

THE UNIVERSITY OF ALBERTA
THE INNOVATIVE HIGH SCHOOL: A COMPARATIVE VIEW

by



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ABSTRACT

The primary purpose of this study was to examine, analyze, and describe an Innovative School to establish a base line profile of the school against which the school could be compared at a later point in time. To facilitate the description, a comparison was made with a Companion School to determine whether or not the two schools differed at the time of the study. The study was considered to be significant because the information gathered would become one source of information feedback to the personnel of the Innovative School.

The instruments collected information regarding the beliefs, expectations, feelings, values, opinions, and perceptions of teachers and students about ten aspects of each school: (1) priorities for the tasks of public education, (2) perceptions of the organizational climate, (3) expectations for the role of the high school student, (4) ideology for pupil control, (5) attitude toward educational administration, (6) satisfaction, (7) ratings, (8) value orientations, (9) political efficacy, and (10) student perceptions of selected attributes of teachers and parents.

Research questions were used to guide the study. Parametric and nonparametric statistical tests were used to determine probability levels of statistical significance. Three statistical tests were used: (1) the "t" test, (2) the chi square test, and (3) the Spearman rank order coefficient of correlation.

The use of instruments that had been developed, revised, and used by others and had been found to be stable, valid, and reliable led to the conclusion that the findings did represent a reasonably

accurate profile of the Innovative School. Staff and students of the Innovative School tended to hold similar priorities for the tasks of public education in general, but differed greatly regarding those which were to be the most important tasks. The climate profile based on the perceptions of the teachers of the Innovative School looked similar to that of an Open climate and the climate profile based on the perceptions of the students of the Innovative School did not. Teachers and students of the Innovative School tended to hold strong expectations for most of the role of the high school student factor dimensions. The ideology of both groups tended to lean toward a Humanistic orientation for pupil control. The attitude toward educational administration appeared to be more favorable for the teachers of the Innovative School than for the students of the Innovative School. The feelings of political efficacy of the students of the Innovative School tended toward the inefficacious end of the continuum. Value orientations, levels of satisfaction, rating levels, and student perceptions of teachers and parents varied.

Significant differences in means scores and in frequency distributions were found between comparative groups of the two schools for some items. The comparative groups appeared to be similar for the majority of the items used.

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CHAPTER 1

THE DEVELOPMENT OF THE STUDY

INTRODUCTION

In recent years numerous changes and new developments have appeared in schools as attempts to improve educational processes. The term innovation is frequently used to describe such changes. The purpose of innovation may be considered to be the improvement of teaching and learning through changing some aspect of the school. Among the innovations referred to are such things as team teaching, flexible scheduling, the use of unit learning packages, the open campus, the open area, teacher advisors, continuous progress, non-gradedness, and individualized instruction.

The introduction of innovations to the Alberta educational scene has been varied. Usually only one or a few innovative practices have been introduced at one time into a school or classroom. The fact that innovations have been introduced singularly into traditional settings has been associated with the lack of success in some instances. In order to overcome this, some new schools have been designed with the purpose of providing an environment in which new practices would be able to survive and develop. Such schools, referred to as innovative schools, in addition to the incorporation of several innovations from the beginning are committed to improvement of learning through continuous revision.

The M. E. LaZerte Composite High School, recently opened in Edmonton, Alberta, may be described as being an innovative school.

The stated school philosophy indicates a commitment to fulfil the needs of all students by individualizing instruction. Among the provisions which have been introduced are flexible scheduling, individual learning packages, the teacher advisor role, and greater freedom of student choice. (Winton 1971).

PURPOSE OF THE STUDY

To state that a school was designed to be an innovative school does not necessarily imply that the school will be innovative in practice. A conclusion regarding the innovativeness of a school would be dependent upon observation of the school over a period of time.

The primary purpose of this study was to develop a base-line profile of the M. E. LaZerte Composite High School, that is, to develop at one point in time a description against which the school may be compared at a later point in time. The description was to be behavioralistic, that is, based on the beliefs, expectations, feelings, values, and perceptions of teachers and students.

A secondary purpose was to compare the profile of the M. E. LaZerte Composite High School to the profile of a companion high school.

SIGNIFICANCE OF THE STUDY

The study was considered to be significant because the information gathered would become one source of feedback for the personnel of the school. The usefulness of feedback information to

an organization was attributed by Owens (1970:155-158) to the notion that feedback can help to maintain the internal processes and can help the organization adapt to changing external conditions and influences. As one source of information feedback, this study was intended to provide useful information to the school personnel.

According to Owens (1970:222-223), there are two opposing ways of perceiving an organization: (1) the rationalistic which emphasizes rules and formal structure, and (2) the behavioralistic which emphasizes the beliefs, expectations, feelings, values, and perceptions of the participants regarding the interpersonal behavior of others. Owens (1970:223) stated that it is the ". . . total of these interpersonal behaviors which describes the organization." This study attempted to add to the behavioralistic approach by combining several instruments which have been developed and used singularly in previous studies. This study attempted to develop a means of arriving at a comprehensive profile of a school. The approach used in this study could be used to employ other instruments examining other aspects of the school as instruments become available.

THE PROBLEM

Two major questions were used to define the problem:

- (1) What is the nature of selected aspects of a school as defined by the beliefs, expectations, feelings, values, and perceptions of the teachers and students within the school?, and (2) What is the nature of the selected school in comparison to the nature of a selected companion school?

The study was guided by ten sub-problems, each was related to a specific aspect of the school:

- (1) What is the order of priority for the tasks of public education as ranked by teachers and students?
- (2) What is the nature of the organizational climate as perceived by teachers and students?
- (3) What is the nature of the role of the high school student as defined by teacher and student expectations?
- (4) What is the nature of teacher and student ideology regarding pupil control?
- (5) What is the nature of teacher and student attitudes toward educational administration?
- (6) What is the nature of teacher and student satisfaction with selected aspects of the school?
- (7) What is the nature of teacher and student ratings of selected aspects of the school?
- (8) What is the nature of student value orientations?
- (9) What is the nature of students' feeling of political efficacy?
- (10) What is the nature of students' perception of selected attributes of teachers and parents?

DELIMITATIONS

Administration is concerned with the relationships among the internal and external variables of schools (Owens 1970:224). This study was delimited to examination, analysis, and description of the internal variables of a school as they are revealed through the

beliefs, expectations, feelings, values, and perceptions of teachers and students. The study was delimited to two schools with one school being the focal point and the other school serving as a background for comparison.

DEFINITIONS

Tasks of Public Education

The tasks of public education refers to a set of tasks arranged in order of priority. For this study, the list of sixteen major purposes that schools might adopt as developed by Downey et al. (1960) and revised by Aucoin (1967) were taken to represent the tasks which respondents were to arrange into priority order to express their opinion of what the tasks of public education ought to be.

The operational definition of the tasks of public education is the tasks (identified by Downey et al. 1960 and revised by Aucoin 1967) as arranged in order of priority.

Organizational Climate

The definition of organizational climate was adopted from Halpin and Croft (1963) who compared the organizational climate of a school to the personality of an individual. They identified eight dimensions of organizational climate based on teacher perceptions of the behavior of the principal and the teachers in the school. Marsh (1970) revised the Halpin and Croft instrument making it applicable to student perceptions of the behavior of teachers and students at the high school level.

The operational definition of organizational climate was that

which is identified by the profile of scores derived from each of the eight organizational climate dimensions as developed by Halpin and Croft (1963) for teacher perceptions and as revised by Marsh (1970) for student perceptions.

Openness

Openness is a quality descriptive of organizational climate and was defined by the score obtained from summing the scores for Esprit and Thrust and subtracting the score for Disengagement. (Marsh 1970:7).

The Role of the High School Student

The definition of role was adopted from Owens (1970:71):

Role. The various offices or positions in an organization carry with them certain expectations of behavior held by both onlookers and by the person occupying the role. These expectations generally define role, with some additional expectation that the individual will exhibit some of his own idiosyncratic personality in his own role behavior.

The operational definition of the role of the high school student was that which is identified by the profile of scores derived from each of the five dimensions adapted from Deiseach (1969) for this study.

Pupil Control Ideology

The definition of control was adopted from Willower, Eidell, and Hoy (1967:45):

Control, an essential ingredient of group life, implies requirements for and restraints upon behavior. Concepts such as norms, role expectations, and rules deal with the content of the behavior to be controlled. Compliance is insured through a system of rewards and penalties or sanctions. Sanctions may be primarily punitive, utilizing

devices such as coercion, ridicule, and the withholding of rewards; or they may be non-punitive, based upon understanding, emphasizing appeal to the individual's sense of right and wrong, self discipline rather than imposed discipline.

The operational definition for pupil control ideology was that which is identified by the score derived from the PCI Form developed by Willower, Eidell, and Hoy (1967) and adopted for use by this study.

Attitude Toward Educational Administration

The attitude of individuals toward educational administration is related to the ". . . perceptions and meanings of educational administration . . ." as held by the individuals. (Friesen 1969:104).

The operational definition of attitude toward educational administration was that which is identified by the score derived from the Attitude toward Educational Administration Scale developed by Friesen (1969) and adopted for use by this study.

Satisfaction

The definition of satisfaction was adopted from Bevan (1970:7):

Satisfaction is defined as the affective orientations or attitudes on the part of individuals toward work roles they are presently occupying. Positive attitudes are conceptually equivalent to satisfaction and negative attitudes toward the . . . work role are equivalent to dissatisfaction.

The operational definition of satisfaction was that which is identified by the score derived from the satisfaction items used in this study.

Rating

Rating refers to the perceived degree of excellence relative to that which would be considered to be excellent by an individual for a particular situation. A high rating indicates behavior highly consistent with expectations for that particular setting.

The operational definition of rating level was that which is identified by the score derived for each of the rating items used in this study.

Values

The definition of values was adopted from Kluckhohn (1959:395):

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from the available modes, means, and ends of action.

The operational definition of value orientation was that which is identified by the scores derived from the Value Orientation Scale originated by Prince (1957) and revised by Friesen in 1970 at the University of Alberta.

Political Efficacy

The definition of political efficacy was adopted from Campbell (1952:189):

. . . the feeling that individual political action does have or can have, an impact on the political process, i.e. that it is worthwhile to perform one's civic duties. It is the feeling that political and social change is possible and that the individual citizen can play a part in bringing about this change.

The operational definition of political efficacy was that which is identified by the score derived from the Political Efficacy

Scale developed by MacLeod (1966) and adopted for use by this study.

ORGANIZATION OF THE THESIS

Chapter 2, A Review of Related Literature, was organized around three topics: (1) Approaches to the Study of Organizations, (2) Purposes of the Study of Organizations, and (3) Related Studies of Aspects of Organizations.

Chapter 3, Research Method and Design, was organized around three topics: (1) Methodology, (2) Instrumentation, and (3) Description of the Sample.

Chapter 4 was designed to present findings and Chapter 5 was designed to discuss findings and implications.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

The examination, analysis, and description of an organization is dependent upon various concerns. Three major concerns are:

- (1) The approach to be used, (2) The purpose of the description, and
- (3) The means available. Different approaches have been identified in different ways. Among the terms used to identify various approaches are: "rationalistic", "behavioralistic", "classical", "formal", "informal", and "holistic". The choice of approach will be dependent upon the relative merits of each approach, the purposes of the description, and the instruments available. In order to discuss these points, the chapter is divided into three sections. These entail: (1) Approaches to the study of organizations, (2) Purpose and importance of the study of an organization, and (3) Instruments appropriate to the purposes of this study.

THE STUDY OF ORGANIZATIONS: APPROACHES

Introduction

While various approaches exist, only one might be considered appropriate to describe the rationale for this study. A brief description of several classifications is presented before reviewing the behavioral approach which was considered to be descriptive of the approach which was used in this study.

Classification of Approaches

Rationalistic and behavioralistic. The rationalistic approach places emphasis on the ". . . rules or prescriptions which supposedly direct and control the behavior of individuals toward the goals of the organization." The behavioralistic approach places emphasis on ". . . concepts such as role theory and takes into account the perceptions, beliefs, and values of individual participants." (Owens 1970: 222 - 223).

Rationalistic, holistic, and behavioralistic. The rationalistic approach is concerned with specifying rules of conduct and procedures for the members of the organization. Max Weber and Frederick Taylor were given as examples of writers on this approach. The holistic approach considers the organization to be an entity and behavior is perceived to be the result of a collective effort. Kurt Lewin and Frederick Taylor were given as examples of writers exemplifying this approach. The behavioral approach focuses on the role of individuals rather than on the collective effort and assumes that behavior is influenced by both personality and environmental factors. The cognition, perception, beliefs, and knowledge of the individuals are considered. Barnard, Simon, and Homans were given as proponents of this approach. (Hill and Egan 1967:3).

Behavioral and classical. The classical approach is concerned with the manipulation and control of the individual through the structure of the formal organization. The behavioral approach perceives participant behavior to be rational and purposeful.

Behavior is assumed to be motivated by fundamental needs and directed to approach desired things and to avoid unwanted things. (Litterer 1965: 11).

Formal, informal, and revisionist. The formal approach may be associated with administrative and management theorists whereas the informal approach may be associated with empirically oriented sociologists and psychologists. For the formal group, the structure and functions of organizations are of major concern. The concern of the informal group is focused on the informal group behavior and attitudes. Bennis (1959) characterized the first group to be concerned with ". . . organizations without people . . ." and the second group to be concerned with ". . . people without organizations . . .". A group of writers identified by Bennis (1959) as "revisionists" are purported to be willing ". . . to admit the equal legitimacy of organizational demands and group processes." (Pugh et al. 1963: 289 - 290).

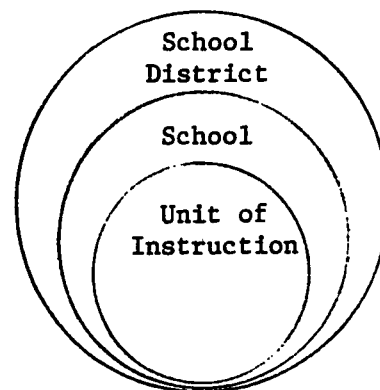
The Behavioralistic Approach

Introduction. The school, as a complex organization, is considered to have two dimensions: (1) The formal structure and (2) The informal structure. The formal structure is comprised of roles in authority relationships with one another. The school, as a social system, is considered to have two dimensions: (1) Internal and (2) External. Because the school interacts with its environment it is considered to be an open system. According to systems theory, the behavior of individuals who occupy roles in the system is

dependent upon two factors: (1) Institutional role expectations, and (2) Personal needs of individuals. According to role theory and systems theory, the nature of an organization is defined by the behavior of its participants (the operating relationships) and the human factors that influence behavior (the attitudes, morale, motivation, group cohesiveness, etc.). (Owens 1970: 48 - 55).

Social systems theory. The school, as a complex organization, is considered to be a social system. Based on Griffiths' (1964) description of an organization as a social system, Owens (1970: 69) represented the school as an open social system. As such, the social system is considered to exist within a suprasystem and to have within it a subsystem. In an open system permeable boundaries between the system and its environment permit interaction between the system the suprasystem, and the subsystem. When the school is taken to be the system, the school district is the suprasystem and the individual unit of instruction (large group, small group) is the subsystem. As diagrammed in Figure 2.1, the school (system) exists within a school jurisdiction (suprasystem) and the school has within it smaller units of instruction (subsystems).

Figure 2.1. The School as a Social System. Adapted from Robert G. Owens, Organizational Behavior in Schools, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970), p. 69.



Role theory. The individual is considered to occupy a role within the social system. The notion of a role set (Bennis 1966: 193 - 196) can be used to illustrate how roles are related to one another in authority relationships. For any individual within the social system there exist different associated positions; namely, colleagues, superordinates, and subordinates, which form the elements of a role set. Each member of the role set holds expectations for the role and may communicate them to the incumbent (pivotal role player). Thus the influence on the pivotal role player may be in the form of expectations communicated from other members of the role set and may come from the system, the suprasystem, or the subsystem. If the school is taken to be the system and the teacher is taken to be the pivotal role player, then associated roles may be: (1) Superordinates in the system or in the suprasystem (supervisors, principal, superintendent), (2) colleagues in the system, suprasystem, or subsystem (teachers), and (3) subordinates in the same system or sub-system (students in the same unit of instruction or other students in the school). Figure 2.2 is used to diagram the case where a teacher is considered to be the pivotal role player and the role set is perceived to exist in a social system.

(To adapt this diagram to make a student the pivotal role player would involve only the removal of the word teacher from the central circle and replacement with the word student.)

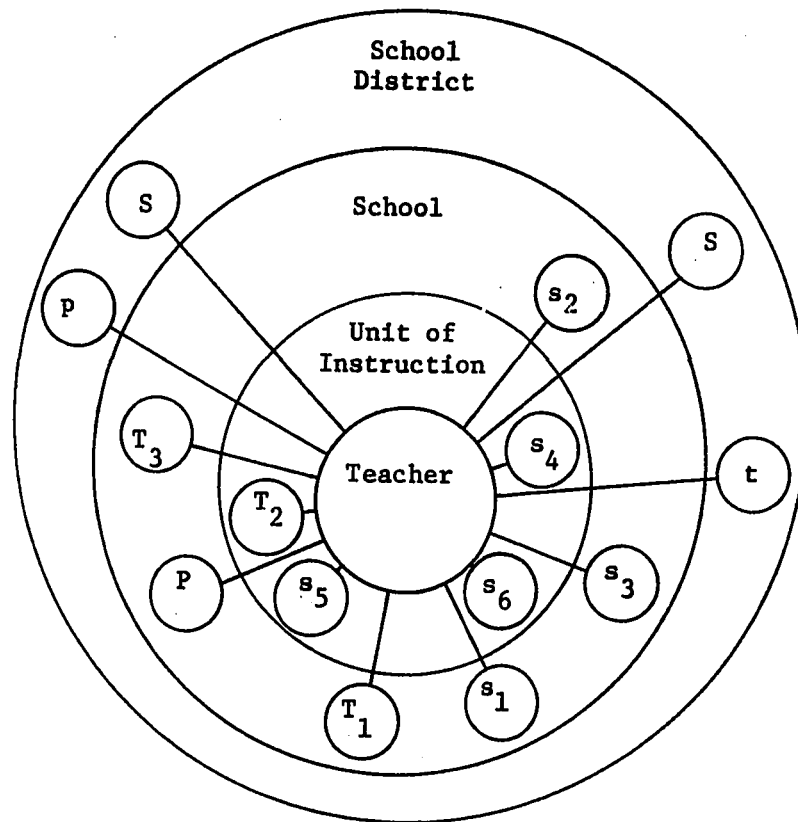
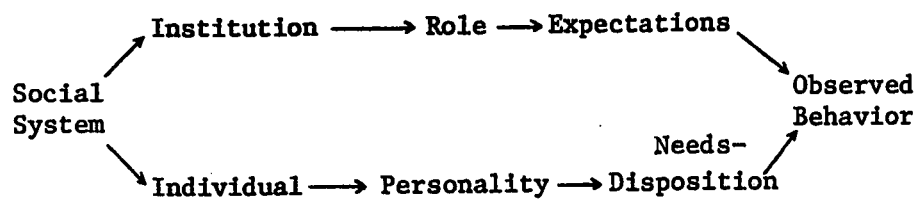


Figure 2.2. The Teacher as Pivotal Role Player of a Role Set in a Social System.

T - teacher	t - trustee
S - supervisor	p - parent
P - principal	s - student

Role behavior. The behavior of the role incumbent in a social system is considered to be dependent upon two factors: (1) The personal needs of the individual, and (2) The role expectations of the organization. These factors may be associated with the two dimensions of a social system as identified by Getzels (1958: 157) in a model that is referred to as the "Getzels-Guba Model of a Social System." This model is illustrated in Figure 2.3.

ORGANIZATIONAL (Nomothetic) DIMENSION



PERSONAL (Idiographic) DIMENSION

Figure 2.3. Dimensions of a Social System. From Jacob W. Getzels, "Administration as a Social Process", in Andrew W. Halpin, ed., (Administrative Theory in Education. Chicago: Midwest Administrative Center, University of Chicago, 1958), p. 156.

