the endeavors of comparative sociology can be carried on. First, phenomena in a given society can be compared with corresponding phenomena in other societies. Secondly, a type of class of social process can be traced in different societies and in different periods of history. Third, some universal and necessary categories of social life can be discovered and isolated by looking for sociological constants that are present in every society. Fourth, societies may be compared within a framework of a comprehensive theory of historical development, viewing each society in terms of a different stage or modification. The underlying rationale for comparative analysis is a better understanding of a world undergoing radical change and transformation.

The foundation for comparing political analysis comes from the concepts of comparative sociology. The conceptual framework for comparative

sociology implies a political position and may be used to compare political systems in the social order.

Comparative Politics

Blau and Scott (1962) have suggested that organizations can be compared and generalizations made to help explain the structure and dynamics of the organization. Almond and Powell (1966) stated that when comparing classes of political systems with one another or making comparisons of individual political systems, one needs to compare capabilities, conversion functions, and system maintenance and adaptation functions. This is similar to Parsons' (1966) classification of social action into four general subsystems of organism, personality, social systems, and control systems. Parsons then proceeded to offer a paradigm by which any action system can be studied in terms of four functional categories: (1) maintenance of the highest "governing" or controlling patterns of the system; (2) internal integration of the system; (3) orientation to the attainment of goals in relation to its environment, and (4) more generalized adaptation to the broad conditions of the environment.

Political systems are an outgrowth of relationships between subsystems of the social system. According to Parsons (1966), political systems are developed by organizing collective action for the attainment of collectively significant goals of a given society. It is the relationship between personalities and the social system that provides for development of political systems.

Comparative analysis can take place by comparing different political systems within a given society or between societies by comparing like political systems. Analysis can be made by comparing the structure, function, adaptability, or the internal integration of the political system.

As part of the process of changing order and development, the political system's adaptability can be analyzed. Almond and Powell (1966) stated that the development of a political system can be analyzed by considering: (1) its stability; (2) its resources; (3) developments in other social systems; (4) functioning patterns within the system; and (5) response of political elites to political system challenges.

Organization Theory

Without the benefit of concepts and general theory about organizations there could not be any coherent research about the dynamics of organizations. Theory about organizations in general, about internal group activities, or about the interrelationships of these group activities is important to the purpose of ordering and constructing the analytical framework of the study. Two general analytical frameworks for studying organizations are introduced to provide the basis for the approach this study will take.

Hage (1980) proposed a cybernetic-adaptive paradigm as an analytical framework to study the form, processes, and transformation of an organization. Hage's axiomatic theory proposed that form and process are products of changing needs and that through a process of adaptation, the organizational structure is transformed or changed to accommodate evolving functions and processes.

Silver (1983) introduced a theory which is made up of two major constructs: (1) organizational means or structural attributes made up of four dimensions (complexity, centralization, formalization, and stratification); (2) organizational ends or outcomes of four types (adaptiveness, production, efficiency, and job satisfaction).

Components of the theory constructs are: complexity, which means the diversity of specialization of the employees and the expertise required to fulfill their specifications; centralization, which refers to the extent to which decision-making within the organization is done at the highest administrative level; formalization, which refers to the relative absence or presence of latitude in doing the work; and stratification, which refers to the number of levels in the organizational hierarchy. Components of the ends construct are: adaptiveness, which refers to organization responsiveness to changes in its environment; production, which refers to organizational effectiveness in terms of quality and quantity outputs; efficiency, which refers to cost effectiveness; and job satisfaction, which refers to employees' attitude toward their organization and work.

The general systems theory is an outgrowth of the concept of cybernetic principles; the foundation is found in the definition of cybernetics. Wiener (1954, p. 15) coined the word "cybernetics" from the Greek word "kubernator" or "stearman," the same Greek word from which the word "governor" is derived. The foundation for this definition was Rosenbueh, Wiener, and Bigelow's (1943) work on communication engineering where they searched for a word to define the theories of communication and control.

System Theory

According to general system theory, organizations are perceived as systems. Silver (1983) stated that systems are defined as:

. . . a set of components interacting with each other and a boundary which possess the property of filtering both the kind and rate of flow of inputs and outputs to and from the system. Components of a system are the smallest meaningful units that interact with each other to fulfill the purposes of the system. Boundaries of a system are the component that separates the system from its environment and filters the inputs to and the outputs from the system. A system can be described in terms of being open, one that has a boundary

that is highly permeable or closed, one with a relatively impermeable boundary (pp. 50-51).

Systems are characterized by inputs and outputs. Inputs to a system can be described as energy inputs, such as the physical materials and forces needed to maintain physical systems, and information inputs, which include all messages that affect the interaction among components. Outputs to a system can be described as all the energy and information that a system expels to its environment, to adjust systems or feedback to itself.

A common tendency of all systems is to seek a state of equilibrium where there is a balance of input and output. In the event that the system is overloaded and cannot react to inputs because they are received too rapidly or are too diverse, the system is said to be in a state of disequilibrium. The system may be transformed back to a steady state through feedback from its outputs or from additional inputs from the environment. If the system fails to adapt to a near steady state, the system may deteriorate due to entropy. Wiener (1961) defined entropy as that natural tendency of the system to deteriorate due to the lack of input from internal or outside activity. It is through the process of feedback that the system is controlled to overcome entropy.

Bureaucracy Theory

Weber (1946) described the ideal organization as rational, efficient, and legitimate. Legitimacy was the foundation of the bureaucratic model. Three types of authority were identified: (1) charismatic authority, based upon personal magnetism and exceptional attractiveness of the leader, (2) traditional authority, inherent in a position that is passed from one individual to another, and (3) legal authority, created by legislation of the legal machinery of society.

Characteristics of Weber's (1946) bureaucracies are: (1) hierarchy of office, (2) rules and regulations, (3) specialization of rank, (4) impersonality, (5) written records, (6) salaried personnel, and (7) control of resources. The relationships between the characteristics are evaluated in terms of rationale and efficiency. Rationality refers to the goal-direction of the organization while efficiency refers to cost efficiency.

Control in Organizations

This study is a comparative analysis of the distribution of control in educational systems. Tannenbaum (1968, p. 3) said, "It is the function of control to bring about conformance to organizational requirements and achievement of the ultimate purpose of the organization." The problem of control lies in the uneven distribution of control in the system. Hage (1980) described Weber's (1946) ideal organization as one which has a hierarchy of authority in which all decisions flow from the top down. While Weber's description of an organization is very useful in understanding the structure and function of the organization, it does not take into account the social aspect of the organization. The social context of the organization is the internal interrelated activities of individuals or groups of individuals in the organization. Control in organizations gives rise to questions of morality and individual adjustment in the organization.

Concepts Defined

Tannenbaum (1968, p. 5) defined control as "any process in which a person or group of persons or organization of persons determines intentionally what another person or group or organization do." Other concepts which are closely related to control and are sometimes used synonymously with it are power, influence, and authority. To better understand control

in the context of how it is used in this study, it is necessary to define the concepts of power, influence, and authority.

Pfeffer (1981, p. 3) defined power as "force and, more specifically, force sufficient to change the probability of one's behavior from what it would have been in the absence of the application of the force." Pfeffer and Salancik (1978) more succinctly put it as the ability of those who possess power to bring about the outcomes they desire.

Weber (1946) emphasized the critical role of legitimacy in the exercise of power. Weber further defined three types of authority: charismatic, traditional, and legal. In a hierarchical arrangement, authority to dominate and influence others is relative to the position in the order of the organization.

Tannenbaum (1968) made two assumptions: (1) control in the organization is not fixed in a hierarchical order, and (2) the total amount of control in a social system may grow and leaders and followers may enhance their power jointly. This is to say that individuals may exercise or increase their powers without threatening others' loss of power. These two assumptions are the foundation of this study and will be expanded upon.

Measurement of Control in Organizations

There tends to be renewed interest in the concept of power and its relationship to organizational effectiveness, but there has been little research into the distribution of control. Tannenbaum (1968) noted that research that has been done is primarily based upon records describing the legal or structural characteristics of the organization, or from questions concerning how or where in the organization decisions are made or how influence is exercised. More specifically, research about the distribution of control is all but nonexistent in regard to educational systems.

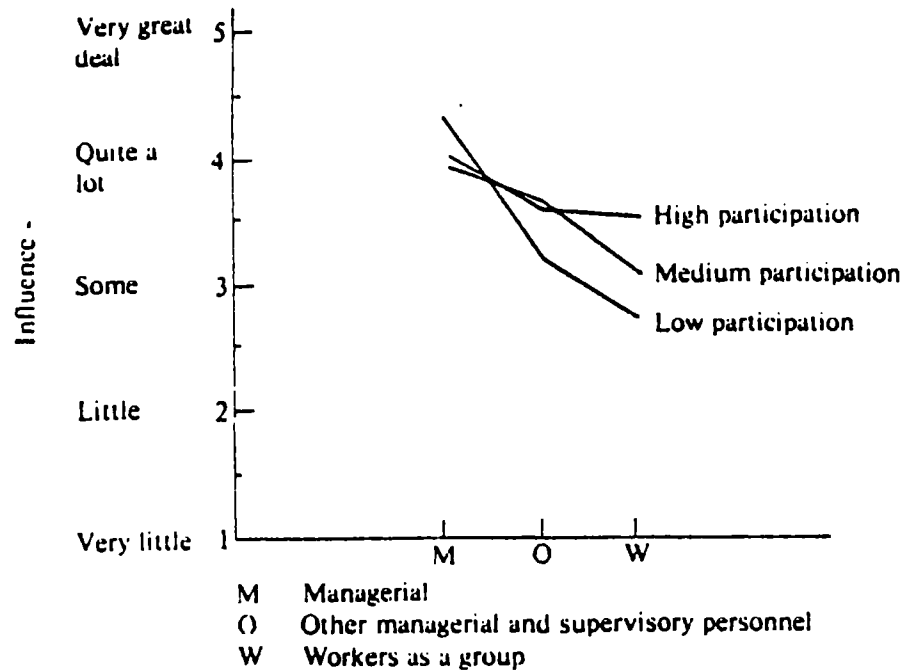
Methodologies to study control are varied and center around the specific objectives of the research. Control and power have been studied mostly from the aspect of centralization of power in organizations. Price and Mueller (1986) defined centralization as the degree to which power is differentially distributed within an organization. Price and Mueller listed studies by Dewar, Whitten, and Baje which examined the reliability and validity of Aiken and Hage's measure of centralization, formalization, and task routines. Data were collected by interview response to questions about frequency of participation in different decisions.

Sims, Szilagyi, and Keller (1976) developed the Job Characteristics Inventory (JCI) which measured perceived task characteristics and autonomy, ". . . the extent to which employees have a major say in scheduling their work, selecting the equipment they will use, and deciding on procedures to be followed" (p. 197). Data collected by questionnaire on perceptions of task description measured autonomy. Griffin et al. (1980) investigated the validity and reliability of the JCI and concluded that validity and reliability was "questionable but consistent and reproducible across different settings" (p. 775).

Holdaway et al. (1975) conducted a study of Canadian colleges and technical institutions measuring autonomy, the extent to which organizationally relevant decision-making authority is inside the organization. Data collection required respondents to answer, "Who has the authority to decide?" for each of the 18 different decisions.

The control graph is a creation of Tannenbaum and has served him well in many studies that he and his colleagues have conducted. Tannenbaum and Cooke (1979) cited three advantages in using the control graph: (1) it provides an approach to describe behavior in the organization along the line of a continuum from autocracy and laissez-faire; (2) it provides

for a holistic characterization of the system; and (3) leadership can be understood as a function of the distribution of control by the shape of the curve and the total amount of control by the height (Figure 1).



Source: A. S. Tannenbaum and R. A. Cooke, "Organizational Control: A Review of Studies Employing the Control Graph Method," Organizations Alike and Unlike (1979).

Figure 1. Distribution of Influence in Three Types of Plants

Tannenbaum and Cooke (1979) compiled a summary of studies covering control and criteria for effectiveness. The studies covered a wide variation of organizations from the League of Women Voters, trade unions, foreign manufacturers, insurance companies, colleges, and public school districts. All the studies tended to produce the same results, given tolerance for variations of cultural settings and wording of questionnaires. They further reported the following commonalities of the studies: (1) organizational members and officers agree that upper levels should exercise more control than lower levels; (2) members tend to want a more democratic organization than do officers; (3) officers and members report that the difference in control exercised by upper and lower ranks is greater than it should be. Furthermore, this discrepancy between the distribution of ideal and actual control is greater for members than it is for officers; (4) the differences between perceptions of officers and members concerning the actual distribution of control are not the same in all organizations; and (5) the reports of officers and members suggest that organizational control may be distributed differently in different types of organizations as well as in different cultural or political settings.

Tannenbaum et al. (1974) found in their study of Italian and American plants that the American plants were more productive, as their curve on the control graph was less steep, and that the total amount of control was greater in the American plants. Italian plants did not exercise as much control but tended to be more "laissez-faire" than the American plants.

Markham, Bonjean, and Corder (1984) attempted to validate and test the reliability of the control graph approach to the measurement of centralization. They examined the measurement characteristics of the control graph at the work-unit level and the individual level of a federal agency. Data collection was by questionnaire, asking "In general, how much say or

influence do you think each of the following persons have about what goes on in your office?" Markham, Bonjean, and Corder's research failed to produce any degree of reliability or validity. Price and Mueller (1986) commented further that despite the lack of reliability, research should continue using the control graph.

Studies of Control in Educational Systems

Wirt (1978) conducted an inquiry which examined the relationships among the 50 states and their local education authorities for 36 areas of school policy. The investigation used an analysis of state laws on education concerning 36 areas of school policy, and compared the policy statements with a content analysis of abstracted legal statements of school authority. The study failed to show a parallel between state allocation of money and control but did suggest that politics and cultural aspects may influence how schools use their authority.

vanGeel (1976) looked at state constitutions and court cases as the basis for control of the education systems. He found a variegated pattern ranging from not fully centralized to not fully decentralized. He further classified states in one of three categories: decentralized, the allocation of authority between state agencies and localities strongly favors local discretion in the shaping of the school program; moderately decentralized, in which the school officials enjoy a modicum of authority with regard to curriculum above and beyond that enjoyed by the state boards and chief state officials in fully decentralized states; and centralized, where states tend to have statewide prescription of the course of study by the state board of education and/or state adoption of lists of approved texts from which local districts must choose the books they intend to use in the classroom.

The studies about control, power, or authority in education have been conducted mainly by the social scientist interested in the concept of politics in education. Scribner (1977) recognized several sociologists who have committed much effort to the study of political power in education. Iannaccone and Lutz (1969) suggested five methods for studying power and politics in education: (1) survey analysis, utilizing demographic methods and information to sample population responses to questions; (2) reputational analysis, a method which identifies influentials of a given population to determine the power elite; (3) issue analysis, the selection and direct study of specific issues and the process of deciding about these issues; (4) socioanthropological field analysis, a method of studying records, minutes, policies, regulations, newspaper accounts, and other written material about the organization, usually by participant observation; and (5) comparative analysis, an approach where any of the other methods may be employed, then comparisons made with two or more other political systems of the same culture or of another culture (or it may be two methods studying the same system). A combination of survey analysis and comparative analysis provides the opportunity to examine the responses of groups within a system and to compare the systems. The results of comparative analysis can be used to determine differences between groups which can lead to generalizations about relationships between groups or systems.