Behavior is also considered to be directed toward a goal or goals. Litterer (1965:22) outlined two assumptions that he referred to as basic to ". . . current behavioral thinking . . .":

The first is that the behavior of any individual is not a random or chance thing. People do not behave in a particular way just because it is their nature to do so. Instead it is assumed that behavior is caused A second assumption is that behavior is purposeful or goal directed.

Thus, while behavior is goal directed and purposeful, it is also subject to both personal and organizational forces.

Summary. The behavioral approach is based on systems theory and on role theory and it places major emphasis on the behavior of role incumbents and the factors that influence behavior. Behavior is considered to be purposeful or goal directed and is perceived to be dependent upon influences associated with the two dimensions of a social system - the nomothetic and the idiographic. The behavioral approach considers the beliefs, values, feelings, expectations, and perceptions of members of the social system to be important.

Owens (1970:223) explains the importance of looking at behavior and of taking the factors that influence behavior into consideration:

The interrelatedness of the behaviors of individuals is of importance because it is the total of these interpersonal behaviors which describes the organization . . . Behavioral approaches stress concepts such as role theory and take into account the perceptions, beliefs, and values of individual participants . . . individual participants are seen as bound together in a dynamic interrelationship. It is this mutual interrelationship which gives the organization its distinctive form and character. This dynamic whole, which we call an organization, is best described and understood as a social system

THE STUDY OF ORGANIZATIONS: PURPOSES

Organizational Needs

Survival, certainty, and homeostasis. As organizations, schools may be perceived to have distinctive characters in the same sense that people have distinctive personalities. Based on such a perspective, schools may be thought of as being "motivated" to fulfill certain needs. Three organizational needs which may be identified with some agreement (Carver and Sergiovanni 1969:2) are: "(1) The need to survive, to sustain, and grow, (2) The need to eliminate uncertainty, and (3) The need to seek and to maintain homeostasis." The behavior of individuals in organizations is perceived to be directed toward the fulfillment of such needs.

Reciprocity and adaptability. There are two imperatives that the school as an organization must heed (Owens 1970: 61 - 62) if it is to be able to survive long enough to achieve its goals:

1. The internal system, i.e., the organization's operations must be kept functioning and a balance of needs and satisfactions of participants, on the one hand, and of the organization, on the other, which Bennis [1966:7] calls "reciprocity", must be maintained. 2. The external system, i.e., the organization must conform to pressures and changes of its environment; Bennis [1966:7] calls this "adaptability."

Effectiveness and efficiency. The maintenance and survival of an organization is dependent upon two factors: (1) effectiveness, and (2) efficiency. Effectiveness is related to the external dimension and refers to the ". . . relevance of the organization's purpose to the environmental situation." Efficiency is related to the internal dimension and refers to the ". . . interchange between the organization and the individuals . . ." and depends upon the ". . . capacity of the organization to offer effective inducements in sufficient quantity to maintain the personal contributions of energy necessary to effect its purposes." (Barnard 1938: 83 and 93).

Change and Organizational Health

Organizational health. The concept of organizational health is related to its ability to fulfil its needs such as survival, certainty, homeostasis, reciprocity, adaptability, effectiveness, and efficiency. Owens (1970:154) described organizational health as:

. . . a broadly descriptive term which refers to the process through which the organization approaches problems. No single output measure or time-slice of organizational performance can provide a reliable, accurate measure of organizational health Over a period of time, organizational health includes, among other things, the ability of the organization to achieve its goals, maintain itself, and adapt to environmental changes.

Organizational health is related to its ability to change

and may be described as its ability to successfully fulfil its needs over a long period of time.

Change versus drift. The healthy organization is perceived to be able to adapt to its environment, to maintain itself, to achieve its goals, and to provide satisfaction to its participants. The organization needs to be able to change for specific purposes in predetermined ways. Owens (1970: 150) distinguished between "genuine change" and "organizational drift". Genuine change refers to purposeful change initiated to fulfil selected organizational needs. Organizational drift refers to changes which occur because ". . . forces of change in our society are so powerful and so pervasive that remaining static is nearly impossible." Carver and Sergiovanni explained (1969: x):

Some organizations change haphazardly by what is called organizational drift. That is, organizations evolve, adjust, and readjust seemingly unaffected by the conscious efforts of their inhabitants. The antithesis of the drift phenomenon is planned change. Here organizational change takes place as a result of conscious, rational efforts by those individuals who control the organization. Understanding both kinds of change should enable a person to combat the harmful side effects of organizational structures and processes.

The desired relationship between change and environmental forces was described by Downey (1965: 163) with particular reference to secondary schools:

In the past few years organizational changes have not always grown logically out of changes in purposes and procedures, as they normally should, but rather, the organizational changes have often come first and have forced changes in the purposes and procedures. . . . change ought to proceed through a redefinition of purposes, to a reestablishment of procedures, to a restructure of organi-

zation. When it moves in a reverse direction, serious mistakes are likely to be made.

Purposeful change is needed in opposition to organizational drift if an organization is to be able to be described as "healthy". If the state of health of an organization is to be assessed by its participants, some means of examining and describing the organization will be required.

The Function of Feedback

Need for feedback. Some form of self-appraisal is needed if an organization is to be able to look at itself. Owens (1970: 155) identified an approach ". . . generally known as the survey feedback" as a useful approach for the self study of an organization. The need for and usefulness of feedback was also expressed by Downey (1965: 187 - 188):

Secondary education has now entered a new era, and the predominant characteristic of that era is change . . .

.
It should be recognized further that change and improvement, if it is to be cumulative and significant, must be regarded as a continuous process. Any such process receives its impetus and direction from some sort of "feedback"

Owens (1970: 156) held that the survey data to be given to a school staff as feedback information may be considered to serve an important function because ". . . it provides objective data which can be discussed, questioned, and challenged with little of the emotion that accompanies similar discussions that may be based solely on subjective opinions."

Benefits of feedback. The survey feedback method collects data on a wide ". . . range of issues including supervisor perceptions, work motivations, aspirations, communication patterns, and satisfactions." (Havelock 1971: 6 - 30).

Havelock (1971: 6 - 30) identified five things which he believed an effective feedback program could do for an organization: (1) Identify general problems in the organization, (2) Make organization members aware of the problems, (3) Help to identify the causes of weaknesses, (4) Create an environment for discussion of the deficiencies, and (5) Facilitate finding solutions for weaknesses. The kinds of benefits that Havelock (1971) attributed to survey feedback could, if the process is effective, go a long way toward the improvement of organizational health. This may be of particular importance to organizations committed to purposeful change.

Kind of information. Owens (1970: 156) identified several kinds of information that he believed would be of benefit to the organizational health of schools: (1) How decisions are made and how they should be made, (2) Morale, (3) The relationship between the principal and teachers, (4) How the school relates to the community, (5) Communication - its adequacy and clarity, (6) Organizational climate, (7) Degree of satisfaction of people in their roles and the associated reasons, and (8) The goals of the school and how to interpret them.

Summary

It is useful to think of the organization as having a distinctive character in the same sense that a person has a distinctive personality. The organization may be seen to have needs which its members must work toward. Organizational health is considered to be related to the extent to which the members of an organization are able to fulfil the needs of the organization. The extent to which an organization will be successful is seen to be dependent upon the ability of its members to examine the organization relative to the goals and purposes of the organization. One way of examining an organization and of making the information available to members is the survey feedback.

THE STUDY OF ORGANIZATIONS: RELATED STUDIES

Introduction

The behavioral approach to the study of organizations utilizes systems theory and role theory. Major emphasis is placed on the behavior of role incumbents and on the factors that may influence behavior rather than on the rules and regulations and the structure of the organization. Behavior is considered to be purposeful or goal directed and is perceived to be dependent upon influences associated with the two dimensions of a social system - the idiographic and the nomothetic. The behavioral approach considers the beliefs, values, feelings, expectations, and perceptions of the members of the organization as being important as factors that influence behavior.

Numerous studies which may be referred to as behavioral in approach have been conducted regarding some aspects of the school as an organization. Among the aspects of schools which have been the subject of studies are: (1) The tasks of public education, (2) Organizational climate, (3) The role of the high school student, (4) Pupil control ideology, (5) Attitude toward educational administration, (6) Satisfaction, (7) Value orientations, and (8) Political efficacy. Each of the aspects mentioned above may be considered to be a concern of the behavioral approach. Following is a brief resume of studies which have been conducted to inquire into the nature of each of the above aspects of the school as an organization.

Related Studies

The tasks of public education. Downey (1960) and a group of researchers at the University of Chicago conducted a study to investigate the perceptions of people regarding the tasks of public education. The study was reported to have arisen in response to two circumstances, (Downey 1960: 3): "(1) The growing public controversy over the function of education in our society, and (2) The recurring plea for precise school-task specifications by researchers into the effectiveness of educational organizations." One of the outcomes of this study was the development of the Task of Public Education Opinionnaire (T.P.E. Opinionnaire). The T.P.E. Opinionnaire was used by Andrews (1959) in Alberta to investigate the opinions of the public regarding the tasks of public education and to investigate educator perceptions of the tasks of public education in practice.

Two recent studies which employed the T.P.E. Opinionnaire were conducted by Aucoin (1967) and by Pritchard (1970) at the University of Alberta. The purpose of Aucoin's (1967) study was to determine the importance assigned to each task according to the perceptions of secondary school principals and to determine if the assigned importance was related to selected principal and school characteristics. Aucoin (1967: 5) considered the study of tasks to be important on the premise that:

Any institution which is to function with a minimal loss of energy must have all of its components directed toward the achievement of its goals. The effectiveness of the school is to a degree dependent on the clarity with which the staff members perceive its goals.

The purpose of Pritchard's (1970: 5) study was to ". . . determine the importance placed on the task of the productive dimension since the introduction of vocational education in senior high schools." Pritchard (1970: 8 - 9) considered the study of the tasks of public education to be important due to the view that ". . . School boards are having to face the problem of priorities in their educational programs to meet the decreased provincial support in the next three years"

Organizational climate of schools. Halpin and Croft (1963) constructed an instrument called the Organizational Climate Description Questionnaire (OCDQ) to portray the Organizational Climate of an Elementary School. The questionnaire surveys teacher and principal perceptions of behavior. Through factor analytic methods, eight factors of climate were identified. The four factors associated with characteristics of teachers as a group were named: (1) Disengage-

ment, (2) Hindrance, (3) Esprit, and (4) Intimacy and the four factors associated with characteristics of the principal as a leader were named: (1) Aloofness, (2) Production Emphasis, (3) Thrust, and (4) Consideration. Based on scores associated with each of the factors, six climate profiles were differentiated and ranked on a continuum defined at one end as Open and at the other, as Closed.

According to Halpin and Croft (1963: 1) the organizational climate ". . . can be construed as the organizational 'personality' of a school; figuratively, 'personality' is to the individual what 'climate' is to the organization." While the purpose of the study was not purported to illustrate a relationship between climate and school effectiveness, a guiding assumption stated by Halpin and Croft (1963: 7 - 8) indicates their belief in a relationship:

In gathering material for the OCDQ items, one point struck us forcibly: that an essential determinant of a school's 'effectiveness' as an organization is the principal's ability - or his lack of ability - to create a 'climate' in which he, and other group members can initiate and consummate acts of leadership. One of our guiding assumptions is that a 'desirable' Organizational Climate is one in which it is possible for leadership acts to emerge easily, from whatever source. . . . an 'effective' group must provide satisfaction to group members in two major respects; it must give a sense of task-accomplishment, and it must provide members with the social satisfaction that comes from being part of a group.

A recent Alberta study which employed the use of the OCDQ was conducted by Marsh (1970) to investigate the relationship between teacher and student perceptions of organizational climate and the relationship to their level of satisfaction, their self-perceptions of achievement, and selected personal variables. Marsh (1970: 1) adapted the OCDQ for use at the high school level for both

teachers and students. The study of climate was considered important by Marsh (1970: 1) because:

A major task of any organization appears to be the creation and maintenance of a favorable social and emotional climate. The expectation is that in such a climate the potentialities of the members may be more fully realized and their satisfactions more completely attained.

The role of the high school student. Deiseach (1969)

conducted a study at the University of Alberta to investigate first year education students' perceptions of what the high school student's role ought to be. The study used an adapted version of ". . . Bergen's instrument The Role of the High School Student." (Deiseach 1969: 27).

Through factor analytic methods, six factor dimensions of the high school student's role were differentiated. They were named: (1) Conformity, (2) Participation, (3) Criticism, (4) Challenge, (5) Individual Quest, and (6) Student Socializing. (Deiseach 1969: 40 - 46).

A study of the role of the student was held to be important on the premise that students were demanding a new role. Several points were elaborated to support this reason: (1) Student activism, (2) Student demands to share in administrative decisions for the school, (3) Student demands for greater freedom, and (4) Student withdrawal from schools. Deiseach (1969: 3) also held that due to ". . . the prevailing climate of unrest . . . an analysis of the role of the student would be timely and topical."

Pupil control ideology. Willower, Eidell, and Hoy (1967)

conducted a study at the Pennsylvania State University to investigate the ideology of public school professional personnel regarding the control of pupils. An instrument called the Pupil Control Ideology Form (PCI Form) was devised. Two typologies of control were identified: (1) Custodial, and (2) Humanistic. According to Willower et al. (1967: 5):

The rigidly traditional school serves as a model for the custodial orientation. This kind of orientation provides for a highly controlled setting concerned primarily with maintenance of order. . . .

The model of the humanistic orientation is the school conceived of as an educational community in which members learn through interaction and experience.

The custodial orientation may be perceived as being associated with compliance obtained through the use of sanctions, for example, imposed discipline, whereas the humanistic orientation may be perceived as being associated with an emphasis on appeal to the individual's sense of right and wrong, for example, self-discipline.

While it was held that ideology may or may not be reflected in behavior, the study of ideology was considered to be of importance by Willower et al. (1967: 41) because:

. . . study of ideology which the incumbents of various organizational positions hold concerning an important aspect of the organizations work seems especially relevant in considering planned change or improvement in practice. For the ideology, in a real sense, points to potential performance, performance which is relatively authentic since player and part are not mismatched.

Attitude toward educational administration. Friesen (1969) conducted a study at the University of Alberta to investigate the perceptions and meanings of educational administration held by various university students but concentrating on the first year

student. A semantic differential test was developed to obtain an empirical representation of student attitude. Scores were interpreted such that the higher the score, the more favorable the attitude toward the concept of educational administration.

The attitude of students toward educational administration was considered to be important by Friesen (1969: 103) because:

During the past number of years a rather apparent increase in dissatisfaction has been noted toward governance in educational institutions. This reaction to administration, present in many high schools of the nation, has become most visible in student protests or activist movements on university campuses.

Based on the premise that ". . . the critics of education are convinced that many educational ills can be traced to the administrators who run the schools . . .", Friesen (1969: 103 - 104) attempted to find an answer to the question, "What do students think of educational administration?". The semantic differential test developed for the study was held to be reflective of the attitudes of students toward educational administration.

Satisfaction. Satisfaction may be perceived as being related to various aspects of the behavior of persons or groups of persons. A state of dissatisfaction may be perceived to be a source of motivation wherein the individual seeks to attain a state of satisfaction. Satisfaction of the group is related to the concept of morale - the greater the satisfaction of the group members, the greater is their willingness to work toward the achievement of organizational goals.

Two recent studies at the University of Alberta used an

instrument referred to as a Satisfaction Subscale to assess the level of student satisfaction. Bevan (1970) investigated satisfaction in relation to the need for independence in high school students and Marsh (1970) investigated satisfaction in relation to teacher and student perceptions of school climate. Marsh (1970: 30) based the importance of considering satisfaction, on the premise:

For the school to be a desirable learning situation, teachers and students alike should display a high degree of cooperation and exhibit a corporate effort toward the attainment of the school's goals. A study of student satisfaction and self-perception of achievement may give a guide to teachers and administrators as to how they can foster such cooperation.

Based on Maslow's (1954) theory of personality and motivation, Bevan (1970: iii) attributed the importance of looking at satisfaction to the notion that ". . . the attainment of full personality development is largely dependent upon the satisfaction of a person's . . . needs"

Values. Prince (1957) conducted a study at the University of Chicago to investigate the relationship between values held by individuals in the school and the effectiveness, satisfaction, and confidence in leadership of these individuals. In order to assess values empirically, an instrument called the Differential Values Inventory (DVI) was designed. Values were classified as traditional or emergent. The traditional categories were (1) Individualism, (2) Work success ethic, (3) Future-time orientation, and (4) Puritan Morality. The emergent categories were named: (1) Relativistic moral attitudes, (2) Conformity, (3) Sociability, and (4) Present-time orientation. The importance of the study to administration was

attributed to several reasons: (1) A number of writers in recent years have indicated a shift in values is taking place, (2) Controversies in education can often be understood as a series of complex but very real conflicts in core values, and (3) The school administrator's task is to coordinate the efforts of persons of differing values into an effective and an efficient organization.

Recent studies based on the work of Prince (1957) have been conducted at the University of Alberta by Cathcart (1967) and Walter (1971). The purpose of Cathcart's study (1967: 2) was to investigate the values of high school students and teachers in relation to social and personal characteristics. The purpose of Walter's study (1971: 2) was to investigate values of Indian and Non-Indian youth in Northern Alberta schools. Cathcart (1967: 3 - 4) stated several reasons to explain why educators should be more aware of student values: (1) To plan programs, (2) To help students understand themselves better, and (3) To be more effective through better planning of learning opportunities. Walter (1971: 2) attributed the importance of studying student values to greater knowledge of student value orientations and potential improvement of school experiences and learning.

Political efficacy. Benoit (1967) conducted a study at the University of Alberta to investigate the political attitudes of high school students. One of the attitude scales developed for this study was designed to measure political efficacy. The score based on this scale was taken to be representative of student feelings of political effaciousness. Benoit (1967: 2) attributed the importance

of studying political efficacy to the view that:

Administrators and teachers must endeavor to understand the values, beliefs, and attitudes of this teenage sub-culture if they wish to become more effective in the realization of the school's educational objectives.

SUMMARY

This survey of related literature has been based on the idea that the study of a school as an organization is associated with three major concerns: (1) The approach to be used, (2) The value or purposes of the study, and (3) The means available. Based on this rationale, several approaches were examined briefly, the behavior-alistic approach was identified as being appropriate for the purpose of this study, the usefulness of the survey feedback data to a school was indicated, and several related studies and their associated instruments were described.

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CHAPTER 3

RESEARCH METHOD AND DESIGN

METHODOLOGY

This chapter includes a description of data collection, the statistical procedures, data processing, assumptions, and limitations of the research. The research design is outlined in the form of ten research questions. A description of each instrument and parts thereof is given. The sample is displayed in terms of selected demographic, descriptive, and personal characteristics.

Data Collection

Data were collected from teachers and students in two Edmonton high schools during December of 1970: (1) the M. E. LaZerte Composite High School, hereafter referred to as the Innovative School, and (2) another contemporary Edmonton high school, hereafter referred to as the Companion School. In each school an instrument called the Staff Data Series (Appendix A) was administered to all teachers who were present at the time and another instrument called the Student Data Series (Appendix B) was administered to all students who were present at the time. No attempt was made to administer the instruments to teachers and students who were absent. IBM sensory scoring sheets were used to collect all responses.

Statistical Analysis

Research in education may use two distinct types of

statistical analysis. Descriptive analysis involves numerical description of a group and no conclusions may be extended beyond the group. Inferential analysis uses a statistic computed from a sample to estimate a parameter of the population and is dependent upon the assumption that within a margin of error, the chosen sample approximates the population. (Best 1970: 221).

With reference to the use of samples and the purposes of sampling, Ferguson (1966: 9) stated:

Unless the intention is to generalize from a sample to a population, unless the procedures used are such as to enable such generalizations to be justifiably made, and unless some estimate of error can be obtained, the conduct of experiments is without point.

This study used samples taken from two populations and in line with the argument stated by Ferguson (1966), inferential statistical tests and procedures were used with the intent of making inferences about the population parameters on the basis of sample statistics.

Inferential statistical tests are classified as parametric or non-parametric. Parametric tests are considered to be more powerful than non-parametric tests and the use of parametric tests is subject to four basic assumptions: (1) The observations are independent, (2) The populations are normally distributed, (3) The population values have equal variances or the ratio of their variance are known, and (4) The variables are expressed in interval or ratio scales. Non-parametric tests are used when the nature of the population distribution is not known or when the data are expressed as nominal or ordinal measures. (Best 1970: 266).

Statistical decisions based upon data collected from samples always involve the possibility of error. Sampling error refers to the possibility that the characteristics of the sample are not identical to the characteristics of the population. When tests are used to detect differences in populations based on differences noted in samples, statistical significance indicates the probability with which the differences between samples can be attributed to differences in the populations rather than to sampling error. For example, a statistical significance reported at a probability level of 0.05 would indicate that the differences between samples for that particular test would not likely have resulted from sampling error in more than 5 out of 100 replications of the study. This would suggest a 95 per cent likelihood that the differences between samples could be attributed to differences in the populations.

When research hypotheses are used, the requirement of objectivity demands that the significance level be set in advance of data collection. The setting of a significance level is an individual matter for the researcher and is dependent upon the kind of situation and the importance and practical significance of the findings. For example, if there were a possibility of harm or injury to a person or persons the acceptable probability level may be 0.00001 or there may be no acceptable level of probability. On the other hand, if there were no possibility of harm or injury the researcher would likely be willing to accept a much larger probability of error in making the decision. Siegel (1956: 9) recommended that in

reporting research findings, the researcher should indicate the actual probability level associated with the findings:

A researcher may decide to work at the .05 level, but a reader may refuse to accept any findings not significant at the .01, .005, or .001 levels, while another reader may be interested in any findings which reaches, say, the .08 or .10 levels. The researcher should give his readers the information they require by reporting, if possible, the probability level actually associated with the finding.

In keeping with this recommendation, actual probability levels were reported with the findings of this study. Probability levels were reported to be 0.00 where the actual probability levels were found to be less than 0.005. For the purpose of discussion and description, findings that differed between groups with a probability level less than or equal to 0.10 were referred to as being "significant." Thus, in this study, the use of the term "significant differences" suggested a 90 per cent likelihood that differences noted in the sample could be inferred to exist in the population.

"t" Test

The "t" test is a parametric test and is used to determine the statistical significance of the difference between the means of samples taken two at a time. Violation of the assumption of normality in the "t" test has been shown to have only trivial effects in the level of statistical significance and power of the test and should be no cause for concern. The effects of violation of the assumption of homoscedasticity is unimportant and need not be of concern if the sample sizes may be considered equal. (Glass and Stanley 1970: 295 and 297).

Chi Square

The chi square test is a non-parametric test and may be used to determine the statistical significance of the difference between two samples when the research data consist of frequencies in discrete categories, i.e., the data may be nominal or ordinal. The chi square test compares observed response frequencies with the frequencies that would be expected if the differences noted in the sample could not be considered attributable to differences in the population. The probability level of statistical significance may be calculated from the observed chi square value and the number of degrees of freedom. (Siegel 1956: 104 - 107).

Spearman Rank Order Coefficient of Correlation

The Spearman rank order coefficient of correlation is a non-parametric test that may be used to indicate the relationship between two sets of data when the data is expressed in rank order, when the number of ranked pairs is fewer than thirty, and when there are few ties in rank. (Best 1970: 246 and 281).

When the number of ranked pairs (N) is greater than or equal to 10 the statistical significance of the Spearman rank order coefficient of correlation may be tested by converting the value (r_s) to a t value given by:

$$t = r_s \sqrt{\frac{N - 2}{1 - r_s^2}}$$

This quantity has a t distribution with $N - 2$ degrees of freedom. (Seigel 1956: 212).

Data Processing

Data were transferred from IBM sensory scoring sheets to IBM punch cards for processing by the University of Alberta IBM 360 computer. Two computer programs developed by the Division of Educational Research were used: NONP09 and ANOV15. The NONP09 program was used to obtain the frequency of responses, percentage calculations, chi square, and chi square probability levels. ANOV15 was used to obtain mean scores and "t" test probability levels of statistical significance.

The items of the T.P.E. Opinionnaire were ranked on the basis of the frequency totals associated with each item. The ranked order was determined from the number of times each item was selected among the top three in order of priority. The Spearman rank order coefficient of correlation was calculated to indicate the degree of relationship between the rankings and to calculate the level of statistical significance.

Assumptions

A basic assumption of the study was that the beliefs, values, feelings, expectations, opinions, and perceptions of the participants were reflected in the scores derived from the data collected. The study depended on several specific assumptions: (1) The size

of sample was adequate, (2) The questionnaire items were understood by the respondents, (3) The responses represent an honest expression of the respondents opinions, and (5) The instruments were suitable and adequate for the purpose of the study.

Limitations

The study was subject to the following limitations: (1) The study was limited to a behavioralistic approach to the study of organizations, (2) The study was limited to an examination of the internal dimension of the organization, (3) The study was limited to only the responses available from forced choice instruments and therefore excluded other information that participants may consider important to the study, and (4) The study was limited to two schools at only one point in time.

Research Questions

Subject to the definitions, assumptions, and limitations of the study, the following ten research questions were used to guide the study:

- 1.0 In what order do teachers and students rank the tasks of public education?
- 1.1 Do teacher rankings of the tasks of public education differ between the Innovative School and the Companion School?
- 1.2 Do student rankings of the tasks of public education differ between the Innovative School and the Companion School?
- 1.3 Do the rankings of the tasks of public education differ between

- the teachers and the students of the Innovative School?
- 2.0 How do teachers and students perceive the organizational climate of their school?
- 2.1 Do teacher perceptions of organizational climate differ between the Innovative School and the Companion School?
- 2.2 Do student perceptions of organizational climate differ between the Innovative School and the Companion School?
- 3.0 How do teachers and students perceive the role of the high school student?
- 3.1 Do teacher expectations for the role of the high school student differ between the Innovative School and the Companion School?
- 3.2 Do student expectations for the role of the high school student differ between the Innovative School and the Companion School?
- 4.0 How do teachers and students perceive pupil control ideology?
- 4.1 Do teacher ideologies for pupil control differ between the Innovative School and the Companion School?
- 4.2 Do student ideologies for pupil control differ between the Innovative School and the Companion School?
- 5.0 How do teachers and students perceive educational administration?
- 5.1 Do teacher attitudes towards educational administration differ between the Innovative School and the Companion School?
- 5.2 Do student attitudes toward educational administration differ between the Innovative School and the Companion School?
- 6.0 To what degree do teachers and students feel satisfied with selected aspects of themselves and the school?
- 6.1 Do teacher feelings of satisfaction with selected aspects of

the school differ between the Innovative School and the Companion School?

6.2 Do student feelings of satisfaction with personal relations and personal performance differ between the Innovative School and the Companion School?

7.0 How do teachers and students rate selected aspects of the school?

7.1 Do teacher ratings of school organization, school resources, personal interaction, the use of time, and the quality of the job the school does differ between the Innovative School and the Companion School?

7.2 Do student ratings of their own performance and achievement differ between the Innovative School and the Companion School?

8.0 Do student value orientations differ between the Innovative School and the Companion School?

9.0 How do students feel about their political efficacy?

9.1 Do student feelings of political efficacy differ between the Innovative School and the Companion School?

10.0 How do students perceive parents and teachers with regard to such attributes as: teacher approachability, teacher understanding, teacher willingness to help, parent understanding, parent willingness to help, and parents' views of the school?

10.1 Do student perceptions of parents and teachers with regard to such attributes as: teacher approachability, teacher understanding, teacher willingness to help, and parents' views of the school differ between the Innovative School and the Companion School?

INSTRUMENTATION

Two distinct questionnaires were used for the study:

(1) The Staff Data Series (Appendix A) was used to collect data regarding teacher beliefs, values, feelings, expectations, opinions, and perceptions, and (2) The Student Data Series (Appendix B) was used to collect the same kinds of data from students. Both the Staff Data Series and the Student Data Series were made up of several parts, each part designed to collect data about different aspects of the schools. The items of both instruments are classified into discrete categories (Appendix C). Staff data were classified into the following eight categories: (1) Demographic and Descriptive Characteristics, (2) The Task of Public Education, (3) Organizational Climate, (4) The Role of the High School Student, (5) Pupil Control Ideology, (6) Attitude Toward Educational Administration, (7) Satisfaction, and (8) Ratings. Student data were classified into the same categories as for staff and four additional categories were added: (1) Socio-economic Status, (2) Values, (3) Political Efficacy, and (4) Student Perceptions of Parent and Teacher Attributes.

Demographic and Descriptive Items

Demographic and descriptive information about staff in each school was collected regarding age, sex, number of years of training, number of years of teaching or administrative experience, position on staff, program of primary involvement, and amount of time spent in helping individual students.

Demographic, descriptive, and personal information about

students in each school was collected regarding age, sex, grade, course, school last year, plans for next year, expected level of education ten years hence, the most desirable trait to be remembered for, the source of disapproval hardest to take, and the amount of participation in extra-curricular and non-school organized activities.

The statistical significance of differences between groups was determined by using the chi square test.

Home Index Scale

The Home Index Scale was developed by Gough (1949) as an instrument to measure socio-economic status. This scale was revised by Elley (1961) for use in his Edmonton study "A Comparative Analysis of the Socio-Economic Bias in Selected Intelligence Tests." Elley (1961: 84 - 85) reported that he had used a pilot study to revise the scale:

. . . From the original scale, several items were excluded as inappropriate for Edmonton conditions (for example, possession of a heating system). More likely items were included bringing the trial scale to twenty-five. This was administered to a grade VI class, and item analysis performed on the results, and the five poorest discriminators discarded. The final scale . . . contained fourteen items from the original scale and six new ones.

The instrument used in this study was the form as revised by Elley (1961). The instrument consists of twenty statements about family possessions, activities, and the educational background of parents. Respondents were asked to indicate whether or not each of the statements would be considered descriptive of their own families.

Items were scored so that the mean scores could be interpreted

on the basis that the higher the score the higher the socio-economic status.

The statistical significance of the difference in mean scores between groups was determined by using the "t" test.

The Task of Public Education Opinionnaire

The T.P.E. Opinionnaire was developed by Downey (1960) at the University of Chicago and has been adapted and revised for use in Alberta. Among the persons who used this opinionnaire in Alberta were Andrews (1959), Aucoin (1967), and Pritchard (1970). The instrument consists of sixteen items which respondents were asked to arrange in order of priority. For this study the instrument was administered to both staff and students. Each respondent was asked to identify in order of priority the three tasks considered to be the most important. Based on the frequency of responses determined in this manner, a ranked priority order was determined for all sixteen tasks and was taken to represent the opinion of the group. The derived rankings of groups were correlated by using the Spearman rank order coefficient of correlation.

Organizational Climate Description Questionnaire

The OCDQ was developed by Halpin and Croft (1963) at the University of Chicago and was revised by Marsh (1970) for use with high school students in Alberta. Both the OCDQ and the Revised OCDQ consist of sixty-four Likert-type items which have been categorized into eight factors on the basis of the way the items clustered during factor analysis. The eight factors and associated

items for both staff and student data are identified in Appendix C. In scoring, items were reflected so that mean scores could be interpreted on the basis that the higher the score the more characteristic of the factor. The statistical significance of differences in mean scores between groups was determined by using the "t" test.

The Role of the High School Student Questionnaire

Deiseach (1969: 28) reported that The Role of the High School Student Questionnaire ". . . was compiled initially by Bergen, in collaboration with Friesen and Bumbarger, at the University of Alberta, Edmonton, in October 1968 . . ." and that the revised version was developed by Deiseach and Bergen in March 1969. The Instrument consists of fifty two Likert-type items which were categorized into six factors on the basis of factor analytic methods. (Deiseach 1969: 27).

For this study an abbreviated form was used. Only the items which loaded most consistently were retained. The five factors and associated items retained for both the staff and student instruments are identified in Appendix C. In scoring, items were reflected so that scores could be interpreted on the basis that the higher the score the more characteristic of the factor. The statistical significance of differences in mean scores between groups was determined by using the "t" test.

Pupil Control Ideology Form

The PCI Form was developed by Willower, Eidell, and Hoy (1967) at the Pennsylvania State University. The instrument consists of twenty Likert-type items to which respondents were asked to indicate the extent of their agreement or disagreement. Items pertain to ideology concerning pupil control rather than controlling behavior. The instrument was administered to both staff and students. Items were scored so that they could be interpreted on the basis that the higher the score the more Custodial the ideology. The statistical significance of differences in mean scores between groups was determined by using the "t" test.

Attitude Toward Educational Administration Test

The Semantic Differential Test of Attitudes Toward Educational Administration was developed by Friesen (1969) at the University of Alberta. Friesen (1969: 105) reported:

The test was developed during the 1968 Summer Session using as a basis eighty carefully selected word pairs and a sample of eighty-two students at the University. The range of scoring on each item was from one to seven. Items to be selected had to correlate with another item with an r greater than .60. They also had to show a standard deviation greater than 1.

The resulting instrument contained fifteen items that had a mean score of 77.60. Five additional dummy items were included. All items are identified in Appendix C.

For this study the score obtained from the fifteen items was interpreted to represent the respondents' attitude toward educational administration. The higher the score the more favorable the attitude. The statistical significance of differences in mean scores between

groups was determined by using the "t" test.

Satisfaction Items

Eleven items were used to examine the degree of staff satisfaction with facilities, organization, personal relationships, regulations, and the over-all teaching situation of the school. The range of scoring on each item was from one to six and respondents were asked to indicate their degree of satisfaction. The statistical significance of differences between frequency distributions for each item was determined by using the chi square test.

A total satisfaction score was derived from items 131 - 140 of the Staff Data Series. Items were scored so that mean scores could be interpreted on the basis that the higher the mean score the greater the degree of satisfaction. The statistical significance of differences in mean scores between groups was determined by using the "t" test.

Seven items were used to examine the degree of student satisfaction with relationships with other persons in the school and with personal achievement. The items were adapted from the Student Satisfaction Questionnaire developed by Bevan (1970). The range of scoring on each item was from one to six and respondents were asked to indicate their degree of satisfaction. A total satisfaction score was derived from items 77 - 83 of the Student Data Series Set II. Items were scored so that mean scores could be interpreted on the basis that the higher the score the greater the degree of satisfaction. The statistical significance of the difference in mean scores between groups was determined by using the "t" test.

Rating Items

Six items were used to examine the teachers' rating of school resources, school organization, interaction patterns, the use of time, and the job the school does in educating the students. The range of scoring on each item was from one to five and respondents were asked to indicate their rating in terms of excellence or adequacy of the situation. The statistical significance of differences between frequency distributions for each item was determined by using the chi square test.

Three items were used to examine the students' rating of their own performance and achievement. The range of scoring on each item was from one to five and respondents were asked to indicate their rating in terms of their personal notion of what average performance would be. The statistical significance of differences between frequency distributions for each item was determined by using the chi square test.

Student Values Inventory

The Differential Values Inventory was developed by Prince (1957) at the University of Chicago. For this study, a revised form of the Prince Differential Values Inventory was used. The revised form, called the Student Values Inventory was devised by Friesen at the University of Alberta in 1970. The instrument consists of 37 Likert-type items to which respondents were asked to indicate their degree of agreement. The items were categorized into eight factors on the basis of factor analysis. The eight factors are identified in Appendix C.

In scoring, items were reflected so that mean scores could be interpreted on the basis that the higher the score the more characteristic of the factor. The statistical significance of differences in mean scores between groups was determined by using the "t" test.

Political Efficacy Scale

The Political Efficacy Scale used in this study was adopted from MacLeod (1966) and from Benoit (1967). Benoit (1967: 35) reported:

The political attitude scales have been used for at least two previous studies; once by Knill in his Saskatoon High School Study, and again by MacLeod in his Grande Prairie Study. The scales proved adequate on both occasions.

The instrument consists of four Likert-type items regarding the students' feelings about the impact that individual action may have upon the political processes of the school. The range of scoring on each item was from one to six and respondents were asked to indicate their degree of agreement with each statement. Items were scored so that mean scores could be interpreted on the basis that the lower the score the more efficacious the feeling of the respondents. The statistical significance of the difference in mean scores between groups was determined by using the "t" test.

Student Perceptions of Attributes of Teachers and Parents

Five items were used to examine the perceptions of students regarding parent willingness to help, parent's views of the school, teacher approachability, teacher understanding, and teacher willing-

ness to help. The statistical significance of differences between frequency distributions for each item was determined by using the chi square test.

DESCRIPTION OF THE SAMPLE

The usable responses from the Innovative School totalled 45 for staff data and 825 for student data. The usable responses from the Companion School totalled 59 for staff data and 507 for student data. From the Innovative School, usable responses represented approximately 80 per cent of total staff and 80 per cent of total students. From the Companion School, usable responses represented approximately 85 percent of total staff and 50 percent of total students.

Demographic and Descriptive Characteristics of Teachers

General demographic and descriptive information pertaining to staff is displayed in Table 1. Only two variables, (1) Program of primary involvement, and (2) Position on Staff were found to differ significantly. A greater proportion of the respondents from the Companion School indicated that their Program of primary involvement was Matriculation (61.5 per cent) than respondents from the Innovative School (37.2 per cent). An administrative position was indicated by 11.1 per cent of the respondents from the Innovative School.

Table 1

Demographic and Descriptive Characteristics of Teachers

Characteristics	High School				Chi Square Probability Level	
	Innovative		Companion			
	N	%	N	%		
Age	25 or less	4	8.9	14	23.7	0.27
	26 - 35	25	55.6	29	49.2	
	36 - 45	11	24.4	11	18.6	
	46 - 55	5	11.1	4	6.8	
	over 55	0	0.0	1	1.7	
Sex	Male	30	66.7	38	64.4	0.81
	Female	15	33.3	21	35.6	
Formal Training	2 years or less	2	4.4	0	0.0	0.14
	3 years	4	8.9	1	1.7	
	4 years	16	35.6	25	42.4	
	5 years	12	26.7	22	37.3	
	6 years or more	11	24.4	11	18.6	
Teaching and/or Administrative Experience	less than 6 years	22	48.9	34	57.6	0.60
	6 - 10 years	14	31.1	14	23.7	
	11 - 15 years	4	8.9	7	11.9	
	16 - 20 years	2	4.4	3	5.1	
	more than 20 years	3	6.7	1	1.7	
Position	Administration	5	11.1	0	0.0	0.07
	Coordinating	1	2.2	1	1.7	
	Teaching	37	82.2	54	91.5	
	Other	2	4.4	4	6.8	
Program	Matriculation	16	37.2	32	61.5	0.02
	Other	27	62.9	20	38.4	
Time spent in helping Individual Students	less than 5%	9	20.0	17	29.3	0.20
	6 - 10%	16	35.6	24	41.4	
	11 - 15%	11	24.4	6	10.3	
	16 - 20%	6	13.3	4	6.9	
	over 20%	3	6.7	7	12.1	

Demographic and Descriptive Characteristics of Students

General demographic and descriptive information pertaining to students is displayed in Table 2. Four variables, (1) Age, (2) Grade, (3) Program, and (4) School last year, were found to differ significantly.

Of the respondents from the Innovative School 24.8 per cent were in grade twelve, 32.9 per cent were in grade eleven, and 42.3 were in grade ten or nine. Of the respondents from the Companion School 13.2 per cent were in grade twelve, 24.3 per cent were in grade eleven, and 62.5 per cent were in grade ten or nine.

Of the respondents from the Innovative School 55.9 per cent indicated enrolment in the matriculation program. Of the respondents from the Companion School, 72.8 per cent indicated enrolment in the matriculation program.