Summary

As used in this study, an educational system is a political subsystem of a state system of government which is organized to define the state's policy for education. The system is made up of individuals and groups of individuals with unique positions of authority which have specific

responsibilities. The order of the positions is hierarchical, which places individuals and groups of individuals in a position of influence over others. Control is that process exercised by individuals or groups of individuals to insure that the system achieves its intended purpose. The control is distributed throughout the system; however, individuals or groups may have more power to control the system while others are less influential. This study centers around how control is distributed among the individuals and groups in the educational system.

For the purposes of this inquiry, an approach using comparative system analysis is used to look at the patterns of control. Two reasons for using this approach are: (1) it provides an all-inclusive perspective of the distribution of control, and (2) it provides for the development of generalizations in regard to how groups perceive the distribution of control in state educational system.

The two educational systems chosen to be examined were those of the states of Kansas and Oklahoma. These two state systems were chosen for two reasons: (1) the researcher's personal experience with the education system of each state, and (2) the difference in how the two states appear to go about achieving their intended purposes. Wirt (1978) noted in his study of control of education in the 50 states that Kansas ranked 16th in state control of education and Oklahoma ranked 2nd in state control. While there are many common characteristics, there are also unique differences in each system of education.

The organization of the state governments in Kansas and Oklahoma is similar in that each state has a governor and a two-house legislature elected by popular vote; they have similar judicial systems. The two states are different in how they select their State Board of Education and

the State Superintendent. In Kansas, the State Board of Education is elected by the people and the Commissioner of Education is appointed by the State Board; in Oklahoma the State board is appointed by the Governor and the State Superintendent of Education is elected by the people. Table I displays statistical characteristics of each state.

The statistical characteristics presented provide the opportunity to compare the states of Kansas and Oklahoma in terms of state population, number of state employees, size of public school systems, and revenues. The design of this study was to identify groups in Kansas and Oklahoma which influence the systems of education and to compare their perceptions of control to each other.

TABLE I
STATISTICAL CHARACTERISTICS OF KANSAS AND OKLAHOMA

Characteristics	Kansas	Oklahoma
<u>Population</u> ¹		
White	2,168,221	2,597,791
Black	126,127	204,674
American Indian	15,674	169,293
Other	54,075	53,533
Total Population	2,363,679	3,025,290
<u>Size of Government (State Employees)</u> ²		
Higher Education	14,740	20,481
State Education System	811	2,505
Highways	3,540	3,610
Public Welfare	2,356	7,812
Hospitals	5,473	10,601
Corrections	1,642	3,565
Police Protection	687	1,398
Natural Resources	2,264	2,715
Financial Administration	2,107	1,478
General Control	1,868	1,530
Total Size of Government	38,631	62,338
<u>State Public Education System</u> ³		
Number of K-12 Districts	307	620
Number of Students	422,924	583,458
Number of Teachers	25,059	29,954
<u>Revenues and Taxes for Elementary/Secondary Education (1982-83)</u> ⁴		
Total Revenues	1,365,000,000	1,722,000,000
State Source	44.4%	60.2%
Local Source	50.8%	29.5%
Federal Source	4.8%	10.3%
Property Taxes	1,013,000,000	525,000,000
Other Taxes	1,517,000,000	3,134,000,000
Total Taxes	2,530,000,000	3,659,000,000

¹1980 Census of Populations (1982)

²The Book of States, 1984-1985 (1984)

³Grant and Eiden, Digest of Education Statistics, 1981 (1981)

⁴Grant, and Eiden, Digest of Education Statistics, 1981 (1981)

CHAPTER III

METHODOLOGY

The purposes of this chapter were to: (1) reiterate the problem, (2) describe the subjects involved in the study, (3) describe the instrumentation, (4) explain the sampling and data collection procedures, (5) state the research questions, (6) discuss the analytical procedures, and (7) delimit the study.

Statement of the Problem

This study sought to investigate the perceptions of control in the educational systems of Kansas and Oklahoma. The problem was how to improve the organizational effectiveness in a complex and changing environment. An understanding of how the groups within the educational system control the resources of the systems will provide a better understanding of the dynamics of organizational behavior.

Subjects

The educational system of each state is a legally created subsystem of the state government. The state educational system is created by the people, managed by state government, and is internally controlled by various groups. The control of the educational system is vested in the people's right to elect officials to run the government and the rights and responsibilities of the government to appoint or select competent personnel to manage the system.

For purposes of this study, six groups were identified as having influence on both the input and output of the educational system: (1) State Legislature; (2) State Board of Education; (3) State Department of Education; (4) local Boards of Education; (5) superintendents; and (6) teachers.

Survey Instrument

The Distribution of Control Questionnaire (DCQ) was used to collect the variables in this study. The control graph was used to graphically compare the distribution of control in the public educational systems of Kansas and Oklahoma.

The DCQ is an adaptation of a survey questionnaire used by Tannenbaum and Cooke (1979) to study the distribution of control in 10 community colleges. The questions used were in relationship to how different individuals influence decisions in the schools. The adaptation for this study was in the questions asked, not in principle or format.

Four questions were asked, and each question had two parts (Appendix B). The first question was a control question, while the other three questions were specific in nature. Part A of each question asked for a response in terms of how the respondent perceived the actual influence, while Part B asked for the respondent's opinion of how influence should be distributed. The respondent was asked to mark the answer for each question on a chart. The chart consisted of two axes: the vertical one representing the hierarchical order of the educational system with teachers at the bottom and the State Legislature at the top; the horizontal axis representing the degree of control exercised by each hierarchical level. The four degrees of control were entitled "A very great deal," "Great deal," "Some," and "Little or none."

The four questions asked were:

Question 1:

Part A: How much influence do the following groups have on what happens in Public Education?

Part B: How much influence should the following groups have on what happens in Public Education?

Question 2:

Part A. How much influence do the following groups have on School Curriculum?

Part B. How much influence should the following groups have on School Curriculum?

Question 3:

Part A. How much influence do the following groups have on School Finance?

Part B. How much influence should the following groups have on School Finance?

Question 4:

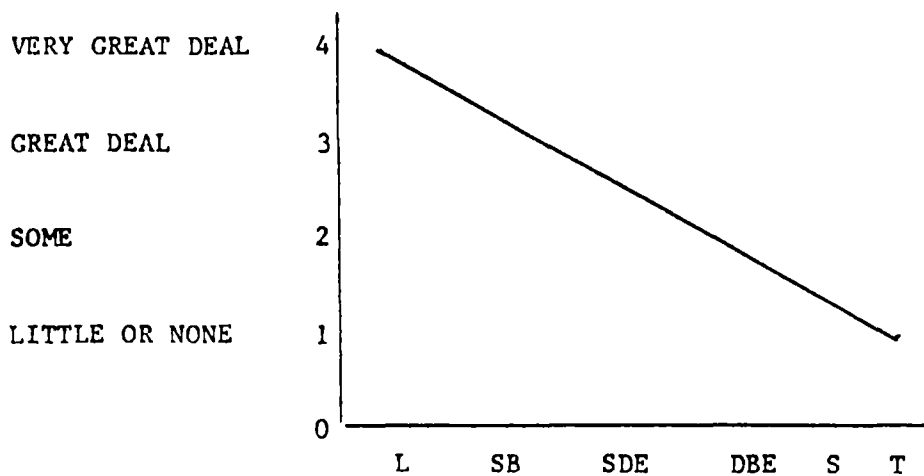
Part A. How much influence do the following groups have on School Capital Improvements?

Part B. How much influence should the following groups have on School Capital Improvements?

The four degrees of control were assigned numbers from one ("Little or none") to four ("A very great deal"). Each respondent thus assigned an amount of influence to each level in the hierarchical order. Six levels of the hierarchy were possible.

The amount of influence for each level of hierarchy for all respondents of each state was averaged and plotted on a graph called the "control graph" (Figure 2). Tannenbaum and Cooke (1979) stated that the control

graph conceptualizes organization types on a continuum ranging from total control and autocracy, to no control, "laissez-faire." It is holistic and describes the organization; the distribution of control can be represented by the shape of the curve. The total amount of control is represented by the height of the curve. Price and Mueller (1986) suggested use of the control graph, and stated that it appears to be capable of accurately scribing the power structure of an organization.



Legislature.L
 State Board of EducationSB
 State Dep't. of Education.SDE
 School District Boards of Education. . . .DBE
 Superintendents.S
 Teachers.T

Figure 2. Typical Control Graph

Criticisms of the control graph offered by Tannenbaum and Cooke (1979) were: it is too simplistic and makes assumptions of equal distribution. It is perceptual; therefore, responses may be due to position and experience. Price and Mueller (1986) also noted similar concerns about the control graph. A study conducted by Markham, Bonjean, and Corder (1984) failed to show significant reliability in the use of the control graph.

Although there are concerns about the reliability and validity of the control graph, it does provide a general description of the distribution of control as perceived by individuals in the system. Rogers (1951, p. 484) stated that "The organism reacts to the field as it is experienced and perceived." This perceptual field is, for the individual, "reality." Rogers continued to suggest that perceptions are but individual hypotheses and gain predictability as each perception is tested. For purposes of this study, the distribution of control in the system of education is characterized by the group's collective perceptions of control and no attempt was made to measure the "actual" conditions.

Pilot Survey

In March of 1984, before the DCQ was sent to the subjects of the study, a pilot survey was conducted to test the instrument's readability, understandability, and general characteristics. The groups surveyed were a graduate class at Oklahoma State University, two local Boards of Education in Oklahoma, and two groups of classroom teachers in Kansas. A critique form was given to each individual who completed the DCQ. Each respondent was to react to the understandability, readability, and general features of the questionnaire. The critiques returned with the DCQ responded favorably to the understandability, readability, and the ability to respond to the questions of the DCQ. No further attempts were made to validate the

responses or to test the reliability of the instrument. As there were no unfavorable remarks, the instrument was used as presented in the pilot survey.

Sampling and Data Collection

The size and scope of this study demanded careful attention to the selection of the groups to be sampled. Tannenbaum (1968) stated that the size of the sample is extremely important to the basic factors which may affect the study. In April of 1984, all subjects were sent a questionnaire. The names and addresses were provided by several state agencies in both states. Lists of state senators and state representatives were obtained from the State Legislative Office of each state. All of the state senators and state representatives were sent questionnaires. A list of the State Board of Education members was obtained from the State Department of Education in each state. All members of the State Boards of Education were sent questionnaires. Lists of state superintendents and department heads of each State Department of Education were obtained from the same source in each state. The state superintendent/commissioner and all department heads were sent questionnaires.

The State Department of Education of each state provided lists of local Boards of Education presidents, superintendents, and teachers. Questionnaires were sent to 10% of the presidents of local Boards of Education, 10% of all superintendents, and 1% of all teachers in each state. The survey instrument was sent to 147 members of the Oklahoma State Senate and House of Representatives. Questionnaires returned were 47 (32%). One hundred sixty-five questionnaires were sent to members of the Kansas Senate and House of Representatives; 86 were returned (52%). Six questionnaires were sent to the Oklahoma State Board of Education; five were returned

(83%). Ten questionnaires were sent to the Kansas State Board of Education, eight were returned (80%). Thirteen Oklahoma State Department of Education department heads and the superintendent received questionnaires; 14 were returned (100%). Fourteen Kansas State Department of Education department heads and the commissioner received questionnaires; 9 were returned (64%). A 10% random sample of all local Board of Education presidents was taken of Kansas and Oklahoma. Sixty-four questionnaires were sent to board presidents in Oklahoma; 23 were returned (36%). Thirty questionnaires were sent to local Board of Education presidents in Kansas, 13 were returned (43%). A 10% random sample of all superintendents of schools was taken in Oklahoma and Kansas. Forty-six questionnaires were sent to superintendents in Oklahoma; 34 were returned (74%). Thirty-three questionnaires were sent to superintendents in Kansas; 22 were returned (67%). A 1% random sample of all the teachers in Kansas and Oklahoma was provided by the State Departments of Education. Two hundred thirty-two questionnaires were sent to teachers in Oklahoma, 143 were returned (62%). Three hundred twenty-eight questionnaires were sent to teachers in Kansas; 179 were returned (55%).

A total of 510 questionnaires were mailed to participants in Oklahoma for a return of 265 (51.5%). A total of 500 questionnaires were mailed to participants in Kansas for a return of 317 (52.8%). A grand total of mailed questionnaires was 1,110, which netted a total return of 582 (52.4%).

Research Questions

The purposes of this study were: (1) to compare patterns of perceived control in the educational systems of Kansas and Oklahoma; (2) to yield information which may be used to further the study of organizational

behavior; (3) to provide useful information for improving organizational effectiveness; (4) to investigate the research methodology which has sought to identify patterns of control in organizations.

Primary Hypotheses and Analytical Procedures

There are three research questions which are used to guide the study toward achieving the intended purposes. These research questions are discussed as follows:

Research Question One

Are there agreements among the groups in Kansas and in Oklahoma in the way the groups perceive the actual and the desired distribution of control in their respective systems of education?

The analytical procedure employed to answer this question was to average each group's response to question number one on the questionnaires of each state. The mean score of each group was plotted on the control graph to determine if the slope of the curve tended to characterize the distribution of control. The mean scores of each group in Kansas was compared with each group in Oklahoma. A test of the Spearman coefficient of rank correlation was utilized to analyze data, and all data were tested at the .05 level of confidence.

Hypothesis 1.1. There is no significant relationship between the rankings of the perceived actual distribution of control among groups in the Kansas system of education.

Hypothesis 1.2. There is no significant relationship between the rankings of the perceived desired distribution of control among groups in the Kansas system of education.

Hypothesis 1.3. There is no significant relationship between the rankings of the perceived actual distribution of control among groups in the Oklahoma system of education.

Hypothesis 1.4. There is no significant relationship between the rankings of the perceived desired distribution of control among groups in the Oklahoma system of education.

Research Question Two

Are there agreements between the groups in Kansas and in Oklahoma in the way the groups perceive the actual and desired distribution of control over curriculum, finance, and capital improvement in their respective systems of education?

The analytical procedure employed to answer this question was to plot the mean scores of each group in Questions 2, 3, and 4 on the questionnaires of each state. The response of each group was compared to the amount of control over curriculum, finance, and capital improvement in Kansas with the response of each group in Oklahoma. A test of the Spearman coefficient of rank correlation was utilized to analyze data and all data were tested at the .05 level of confidence.

Hypothesis 2.1. There is no significant relationship between the rankings of the perceived actual distribution of control over curriculum, finance, and capital improvement when comparing Kansas and Oklahoma groups.

Hypothesis 2.2. There is no significant relationship between the rankings of the perceived desired distribution of control over curriculum, finance, and capital improvement when comparing Kansas and Oklahoma groups.

Research Question Three

Are there agreements among the groups in Kansas, in Oklahoma, and

between the groups in Kansas and Oklahoma in the way the groups perceive the actual and desired distribution of control in their respective systems of education?

The analytical procedure employed to answer this question was to compare the ranking of each group in regard to Part A of Question One with the ranking of each group in regard to Part B. Comparison between groups within each state were plotted on a control graph, as well as comparisons plotted between Kansas and Oklahoma. A test of the Spearman coefficient of rank correlation was utilized to analyze data, and all data were tested at the .05 level of confidence.

Hypothesis 3.1. There is no significant relationship between the rankings of the perceived actual and desired distribution of control among groups in Kansas.

Hypothesis 3.2. There is no significant relationship between the rankings of the perceived actual and desired distribution of control among groups in Oklahoma.