Of the respondents from the Innovative School 0.2 per cent indicated having attended the same school last year, 71.4 per cent attended a different school in the Edmonton Public School System, 25.2 per cent attended a school outside the Edmonton Public School System, and 3.2 per cent were not in school. Of the respondents from the Companion School, 33.4 per cent attended the same school last year, 53.7 per cent attended a different school in the Edmonton Public School System, and 1.0 per cent were not in school. (Note: Since data were collected during the first year of operation of the Innovative School, none of the students could have attended the Innovative School the previous year. Some attended a neighboring

Demographic and Descriptive Characteristics of Students

Characteristic	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
Age					
1. 14 years or less	42	5.1	50	9.9	0.00*
2. 15 years	255	31.1	238	46.9	
3. 16 years	269	32.8	139	27.4	
4. 17 years	184	22.4	59	11.6	
5. 18 years or more	70	8.5	21	4.1	
Sex					
1. Boy	392	47.9	255	44.4	0.22
2. Girl	427	52.1	282	55.6	
Grade					
1. Nine	6	0.7	3	0.6	0.00*
2. Ten	342	41.6	314	61.9	
3. Eleven	271	32.9	123	24.3	
4. Twelve	204	24.8	67	13.2	
Program					
1. Matriculation	459	55.9	367	72.8	0.00*
2. General	136	16.6	71	14.1	
3. Industrial Arts	21	2.6	11	2.2	
4. Business	85	10.4	47	9.3	
5. Technical/Vocational	120	14.6	8	1.6	
School last year					
1. This school	2	0.2	171	33.4	0.00*
2. A different school in the Edmonton Public System	588	71.4	275	53.7	
3. A school outside the Edmonton Public System	207	25.2	61	11.9	
4. Not in school	26	3.2	5	1.0	
Participation in extra- curricular activities					
1. None	446	54.3	284	56.0	0.53
2. One	197	24.0	112	22.1	
3. Two	115	14.0	81	16.0	
4. Three	41	5.0	18	3.6	
5. Four or more	23	2.8	12	2.4	
Participation in out-of- school activities					
1. None	362	44.0	194	38.5	0.27
2. One	205	24.9	148	29.4	
3. Two	158	19.2	98	19.4	
4. Three	59	7.2	42	8.3	
5. Four or more	38	4.6	22	4.4	

* Indicates actual probability level less than 0.005.

Junior High School and could be the reason for such responses.)

Personal Characteristics of Students

Information regarding student aims and aspirations are displayed in Table 3. Significant differences were found for only two variables, (1) Plans for next year and (2) Expected educational attainment ten years hence.

From the Innovative School 75.0 per cent of the respondents indicated plans to continue in school next year, 6.1 per cent planned to go to a university, 1.1 per cent planned to go to a college or a junior college, 8.4 per cent planned to go to a vocational or technical school, and 9.4 per cent indicated other plans. From the Companion School 83.8 per cent indicated plans to continue in school next year, 6.1 per cent planned to go to a university, 1.0 per cent planned to go to a college or a junior college, 3.7 per cent planned to go to a vocational or a technical school, and 5.5 per cent indicated other plans.

With regard to the level of education expected to have been actually attained ten years hence, 1.7 per cent of the respondents from the Innovative School indicated the expectation that they would not be finished high school, 46.1 per cent expected to have graduated from high school or a technical institute, 17.4 per cent expected to have some university, 25.5 per cent expected to hold a university degree, and 9.4 per cent expected to hold a professional degree. From the Companion School 1.4 per cent of the respondents indicated the expectation that they would not be finished high school, 32.3

Table 3
Personal Characteristics of Students

Personal Characteristic	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
Plans for next year					
1. Continue in school	616	75.0	429	83.8	0.00
2. Go to a university	50	6.1	31	6.1	
3. College or junior college	9	1.1	5	1.0	
4. Technical/Vocational school	69	8.4	19	3.7	
5. Other	77	9.4	28	5.5	
The highest educational level you expect to have attained in ten years					
1. Not finished high school	14	1.7	7	1.4	0.00
2. High school or Technical Institute Graduate	379	46.1	162	32.3	
3. Some university	143	17.4	115	22.9	
4. University degree	210	25.5	138	27.5	
5. Professional degree	77	9.4	80	15.9	
Which would be hardest to take?					
1. Parent's disapproval	321	39.2	195	39.2	0.32
2. Teacher's disapproval	40	4.9	34	6.8	
3. Breaking with a friend.	457	55.9	268	53.9	
Which would you prefer to be remembered for?					
1. Outstanding student	233	28.9	155	32.4	0.24
2. Athletic star	259	32.2	134	28.0	
3. Most popular	313	38.9	189	39.5	

per cent expected to have graduated from high school or a technical institute, 22.9 per cent expected to have some university education, 27.5 per cent expected to hold a university degree, and 15.9 per cent expected to hold a professional degree.

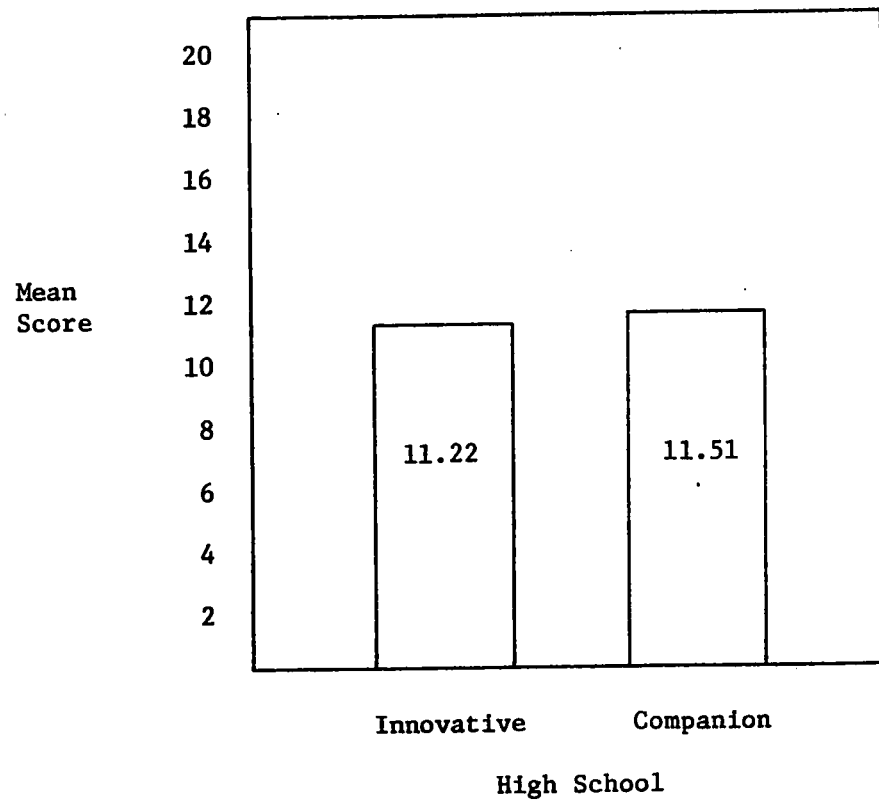
Socio-Economic Status of Students

Information regarding the Socio-Economic background of students is displayed in Table 4 and a bar-graph profile of the scores is displayed in Figure 3.1. The mean score for the students of the Companion School was found to be significantly higher than the mean score of the students from the Innovative School.

Socio-Economic Status of Students

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Socio-Economic Status	11.22	11.51	0.10

The higher the score the higher the Socio-Economic Status.



The higher the score the higher the Socio-Economic Status.

Figure 3.1

Student Socio-Economic Status Profile

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CHAPTER 4

DATA ANALYSIS

THE TASKS OF PUBLIC EDUCATION

Staff Data

The priority order for the tasks of public education as determined by teacher responses is displayed in Table 5 and a line-graph profile of the scores is presented in Figure 4.1. The rank order determined by teachers from the Innovative School was found to correlate with the rank order determined by teachers from the Companion School with a Spearman rank order coefficient of correlation of 0.86 and a probability level of statistical significance of 0.00. The differences between rankings of the two samples were small. Ranks differed by more than two places for only three of the sixteen tasks. In order of priority the three most important tasks selected by respondents from the Innovative School were: (1) effective problem-solving habits, (2) an inquiring mind, and (3) the ability to work harmoniously with others. The same items were selected by the respondents from the Companion School but the order differed slightly: (1) an inquiring mind, (2) effective problem-solving habits, and (3) the ability to work harmoniously with others. Figure 4.1 illustrates considerable similarity between the ranking profiles.

Student Data

The priority order for the tasks of public education as determined by student responses is displayed in Table 6 and a line-graph

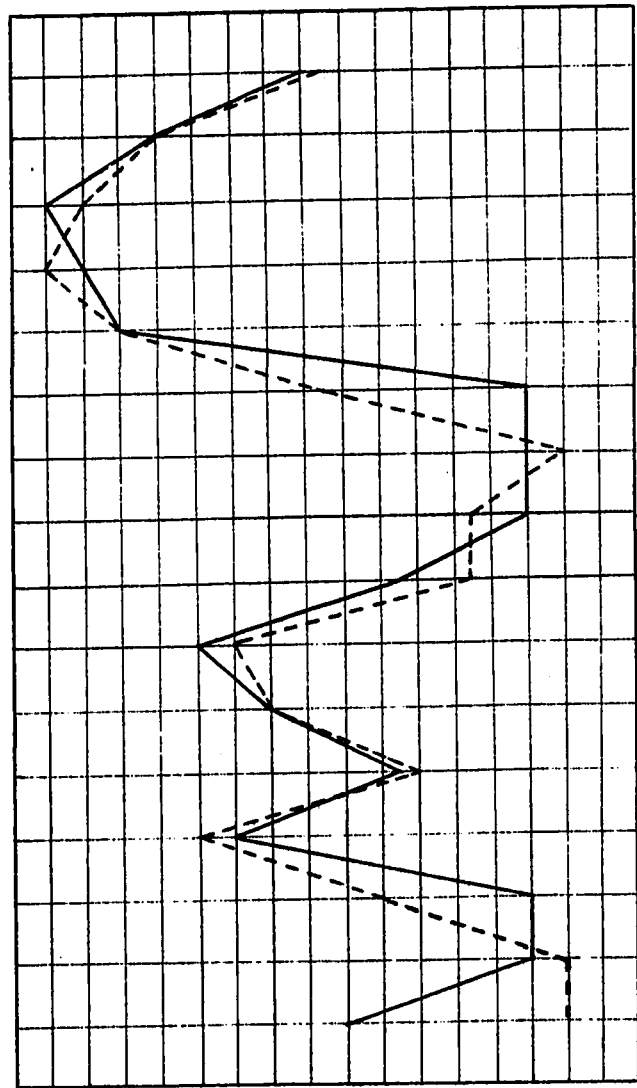
Table 5
Teacher Priorities for the Tasks of Public
Education

Task	High School	
	Innovative	Companion
	Rank	Rank
1. A fund of information	8	8½
2. Efficient use of the 3 R's (reading, writing, arithmetic)	4	4
3. Effective problem-solving habits	1	2
4. An inquiring mind	2	1
5. Ability to work harmoniously with others	3	3
6. Civic responsibility	14*	8½
7. Loyalty to country	14*	15*
8. Knowledge of world affairs	14*	12½
9. A hygienic well-developed body	10½	12½
10. Emotional stability	5	6
11. A sense of right and wrong	7	7
12. Enjoyment of the finer things	10½	11
13. A basis for wise occupational choice	6	5
14. Specialized job training	14*	10
15. Homemaking and handyman skills	14*	15*
16. Wise management of personal finance	9	15*

The Spearman Rank Order Coefficient of Correlation was calculated to be 0.86 at a probability level of 0.00.

* Indicates items that were not selected to be among the three most important in order of priority.

1. A fund of information
2. Efficient use of the 3 R's
3. Effective problem-solving habits
4. An inquiring mind
5. Ability to work harmoniously with others
6. Civic responsibility
7. Loyalty to country
8. Knowledge of world affairs
9. A hygienic well-developed body
10. Emotional stability
11. A sense of right and wrong
12. Enjoyment of the finer things
13. A basis for wise occupational choice
14. Specialized job training
15. Homemaking and handyman skills
16. Wise management of personal finance



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Order of Priority
by Rank

Innovative School —————
Companion School - - - - -

Figure 4.1

Profile of Teacher Priorities for the Tasks
of Public Education

profile of the ranks is displayed in Figure 4.2. The rank order determined by students from the Innovative School was found to correlate with the rank order determined by students from the Companion School with a Spearman rank order coefficient of correlation of 0.90 and a probability level of statistical significance of 0.00. The differences between the rankings of the two samples were small. Ranks differed by more than two places for only four of the sixteen tasks. No item was found to have ranks that differed by more than four places. In order of priority the three most important tasks selected by respondents from the Innovative School were: (1) ability to work harmoniously with others, (2) a basis for wise occupational choice, and (3) an inquiring mind. The same items were selected by the respondents from the Companion School but the order differed slightly: (1) ability to work harmoniously with others, (2) an inquiring mind, and (3) a basis for wise occupational choice. Figure 4.2 illustrates considerable similarity between the ranking profiles.

Staff and Student Data: Innovative School

The priority order for the tasks of public education as determined by responses of teachers and students from the Innovative School is displayed in Table 7 and a line-graph profile of scores is presented in Figure 4.3. The rank order determined by responses of teachers from the Innovative School was found to correlate with the rank order determined by the responses of students from the Innovative School with a Spearman rank order coefficient of correlation of 0.68 at the 0.00 probability level of statistical significance. The profile of rank scores appeared somewhat similar. Ranks differed by more than two

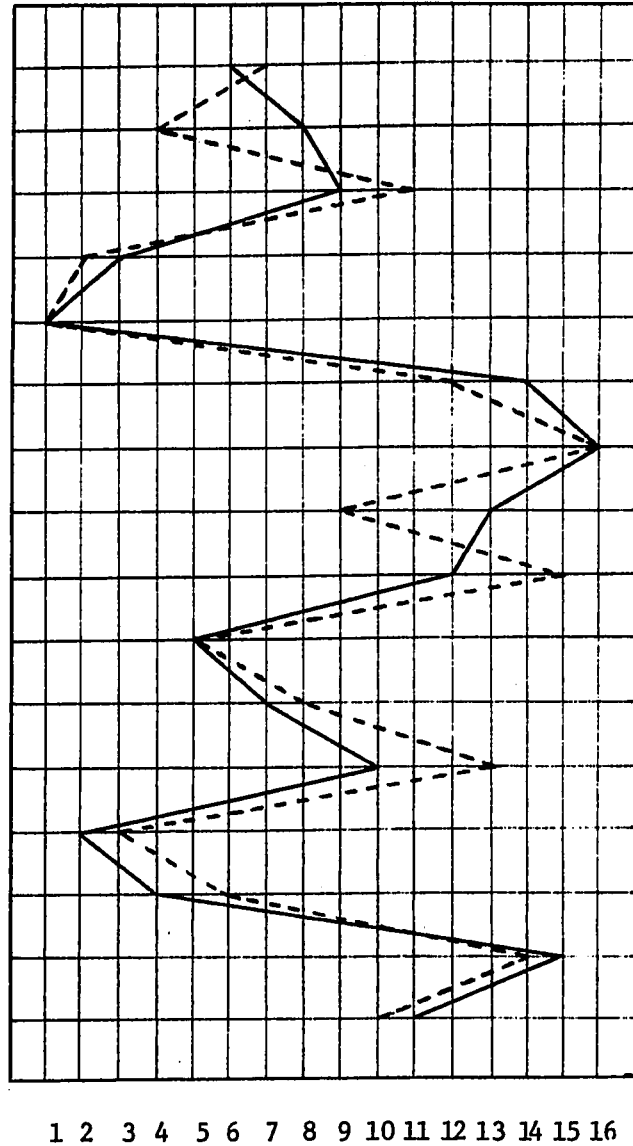
Table 6

Student Priorities for the Tasks of Public Education

Task	High School	
	Innovative	Companion
	Rank	Rank
1. A fund of information	6	7
2. Efficient use of the 3 R's (reading, writing, arithmetic)	8	4
3. Effective problem-solving habits	9	11
4. An inquiring mind	3	2
5. Ability to work harmoniously with others	1	1
6. Civic responsibility	14	12
7. Loyalty to country	16	16
8. Knowledge of world affairs	13	9
9. A hygienic well-developed body	12	15
10. Emotional stability	5	5
11. A sense of right and wrong	7	8
12. Enjoyment of the finer things	10	13
13. A basis for wise occupational choice	2	3
14. Specialized job training	4	6
15. Homemaking and handyman skills	15	14
16. Wise management of personal finance	11	10

The Spearman Rank Order Coefficient of Correlation was calculated to be 0.90 at a probability level of 0.00.

1. A fund of information
2. Efficient use of the 3 R's
3. Effective problem-solving habits
4. An inquiring mind
5. Ability to work harmoniously with others
6. Civic responsibility
7. Loyalty to country
8. Knowledge of world affairs
9. A hygienic well-developed body
10. Emotional stability
11. A sense of right and wrong
12. Enjoyment of the finer things
13. A basis for wise occupational choice
14. Specialized job training
15. Homemaking and handyman skills
16. Wise management of personal finance



Order of Priority
by Rank

Innovative School —————
Companion School - - - - -

Figure 4.2

Profile of Student Priorities for the
Tasks of Public Education

Table 7

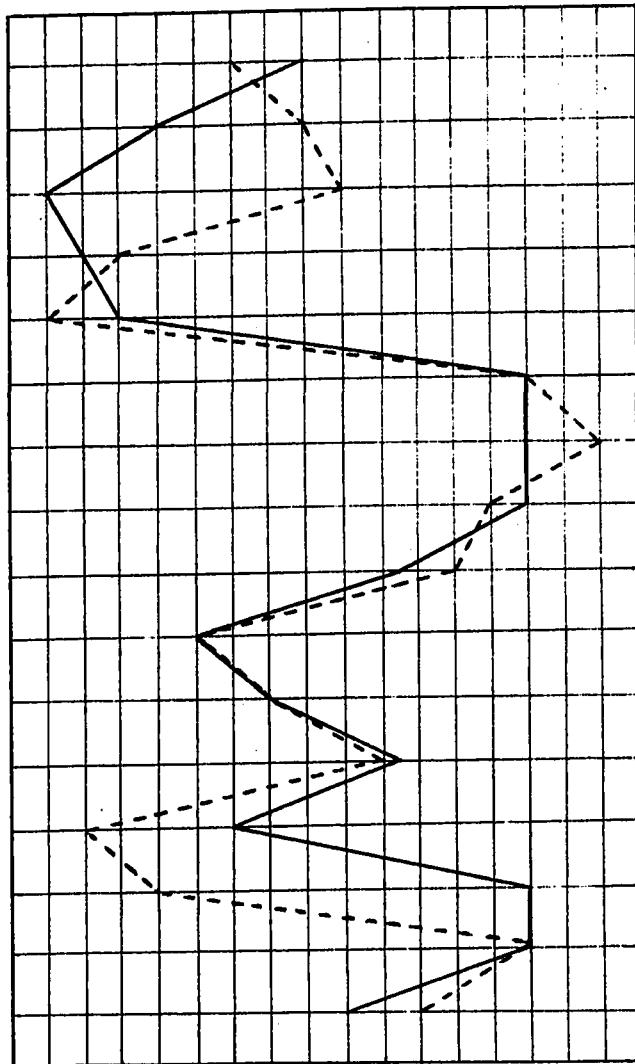
Priorities of Teachers and Students of the Innovative
School for the Tasks of Public Education

Task	Innovative School	
	Teachers	Students
	Rank	Rank
1. A fund of information	8	6
2. Efficient use of the 3 R's (reading, writing, arithmetic)	4	8
3. Effective problem-solving habits	1	9
4. An inquiring mind	2	3
5. Ability to work harmoniously with others	3	1
6. Civic responsibility	14*	14
7. Loyalty to country	14*	16
8. Knowledge of world affairs	14*	13
9. A hygenic well-developed body	10½	12
10. Emotional stability	5	5
11. A sense of right and wrong	7	7
12. Enjoyment of the finer things	10½	10
13. A basis for wise occupational choice	6	2
14. Specialized job training	14*	4
15. Homemaking and handyman skills	14*	15
16. Wise management of personal finance	9	11

The Spearman Rank Order Coefficient of Correlation was calculated to be 0.68 at a probability level of 0.00.

* Indicates items that were not selected to be among the three most important.

1. A fund of information
2. Efficient use of the 3 R's
3. Effective problem-solving habits
4. An inquiring mind
5. Ability to work harmoniously with others
6. Civic responsibility
7. Loyalty to country
8. Knowledge of world affairs
9. A hygienic well-developed body
10. Emotional stability
11. A sense of right and wrong
12. Enjoyment of the finer things
13. A basis for wise occupational choice
14. Specialized job training
15. Homemaking and handyman skills
16. Wise management of personal finance



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Order of Priority
by Rank

Teachers of the Innovative School —————
Students of the Innovative School - - - - -

Figure 4.3

Profile of the Priorities of Teachers and Students
of the Innovative School for the Tasks of
Public Education

two places for only four of the sixteen items. Staff and students differed considerably in their choice of the three most important tasks. Both teachers and students chose "the ability to work harmoniously with others" to be among the three most important, however, it was ranked first by students and only third by teachers. Both teachers and students chose "an inquiring mind" to be among the top three, however, teachers placed it second while students placed it third. Only teachers chose "effective problem-solving habits" to be among the three most important items -- they placed it first while students placed it ninth. Only students chose "a basis for wise occupational choice" to be among the three most important -- they placed it second while teachers placed it sixth.

ORGANIZATIONAL CLIMATE

Staff Data

Organizational climate scores as determined by the responses of teachers are displayed in Table 8 and a line-graph profile of scores is displayed in Figure 4.4. Only two factor scores Intimacy, and Aloofness differed significantly between the two samples. For both factors, the mean score was found to be higher for the Companion School. No other factor scores were found to differ significantly.

Organizational climate openness scores as determined by the responses of teachers are displayed in Table 10 and a bar-graph profile of scores is displayed in Figure 4.6. The differences in mean scores between the two groups were not found to differ significantly.

Student Data

Organizational climate scores as determined by the responses of students are displayed in Table 9 and a line-graph profile of scores is displayed in Figure 4.5. Six of the eight factor scores were found to differ significantly between the two groups. Of these six, the factor scores which were significantly higher for respondents of the Innovative School were: Disengagement, Hindrance, and Thrust. The factor scores which were significantly higher for respondents of the Companion School were: Esprit, Aloofness, and Production Emphasis. No other factor scores were found to differ significantly.

Organizational climate openness scores as determined by the responses of students are displayed in Table 11 and a bar-graph profile of scores is displayed in Figure 4.7. The score determined by responses of students from the Innovative School was found to be significantly lower than the score determined by responses of students from the Companion School.

THE ROLE OF THE HIGH SCHOOL STUDENT

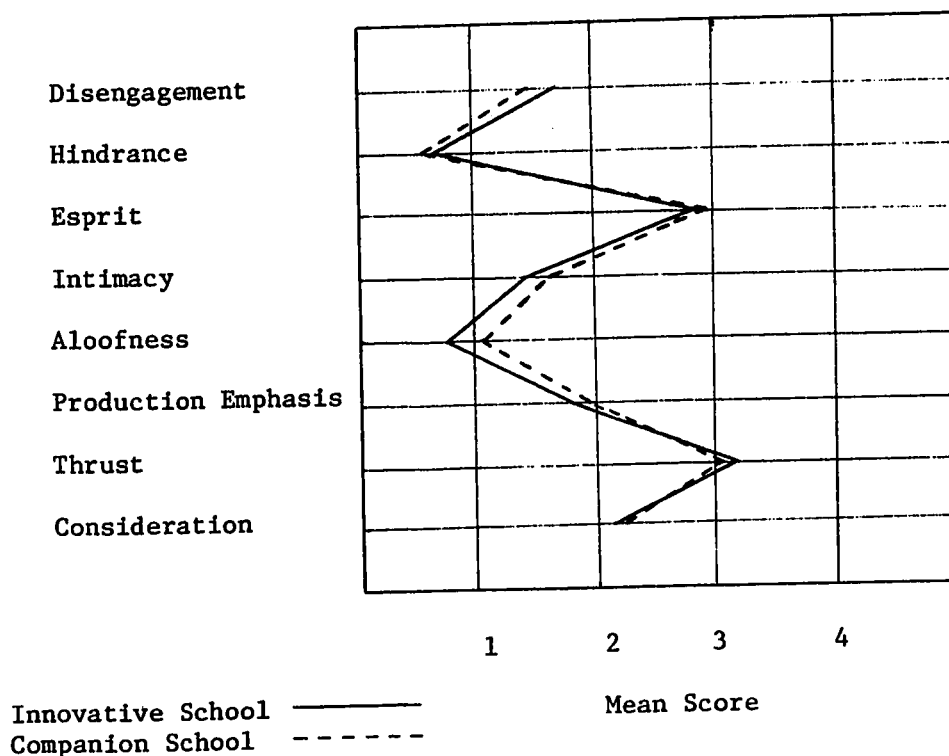
Staff Data

The role of the high school student scores as determined by teacher responses are displayed in Table 12 and a line-graph profile of the scores is presented in Figure 4.8. All of the five factor scores as determined from the respondents of the Innovative school were found to be significantly higher than each of the respective factor scores as determined from the respondents of the Companion School.

Teacher Perceptions of Organizational Climate

Climate Factor	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Disengagement	1.72	1.64	0.30
2. Hindrance	0.67	0.55	0.13
3. Esprit	2.93	2.98	0.51
4. Intimacy	1.44	1.67	0.01
5. Aloofness	0.83	1.05	0.00
6. Production Emphasis	1.82	1.86	0.58
7. Thrust	3.23	3.16	0.47
8. Consideration	2.14	2.15	0.94

The higher the score the more characteristic of the attributes associated with each factor.



The higher the score the more characteristic of the attributes associated with each factor.

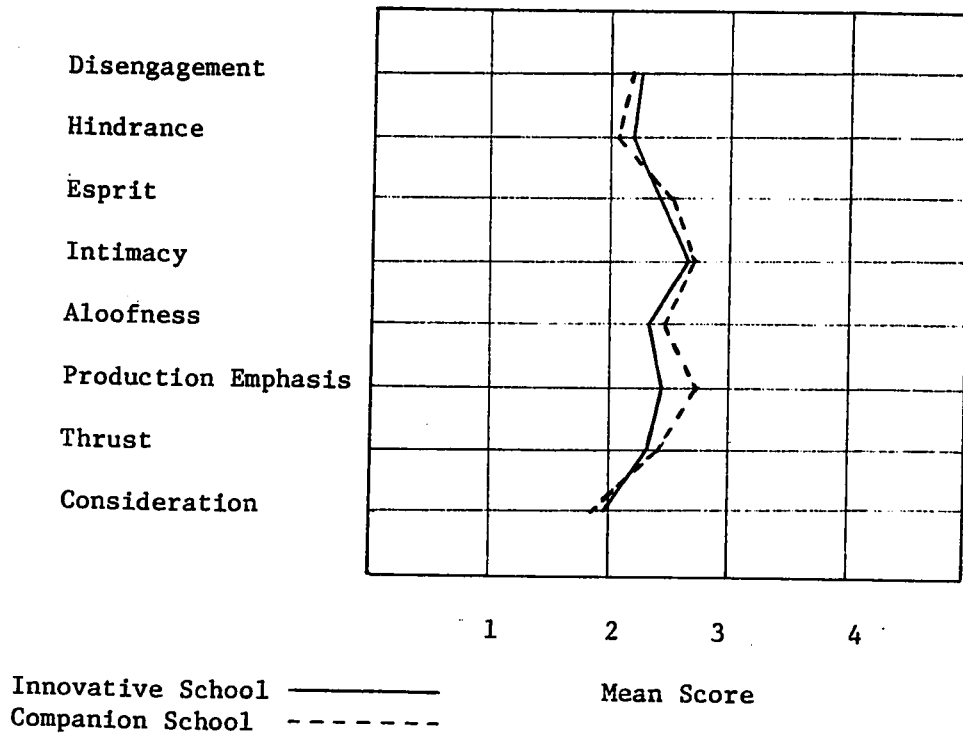
Figure 4.4

Profile of Teacher Perceptions of Organizational Climate

Student Perceptions of Organizational Climate

Climate Factors	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Disengagement	2.25	2.20	0.03
2. Hindrance	2.20	2.13	0.02
3. Esprit	2.41	2.55	0.00
4. Intimacy	2.67	2.70	0.38
5. Aloofness	2.37	2.43	0.00
6. Production Emphasis	2.45	2.71	0.00
7. Thrust	2.38	2.44	0.05
8. Consideration	1.99	1.97	0.55

The higher the score the more characteristic of the attributes associated with each factor.



The higher the score the more characteristic of the attributes associated with each factor.

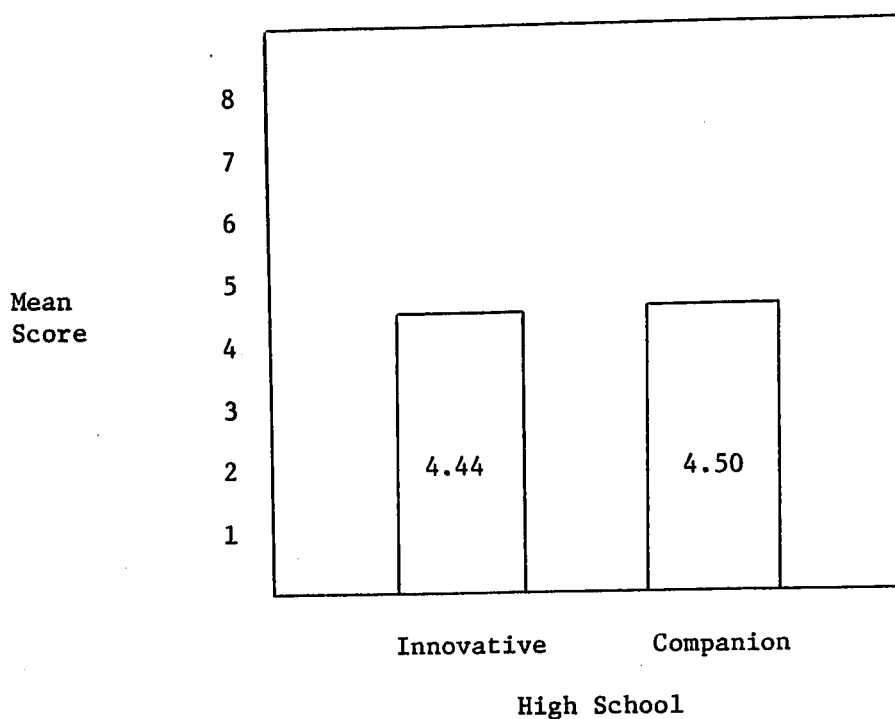
Figure 4.5

Profile of Student Perceptions of Organizational Climate

Table 10
 Teacher Perceptions of Organizational
 Climate Openness

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Openness	4.44	4.50	0.77

The higher the score the greater the degree of openness.



The higher the score the greater the degree of openness.

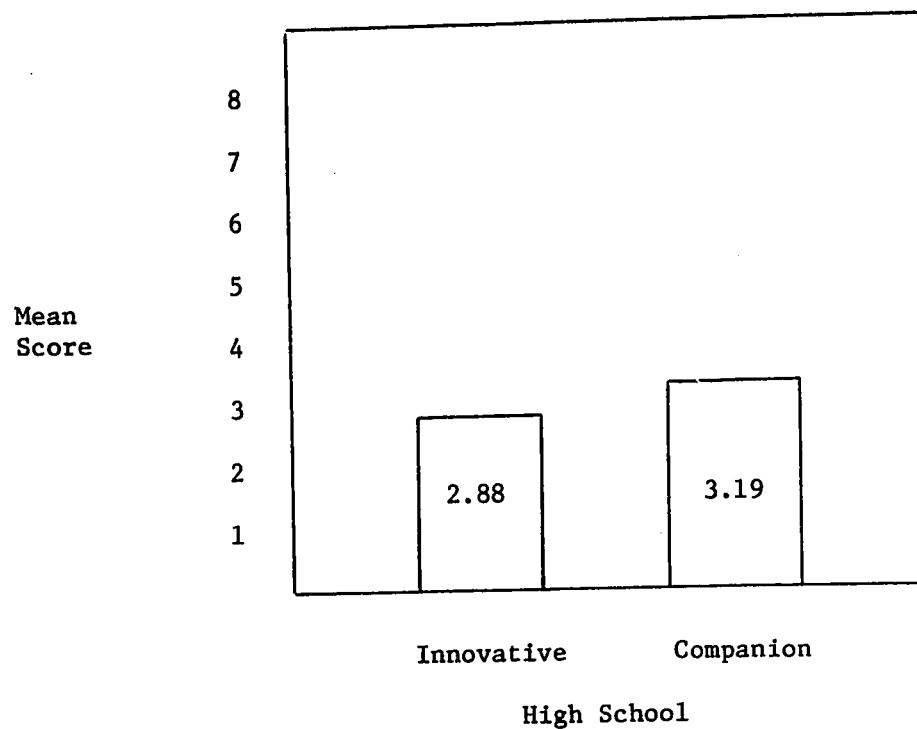
Figure 4.6

Profile of Teacher Perceptions of Organizational
 Climate Openness

Table 11
Student Perceptions of Organizational
Climate Openness

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Openness	2.88	3.19	0.00

The higher the score the greater the degree of openness.



The higher the score the greater the degree of openness.

Figure 4.7

Profile of Student Perceptions of Organizational
Climate Openness

Student Data

The role of the high school student scores as determined by student responses are displayed in Table 13 and a line-graph profile of the scores is presented in Figure 4.9. Four of the five factor scores were found to differ significantly: (1) Participation, (2) Criticism, (3) Challenge, and (4) Individual Quest. Of these four factor scores, all were found to have the mean scores as determined from the respondents of the Innovative School to be significantly higher than the respective mean factor scores as determined from the respondents of the Companion School.

PUPIL CONTROL IDEOLOGY

Staff Data

The pupil control ideology scores as determined by teacher responses are displayed in Table 14 and a bar-graph profile of the scores is displayed in Figure 4.10. The difference in the mean scores between the two groups was not found to be statistically significant.

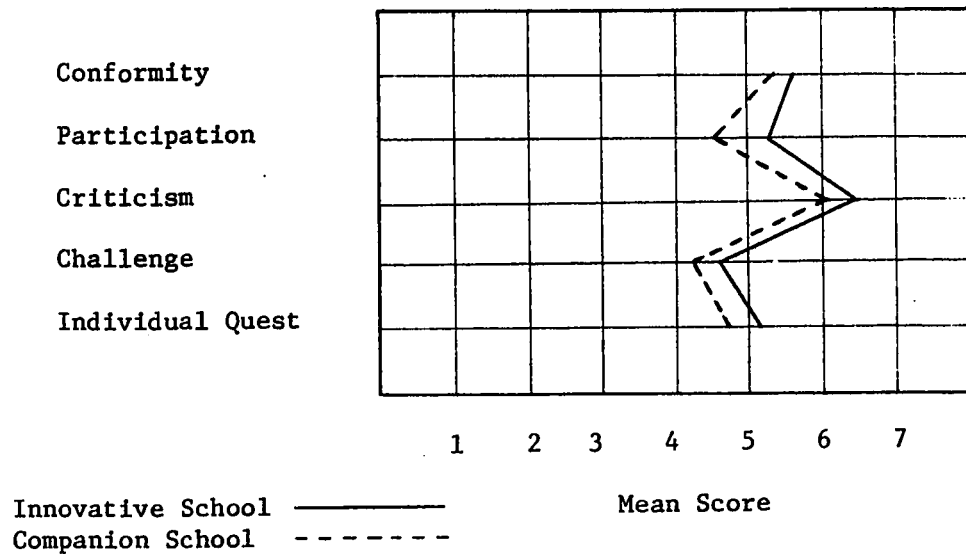
Student Data

The pupil control ideology scores as determined by student responses are displayed in Table 15 and a bar-graph profile of scores is displayed in Figure 4.11. The difference in the mean scores between the two groups was not found to be statistically significant.

Teacher Expectations for the Role of the High School Student

Role Dimensions	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Conformity	5.65	5.43	0.09
2. Participation	5.30	4.64	0.00
3. Criticism	6.49	6.08	0.00
4. Challenge	4.67	4.30	0.01
5. Individual Quest	5.11	4.81	0.06

The higher the score the more characteristic of the attributes associated with each of the role dimensions.



The higher the score the more characteristic of the attributes associated with each of the role dimensions.

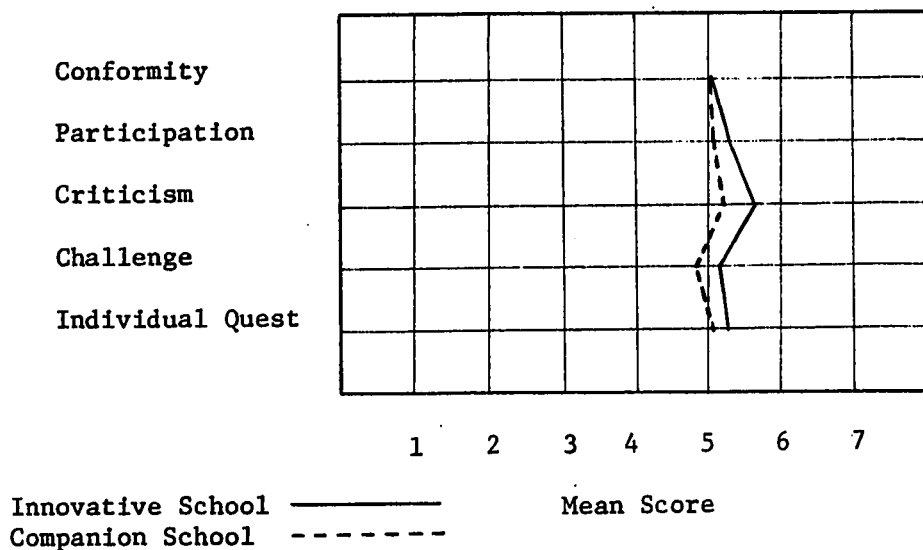
Figure 4.8

Profile of Teacher Expectations for the Role of the High School Student

Student Expectations for the Role of the High School Student

Role Dimensions	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Conformity	5.06	5.05	0.66
2. Participation	5.35	5.15	0.00
3. Criticism	5.67	5.34	0.00
4. Challenge	5.15	4.92	0.00
5. Individual Quest	5.20	5.02	0.00

The higher the score the more characteristic of the attributes associated with each of the role dimensions.



The higher the score the more characteristic of the attributes associated with each of the role dimensions.

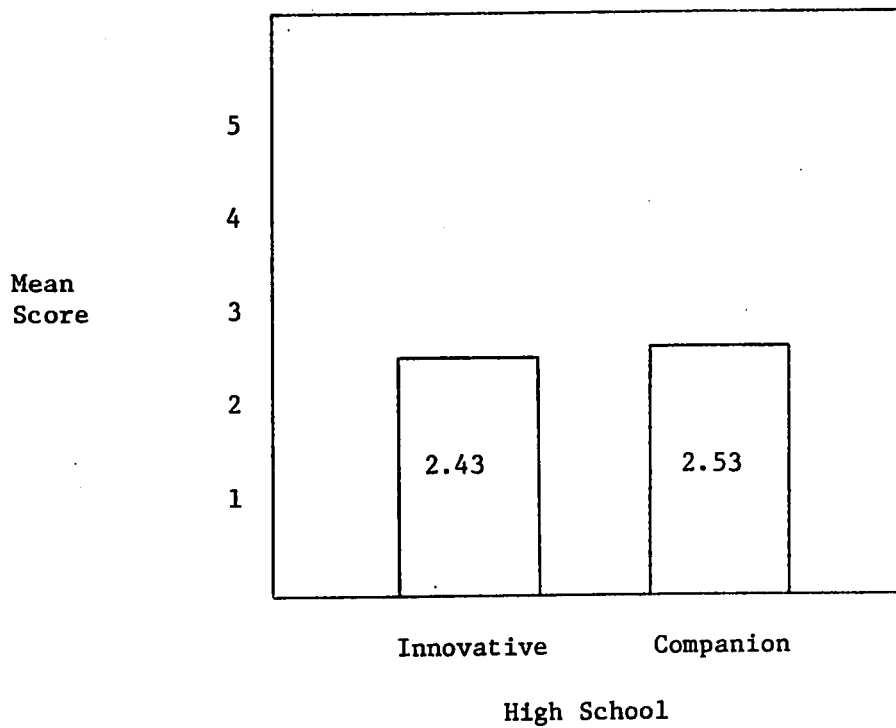
Figure 4.9

Profile of Student Expectations for the Role of the High School Student

Table 14
Teacher Ideology For Pupil Control

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Pupil Control Ideology	2.43	2.53	0.28

The higher the score the more custodial the ideology for pupil control.