Hypothesis 3.3. There is no significant relationship between the ranking of the perceived actual distribution of control among groups in Kansas as compared to groups in Oklahoma.

Hypothesis 3.4. There is no significant relationship between the ranking of the perceived desired distribution of control among groups in Kansas as compared to groups in Oklahoma.

Control Perceptions

The mean scores of responses in respect to Kansas and Oklahoma groups were rank ordered. The rank order of control perceptions were plotted on a control graph to compare differences in the distribution of control.

Assumptions and Limitations

This study made the assumption that educational systems in Kansas and Oklahoma are bureaucratic in nature and are power loaded from top to bottom. It was further assumed that control was distributed throughout the systems.

The study was limited to the research characteristics of distribution of control and the perceptions of all the respondents. The results were generalized only to similar comparative situations, populations, and systems.

It is hoped that the study will be viewed as exploratory, as a foundation for future research and not as an end in itself. That is, the most important aspect of the study was the questions it may raise rather than in the answers it provided.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The presentation and analysis of data for this research are reported as they relate to each research question under study. Hypotheses supported at an observed confident level of .05 were accepted.

Research Question One

Are there agreements among the groups in Kansas and in Oklahoma in the way the groups perceive the actual and the desired distribution of control in their desired distribution of control in their respective systems of education?

This research question was explored by Hypotheses 1.1, 1.2, 1.3, and 1.4. Pertinent data is presented in Tables II, III, IV, and V.

Hypothesis 1.1. There is no significant relationship between the rankings of the perceived actual distribution of control among groups in the Kansas system of education.

As seen in Table III (the Spearman coefficient of rank correlation), no values were significant at the .05 confidence level, and the hypothesis of no significant relationship was accepted. Therefore, under the condition of the statistical test and with respect to relationships between the rankings of the perceptions among groups in Kansas, all groups perceived the actual distribution of control differently.

TABLE II
 COEFFICIENT OF RANK CORRELATION BETWEEN GROUPS
 IN KANSAS (QUESTION ONE-ACTUAL)

Hypothesis: 1.1

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	1.00*	.4057	.586	.557	.829	.600
SB		1.00*	.314	.257	-.057	.086
SDE			1.00*	.029	.100	.864
LSB				1.00*	.500	.071
S					1.00*	.086
T						1.00*

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

TABLE III
 COEFFICIENT OF RANK CORRELATION BETWEEN GROUPS
 IN KANSAS (QUESTION ONE-DESIRED)

Hypothesis: 1.2

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	1.00	-.086	.771	.600	.671	.600
SB		1.00	.257	.314	.100	.143
SDE			1.00	.943*	.929*	.714
LSB				1.00	.929*	.640
S					1.00	.814
T						1.00

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

TABLE IV
 COEFFICIENT OF RANK CORRELATION BETWEEN GROUPS
 IN OKLAHOMA (QUESTION ONE -ACTUAL)

Hypothesis: 1,3

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	1.00	.571	.500	.657	-.029	.314
SB		1.00	.443	.000	.000	-.143
SDE			1.00	-.100	.071	.143
LSB				1.00	.086	.714
S					1.00	.600
T						1.00

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

TABLE V
 COEFFICIENT OF RANK CORRELATION BETWEEN GROUPS
 IN OKLAHOMA (QUESTION ONE-DESIRED)

Hypothesis: 1,4

Groups	Leg.	SB	SED	LSB	S	T
Leg.	1.00	-.186	.543	.771	-.086	.714
SB		1.00	.500	.157	.843	.329
SDE			1.00	.771	.600	.829
LSB				1.00	.371	.600
S					1.00	.257
T						1.00

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

Hypothesis 1.2. There is no significant relationship between the rankings of the perceived desired distribution of control among groups in the Kansas system of education.

As seen in Table III, the Spearman coefficient of rank correlation values were .943 between the State Department of Education and the local school boards; .929 between the State Department of Education and superintendents; and .929 between local school boards and superintendents. These figures were significant at the .05 confidence level; thus, the hypothesis of no significant relationship was rejected. However, the correlation values between all other groups were not significant at the .05 confidence level. Therefore, the hypothesis of no significant relationship was accepted for all other groups. Under the conditions of the statistical test and with respect to relationships between the ranking of the perceptions of State Department of Education officials and local school boards; State Department of Education officials and superintendents and local school boards and superintendents; the desired distribution of control was perceived similarly while all other groups in Kansas viewed the desired distribution of control differently.

Hypothesis 1.3. There is no significant relationship between the ranking of the perceived actual distribution of control among groups in the Oklahoma system of education.

As seen in Table IV (the Spearman coefficient of rank correlation), no values were significant at the .05 confidence level and the hypothesis of no significant relationship was accepted. Therefore, under the conditions of the statistical test and with respect to relationships between the ranking of the perceptions among groups in Oklahoma, all groups perceived the actual distribution of control differently.

Hypothesis 1.4. There is no significant relationship between the rankings of the perceived desired distribution of control among groups in the Oklahoma system of education.

As seen in Table V (the Spearman coefficient of rank correlation), no values were significant at the .05 confidence level, and the hypothesis of no significant relationship was accepted. Therefore, under conditions of the statistical test and with respect to relationship between the ranking of the perceptions among groups in Oklahoma, all groups perceived the desired distribution of control differently.

Research Question Two

Are there any agreements between the groups in Kansas and in Oklahoma in the way the groups perceive the actual and desired distribution of control over curriculum, finance, and capital improvement in their respective systems of education?

This research question was explored by Hypotheses 2.1 and 2.2. Pertinent data is presented in Tables VI and VII.

Hypothesis 2.1. There is no significant relationship between the rankings of the perceived actual distribution of control over curriculum, finance, and capital improvement when comparing Kansas and Oklahoma groups.

As seen in Table VI, the Spearman coefficient of rank correlation values of .943 between the Kansas State Department of Education and the Oklahoma State Department of Education is significant at the .05 confidence level; thus, the hypothesis of no significant relationship was rejected. However, values between all other groups in Kansas and Oklahoma were not significant at the .05 confidence level. Therefore, the hypothesis of no significant relationship was accepted for all other groups. Under the conditions of the statistical test and with respect to relationships between

TABLE VI
 COEFFICIENT OF RANK CORRELATION BETWEEN KANSAS
 AND OKLAHOMA GROUPS (QUESTIONS TWO, THREE,
 AND FOUR-ACTUAL)

Hypothesis: 2.1

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	.829	-.086	.657	.657	.600	.657
SB		-.086	.600	.657	.600	.657
SDE			.943*	.771	.829	.771
LSB				.657	.600	.657
S					.600	.657
T						.829

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

TABLE VII
 COEFFICIENT OF RANK CORRELATION BETWEEN KANSAS
 AND OKLAHOMA GROUPS (QUESTIONS TWO, THREE,
 AND FOUR-DESIRED)

Hypothesis: 2.2

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	1.000	-.200	.543	.600	.557	.657
SB		.143	.657	.486	.557	.543
SDE			.929*	.929*	.943*	.939*
LSB				.643	.586	.786
S					.929*	.886*
T						.771

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

* p < .05

the rankings of the perceptions of the Kansas State Department of Education and the Oklahoma State Department of Education, the actual distribution of control are perceived similarly, while all other groups in Kansas, compared with groups in Oklahoma, viewed the actual distribution of control differently.

Hypothesis 2.2. There is no significant relationship between the rankings of the perceived desired distribution of control over curriculum, finance, and capital improvement when comparing Kansas and Oklahoma groups.

As seen in Table VII, the Spearman coefficient of rank correlation values of .929 between the Kansas State Department of Education and the Oklahoma State Department of Education, and values of .929 between Kansas superintendents and Oklahoma superintendents are significant at the .05 confidence level; thus, the hypothesis of no significant relationship was rejected. However, all other values between the Kansas and Oklahoma groups were not significant at the .05 confidence level. Therefore, the hypothesis of no significant relationship is accepted for all other groups. Under the conditions of the statistical test and with respect to the relationship between rankings of the perceptions of the Kansas State Department of Education and the Oklahoma State Department of Education, and between the Kansas superintendents and the Oklahoma superintendents, the desired distribution of control was perceived similarly, while all other groups in Kansas as compared with groups in Oklahoma viewed the desired distribution of control differently.

Research Question Three

Are there agreements among the groups in Kansas, in Oklahoma, and between the groups in Kansas and Oklahoma in the way the groups perceive

the actual and desired distribution of control in their respective systems of education?

This research question was explored by Hypotheses 3.1, 3.2, 3.3, and 3.4. Pertinent data is presented in Tables VIII, IX, X, and XI.

Hypothesis 3.1. There is no significant relationship between the rankings of the perceived actual and desired distribution of control among groups in Kansas.

As seen in Table VIII (the Spearman coefficient of the rank correlations), no values were significant at the .05 confidence level, and the hypothesis of no significant relationship was accepted. Therefore, under the conditions of the statistical test and with respect to relationships between the rankings of the perceptions among groups in Kansas, all groups viewed the comparisons of the actual distribution of control differently from the desired distribution of control.

Hypothesis 3.2. There is no significant relationship between the rankings of the perceived actual and desired distribution of control among groups in Oklahoma.

As seen in Table IX (the Spearman coefficient of rank correlations), no values were significant at the .05 confidence level, and the hypothesis of no significant relationship was accepted. Therefore, under the conditions of the statistical test and with respect to the relationships between the rankings of the perceptions among groups in Oklahoma, all groups viewed the comparisons of the actual distribution of control differently from the desired distribution of control.

Hypothesis 3.3. There is no significant relationship between the ranking of the perceived actual distribution of control among groups in Kansas as compared to groups in Oklahoma.

TABLE VIII

COEFFICIENT OF RANK CORRELATION BETWEEN KANSAS
ACTUAL AND KANSAS DESIRED (QUESTION ONE)

Hypothesis: 3,1

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	.429	-.829	.057	.029	.129	-.029
SB		.057	-.600	-.429	-.729	-.914*
SDE			.386	.500	.300	-.243
LSB				-.471	-.400	-.357
S					-.043	.143
T						-.086

Leg - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Board
 S - Superintendents
 T - Teachers

*p < .05

TABLE IX
 COEFFICIENT OF RANK CORRELATION BETWEEN OKLAHOMA
 ACTUAL AND OKLAHOMA DESIRED (QUESTION ONE)

Hypothesis: 3.2

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	.143	-.014	.029	-.200	.029	.086
SB		.729	.286	.000	.714	.286
SDE			-.043	-.443	.300	-.357
LSB				.143	-.486	.086
S					-.600	-.829
T						-.600

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

TABLE X
 COEFFICIENT OF RANK CORRELATION BETWEEN KANSAS
 ACTUAL AND OKLAHOMA ACTUAL (QUESTION ONE)

Hypothesis: 3.3

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	.829	.286	.014	.943*	.029	.600
SB		-.114	.000	.171	.971*	.600
SDE			-.614	.671	.271	.700
LSB				.329	.386	.357
S					-.143	.257
T						.550

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

TABLE XI

COEFFICIENT OF RANK CORRELATION BETWEEN KANSAS
DESIRED AND OKLAHOMA DESIRED (QUESTION ONE)

Hypothesis: 3.4

Groups	Leg.	SB	SDE	LSB	S	T
Leg.	.943*	-.186	.600	.714	-.200	.771
SB		.557	.143	.143	.143	.086
SDE			.771	.943*	.257	.714
LSB				.943*	.371	.486
S					.500	.643
T						.829

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

*p < .05

As seen in Table X (the Spearman coefficient of rank correlations), no values were significant at the .05 confidence level, and the hypothesis of no significant relationship was accepted. Therefore, under the conditions of the statistical test and with respect to the relationship between the rankings of the perceptions of groups in Kansas as compared to groups in Oklahoma, all groups viewed the comparisons of the actual distribution differently.

Hypothesis 3.4. There is no significant relationship between the ranking of the perceived desired distribution of control among groups in Kansas as compared to groups in Oklahoma.

As seen in Table XI (the Spearman coefficient of rank correlation), the values of .943 between Kansas legislators and Oklahoma legislators, and .943 between Kansas local school boards and Oklahoma local school boards, were significant at the .05 confidence level; thus, the hypothesis of no significant relationship was rejected. However, all other correlation values between Kansas and Oklahoma groups were not significant at the .05 confidence level. Therefore, the hypothesis of no significant relationship was accepted for all other groups. Under the conditions of the statistical test and with respect to relationships between the rankings of the perceptions of Kansas legislators and Oklahoma legislators, and between the perceptions of the Kansas local school boards and the Oklahoma local school boards, the desired distribution of control was perceived similarly, while all other groups in Kansas, as compared to groups in Oklahoma, viewed the desired distribution of control differently.

Control Perceptions

The rank order of control perceptions by groups within Kansas and Oklahoma with respect to Question One (Actual and Desired), and with

respect to the sums of Questions Two, Three, and Four (Actual and Desired), are represented by Tables XII through XIX.

As seen in Table XII, Kansas rank order mean scores of Question One-A, "How much influence do the following groups have on what happens in public education?" are presented (vertical axis) by each hierarchic group (horizontal axis).

As seen in Table XIII, Kansas rank order mean scores of Question One-B, "How much influence should the following groups have on what happens in public education?" are presented (vertical axis) by each hierarchic group (horizontal axis).

As seen in Table XIV, Oklahoma rank order mean scores of Question One-A, "How much influence do the following groups have on what happens in public education?" are presented (vertical axis) by each hierarchic group (horizontal axis).

As seen in Table XV, Oklahoma rank order mean scores of Question One-B, "How much influence should the following groups have on what happens in public education?" are presented (vertical axis) by each hierarchic group (horizontal axis).

As seen in Table XVI, Kansas rank order mean scores of the sum of the means of Questions Two-A, Three-A, and Four-A, "How much influence do the following groups have on (Two-A, school curriculum; Three-A, school finance; and Four-A, school capital improvement)?" are presented (vertical axis) by each hierarchic group (horizontal axis).

As seen in Table XVII, Kansas rank order mean scores of the sum of the means of Questions Two-B, Three-B, and Four-B, "How much influence should the following groups have on (Two-B, school curriculum; Three-B, school finance; and Four-B, school capital improvement)?" are presented (vertical axis) by each hierarchic group (horizontal axis).