The higher the score the more custodial the ideology for pupil control.

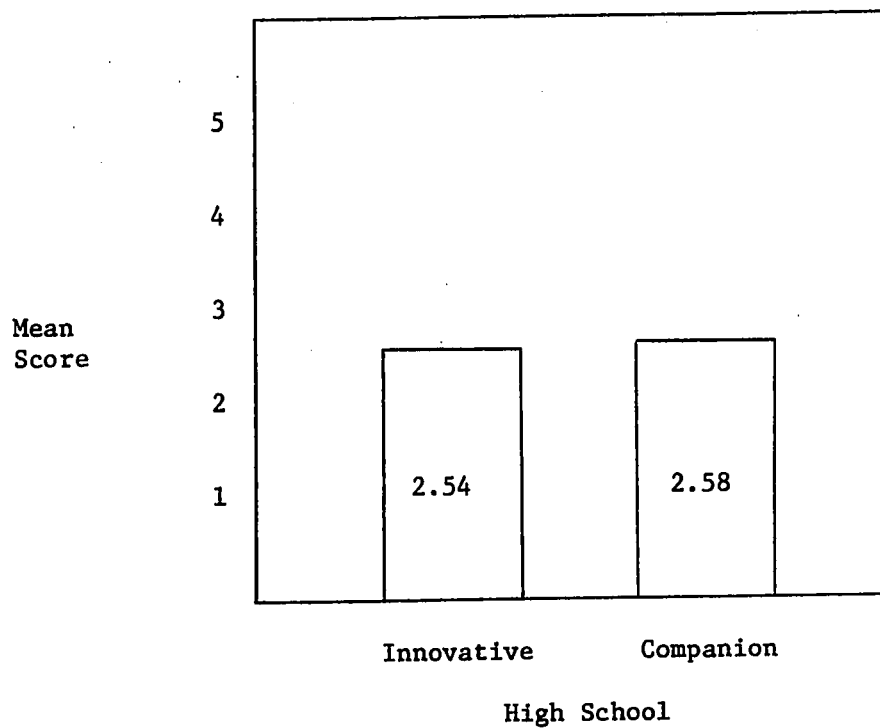
Figure 4.10

Profile of Teacher Ideology for Pupil Control

Table 15
Student Ideology for Pupil Control

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Pupil Control Ideology	2.54	2.58	0.17

The higher the score the more custodial the ideology for pupil control.



The higher the score the more custodial the ideology for pupil control.

Figure 4.11

Profile of Student Ideology for Pupil Control

ATTITUDE TOWARD EDUCATIONAL ADMINISTRATION

Staff Data

The attitude toward educational administration scores as determined by teacher responses are displayed in Table 16 and a bar-graph profile of the scores is displayed in Figure 4.12. The difference in the mean scores between the two groups was not found to be statistically significant.

Student Data

The attitude toward educational administration scores as determined by student responses are displayed in Table 17 and a bar-graph profile of the scores is displayed in Figure 4.13. The difference in the mean scores between the two groups was found to be statistically significant. The mean score calculated from the respondents of the Innovative School was significantly higher than the mean score calculated from the respondents of the Companion School.

SATISFACTION

Staff Data

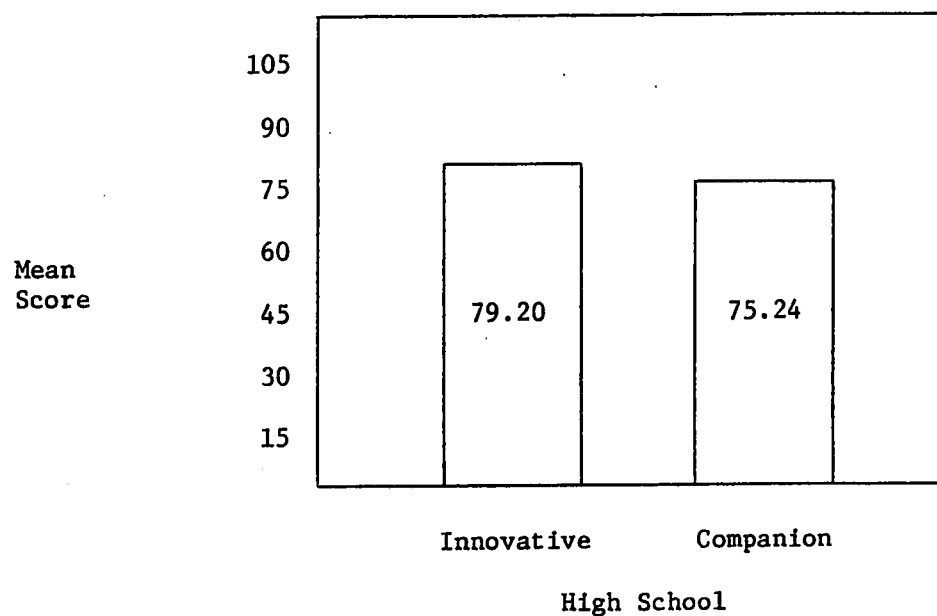
The satisfaction scores as determined by teacher responses to ten satisfaction items (Appendix A, items 131 - 140) are displayed in Table 18 and a line-graph profile of the scores is displayed in Figure 4.14. Only three of the ten items were found to have mean scores that differed significantly between the two groups: (1) Physical facilities such as buildings and equipment, (2) Relations with other staff members, and (3) Freedom to select lesson content and methods.

Table 16

Teacher Attitude Toward Educational Administration

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Attitude Toward Educational Administration	79.20	75.24	0.24

The higher the score the more favorable the attitude toward educational administration.



The higher the score the more favorable the attitude toward educational administration.

Figure 4.12

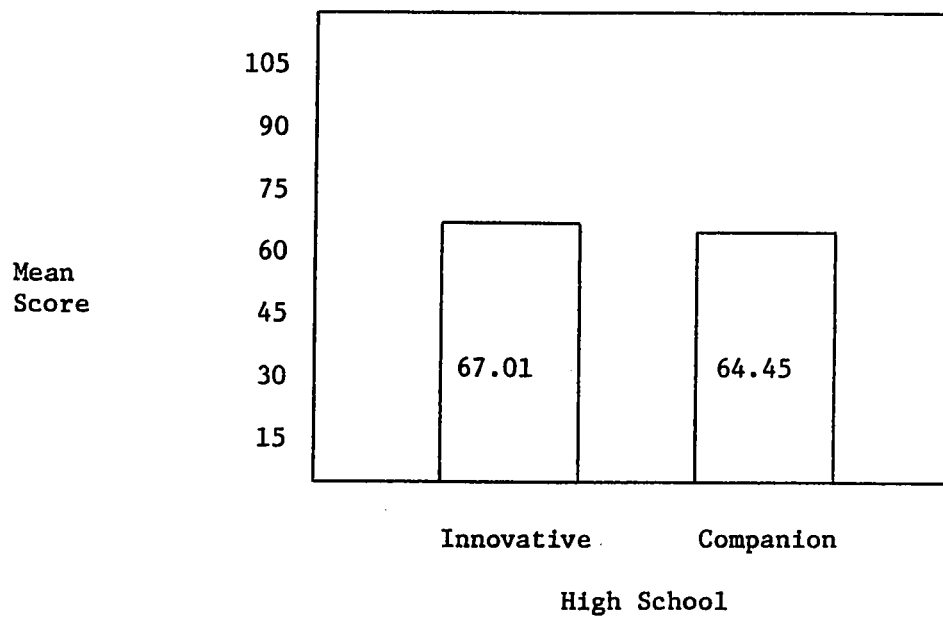
Profile of Teacher Attitude Toward Educational Administration

Table 17

Student Attitude Toward Educational Administration

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Attitude Toward Educational Administration	67.01	64.45	0.00

The higher the score the more favorable the attitude toward educational administration.



The higher the score the more favorable the attitude toward educational administration.

Figure 4.13

Profile of Student Attitude Toward Educational Administration

Of these three, two items were scored significantly higher by the respondents of the Innovative School and lower by the respondents of the Companion School: (1) Physical facilities such as buildings and equipment, and (2) Freedom to select lesson content and methods. The item which was scored significantly higher by respondents of the Companion School and lower by the respondents of the Innovative School was "Relations with other staff members." No other items were found to differ significantly.

Total satisfaction scores as determined by the total of teacher responses to the ten satisfaction items (Appendix A, items 131 - 140) are displayed in Table 19 and a bar-graph profile of the scores is displayed in Figure 4.15. The difference between the mean scores calculated for the two samples was not found to be statistically significant.

Frequencies and percentages of responses to a single satisfaction item (Appendix A, item 14) regarding teacher satisfaction with all aspects of the teaching situation are displayed in Table 22. The frequency distributions of the two groups were found to differ significantly. A greater proportion of the respondents from the Companion School indicated that they were Enthusiastic or Satisfied (57.6 per cent) than did respondents from the Innovative School (40.0 per cent).

Student Data

Total satisfaction scores as determined by the total of student responses to the seven satisfaction items (Appendix B, Student Data Series, Set II, items 77 - 83) are displayed in Table 20 and a bar-graph profile of the scores is displayed in Figure 4.16. The

difference in mean scores between the two groups was not found to be statistically significant.

RATINGS

Staff Data

The rating scores as determined by teacher responses to five rating items (Appendix A, items 8 - 13) are displayed in Table 21 and a line-graph profile of the scores is displayed in Figure 4.17. Only two of the five items were found to have mean scores that differed significantly between the two groups: (1) School's resources for teaching-learning, and (2) Present interaction patterns among staff members. Of these two, School's resources for teaching-learning was scored significantly higher by teachers of the Innovative School and present interaction patterns among staff members was scored significantly higher by teachers of the Companion School.

Frequencies and percentages of responses to a single rating item (Appendix A, item 13) are displayed in Table 23 regarding teacher rating of the job the school does in education the students who come to it. Differences between frequency distributions for each group were not found to be statistically significant.

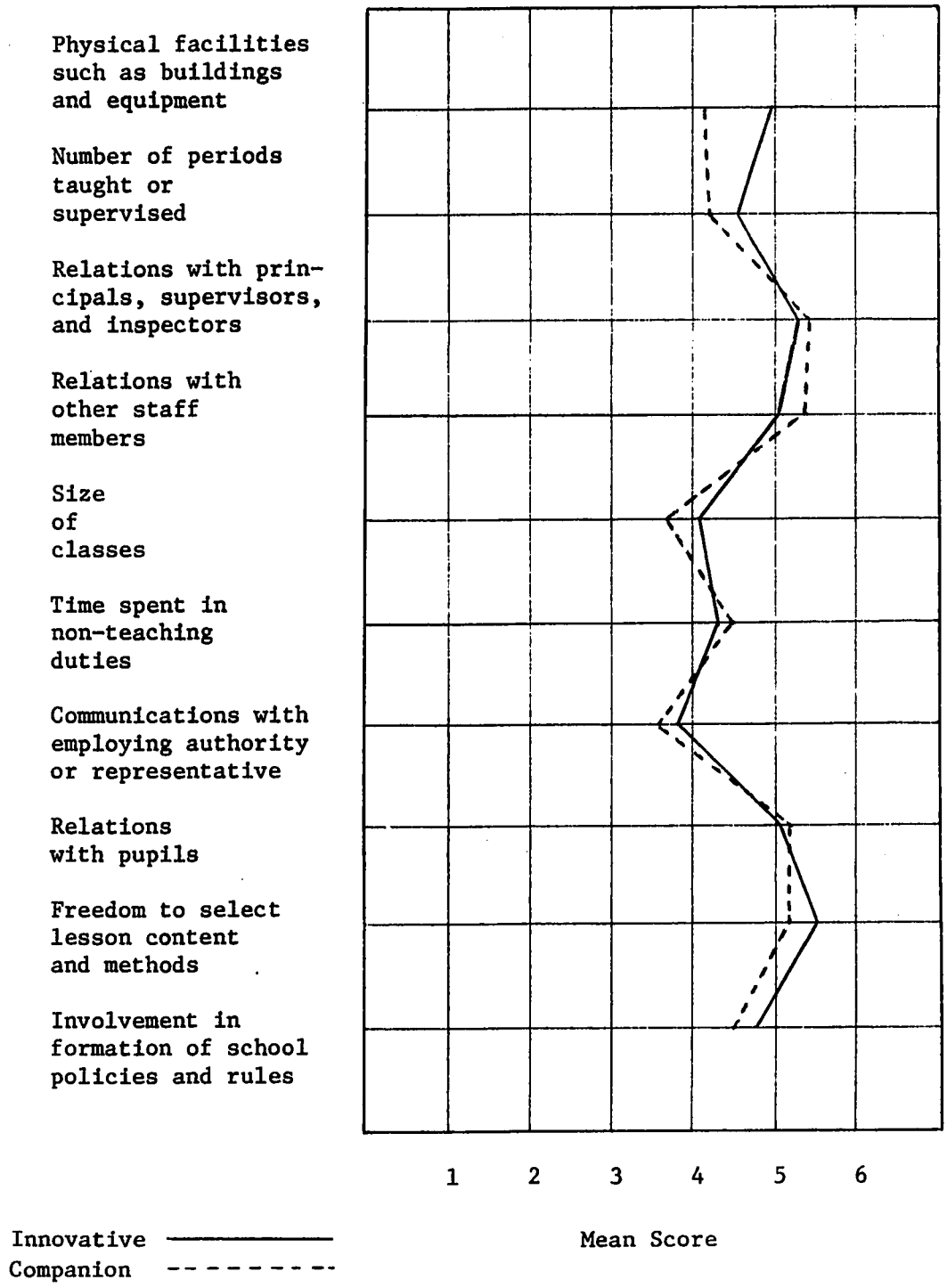
Student Data

Frequencies and percentages of responses as determined by student responses to three rating items (Appendix B, Student Data Series Set I, items 17 - 19) regarding their own achievement or performance are displayed in Table 24. Frequency distributions for two of the three items were found to differ significantly: (1) Your rating

Teacher Satisfaction with Selected
Aspects of the School

Items	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Physical facilities such as buildings and equipment	4.98	4.10	0.00
2. Number of periods taught or supervised	4.58	4.19	0.17
3. Relations with prin- cipals, supervisors, and inspectors	5.25	5.37	0.42
4. Relations with other staff members	5.02	5.29	0.10
5. Size of classes	4.11	3.71	0.18
6. Time spent in non-teaching duties	4.29	4.41	0.62
7. Communication with employing authority or representative	3.86	3.65	0.49
8. Relations with pupils	5.04	5.09	0.81
9. Freedom to select lesson content and methods	5.51	5.14	0.05
10. Involvement in formation of school policies and rules	4.82	4.53	0.19

The higher the score the greater the degree of expressed satisfaction.



The higher the score the greater the level of satisfaction.

Figure 4.14

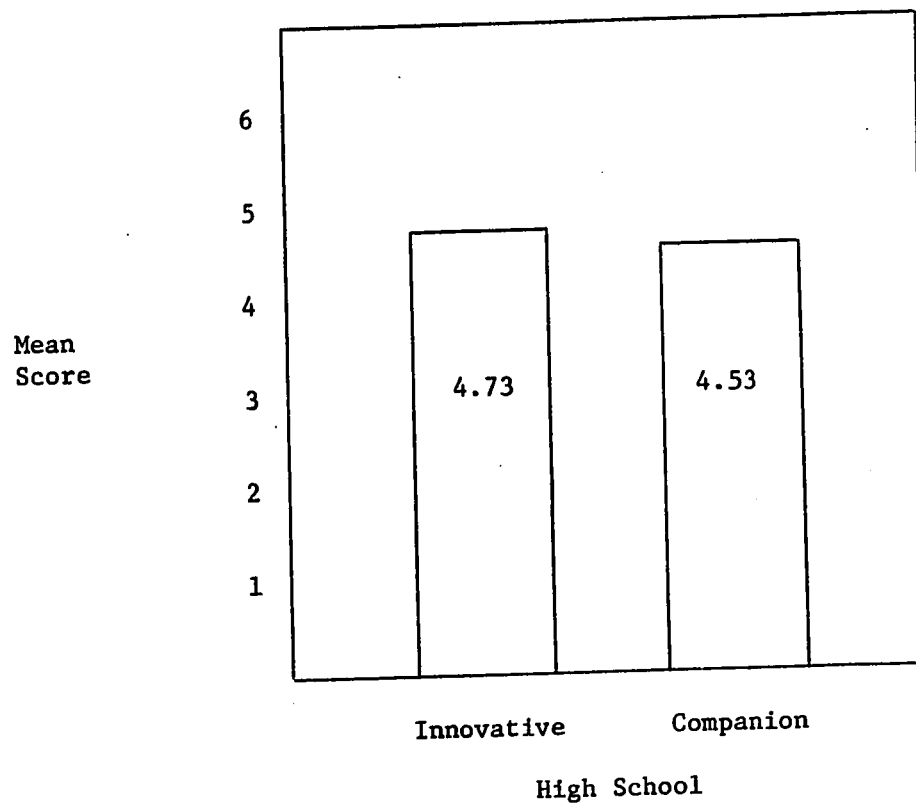
Profile of Teacher Satisfaction with Selected Aspects of the School

Table 19

Teacher Total Satisfaction with Selected Aspects of the School

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Teacher Satisfaction	4.73	4.53	0.12

The higher the score the greater the level of satisfaction.



The higher the score the greater the level of satisfaction.

Figure 4.15

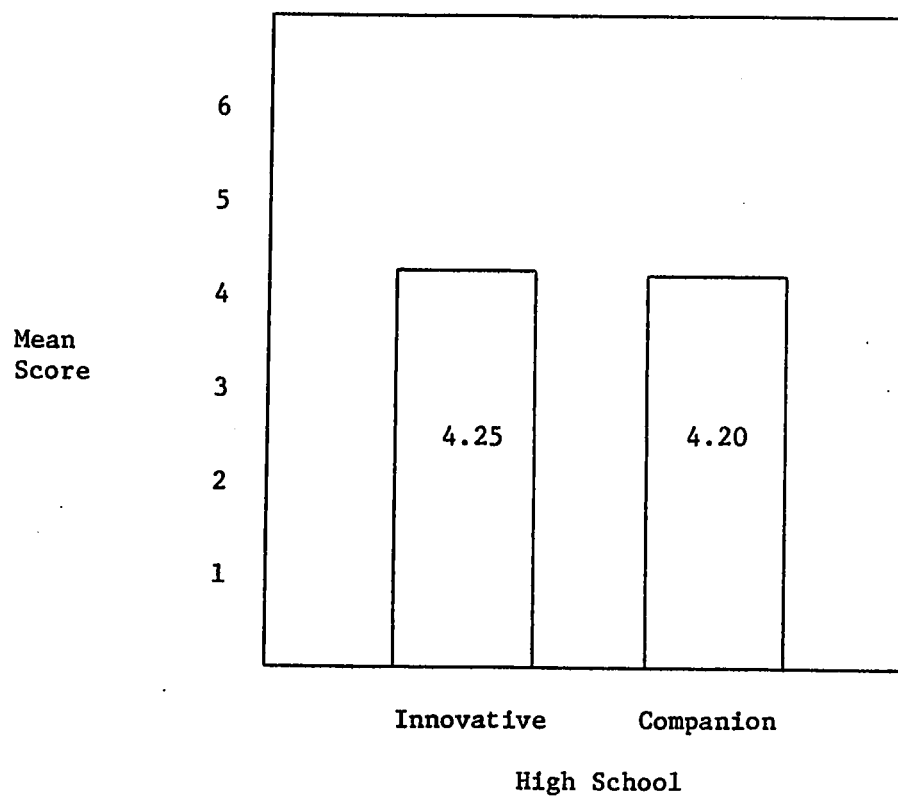
Profile of Teacher Total Satisfaction with Selected Aspects of the School

Table 20

**Student Total Satisfaction with Personal Achievement
and Relations with Others**

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Student Satisfaction	4.25	4.20	0.20

The higher the score the greater the level of satisfaction.



The higher the score the greater the level of satisfaction.

Figure 4.16

Profile of Student Total Satisfaction with Personal
Achievement and Relations with Others

of your own performance, and (2) Your opinion of teachers' rating of your performance in school. A greater proportion of the students from the Companion School rated their own performance as much above average or above average (24.7 per cent) than the proportion of students from the Innovative School who rated their own performance as much above average or above average (19.8 per cent). A greater proportion of the students of the Companion School indicated the opinion that their teachers would rate student performance as much above average or above average (24.4 per cent) than the proportion of students from the Innovative School who indicated that opinion (17.3 per cent).

POLITICAL EFFICACY

Student Data

The Political Efficacy scores as determined by student responses are displayed in Table 25 and a bar-graph profile of the scores is displayed in Figure 4.18. The mean score calculated from the respondents of the Innovative School was significantly higher than the mean score calculated from the respondents of the Companion School.

VALUES

Student Data

The student value orientation scores as determined by student responses are displayed in Table 26 and a line-graph profile of the scores is displayed in Figure 4.19. Four of the eight value orientation scores were found to differ significantly between the two groups. Of these four, two scored significantly higher from the respondents of

Table 21
Teacher Ratings of Selected Aspects of the School

Items	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Arrangement of time and space for teaching-learning	3.27	3.26	0.97
2. School's resources for teaching-learning	3.49	3.14	0.07
3. Present interaction patterns among staff members	3.09	3.74	0.00
4. Present interaction patterns among staff and students	3.29	3.48	0.29
5. The manner your time is spent in terms of goals to be achieved	3.07	3.31	0.16

The higher the score the more favorable the rating in terms of excellence.

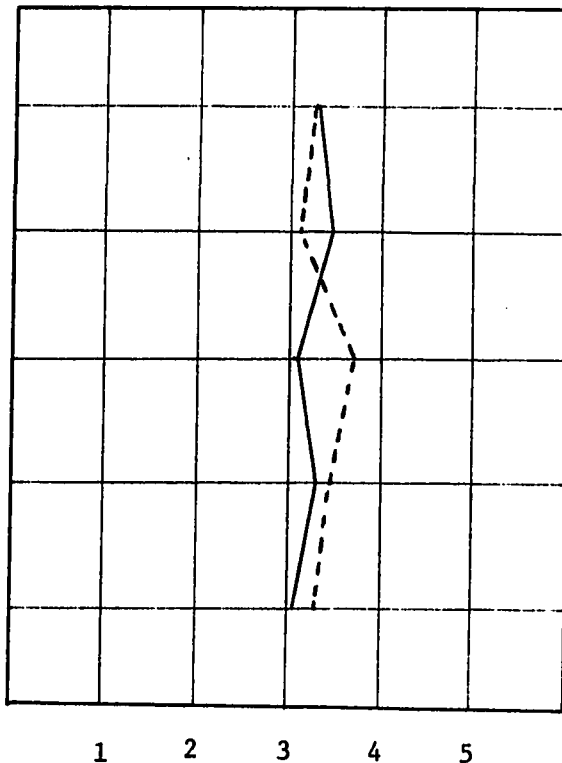
Arrangement of time and space for teaching-learning

School's resources for teaching-learning

Present interaction Patterns among staff members

Present interaction patterns among staff and students

The manner your time is spent in terms of goals to be achieved



Innovative School —————
 Companion School - - - - -

Mean Score

The higher the score the more favorable the rating in terms of excellence.

Figure 4.17

Profile of Teacher Ratings of Selected Aspects of the School

Teacher Satisfaction with all Aspects of the
Teaching Situation

Rating Level	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
1. Enthusiastic	12	26.7	13	22.0	0.10
2. Satisfied	6	13.3	21	35.6	
3. Fairly well satisfied	16	35.6	14	23.7	
4. Somewhat dissatisfied	7	15.6	9	15.3	
5. Dissatisfied	4	8.9	2	3.4	
6. Very dissatisfied	0	0.0	0	0.0	

Table 23

Teacher Ratings of the Job the School Does of
Educating Students

Rating Level	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
1. Outstanding	3	6.7	5	8.5	0.42
2. Very good	14	31.1	24	40.7	
3. Slightly above average	22	48.9	27	45.8	
4. Slightly below average	6	13.3	3	5.1	
5. Poor	0	0.0	0	0.0	
6. Very poor	0	0.0	0	0.0	

Table 24

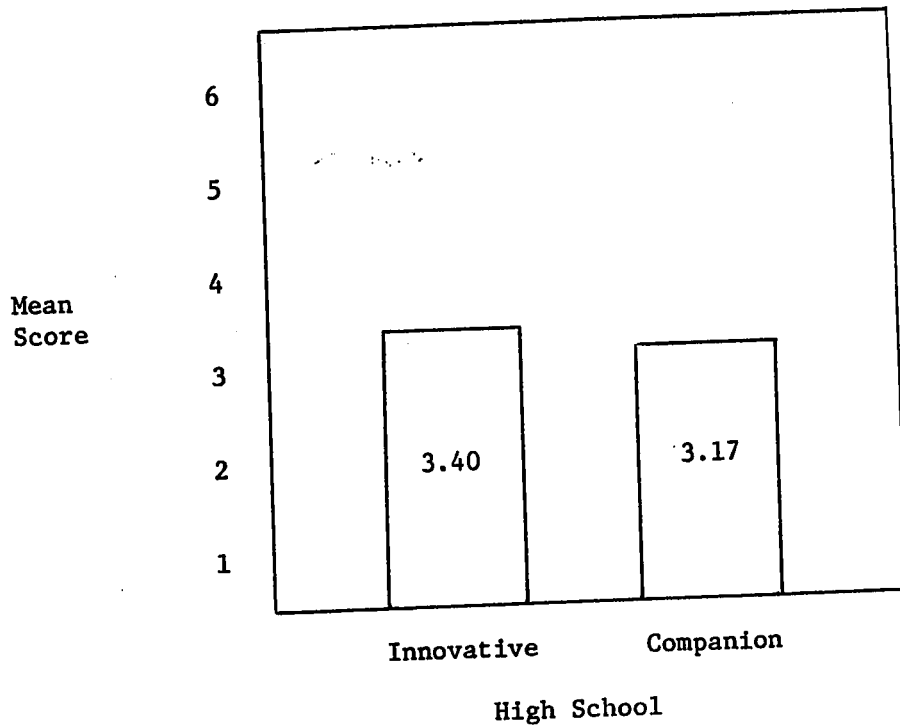
Student Ratings of Personal Performance and Achievement

Items	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
Your rating of your own performance in school					
1. Much above average	15	1.8	11	2.2	0.07
2. Above average	148	18.0	115	22.5	
3. Average	541	66.0	332	65.0	
4. Somewhat below average	103	12.6	43	8.4	
5. Definitely below average	13	1.6	10	2.0	
Your opinion of teachers' rating of your performance in school					
1. Much above average	10	1.2	7	1.4	0.04
2. Above average	132	16.1	117	23.0	
3. Average	534	65.0	304	59.7	
4. Somewhat below average	129	15.7	71	13.9	
5. Definitely below average	16	1.9	10	2.0	
Your rating of your own achievement in relation to your capacity					
1. Much above average	9	1.1	8	1.6	0.11
2. Above average	113	13.7	58	11.5	
3. Average	357	43.3	255	50.4	
4. Somewhat below average	275	33.4	145	28.7	
5. Definitely below average	70	8.5	40	7.9	

Student Feeling of Political Efficacy

Dimension	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
Political Efficacy	3.40	3.17	0.00

The higher the score the greater the feeling of being politically inefficacious.



The higher the score the greater the feeling of being politically inefficacious.

Figure 4.18

Profile of Student Feeling of Political Efficacy

the Innovative School and lower from the respondents of the Companion School: (1) Hedonistic, and (2) Other-Directed. Two factors scored significantly higher from the respondents of the Companion School and lower from the respondents of the Innovative School: (1) Futuristic, and (2) Discipline. No other factor scores were found to differ significantly.

STUDENT PERCEPTIONS OF TEACHER AND PARENT ATTRIBUTES

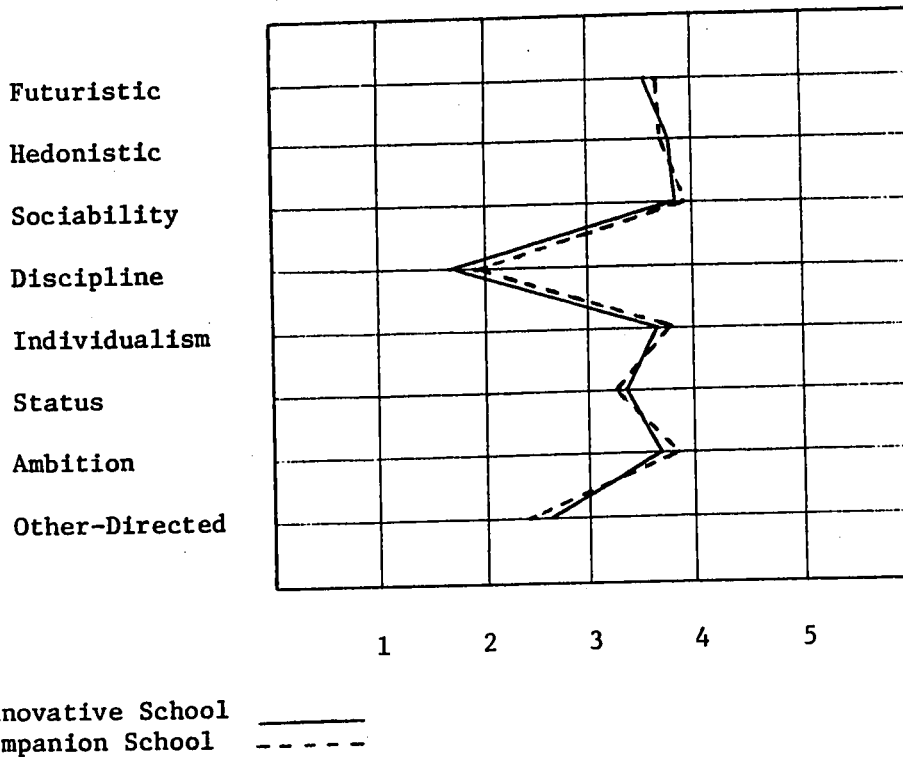
Student Perceptions of Teachers

Frequencies and percentages of student responses to items pertaining to student perceptions of teacher attributes (Appendix B, Student Data Series Set I, items 23, 145, and 155) are displayed in Table 27. The difference between frequency distributions for the two groups were found to be statistically significant for two of the three items: (1) The approachability of teachers, and (2) understanding and helpfulness of teachers. The proportion of respondents who indicated having found a teacher who is very helpful were approximately equal for each sample. A greater proportion of the respondents from the Innovative School indicated feeling very comfortable or reasonably comfortable about approaching a teacher to discuss a problem (48.5 per cent) as compared to the proportion of respondents from the Companion School who indicated the same kind of feeling (44.6 per cent). A greater proportion of the respondents from the Innovative School indicated the opinion that their teachers understand the problems of teenagers and assist (53.7 per cent) than the proportion of the respondents from the Companion School who indicated the same kind of

Student Value Orientations

Orientations	High School		"t" Test Probability Level
	Innovative	Companion	
	Mean	Mean	
1. Futuristic	3.58	3.65	0.09
2. Hedonistic	3.85	3.78	0.10
3. Sociability	3.92	3.98	0.11
4. Discipline	1.75	1.82	0.00
5. Individualistic	3.68	3.72	0.28
6. Status	3.42	3.40	0.61
7. Ambition	3.75	3.81	0.11
8. Other-Directed	2.76	2.67	0.10

The higher the score the more characteristic of the attributes associated with each of the value orientations.



The higher the score the more characteristic of the attributes associated with each value orientations.

Figure 4.19

Profile of Student Value Orientations

opinion (46.9 per cent). A greater proportion of the respondents from the Companion School indicated the opinion that their teachers seem willing to help but don't understand (42.4 per cent) than the proportion of respondents from the Innovative School that indicated the same kind of opinion (35.7 per cent).

Student Perceptions of Parents

Frequencies and percentages of student responses to items pertaining to student perceptions of parent attributes (Appendix B, Student Data Series Set I, items 22 and 154) are displayed in Table 28. The difference between the frequency distributions for the two groups was found to be statistically significant for only one item: How do your parents view your present school? A greater proportion of the respondents from the Innovative School indicated the opinion that their parents viewed the school very favorably (30.5 per cent) than the proportion of respondents from the Companion School (25.3 per cent). A greater proportion of the respondents from the Companion School indicated the opinion that their parents view of their school was neutral (36.1 per cent) than the proportion of the respondents from the Innovative School (27.9 per cent). A greater proportion of the respondents from the Innovative School indicated the opinion that their parents viewed their school somewhat or quite unfavorably (7.8 per cent) than the proportion of the respondents from the Companion School (5.1 per cent). A greater proportion of the respondents from the Innovative School indicated the opinion that their parents viewed their school very favorably (30.5 per cent) than the proportion of the respondents from the Companion School (25.3 per cent).

Table 27
Student Perceptions of Teachers

Attributes	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
Have you found any teacher who is very helpful to you?					
1. Yes	579	70.6	356	70.4	0.92
2. No	241	29.4	150	29.6	
How comfortable do you feel about approaching a teacher in your school to discuss a problem?					
1. Very comfortable	72	8.7	46	9.0	0.02
2. Reasonably comfortable	328	39.8	181	35.6	
3. Slightly uncomfortable	276	33.5	169	33.2	
4. Quite uncomfortable	90	10.9	50	9.8	
5. Very uncomfortable	58	7.0	63	12.4	
Which item below fits most of the teachers at your school?					
1. They understand problems of teenagers and assist	438	53.7	232	46.9	0.04
2. They are not interested in teenagers	86	10.6	53	10.7	
3. They seem willing to help but don't understand	291	35.7	210	42.4	

Table 28
Student Perceptions of Parents

Views and Attributes	High School				Chi Square Probability Level
	Innovative		Companion		
	N	%	N	%	
How do your parents view your present school?					
1. Very favorably	251	30.5	129	25.3	0.01
2. Somewhat favorably	278	33.8	171	33.5	
3. Neutral	229	27.9	184	36.1	
4. Somewhat unfavorably	49	6.0	20	3.9	
5. Quite unfavorably	15	1.8	6	1.2	
Which item below fits your parents most accurately?					
1. They understand problems of teenagers and assist	268	32.7	162	32.5	0.75
2. They are not interested in teenagers	103	12.6	56	11.2	
3. They seem willing to help but don't under understand	449	54.8	280	56.2	

SUMMARY OF DATA ANALYSIS

Profile of the Innovative School

The primary purpose of this study was to develop a base-line profile of the Innovative School against which the school could be compared at a later point in time.

While teachers and students tended to rank the tasks of public education in a similar manner, some notable differences were evident. Teachers tended to place effective problem solving habits and an inquiring mind as the two most important tasks and students tended to place the ability to work harmoniously with others and a basis for wise occupational choice as the two most important tasks.

The organizational climate factor scores for teachers of the Innovative School were higher for Esprit, Thrust, and Consideration than for Disengagement, Hindrance, Intimacy, Aloofness, and Production Emphasis. The Openness score for teachers was near the middle of the scale. The organizational climate factor scores for students of the Innovative School were all near the middle of the scale and the Openness score was slightly below the middle of the scale.

The role of the high school student factor scores for the teachers of the Innovative School were all above the middle of the scale, slightly higher for Conformity, Participation, and Criticism, and slightly lower for Challenge and Individual Quest. The role of the high school student factor scores for the students of the Innovative School were all above the middle of the scale and approximately equal to each other.

Teachers' and students' scores for pupil control ideology were

near the middle of the scale for both groups of the Innovative School and were slightly nearer the Humanistic end of the continuum.

The attitude toward educational administration score for teachers of the Innovative School was slightly nearer the favorable end of the continuum while the score for students was slightly lower and toward the middle of the scale.

The satisfaction scores for teachers of the Innovative School were nearer to the satisfaction end of the scale than the dissatisfaction end of the scale. Satisfaction scores were highest for relations with principals, supervisors, and inspectors, relations with other staff members, relations with pupils, and freedom to select lesson content and methods. They were lowest for communications with the employing authority or representative. The satisfaction scores for students of the Innovative School were nearer to the satisfaction end of the scale than the dissatisfaction end of the scale.

The rating items scores for teachers of the Innovative School were slightly nearer the favorable end of the scale than the unfavorable end of the scale. The majority of teachers rated the job that the school does of educating its students as being slightly above average or higher. Students of the Innovative School rated their performance as average or higher for all of the items.

The political efficacy scores of students of the Innovative School were slightly above the middle of the scale toward the Inefficacious end of the continuum.

The value orientation factor scores for the students of the Innovative School were higher for the Futuristic, Hedonistic, Social-

ability, Individualistic, Status, and Ambition factors and were lower for the Discipline and Other-Directed factors.

A majority of the students of the Innovative School indicated having found a teacher who is very helpful. Slightly more than half of the students of the Innovative School indicated feeling somewhat uncomfortable about approaching a teacher to discuss a problem. Slightly more than half of the students indicated the belief that teachers understand the problems of teenagers and assist, few expressed the belief that teachers are not interested in teenagers, and slightly more than one-third expressed the belief that teachers seem willing to help but don't understand the problems of teenagers.

Over half of the students of the Innovative School indicated the belief that their parents viewed the school favorably, less than one-third believed their parents would express a neutral position, and less than one-tenth believed that their parents' view of the school was unfavorable.

Nearly one-third of the students of the Innovative School expressed the belief that their parents understood the problems of teenagers and assist, approximately one-tenth expressed the belief that their parents are not interested in teenagers, and slightly over half expressed the belief that their parents seem willing to help but don't understand the problems of teenagers.

A Comparative Profile

The secondary purpose of this study was to compare the profile of the Innovative School to that of the Companion School to determine if differences existed at that time.

Scores obtained from the responses of teachers of the Innovative School were significantly higher than those from the teachers of the Companion School for the following: (1) All of the factor dimension of the role of the high school student, (2) The attitude toward educational administration, (3) Satisfaction items regarding physical facilities such as buildings and equipment, and freedom to select lesson content and methods, (4) The item rating the school's resources for teaching-learning, (5) Political efficacy, and (6) The Hedonistic value orientation.

Scores obtained from the responses of teachers of the Companion School were significantly higher than from the teachers of the Innovative School for the following: (1) The organizational climate factors of Intimacy and Aloofness, (2) The satisfaction item regarding relations with other staff members, and (3) The item rating present interaction patterns among staff.

Scores obtained from the responses of students of the Innovative School were significantly higher than scores obtained from responses of students of the Companion School for each of the following: (1) The organizational climate factors of Disengagement and Hindrance, and (2) The role of the high school student factor dimensions of Participation, Criticism, Challenge, and Individual Quest.

Scores obtained from the responses of students of the Companion School were significantly higher than scores obtained from the responses of students of the Innovative School for each of the following: (1) The organizational climate factors of Esprit, Aloofness, Production Emphasis, Thrust, Consideration, and Openness, and (2) The Futuristic, Discipline,

and Other-Directed value orientations.

A smaller proportion of the students of the Innovative School rated their own performance and achievement and their opinion of teachers' rating of their performance and achievement as being above or much above average than the proportion of students of the Companion School.

A greater proportion of the students of the Innovative School indicated feeling reasonably or very comfortable about approaching a teacher for help and the feeling that teachers understand the problems of teenagers and assist than the proportion of students from the Companion School who indicated such feelings. A greater proportion of the students from the Companion School indicated feeling very uncomfortable about approaching a teacher for help and the belief that teachers seem willing to help but don't understand than the proportion of students of the Innovative School who indicated such feelings.

Students of the Innovative School tended to attribute more extreme views about the school to their parents than did students of the Companion School.