TABLE XII
RANK ORDER OF CONTROL PERCEPTIONS IN KANSAS
GROUPS (QUESTION ONE-ACTUAL)

		N = 86		8		9		13		22		179	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Actual Control Perceptions	Leg.	3.17	1.0	3.71	1.0	3.44	2.5	3.00	1.0	3.40	1.0	2.91	3.0
	SB	2.33	6.0	3.42	2.0	2.88	4.0	2.58	4.5	2.59	6.0	2.68	5.0
	SDE	2.59	5.0	3.28	3.5	2.66	5.0	2.67	3.0	2.86	5.0	2.74	4.0
	LSB	3.07	3.0	3.28	3.5	1.0	2.50	6.0	2.95	4.0	3.08	1.0	
	S	3.15	2.0	3.00	5.5	3.44	2.5	2.83	2.0	3.14	3.0	2.93	2.0
	T	3.00	4.0	3.00	5.5	2.55	6.0	2.58	4.5	3.36	2.0	2.18	6.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

 M - Mean
 R - Rank

TABLE XIII
RANK ORDER OF CONTROL PERCEPTIONS IN KANSAS
GROUPS (QUESTION ONE-DESIRED)

		N = 86		8		9		13		22		179	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Desired Control Perceptions	Leg.	2.96	4.0	3.14	6.0	2.88	6.0	2.25	6.0	2.36	6.0	2.41	6.0
	SB	2.58	5.0	3.71	1.0	3.22	4.0	2.50	4.0	2.64	5.0	2.57	5.0
	SDE	2.68	6.0	3.42	3.0	3.11	5.0	2.50	4.0	2.91	4.0	2.70	4.0
	LSB	3.66	1.0	3.42	3.0	3.77	1.0	3.25	1.0	3.45	1.5	3.03	3.0
	S	2.98	3.0	3.28	5.0	3.66	2.0	3.08	2.0	3.45	1.5	3.04	2.0
	T	3.06	2.0	3.42	3.0	3.33	3.0	2.50	4.0	3.28	3.0	3.50	1.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

M - Mean
 R - Rank

TABLE XIV
RANK ORDER OF CONTROL PERCEPTIONS IN OKLAHOMA
GROUPS (QUESTION ONE-ACTUAL)

		N = 47		5		14		23		34		143	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Actual Control Perceptions	Leg.	3.53	1.0	3.40	3.5	3.08	2.5	3.52	1.0	3.58	1.0	3.53	1.0
	SB	2.80	6.0	3.40	3.5	2.92	5.0	2.52	6.0	3.11	2.0	2.72	5.0
	SDE	2.94	4.0	3.40	3.5	3.15	1.0	2.91	5.0	2.97	3.0	2.91	3.0
	LSB	2.86	5.0	3.20	6.0	2.85	6.0	3.21	2.0	2.89	4.0	2.93	2.0
	S	3.10	2.0	3.80	1.0	3.00	4.0	3.08	3.0	2.81	5.0	2.86	4.0
	T	3.02	3.0	3.40	3.5	3.08	2.5	2.95	4.0	2.47	6.0	2.20	6.0

Leg. - Legislatures
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

 M - Mean
 R - Rank

TABLE XV
RANK ORDER OF CONTROL PERCEPTIONS IN OKLAHOMA
GROUPS (QUESTION ONE-DESIRED)

N =		47		5		14		23		34		143	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Desired Control Perceptions	Leg.	3.02	4.0	3.20	5.5	2.54	6.0	2.65	6.0	2.56	6.0	2.48	5.0
	SB	2.73	5.0	3.40	2.5	3.15	5.0	2.86	5.0	2.97	4.0	2.70	4.0
	SDE	2.65	6.0	3.40	2.5	3.31	4.0	3.13	4.0	3.06	2.0	2.19	6.0
	LSB	3.49	1.0	3.20	5.5	3.38	3.0	3.56	1.0	2.81	5.0	3.11	3.0
	S	3.33	2.0	3.40	2.5	3.46	2.0	3.39	2.0	3.36	1.0	3.29	2.0
	T	3.18	3.0	3.40	2.5	3.54	1.0	3.17	3.0	3.03	3.0	3.60	1.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

M - Mean
 R - Rank

TABLE XVI

RANK ORDER OF CONTROL PERCEPTIONS IN KANSAS
GROUPS (QUESTIONS TWO, THREE, AND
FOUR-ACTUAL)

N =		86		8		9		13		22		179	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Actual Control Perceptions	Leg.	2.57	3.0	2.62	3.0	2.55	3.0	2.39	3.0	2.62	3.0	2.73	3.0
	SB	1.83	6.0	2.17	4.0	2.14	5.0	1.97	6.0	1.98	6.0	2.20	5.0
	SDE	1.98	5.0	2.04	6.0	2.33	4.0	2.08	5.0	2.13	5.0	2.28	4.0
	LSB	3.35	1.0	3.58	1.0	3.25	2.0	3.00	1.0	3.19	1.0	3.17	1.0
	S	2.88	2.0	2.83	2.0	3.40	1.0	2.86	2.0	3.18	2.0	2.97	2.0
	T	2.14	4.0	2.12	5.0	2.11	6.0	2.25	4.0	2.42	4.0	1.79	6.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

M - Mean
 R - Rank

TABLE XVII

RANK ORDER OF CONTROL PERCEPTIONS IN KANSAS
GROUPS (QUESTIONS TWO, THREE, AND
FOUR-DESIRED)

N =		86		8		9		13		22		179	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Desired Control Perceptions	Leg.	2.53	3.0	2.25	5.0	2.40	5.5	2.14	3.0	2.07	6.0	2.39	4.0
	SB	2.14	5.0	2.75	3.0	2.40	5.5	2.03	5.5	2.16	5.0	2.26	6.0
	SDE	2.07	6.0	2.16	6.0	2.48	4.0	2.03	5.5	2.26	4.0	2.35	5.0
	LSB	3.58	1.0	3.62	1.0	3.51	1.0	3.03	2.0	3.59	1.0	3.08	1.0
	S	2.58	2.0	3.00	2.0	3.40	2.0	3.11	1.0	3.53	2.0	2.99	3.0
	T	2.41	4.0	2.50	4.0	2.66	3.0	2.11	4.0	2.71	3.0	3.05	2.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

M - Mean
 R - Rank

TABLE XVIII

RANK ORDER OF CONTROL PERCEPTIONS IN OKLAHOMA
GROUPS (QUESTIONS TWO, THREE, AND
FOUR-ACTUAL)

N =		47		5		14		23		34		143	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Actual Control Perceptions	Leg.	2.77	3.0	3.33	1.0	2.44	4.0	3.07	1.0	3.13	1.0	3.03	1.0
	SB	2.24	5.0	2.47	4.0	2.26	5.0	2.20	5.0	2.33	5.0	2.40	5.0
	SDE	2.46	4.0	3.07	2.0	2.59	3.0	2.52	4.0	2.44	4.0	2.49	4.0
	LSB	3.13	1.0	2.40	5.0	3.21	2.0	2.85	2.0	2.75	3.0	2.97	2.0
	S	2.96	2.0	2.93	3.0	3.26	1.0	2.59	3.0	2.80	2.0	2.90	3.0
	T	2.11	6.0	1.87	6.0	2.21	6.0	1.72	6.0	2.04	6.0	1.70	6.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

M - Mean
 R - Rank

TABLE XIX
RANK ORDER OF CONTROL PERCEPTIONS IN OKLAHOMA
GROUPS (QUESTIONS TWO, THREE, AND
FOUR-DESIRED)

N =		47		5		14		23		34		143	
		Leg.		SB		SDE		LSB		S		T	
		M	R	M	R	M	R	M	R	M	R	M	R
Desired Control Perceptions	Leg.	2.57	3.0	3.20	5.0	2.44	6.0	2.33	5.0	2.54	5.5	2.42	5.0
	SB	2.25	5.0	3.40	2.0	2.61	5.0	2.23	6.0	2.54	5.5	2.41	6.0
	SDE	2.24	6.0	3.40	2.0	2.67	4.0	2.50	3.0	2.73	3.0	2.59	4.0
	LSB	3.64	1.0	3.33	4.0	3.39	2.0	3.49	1.0	3.40	1.0	3.20	2.0
	S	3.18	2.0	3.40	2.0	3.44	1.0	3.19	2.0	3.38	2.0	3.23	1.0
	T	2.51	4.0	3.13	6.0	2.97	3.0	2.42	4.0	2.55	4.0	3.08	3.0

Leg. - Legislature
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 S - Superintendents
 T - Teachers

 M - Mean
 R - Rank

As seen in Table XVIII, Oklahoma rank order mean scores of the sum of the means of Questions Two-A, Three-A, and Four-A, "How much influence do the following groups have on (Two-A, school curriculum; Three-A, school finance; and Four-A, school capital improvement)?" are presented (vertical axis) by each hierarchic group (horizontal axis).

As seen in Table XIX, Oklahoma rank order mean scores of the sum of the means of Questions Two-B, Three-B, and Four-B, "How much influence should the following groups have on (Two-B, school curriculum; Three-B, school finance; and Four-B, school capital improvement)?" are presented (vertical axis) by each hierarchic group (horizontal axis).

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS FOR FUTURE STUDY

This study was designed to investigate the distribution of control as perceived by groups within the education systems of Kansas and Oklahoma. Differences in how control is distributed in Kansas as compared with Oklahoma was explored.

To explore this problem, six different groups in each state were identified for making comparisons. Patterns of control perceived among groups were compared to the perceived patterns of different groups within the education systems of Kansas and Oklahoma; groups in Kansas were compared to groups in Oklahoma.

The groups identified as having influence upon the education system of each state were: State Legislature, State Board of Education, State Department of Education, local school boards, superintendents, and teachers. Questionnaires were sent to individuals in each group. All members of the State Legislature and the State Board of Education were sampled. All of the department heads within the State Departments of Education were asked to respond. Ten percent of all local school boards and superintendents were sent questionnaires, while 1% of all teachers were selected. Educational and legislative directories and were used to obtain addresses of selected groups and individuals. All individuals were selected by random sampling.

The instrument used to collect data was an adaptation of a similar instrument used by Tannenbaum (1968). Tannenbaum used the instrument to study the distribution of control within industrial organizations.

Each question in the instrument required a response from two points of view: "How much influence does (Actual) each group have on what happens in public education?" and "How much influence should (Desired) each group have on what happens in public education?" Four questions were asked of all respondents. The first question was general in nature, asking about overall control within the state system of education, while Questions Two, Three, and Four were specific questions about control of the curriculum, finances, and capital improvement. Questions Two, Three, and Four were viewed as control questions which, when combined as a group, served as a comparison to the general control question. The mean scores of the combined responses to Questions Two, Three, and Four were compared with the mean scores of the general Question One.

The purposes of the study were fourfold: (1) to compare patterns of control in Kansas and Oklahoma; (2) to yield information which may be used to further the study of organizational behavior; (3) to provide useful information for improving organizational effectiveness; and (4) to investigate the research methodology used to identify patterns of control in the state educational systems. The data collected were analyzed with the intent to satisfy these purposes.

Summary of Findings

The analytical technique to which the Kansas data were subjected was the Spearman coefficient rank correlation. The mean scores of the perceived actual distribution of control of each group were ranked and then compared with those of each other group in the Kansas educational system.

The hypothesis of "no significant agreement" between groups was tested at the .05 confidence level. It was concluded that the groups in the Kansas educational system perceived the actual distribution of control differently; no significant agreement was observed between group perceptions.

Using the same analytical procedure, the mean scores of the perceived desired distribution of control of each group was compared with each other group in the Kansas educational system. The hypothesis of "no significant agreement" between groups was accepted at the .05 confidence level for all groups except between the State Department of Education and local school boards, and the State Department of Education and superintendents. Also, agreement was observed between local boards of education and superintendents. It was concluded that the Kansas State Department of Education perceived the desired distribution of control in a similar manner as did the local boards of education and superintendents. It was also concluded that Kansas superintendents perceived the desired distribution of control in a similar manner as did the local boards of education.

The Spearman coefficient of rank correlation was used in a similar fashion to analyze the Oklahoma data. The mean scores of the perceived actual distribution of control of each group were compared with each other group in the Oklahoma educational system. The hypothesis of "no significant agreement" between groups was accepted at the .05 confidence level. It was concluded that the groups in the Oklahoma educational system perceived the actual distribution of control differently and no significant agreement was observed between group perceptions.

Using the same analytical procedure, the mean scores of the perceived desired distribution of control of each group were compared with each other group in the Oklahoma educational system. The hypothesis of "no significant agreement" between groups was accepted at the .05 confidence level.

It was concluded that the groups in the Oklahoma educational system perceived the desired distribution of control differently and no significant agreement was observed between group perceptions.

The analytical procedure used to explore differences of perceptions between groups in Kansas and groups in Oklahoma in regard to the combined mean scores of perceived actual distribution of control over curriculum, finance, and capital improvements was, again, the Spearman coefficient of rank correlation. The hypothesis of "no significant agreement" between group perceptions was accepted at the .05 confidence level for all groups except between the Kansas State Department of Education and the Oklahoma State Department of Education. It was concluded that the State Department in Kansas perceived the actual distribution of control in Kansas in a similar manner as the State Department in Oklahoma perceived the actual distribution of control in Oklahoma.

In regard to the question of desired distribution of control in Kansas and Oklahoma, the hypothesis of "no significant agreement" between groups was accepted at the .05 confidence level for all groups except between the Kansas State Department of Education and the Oklahoma State Department of Education and between the superintendents of Kansas and the superintendents of Oklahoma. It was concluded that the Kansas State Department perceived the desired distribution of control in Kansas in a similar manner as the State Department of Education in Oklahoma perceived the desired distribution of control in Oklahoma. Also, it was concluded that superintendents in Kansas perceived the desired distribution of control in Kansas in a similar manner as superintendents in Oklahoma perceived the desired distribution of control in Oklahoma.

As to the question of actual distribution of control compared to the desired distribution of control, group mean scores were compared in Kansas

and in Oklahoma. Once again, the Spearman coefficient of rank correlation was used to analyze the data. The hypothesis of "no significant agreement" was accepted at the .05 confidence level between Kansas groups and Oklahoma groups. It was concluded that the groups in Kansas perceived the actual distribution of control differently than they did the desired distribution of control in their state. It was also concluded that the groups in Oklahoma perceived the actual distribution of control differently than they did the desired distribution of control in their state.

The Spearman coefficient of rank correlation was used to analyze the comparison of mean scores between Kansas groups and Oklahoma groups in regard to actual distribution of control. The hypothesis of "no significant agreement" between groups in Kansas and groups in Oklahoma was accepted at the .05 confidence level. It was concluded that groups in Kansas perceived the actual distribution of control in their state differently than the groups in Oklahoma perceived the actual distribution of control in their state.

Comparisons were made between Kansas groups and Oklahoma groups in regard to the question of desired distribution of control. The hypothesis of "no significant agreement" between the groups in Kansas and the groups in Oklahoma was accepted at the .05 confidence level for all groups except between the Kansas Legislature and the Oklahoma Legislature and between the Kansas local boards of education and the Oklahoma local boards of education. It was concluded that all groups in Kansas except legislatures and local boards of education perceived the desired distribution of control differently than did all groups in Oklahoma, except legislatures and local boards of education, who perceived significant agreement as to how control should be distributed.

The control graph analysis (Figure 3) is used to show the graphic distribution of control as perceived by the groups in Kansas in response to the general question of "How much influence do the following groups have on what happens in public education?" Provided in Table XX is the rank order of the actual distribution of control as perceived by each group in Kansas.

Figure 4, a control graph, graphically shows the distribution of control as perceived by the groups in Kansas in response to the general question, "How much influence should the following groups have on what happens in public education?" Shown in Table XXI is the rank order of the desired distribution of control as perceived by groups in Kansas.

Oklahoma group perceptions, in response to the general question, "How much influence do the following groups have on what happens in public education?" are represented in Figure 5. The rank order of the actual distribution of control as perceived by each group in Oklahoma is presented in Table XXII.

Represented in Figure 6 is a control graph which displays the Oklahoma group perceptions in response to the question "How much influence should the following groups have on what happens in public education?" Table XXIII presents the rank order of the desired distribution of control as perceived by each group in Oklahoma.

The Kansas group control perceptions of combined mean scores in response to the question, "How much influence do the following groups have on curriculum, finance, and capital improvements in public education?" are graphically displayed in Figure 7. The rank order of the actual distribution of control as perceived by each group in Kansas is represented in Table XXIV.

The Kansas groups control perceptions of combined mean scores in response to the question, "How much influence should the following groups

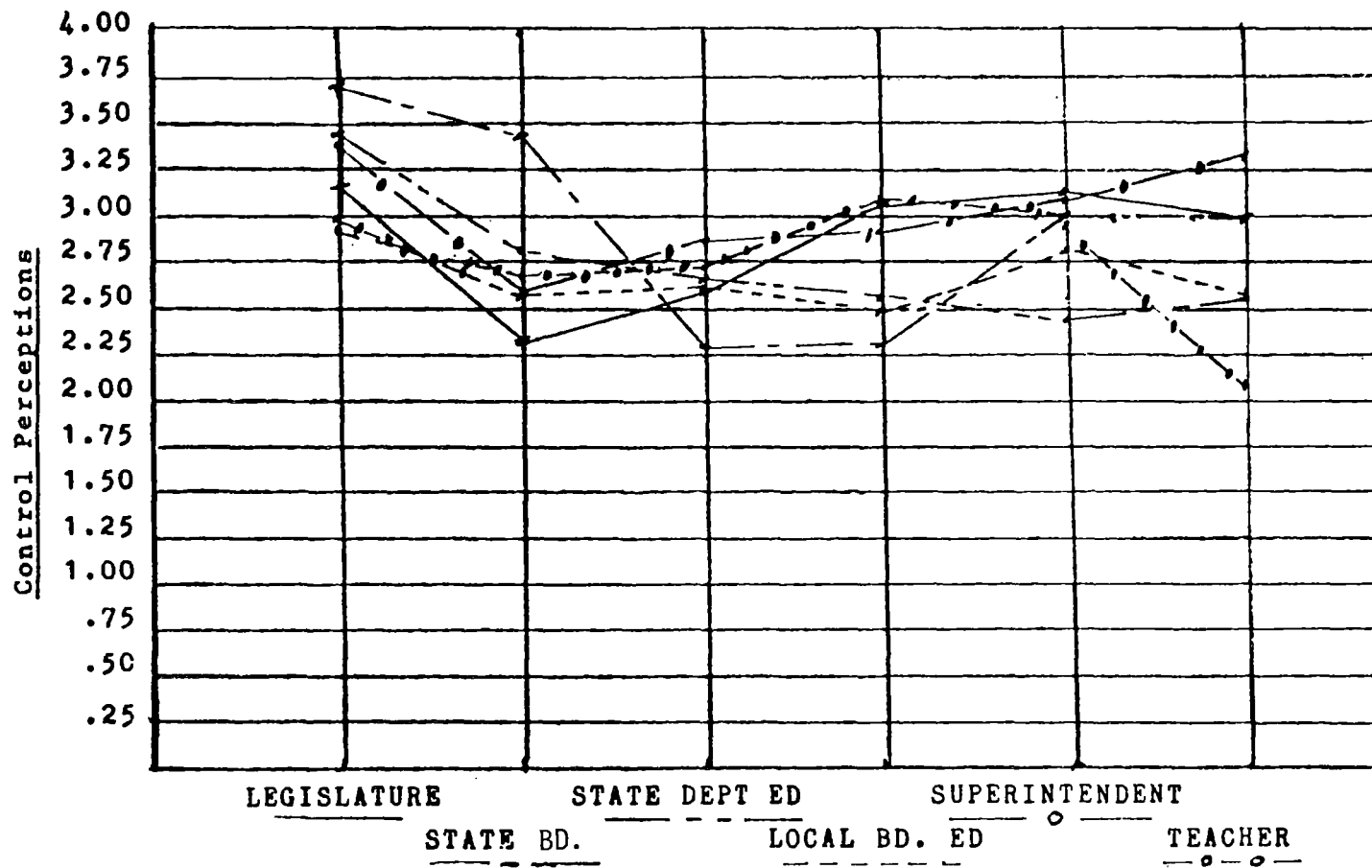


Figure 3. Control Graph, Perceptions of Kansas Groups
(Question One-Actual)

TABLE XX
RANK ORDER OF KANSAS ACTUAL CONTROL
PERCEPTIONS BY GROUPS

		<u>Leg.</u>	<u>SB</u>	<u>SDE</u>	<u>LSB</u>	<u>Supt.</u>	<u>Teach.</u>
<u>Perceptions</u>	Leg.	1	1	2.5	1	1	3
	SB	6	2	4	4.5	6	5
	SDE	5	3.5	5	3	5	4
	LSB	3	3.5	1	6	4	1
	Supt.	2	5.5	2.5	2	3	2
	Teach.	4	5.5	6	4.5	2	6

TABLE XXI
RANK ORDER OF KANSAS DESIRED CONTROL
PERCEPTIONS BY GROUPS

		<u>Leg.</u>	<u>SB</u>	<u>SDE</u>	<u>LSB</u>	<u>Supt.</u>	<u>Teach.</u>
<u>Perceptions</u>	Leg.	4	6	6	6	6	6
	SB	5	1	4	4	5	5
	SDE	6	3	5	4	4	4
	LSB	1	3	1	1	1.5	3
	Supt.	3	5	2	2	1.5	2
	Teach.	2	3	3	4	3	1

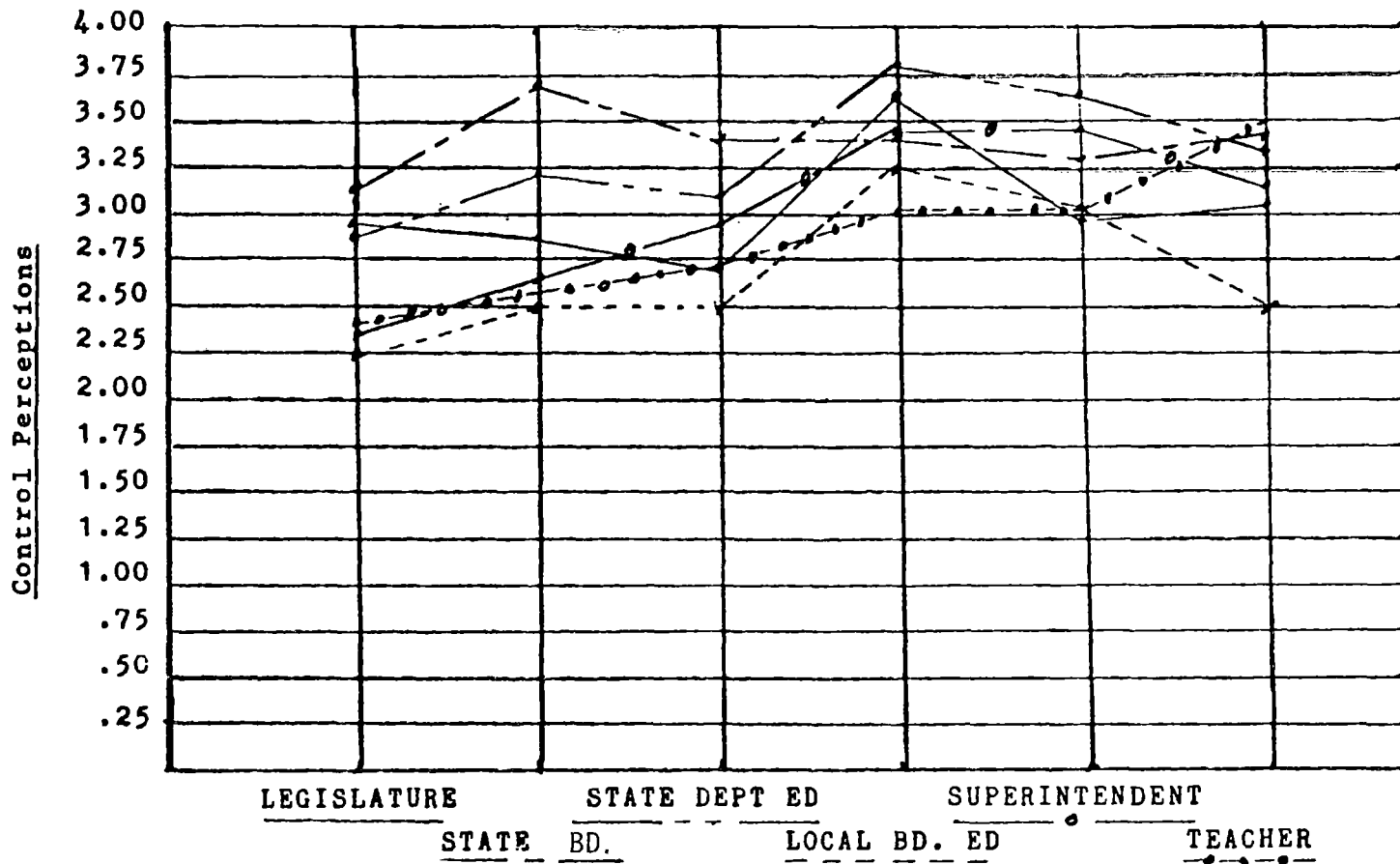


Figure 4. Control Graph, Perceptions of Kansas Groups
(Question One-Desired)

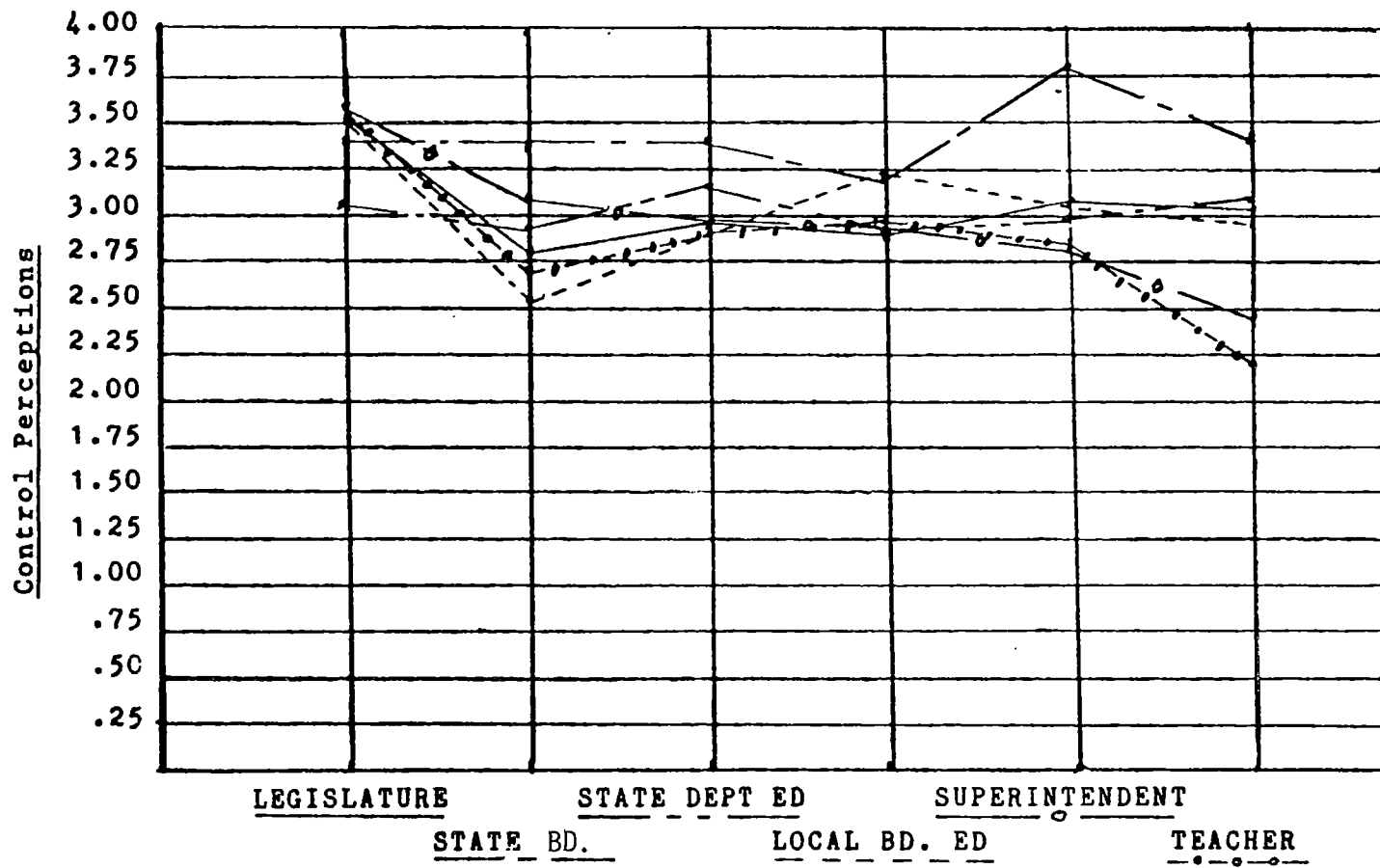


Figure 5. Control Graph, Perceptions of Oklahoma Groups (Question One-Actual)

TABLE XXII
RANK ORDER OF OKLAHOMA ACTUAL CONTROL
PERCEPTIONS BY GROUPS

		<u>Leg.</u>	<u>SB</u>	<u>SDE</u>	<u>LSB</u>	<u>Supt.</u>	<u>Teach.</u>
<u>Perceptions</u>	Leg.	1	3.5	2.5	1	1	1
	SB	6	3.5	5	6	2	5
	SDE	4	3.5	1	5	3	3
	LSB	5	6	6	2	4	2
	Supt.	2	1	4	3	5	4
	Teach.	3	3.5	2.5	4	6	6

TABLE XXIII
RANK ORDER OF OKLAHOMA DESIRED CONTROL
PERCEPTIONS BY GROUPS

		<u>Leg.</u>	<u>SB</u>	<u>SDE</u>	<u>LSB</u>	<u>Supt.</u>	<u>Teach.</u>
<u>Perceptions</u>	Leg.	4	5.5	6	6	6	5
	SB	5	2.5	5	5	4	4
	SDE	6	2.5	4	4	2	6
	LSB	1	5.5	3	1	5	3
	Supt.	2	2.5	2	2	1	2
	Teach.	3	2.5	1	3	3	1

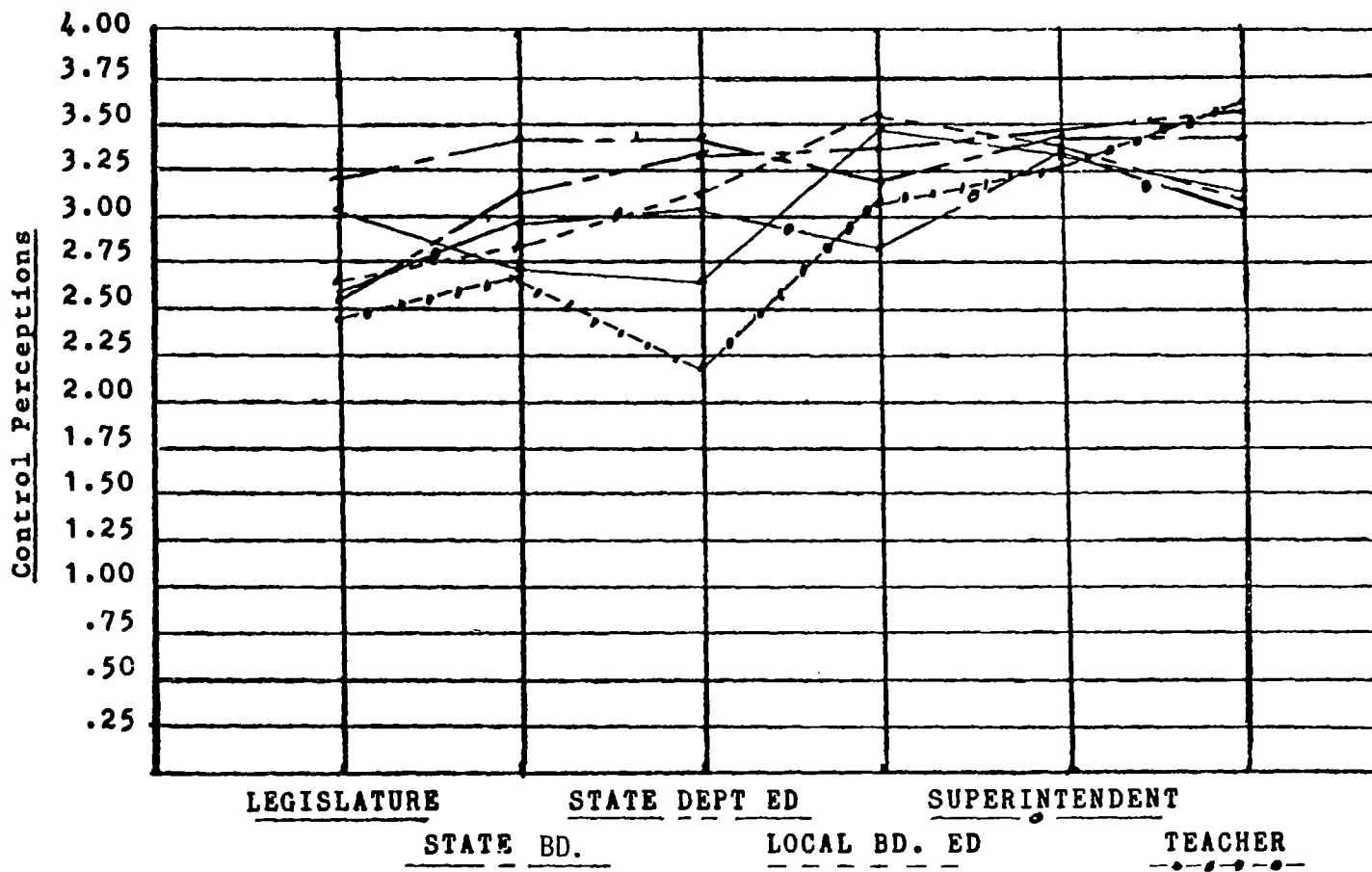


Figure 6. Control Graph, Perceptions of Oklahoma Groups (Question One-Desired)

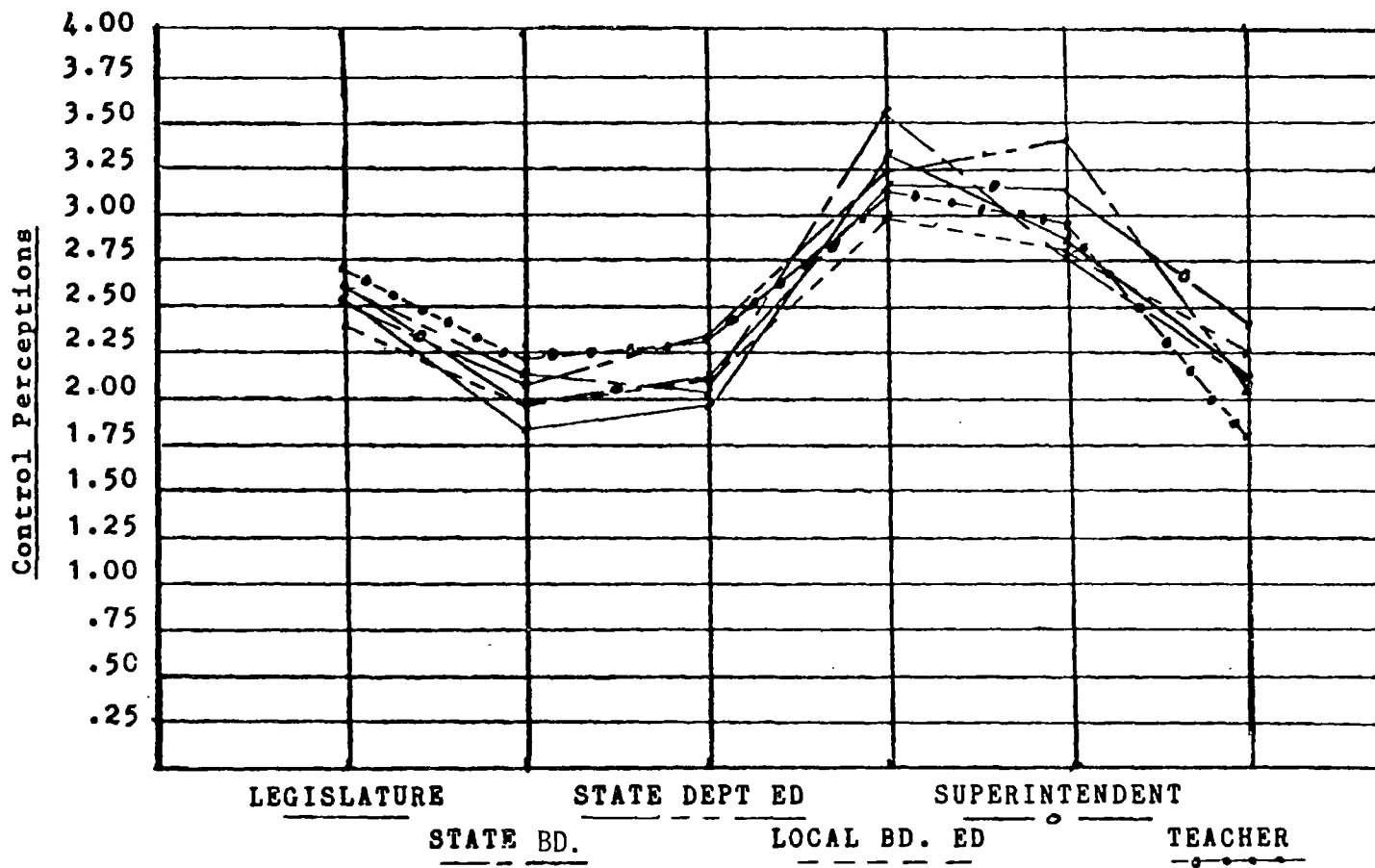


Figure 7. Control Graph, Perceptions of Kansas Groups (Questions Two, Three, and Four-Actual)

have on curriculum, finance, and capital improvements in public education?" are graphically displayed in Figure 8. The rank order of the desired distribution of control as perceived by each group in Kansas is represented in Table XXV.

TABLE XXIV
RANK ORDER OF KANSAS ACTUAL CONTROL
PERCEPTIONS BY GROUPS

		Leg.	SB	SDE	LSB	Supt.	Teach.
Perceptions	Leg.	3	3	3	3	3	3
	SB	6	4	5	6	6	5
	SDE	5	6	4	5	5	4
	LSB	1	1	2	1	1	1
	Supt.	2	2	1	2	2	2
	Teach.	4	5	6	4	4	6

TABLE XXV
RANK ORDER OF KANSAS DESIRED CONTROL
PERCEPTIONS BY GROUPS

		Leg.	SB	SDE	LSB	Supt.	Teach.
Perceptions	Leg.	3	5	5.5	3	6	4
	SB	5	3	5.5	5.5	5	6
	SDE	6	6	4	5.5	4	5
	LSB	1	1	1	2	1	1
	Supt.	2	2	2	1	2	3
	Teach.	4	4	3	4	3	2

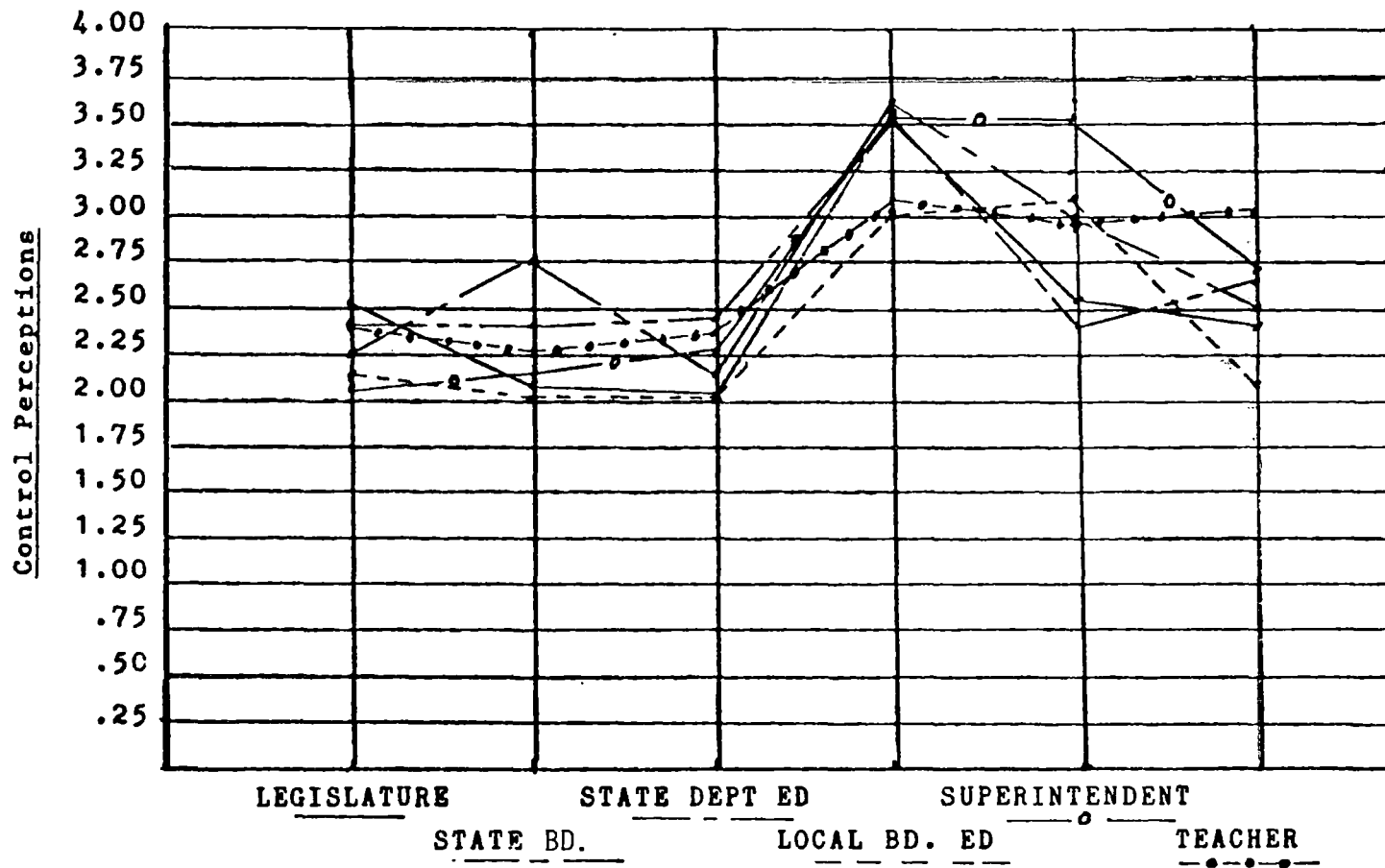


Figure 8. Control Graph, Perceptions of Kansas Groups (Questions Two, Three, and Four-Desired)

The Oklahoma group control perceptions of combined mean scores, in response to the question, "How much influence do the following groups have on curriculum, finance, and capital improvements in public education?" are graphically displayed in Figure 9. The rank order of the actual distribution of control as perceived by each group in Oklahoma is represented in Table XXVI.

The Oklahoma group control perceptions of combined mean scores, in response to the question, "How much influence should the following groups have on curriculum, finance, and capital improvement in public education?" are graphically displayed in Figure 10. The rank order of the desired distribution of control as perceived by each group in Oklahoma is represented in Table XXVII.

Conclusions

A primary purpose of this study was to compare patterns of control in the educational systems of Kansas and Oklahoma. It appears that both similarities and differences exist in how groups perceive the distribution of control in Kansas, as well as in Oklahoma.

Comparisons between Kansas groups and Oklahoma groups revealed diverse results, showing both similarities and differences between groups of the two states. When comparisons were made between groups within each state and between groups of each state in regard to the distribution of control as it actually is and how it should be, once again, both differences and similarities appeared.

The fact that both similarities and differences were noted should not be a surprise, considering the similarities of the states and the organization of the state systems of education. A closer look at the differences revealed by the data may provide some insight into the differences.

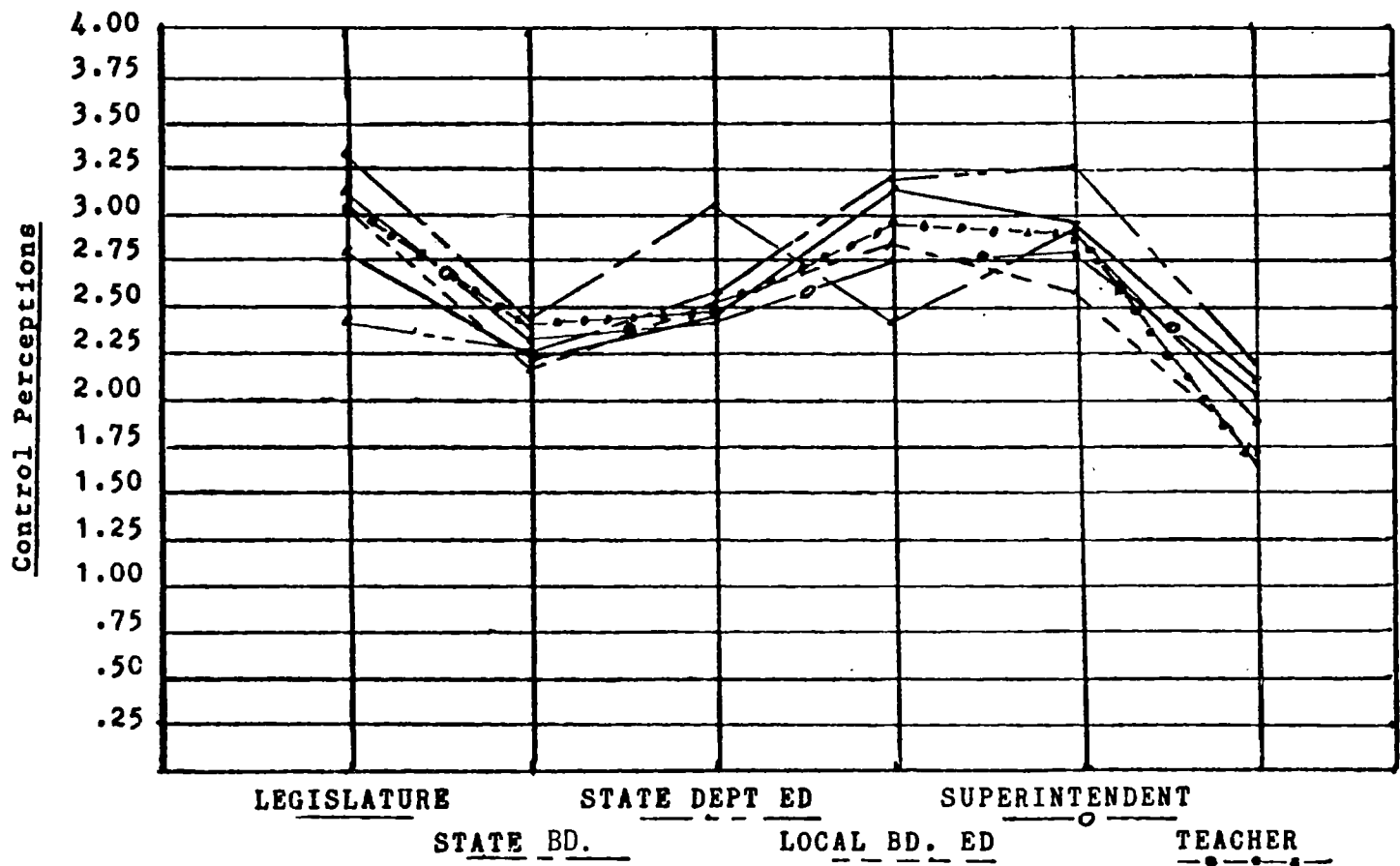


Figure 9. Control Graph, Perceptions of Oklahoma Groups (Questions Two, Three, and Four-Actual)

TABLE XXVI
RANK ORDER OF OKLAHOMA ACTUAL CONTROL
PERCEPTIONS BY GROUPS

	<u>Leg.</u>	<u>SB</u>	<u>SDE</u>	<u>LSB</u>	<u>Supt.</u>	<u>Teach.</u>
Perceptions						
Leg.	3	1	4	1	1	1
SB	5	4	5	5	5	5
SDE	4	2	3	4	4	4
LSB	1	5	2	2	3	2
Supt.	2	3	1	3	2	3
Teach.	6	6	6	6	6	6

TABLE XXVII
RANK ORDER OF OKLAHOMA DESIRED CONTROL
PERCEPTIONS BY GROUPS

	<u>Leg.</u>	<u>SB</u>	<u>SDE</u>	<u>LSB</u>	<u>Supt.</u>	<u>Teach.</u>
Perceptions						
Leg.	3	5	6	5	5.5	5
SB	5	2	5	6	5.5	6
SDE	6	2	4	3	3	4
LSB	1	4	2	1	1	2
Supt.	2	2	1	2	2	1
Teach.	4	6	3	4	4	3

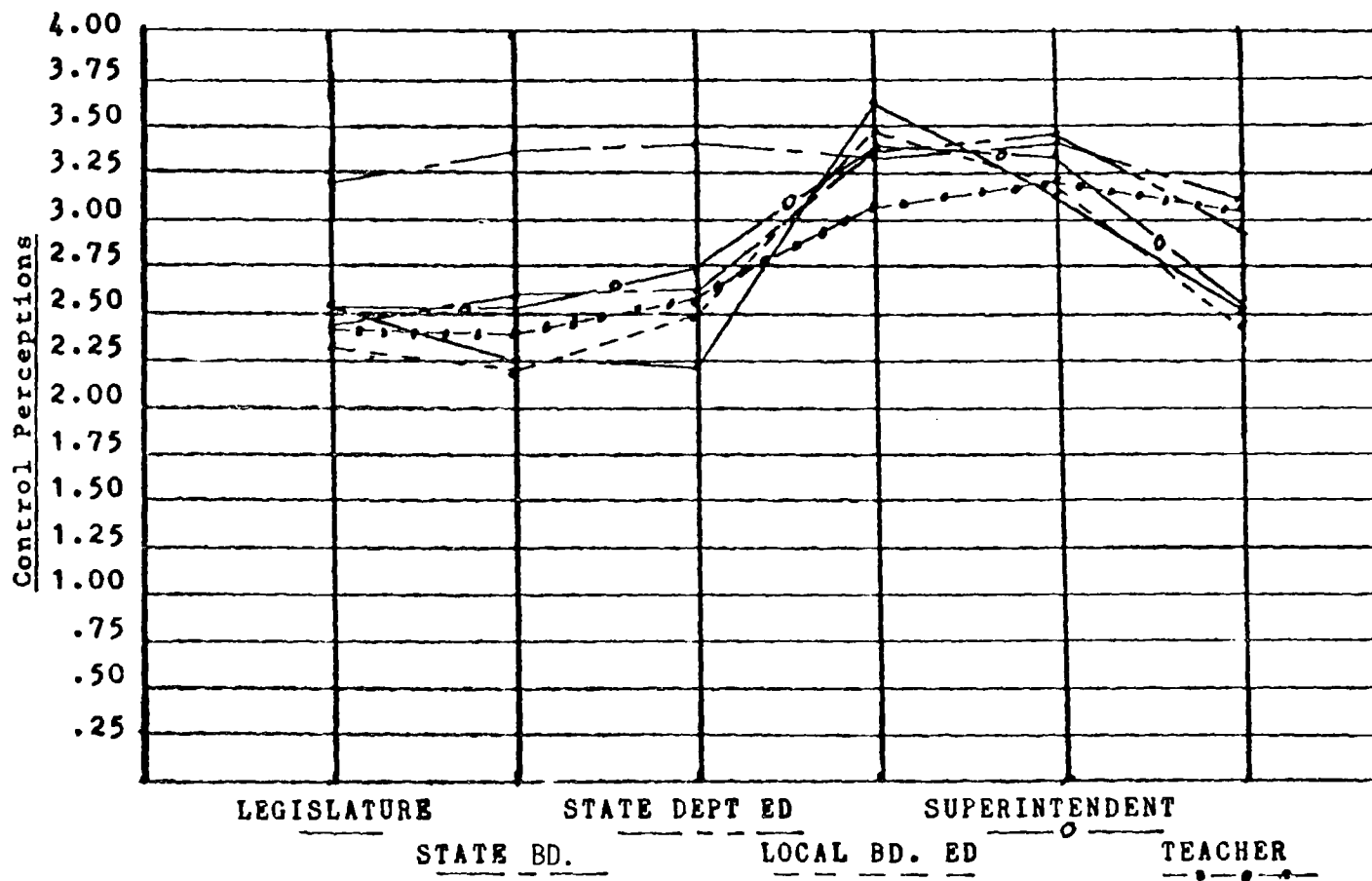


Figure 10. Control Graph, Perceptions of Oklahoma Groups
(Questions Two, Three, and Four-Desired)

The control graph displays each group's perceptions of control with that of other groups within a state, as well as between states. The rank order of perceptions by groups allows for speculation as to what group has the most control. The data suggests that some groups would prefer a reordering of the distribution of control.

The study suggests that control is distributed throughout the organization, with some groups being perceived as having more control than other groups. The control patterns plotted on the control graph (Figure 11) illuminates the relationship of control distribution within each state. The actual patterns represented are not typically hierarchical but do show a tendency to have more control vested in the state than in local groups, except in respect to the preferred ideal where control appears to shift to the local groups. The flatness of the control graph suggests that the control is distributed throughout the systems of education in Kansas and Oklahoma. Tannenbaum (1968) suggested that the height of the control graph represents total amount of control in the organization. Thus, a control graph that tends to place groups at higher levels may suggest greater amounts of total control in educational systems.

Table XXVIII shows comparisons between groups within Kansas and Oklahoma and between groups of the two states in regard to the question of actual versus desired distribution of control. According to the statistical procedures, few similar agreements exist in regard to overall patterns of control; therefore, it could be suggested that most groups in both Kansas and Oklahoma desire a change in the distribution of control.

The comparative data in regard to Kansas groups and Oklahoma groups suggested that, while they may not agree on what the actual distribution of control is, they do agree that a shift of control is desired. The state legislatures of both states show a similar awareness of where the locus of

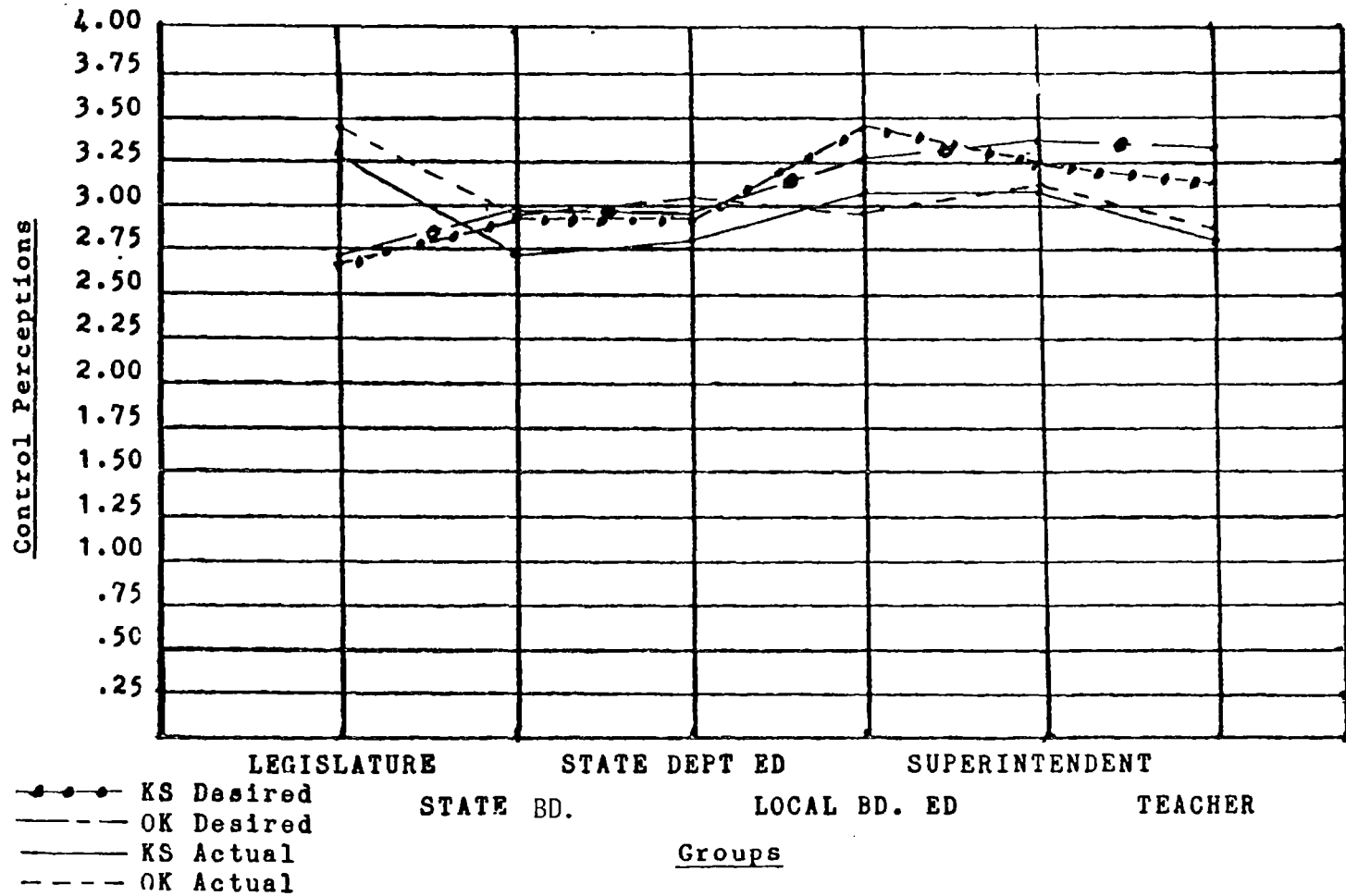


Figure 11. Control Graph, Perceptions of Kansas Total and Oklahoma Total (Question One-Actual and Desired)

TABLE XXVIII

RANK ORDER COMPARISONS OF CONTROL PERCEPTIONS--
KANSAS VS. OKLAHOMA: ACTUAL VS. DESIRED

		<u>Groups</u>																							
		Leg.				SB				SDE				LSB				Supt.				Teach.			
		KS		OK		KS		OK		KS		OK		KS		OK		KS		OK		KS		OK	
		A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
Perceptions	Leg.	1	4	1	4	1	6	3.5	5.5	2.5	6	2.5	6	1	6	1	6	1	6	1	6	3	6	1	5
	SB	6	5	6	5	2	1	3.5	2.5	4	4	5	5	4.5	4	6	5	6	5	2	4	5	5	5	4
	SDE	5	6	4	6	3.5	3	3.5	2.5	5	5	1	4	3	4	5	4	5	4	3	2	4	4	3	6
	LSB	3	1	5	1	3.5	3	6	5.5	1	1	6	3	6	1	2	1	4	1.5	4	5	1	3	2	3
	Supt.	2	3	2	2	5.5	5	1	2.5	2.5	2	4	2	2	2	3	2	3	1.5	5	1	2	2	4	2
	Teach.	4	2	3	3	5.5	3	3.5	2.5	6	3	2.5	1	4.5	4	4	3	2	3	6	3	6	1	6	1

Leg. - Legislature.
 SB - State Board of Education
 SDE - State Department of Education
 LSB - Local School Boards
 Supt. - Superintendents
 Teach. - Teachers

A - Actual
 D - Desired

control is and share similar views about where the locus of control should shift--to the local boards of education and the local school districts. Groups shown in Table XXVIII suggest that the state legislatures are the locus of control presently, but prefer ideally that the control of the educational system would shift to the local boards, superintendents, and teachers.

It appeared that superintendents and local boards of education are very influential in the state system of education. Teachers were generally thought to have less influence but desired to have more influence on education.

The State Board of Education of Kansas saw themselves higher up in the hierarchy of control than did their counterparts in Oklahoma and they desired to remain there. The Kansas State Board desired to be the locus of control, while the State Legislature preferred that the State Board have a much lower position of influence.

The second purpose of this study was to yield information which may be used to further the study of organizational behavior. This information may suggest further inquiry into several questions: (1) "Why is control perceived to be distributed as it is?" (2) "Why is there not more agreement on how control is distributed?" (3) "Why is there disagreement on how control is distributed and how it should be distributed?" and (4) "Why are the patterns of control different on the general question of control when compared to the patterns of control on the specific questions of curriculum, finance, and capital improvement?"

Inquiry into the questions that seem to surround the differences of perceptions could lead to speculation about communication, leadership, morale, goal-setting, and various other operational activities. A question about perceptions of teachers in Oklahoma versus teachers in Kansas could

perhaps stimulate speculations as to the negotiation activities in each state, such as the type of negotiations and at what levels negotiations occur. The question may be asked, "Which group has been most effective in its efforts to improve salaries and working conditions?"

The third purpose of this study was to provide useful information for improving organizational effectiveness. Tannenbaum (1968) suggested that the study of control patterns can lead to a better understanding of the organizational dynamics; hence, improving the ability of an individual or group to exercise their position of control. Price (1968) suggested that the effectiveness of the educational system is determined by the degree to which the system achieves its intended purpose. A better understanding as to who or what group has the control can perhaps lead to better and more effective decisions in regard to those things that contribute to the achievement of the intended purpose. The control graphs characterized the distribution of control as being spread throughout the system. This suggested that each group has sufficient control to influence other groups within the system, and well-distributed control could provide the opportunity for change in policy or program. The acceptance of change could be considered a means of open communication and participation in the formulation and implementation of policy or change. Open communication and participative activity in decisions which affect the organization are thought of as indications of improving effectiveness. The study suggested that all groups share in the "influential pie," to a great degree. This, according to Likert (1961) results in more highly productive and effective organizations. Tannenbaum and Kahn (1957) noted that participation in trade union decisions seemed to support the theory that the more influence all groups have, the more total control within the union, and the more powerful the trade unions are, the more the groups produce.

If Likert (1961) and Tannenbaum and Kahn's (1957) assumptions are correct, then it could be said that the educational systems of both Kansas and Oklahoma have a very high degree of total control, with control being shared throughout the systems by all groups. This arrangement of control is analagous to the ideal that shared responsibilities and participation in decision-making leads to higher morale, greater productivity, and more effective decisions.

The methodology will be critiqued and suggestions will be made in regard to the study techniques in the discussion section. Additional comments and suggestions for utilizing information from this study to improve effectiveness in the education system will be made in the recommendations section.

Discussion

While the study suggested that control is somewhat hierarchical, it failed to support the concept of a single, all-powerful locus of control. Control appeared to be spread throughout the systems. Wirt's (1980) study showed that control of state education systems by state governments does not run parallel to the amount of state dollars allocated to operate the systems. He suggested that political and cultural influences tend to have linkages to control.

Tannenbaum and Cooke (1979) suggested that organizations which are adaptive, innovative, and effective make changes to accommodate environmental necessities and may alternate between bureaucratic and participative structures as innovative and routine decisions are being made. From the analysis of this study and with attention given to the control graphs, it might be concluded that educational systems in Kansas and Oklahoma are more decentralized than oligarchic.

Control is not fixed in any particular group, but may tend to expand or contract as the situation and needs are recognized. Differences between Kansas and Oklahoma educational systems are a matter of degree and cannot be explained in terms of traditional, highly centralized, or decentralized. The degrees could be best explained by the difference in the cultural and political systems. vanGeel (1976) suggested that centralization of authority in government may be linked with cultural differences associated with different regions of the United States--the midwest region has moderate centralization of authority.

Wirt (1978) noted that state laws were indicators of state control. His study showed Oklahoma with a high degree of centralization of control (ranking second), and Kansas with moderate tendencies of centralization (ranking 16th out of 50 states). The current study suggested that control is not highly centralized in either Kansas or Oklahoma and does not support the investigation of either Wirt or vanGeel. This inquiry into the perceptions of control suggested that control is distributed throughout the systems with little apparent agreement between groups or among groups on how control is actually distributed.

One might conclude that perceptions of control are dynamic and change as time and conditions of society change. Laws, on the other hand, are more stable and tend to maintain the status quo. Perceptions of the needs of society tend to be emotional and change rapidly; they may represent only a fleeting moment of reality of a given situation.

Emotions of individuals or groups of individuals provide for the thrust to initiate changes of laws over time. This political aspect of change may be a large factor in this attempt to analyze the perceptions of control. Political differences may provide insight into the reasons that

large differences between the states are not supported by the perceptions of control of this study.

While it was the intent of the study to determine if groups perceived control differently, it was equally important to look at similarities in group perceptions. Several areas of agreement were found between groups within states and between states.

The groups in Kansas that agreed upon how control should be distributed were local boards of education and the State Department of Education; also, superintendents agreed with local boards and the State Department of Education. The rankings were nearly alike, with all three groups placing the local board of education as the group which should have the most influence upon education and superintendents as the group which should have the second most influence. The State Department of Education and superintendents agreed that the teachers should have the next position of influence, while local boards desired that the influence be more evenly distributed with teachers, the State Department of Education, and the State Board of Education. All three groups agreed that the State Legislature should have the least influence (see Tables III and XIII, Chapter IV). The control graph, Figure 4, shows the relationships of all groups in Kansas. It would appear that the State Department of Education has more confidence in the powers of local boards of education, superintendents, and teachers than do the local boards. Local boards perceived that teachers should have the least influence, which may be reflected in teachers' negotiation efforts and the teachers' ongoing struggle for more autonomy. The close working relationship of superintendents as chief executive officers, with the local boards of education, and the close working relationship of superintendents with the State Department of Education, may account for the similarity of perceptions between these groups.

The State Department of Education of Kansas agreed with the State Department of Oklahoma on how the control is distributed. They both see the teachers with the least influence and the State Board of Education next. Both groups viewed the superintendent as the most influential over curriculum, finance, and capital improvement (see Tables VI, XVI, and XVIII, Chapter IV). The control graphs, Figures 7 and 9, indicate that a greater amount of control is centered around the local board of education and the superintendent. This is not unusual in that the board of education and the superintendent work closely together to make local decisions influencing the curriculum, budget, and capital improvements. It was no surprise that the two State Departments of Education perceived the distribution of control similarly, when considering the like functions and backgrounds of individuals managing the state system of education. Another explanation for their similarity may be due to their working relationship with one another and their association through other groups outside the system of education (colleges, universities, and the United States Office of Education).

Comparing Kansas and Oklahoma groups as to how control should be distributed, it can be noted that the Kansas Legislature agrees with the Oklahoma Legislature and the local boards of education in each state agree with one another (see Table XI, Chapter IV). The political aspect of elected officials may be an influencing unknown which encourages common insight into the control of the education system.

Commonality of group perceptions may be attributed to several intervening variables. Some of these variables such as common backgrounds, education, and position lead to associations of groups outside the system of education structure. These alliances are developed through professional organizations which usually have a state association affiliated with a

national umbrella (such as the State Teachers' Association and the National Education Association, the State Superintendents' Association and the American Association of School Administrators). These affiliations tend to influence commonality across state lines and may transcend the great differences between state systems. The influence over time tends to make the systems more alike. The same type of alliances extend through the state legislatures, school board members, State Boards of Education, and State Departments of Education.

The external influence of the United States Government must be taken into account when viewing the control of education systems. U.S. Supreme Court rulings, as well as direct federal aid to special interest areas of education, tend to establish commonality throughout the United States, especially in view of civil and equal rights guaranteed by the U. S. Constitution and supported by the Supreme Court.

The study does suggest that there is a desire to maintain control on a local school level. This seems to support the concept of "grass roots" participation in managing the education systems at the district level.

The methodology was simple, yet difficult to manage. Some groups had large numbers, while others had relatively few (the sample of teachers was 1% of the total, or about 232 responses in Oklahoma and 323 responses in Kansas, while only 6 Oklahoma State Board of Education and 10 Kansas State Board of Education responses were solicited). Utilizing the mean scores of each group to construct the control graph suggested, however, that the lower number of responses carried the same weight as the higher number of responses.

In retrospect, the study could have been delimited with a greater emphasis placed only upon the different groups in one state. Another aspect of attention could have been to study one group more in-depth

between two states. Concentrating on one study question would have been yet another way of bringing the study into focus. The design of the research yielded more information than was necessary to accomplish the purposes. Ample information for further study has been collected. Very little, if any, research has been done to study state systems of education and the pattern of control within the system; therefore, the techniques were unique in several aspects. The systems approach was an attempt to provide a holistic view of control in the education system. The comparative methodology was an attempt to determine if differences existed in the pattern of control in Kansas and Oklahoma.

Price and Mueller (1986) stated that some criticisms of the methodology have centered around collecting of the data, emphasizing that it is costly and difficult, and that variations in the perceptions are related to position within the system; that is, those higher in the system tend to perceive a much less centralized structure than those lower in the system. Answers to questions are mainly given as individual experiences with or perceptions of control. Price and Mueller also noted that there has been very little inquiry into the validity and reliability of the methodology and use of the control graph to describe patterns of control. Price and Mueller summarized their critique of the control graph by stating:

Despite its problems, the control graph appears to be capable of accurately describing the power structure of the typical work organization. The approach should, therefore, not be discarded (p. 66).

Recommendations

This study should be viewed as exploratory in nature; it will have value only if it stimulates and influences research in the area of control within the educational system. Some areas that may be considered include

the following:

1. A similar study should be conducted with focus only upon control of the curriculum, finance, or policy.

2. A similar study should be conducted with regard to influencing the educational system through professional organizations (school boards', administrators', and teachers' associations).

3. In future studies, relationships between how control is distributed and resultant effectiveness should be examined. Other possible relationships to examine would include: open climate, alienation, participatory management, satisfaction, turnover, productivity, and motivation.

4. Other future studies should examine patterns of control in local school districts, educational cooperatives, and regional service centers.

5. In future studies, close attention needs to be given to sample size and questioning technique.

6. Future studies should focus upon one question of control at a time.

7. Future studies should continue to use the control graph to describe the controlling structure.

8. Future studies should examine the validity and reliability of the control graph approach and methodology.

From a practical point of view, the study has provided some insights into how control is distributed throughout the educational systems of Kansas and Oklahoma. Some of the more practical aspects of the study are:

1. The study indicates where the control is; this may suggest what group or groups should be approached to implement changes.

2. The study indicates actual patterns of control and desired patterns of control, which may suggest satisfaction or dissatisfaction in respect to individual groups.

3. The study provides insight into understanding the internal behavior of the system of education.

4. The methodology provides another way to examine patterns of control in local school districts.

Concluding Statement

In closing, the study raises more questions about control than it answers. The study supports the concept that control is not hierarchical but is distributed between the groups within the organization. These groups are perhaps loosely coupled in a relational pattern which, in all probability, changes depending upon the situation, such as in a time of state crisis or economic change.

Control patterns in Kansas are different from patterns of control in Oklahoma. Groups in both states prefer that more control be vested in the local school districts. Perhaps control is, in reality, a product of communication between groups rather than being centralized in elite groups. The ability of one group to influence another is centered around their capacity to effectively communicate their ideals to others, such as in the process of negotiations.

This study has accomplished what it set out to achieve:

1. It found that control patterns do exist and are, in general, perceived differently between groups and between states.

2. The information from this study may serve as a stimulus to study control patterns in other educational systems.

3. The information may be used for further study into organizational control and effectiveness.

4. Others who may choose to study control may find the critiques of the methodology valuable in determining how best to approach their studies.

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APPENDIXES

APPENDIX A
CORRESPONDENCE

February 4, 1986

TO: Selected Respondent

FROM: Robert D. Conn

REFERENCE: Survey of perceptions of who controls the public education systems of Kansas and Oklahoma

I am Robert Conn, Superintendent of Schools in
and a Doctoral candidate at Oklahoma State University.
For my Doctoral dissertation, I have chosen to investigate
the perceptions of control patterns of the public education
systems of Kansas and Oklahoma.

By random selection, you have been selected as a respondent
to receive this questionnaire. Your responses are highly
important to the successful completion of the study. It
requires about 5 minutes to respond to all questions. It
is my most sincere hope that you will at this time take the
time necessary to respond to the questionnaire in the survey.

Thank you very much for your time and interest. Please
return the survey to me in the enclosed stamped envelope by
February 18, 1986.

Sincerely,

Robert D. Conn

RDC/vw

Enclosures

APPENDIX B

DISTRIBUTION OF CONTROL QUESTIONNAIRE

**DISTRIBUTION OF CONTROL
QUESTIONNAIRE
(DCQ)**

**ROBERT D. CONN
DOCTORAL CANDIDATE
OKLAHOMA STATE UNIVERSITY**

**DR. KENNETH ST. CLAIR, ADVISOR
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA**

INSTRUCTIONS

The normal time to respond to all questions is 3 to 5 minutes. Give only your first impressions; there are no right or wrong answers. Your first impressions are more than likely the best responses.

Place an [x] in the brackets of each question indicating how you believe each group influences or controls the public education system within the state you serve.

There are two parts to the questionnaire:

Part one is made up of four questions. Each question has two segments. The first segment seeks your responses to how you believe control is HOW distributed and the second segment seeks your response to how you believe control SHOULD IDEALLY be distributed.

Part two has six questions. Each question seeks the response which best describes you or your situation.

DISTRIBUTION OF CONTROL

QUESTIONNAIRE

1. A. How much influence DO the following groups have on what happens in PUBLIC-EDUCATION?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

- B. How much influence SHOULD the following groups have on what happens in PUBLIC EDUCATION?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

II. A. How much influence DO the following groups have on SCHOOL CURRICULUM?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

B. How much influence SHOULD the following groups have on SCHOOL CURRICULUM?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

III. A. How much influence DO the following groups have on SCHOOL FINANCE?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

B. How much influence SHOULD the following groups have on SCHOOL FINANCE?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

IV. A. How much influence DO the following groups have on school
CAPITAL IMPROVEMENTS?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

B. How much influence SHOULD the following groups have on school
CAPITAL IMPROVEMENTS?

	A Very Great Deal	Great Deal	Some	Little or None
State Legislature	[]	[]	[]	[]
State Board of Ed.	[]	[]	[]	[]
State Dept. of Ed.	[]	[]	[]	[]
School District Board of Education	[]	[]	[]	[]
Superintendents	[]	[]	[]	[]
Teachers	[]	[]	[]	[]

PART TWO

Please respond to each of the items below by placing an [x] in the bracket which best describes you or your situation. This information will help us better describe those responding to the survey.

1. Are you: [] Female [] Male (Check one)
2. Highest level of education completed? (Check one)
 - [] High School
 - [] Some College
 - [] Bachelor Degree
 - [] Some Graduate Work
 - [] Masters Degree
 - [] Masters Degree + Hours
 - [] Doctorate Degree
3. Are you: (Check one)
 - [] American Indian
 - [] Anglo
 - [] Asian
 - [] Black
 - [] Hispanic
 - [] Other -- Please specify _____
4. Are you a: (Check one)
 - [] Member of the State Legislature
 - [] Member of the State Board of Education
 - [] Member of the State Department of Education
 - [] Member of a School District Board of Education
 - [] Superintendent of Schools
 - [] Public School Teacher
 - [] Other -- Please specify _____
5. Best description of school district you work in: (Check one)
 - [] Rural
 - [] Urban
 - [] Suburban
6. Approximate size of your school district's student population: (Check one)

[] less than 250	[] 2,500 - 4,999
[] 250 - 499	[] 5,000 - 9,999
[] 500 - 999	[] 10,000 - 19,999
[] 1,000 - 2,499	[] 20,000 - 50,000

2
VITA

Robert D. Conn

Candidate for the Degree of
Doctor of Education

Thesis: PERCEPTIONS OF CONTROL IN EDUCATION SYSTEMS OF KANSAS AND
OKLAHOMA: A COMPARATIVE ANALYSIS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Otis, Colorado, April 23, 1934, the son of Mr. and Mrs. Fred Grunning.

Education: Graduated from Osborne High School, Osborne, Kansas, in 1952; received Bachelor of Science degree in Agriculture from Central Missouri State University in 1960; received Master of Science degree from Central Missouri State University in 1963, with a major in Secondary Education; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1986.

Professional Experience: Superintendent of Schools, U.S.D. #449, Cherryvale, Kansas, 1985 to present; Superintendent of Schools, Custer City, Oklahoma, 1982-85; Superintendent of Schools, Commerce, Oklahoma, 1980-82; Self-Employed, Manager, Part Owner, Farm and Ranch Corporation, 1976-80; Superintendent of Schools, Orleans, Nebraska, 1971-76; Superintendent of Schools, Campbell, Nebraska, 1969-71; Secondary School Principal, Gallatin, Missouri, 1966-69; Education Adviser, Missouri Conservation Commission, northwest area, Jefferson City, Missouri, 1962-64; High School Teacher, Science, Biology, and Conservation, Fort Osage High School, Independence, Missouri, 1959-62; enlisted, U.S. Navy, 1952-56; U.S. Naval Reserve, Direct Commission, Ensign; present rank, Captain, 1962 to present; held various commands of shipboard units.

Professional and Honorary Organizations: American Association of School Administrators, Kansas Association of School Administrators, United School Administrators, Naval Reserve Officers Association, Past President of Ninth Naval District, Airplane Owners Association, Rotary International.