CHAPTER 5

SUMMARY AND DISCUSSION

SUMMARY

The Problem

The primary purpose of this study was to examine, analyze, and describe an Innovative School in order to establish a base-line profile of the school against which the school may be compared at a later point in time. In order to facilitate the description, a comparison was made with a Companion School to determine if there were differences at the time of the study.

The study was considered to be significant because the information gathered would become one source of information feedback to the personnel of the Innovative School. The study was delimited to an examination, analysis, and description of two schools as revealed through the beliefs, expectations, feelings, values, opinions, and perceptions of the teachers and students of each school.

The investigation was designed to focus on ten aspects of a school: (1) Perception of the tasks of public education, (2) Perceptions of the organizational climate, (3) Expectations for the role of the high school student, (4) Ideology for pupil control, (5) Attitude toward educational administration, (6) Satisfaction, (7) Ratings, (8) Value orientations, (9) Feeling of political efficacy, and (10) Student perceptions of selected attributes and views of teachers and parents.

The Procedure

Data were collected from teachers and students by the use of questionnaires. The questionnaires were made of several distinct instruments that had been adopted from or revised from previous studies. Data were processed with the aid of the IBM 360 computer at The University of Alberta. Parametric and non-parametric statistical tests were used to determine probability levels of statistical significance. Three statistical tests were used: (1) The "t" test for the comparison of mean scores, (2) The chi square test for the comparison of data expressed as frequencies in discrete categories, and (3) The Spearman rank order coefficient of correlation for the comparison of ranked data.

Research questions were used to guide the study and actual probability levels of statistical significance were reported for each of the findings. The probability with which findings from the sample might be inferred to be representative of the population was referred to as "significant" when the actual probability level of statistical significance was found to be less than or equal to 0.10. Thus, a "significant difference" would suggest a 90 per cent likelihood that the differences noted in the samples could be attributable to differences in the population rather than to sampling error and a 10 per cent likelihood that differences noted in the sample could be attributed to sampling error. The next section of this summary highlights the significant findings.

The Findings

The tasks of public education. Teachers of the Innovative

School and teachers of the Companion School were found to rank the tasks of public education in a similar order of priority. Teacher rankings were found to have a Spearman rank order coefficient of correlation of .86 at a probability level of 0.00.

Students of the Innovative School and students of the Companion School were found to rank the tasks of public education in a similar order of priority. Student rankings were found to have a Spearman rank order coefficient of correlation of .90 at a probability level of 0.00.

Teachers of the Innovative School and students of the Innovative School were found to rank the tasks of public education in a similar order of priority. A comparison of rankings from teachers and students of the Innovative School produced a Spearman rank order coefficient of correlation of .68 at a probability level of 0.00. While the profile of scores tended to be similar, there were some notable differences between teacher and student priorities. The four items with the greatest discrepancy were: (1) Effective problem-solving habits; ranked first by teachers and ninth by students, (2) Efficient use of the 3 R's; ranked fourth by teachers and eighth by students, (3) A basis for wise occupational choice; ranked second by students and sixth by teachers, and (4) Specialized job training; ranked fourth by students and fourteenth by teachers.

Organizational climate. Significant differences in mean scores between the two groups of teachers were found for only two of the eight organizational climate factors: Intimacy and Aloofness. The teachers of the Companion School tended to perceive a greater degree of Intimacy

on the part of fellow teachers and a greater degree of Aloofness on the part of the principal than did the teachers of the Innovative School.

Significant differences in mean scores between the two groups of students were found for six of the eight organizational climate factors. The students of the Innovative School tended to perceive a greater degree of Disengagement and Hindrance on the part of fellow students and a greater degree of Thrust on the part of their teachers than did students of the Companion School. Students of the Companion School tended to perceive a greater degree of Esprit on the part of fellow students and a greater degree of Aloofness and Production Emphasis on the part of their teachers than did students of the Innovative School. Students of the Companion School tended to perceive a greater degree of Openness for their school than did the students of the Innovative School.

The role of the high school student. Significant differences in mean scores between the two groups of teachers were found for all of the role of the high school student dimensions. The teachers of the Innovative High School tended to expect a greater degree of Conformity, Participation, Criticism, Challenge, and Individual Quest on the part of students than did teachers of the Companion School.

Significant differences in mean scores between the two groups of students were found for four of the five dimensions of the role of the high school student. The students of the Innovative School tended to expect a greater degree of Participation, Criticism, Challenge, and Individual Quest on the part of students than did the students of the

Companion School.

Pupil control ideology. Significant differences in mean scores for pupil control ideology was not found between the two groups of students nor between the two groups of teachers.

Attitude toward educational administration. A significant difference in mean scores between the two groups of teachers was not found for the attitude toward educational administration.

A significant difference in mean scores between the two groups of students was found for the attitude toward educational administration. Students of the Innovative School tended to hold a more favorable attitude toward educational administration than did the students of the Companion School.

Satisfaction. Significant differences in mean scores between the two groups of teachers were found for three of the ten satisfaction items. Teachers of the Innovative School tended to be more satisfied with: (1) Physical facilities such as buildings and equipment, and (2) Freedom to select lesson content and methods than teachers of the Companion School. Teachers of the Companion School tended to be more satisfied with relations with other staff members than teachers of the Innovative School.

A significant difference in the mean score between the two groups of teachers was not found for the total of the ten satisfaction items.

A significant difference in the mean score between the two groups of teachers was found for the single satisfaction item pertain-

ing to satisfaction with all aspects of the teaching situation. For this item teachers of the Companion School tended to express a greater level of satisfaction than the teachers of the Innovative School.

A significant difference in the mean score between the two groups of students was not found for the total of the seven satisfaction items.

Ratings. Significant differences in the mean score between the two groups of teachers was found for two of the five rating items. Teachers of the Innovative School tended to rate School resources higher than teachers of the Companion School. Teachers of the Companion School tended to rate present interaction patterns with staff higher than teachers of the Innovative School.

Significant differences in the mean score between the two groups of students was found for two of the three rating items. Students of the Companion School tended to rate their own performance and their opinion of their teachers' rating of their performance at a higher level than the students of the Innovative School.

Political efficacy. A significant difference in the mean score between the two groups of students was found for political efficacy. Students of the Companion School tended to feel more politically efficacious than students of the Innovative School.

Values. Significant differences in mean scores between the two groups of students were found for four of the eight value orientation factors. Students of the Innovative School tended to be more oriented toward Hedonic and Other-Directed Values than students of the Companion

School. Students of the Companion School tended to be more oriented toward Futuristic and Discipline Values than the students of the Innovative School.

Perceptions of teacher and parent attributes. Significant differences between the two groups of students were found for two of the three items regarding student perceptions of teachers. An approximately equal proportion of students from each school indicated having found a teacher who had been very helpful and in both schools this represented approximately 70 per cent of the respondents. A larger proportion of the students from the Innovative School tended to feel more comfortable about approaching a teacher for help than the proportion from the Companion School. A slightly larger proportion of the students from the Innovative School tended to perceive teachers as being able to understand the problems of teenagers and assist.

A significant difference between the two groups of students was found for one item regarding student perceptions of the views and attributes of parents. Students of the Innovative School tended to rate their parents' views of the school more favorably than students from the Companion School.

DISCUSSION

Conclusions

Conclusions regarding the findings are subject to the definitions, assumptions, and procedures of the study. The use of instruments that have been developed, revised, and used by others and have been found to be stable, valid and reliable led to the conclusion that the findings did represent a reasonably accurate profile of the Innovative School. The findings of this study may be used as a baseline against which future findings could be compared to determine whether or not changes had occurred during the interval.

The findings indicated a high probability that the Innovative School differed from the Companion School in several respects. Cause and effect conclusions would be very speculative at best, if based on the findings of this study. A reasonable conclusion was that the two populations differed for some aspects as identified by the findings. An unreasonable conclusion would have been that the noted differences existed because one of the schools was defined to be innovative and the other was not.

An examination of selected demographic, descriptive, and personal characteristics revealed significant differences between the samples for only eight of nineteen items. No significant differences between the two groups of teachers were found for age, sex, training, experience, position, or time spent in helping individual students. A significant difference between the two groups of teachers was found for program of primary involvement. No significant differences between the two groups of students were found for sex, participation in extra-

curricular activities, participation in out-of-school activities, source of disapproval hardest to take, or the most desirable trait to be remembered for. Significant differences between the two groups of students were found for age, grade, courses studied, school last year, plans for next year, the highest level of education expected to be attained in ten years, and socio-economic status.

Based on the agreement or lack of agreement between the demographic, descriptive, and personal characteristics of the populations two obvious positions may be adopted: (1) Because the populations are alike for many of the demographic, descriptive, or personal characteristics it is surprising that they tended to differ on so many of the behavioralistic aspects, or (2) Because the populations differed for so many of the demographic, descriptive, and personal characteristics it is to be expected that they would differ for many of the behavioralistic aspects. Both of these positions are speculative about the cause of differences. The purpose of this study was not to provide answers to such cause and effect questions or to advise the personnel of the Innovative School about the excellence or lack of excellence in what they attempt. The purpose was to provide information about the nature of behavioralistic aspects of the school. The next section discusses the implications for practice and further research.

Implications

Behavior is goal-directed or purposeful. This study, directed at an examination of behavioral aspects of a school, attempted to analyze the aspects of a school situation that may be perceived as factors that influence the behavior of the personnel of the school.

In this study, each of the following were considered to be among the factors that influence the behavior of both teachers and students:

(1) Perceptions of tasks, (2) Perceptions of organizational climate, (3) Expectations for the role of the high school student, (4) Ideology for pupil control, (5) Attitude toward educational administration, (6) Feeling of satisfaction, (7) Rating of school and self, (8) Feeling of political efficacy, (9) Value orientations, and (10) Perceptions of views and attributes of others.

The relationship between goal-directed or purposeful behavior and the influencing factors as defined for this study is illustrated in Figure 5.1. The findings of this study describe these factors that act as sources of influence on the behavior of teachers and students. Accordingly, the findings need to be examined to determine whether or not such factors tend to assist or inhibit the directed behavior of teachers and students. For example, the findings revealed that even though teachers and students of the Innovative School generally hold similar priorities for the tasks of public education, they tended to differ considerably regarding which were to be the most important tasks. This may be interpreted to imply that teachers and students were not working toward the same ends. If this were the case, there would seem to be a need within the school for an examination and clarification of goals so that teachers and students may work toward an agreement regarding the tasks of the school.

If teachers and students can clearly define common goals for the school, then the other findings would need to be examined in the light of such goals. For example, teachers' and students' scores for

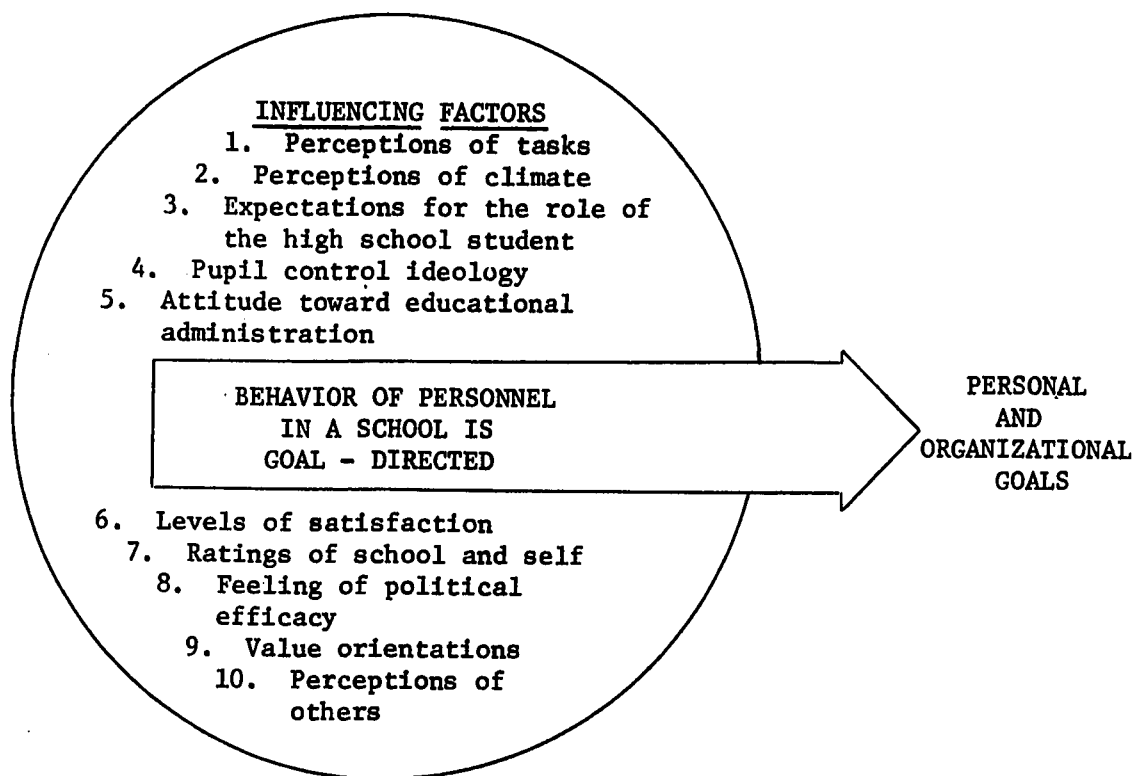


Figure 5.1. Factors influencing the behavior of personnel.

pupil control ideology were near the middle of the scale for both groups of the Innovative School and were slightly nearer the Humanistic end of the continuum. The personnel of the school need to seek an answer to the question, "Does a Humanistic orientation assist or inhibit the behavior of personnel in their attempts to reach specified objectives?" The findings indicated that the teachers of the Innovative School tended to perceive a greater degree of Disengagement, Hindrance, Intimacy, Aloofness, and Production Emphasis than they perceived for Esprit, Thrust and Consideration. Based on this, the personnel of the Innovative School need to seek an answer to the question, "Does this profile of organizational climate tend to assist or inhibit behavior

that is directed toward the goals of this school?" The findings indicated differences between the expectations of teachers and between the expectations of students of the two schools for the role of the high school student. Based on this, the personnel of the Innovative School need to seek an answer to the question, "Are the noted differences attributable to the fact that the one school is innovative?" Similarly, the other findings regarding the profile of the Innovative School itself and regarding the comparison of the two schools need to be evaluated in this manner by the personnel of the school.

The findings of this study revealed a profile of the Innovative School and the Companion School at only one point in time. A follow-up study of the Innovative School would show whether or not the profile is changing and if it is changing, the direction of the change. Such findings would provide the personnel of the Innovative School with even more feedback information that they could use to evaluate the behavioral aspects of their school.

Suggestions for Further Research

(1) Research could be conducted in order to develop other instruments that would examine other behavioral aspects of the school. With the present emphasis on individualized instruction and provision for the individual needs of students, a very useful instrument would be one that could be used to determine the beliefs of persons regarding the important needs of students. Provision for individual needs seems unlikely unless the needs can be specified.

(2) Research could be conducted to examine the cause and effect relationship between the behavioral differences noted for the popula-

tions of this study and the general demographic, descriptive, and personal characteristics of the populations.

(3) A follow-up study could be conducted to determine whether or not changes occur in the Innovative School.

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APPENDIX A

STAFF DATA SERIES

STAFF DATA SERIES

IMPORTANT

1. All replies will be held in strict confidence.
2. Your I.D. number is necessary to allow matching of your responses at different times to measure change. It also eliminates the need for questions each time about age, experience, etc.

General Instructions:

1. Work at fairly high speed.
2. Complete each part in order as you come to it.
3. Please answer each item. Most items require only one answer.
4. Instructions for each part differ, please read them carefully.

Your cooperation is both necessary and valuable.

THANK YOU

- ___10. How do you rate the present interaction patterns among staff members in your school?
- | | |
|---------------------|-------------------------|
| (1) Excellent | (2) Very Good |
| (3) Good | (4) Somewhat Inadequate |
| (5) Very Inadequate | |
- ___11. How do you rate present interaction patterns among staff and students in your school?
- | | |
|---------------------|-------------------------|
| (1) Excellent | (2) Very Good |
| (3) Good | (4) Somewhat Inadequate |
| (5) Very Inadequate | |
- ___12. How do you rate the manner your time is spent in your school (how appropriate is it in terms of the goals to be achieved)?
- | | |
|---------------------|-------------------------|
| (1) Excellent | (2) Very Good |
| (3) Good | (4) Somewhat Inadequate |
| (5) Very Inadequate | |
- ___13. Compared to other schools known to you, how good a job do you judge your school does in educating the students who come to it?
- | | |
|----------------------------|----------------------------|
| (1) Outstanding | (2) Very Good |
| (3) Slightly Above Average | (4) Slightly Below Average |
| (5) Poor | (6) Very Poor |
- ___14. How well satisfied are you with all aspects of your teaching situation in your present school? (Check one)
- | | |
|---------------------------|---------------------------|
| (1) Enthusiastic | (2) Satisfied |
| (3) Fairly Well Satisfied | (4) Somewhat Dissatisfied |
| (5) Dissatisfied | (6) Very Dissatisfied |

PART II

The purpose of this questionnaire is to discover what you think the role of the HIGH SCHOOL STUDENT ought to be.

For each of the statements in the following three pages indicate how you feel -- that is, what you think ought to be.

Respond by circling the number which corresponds to the best answer.

Example:

The HIGH SCHOOL STUDENT ought to have the freedom to wear the hair style of his choice

1 2 3 4 (5) 6 7

If you have circled the number 5, you have indicated that you disagree somewhat with the statement

- KEY: 1. agree very strongly
 2. agree strongly
 3. agree somewhat
 4. undecided
 5. disagree somewhat
 6. disagree strongly
 7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought.

- | | |
|---|---------------|
| 15. to attend all classes regularly | 1 2 3 4 5 6 7 |
| 16. to spend substantial time studying course materials | 1 2 3 4 5 6 7 |
| 17. to conform to rules and regulations governing dress | 1 2 3 4 5 6 7 |
| 18. to try to get good marks | 1 2 3 4 5 6 7 |
| 19. to feel free to challenge an instructor's statements | 1 2 3 4 5 6 7 |
| 20. to expect to be disciplined by his peer group | 1 2 3 4 5 6 7 |
| 21. to have freedom to experiment with LSD or other drugs | 1 2 3 4 5 6 7 |

- KEY: 1. agree very strongly
 2. agree strongly
 3. agree somewhat
 4. undecided
 5. disagree somewhat
 6. disagree strongly
 7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 22. to participate in the evaluation of the effectiveness of staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. to be inquisitive | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. to feel free to criticize a specific instructional policy at home with his family | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. to feel free to criticize a specific instructional policy when with his student group | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. to have representation at board meetings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. to have freedom of choice of courses he wishes to study | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. to have freedom of expression in the student paper | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. to try to be accepted by the staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. to be represented in setting up rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. to take detailed notes in class | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. to feel free to boycott classes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. to feel free to challenge existing values | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. to participate in planning the content of a course | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. to be represented in the selection of staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. to try to be accepted by his peer group | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- KEY: 1. agree very strongly
 2. agree strongly
 3. agree somewhat
 4. undecided
 5. disagree somewhat
 6. disagree strongly
 7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 37. to take an active part in student activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. to evade institutional rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. to be open-minded | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. to conform to rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. to memorize facts | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. to be an example to other students | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. to be hard-working | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. to feel free to challenge a staff member's interpretation of a rule | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. to be well-mannered | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. to feel free to question an instructor's evaluation of his performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. to have freedom to move in buildings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. to have a voice in determining the methods used in assessing performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. to be politically involved | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. to be well groomed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. to have representation at staff meetings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. to demonstrate on issues | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. to observe only minimal compliance with rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- KEY: 1. agree very strongly
 2. agree strongly
 3. agree somewhat
 4. undecided
 5. disagree somewhat
 6. disagree strongly
 7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought:

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 54. to feel free to call staff members by their first names | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 55. to try to get along with his instructors | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 56. to cooperate with the administration | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 57. to address his instructors with respect | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 58. to feel free to criticize a specific institutional policy openly | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 59. to be represented in planning the calendar of activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 60. to be allowed to make use of the laboratory for individual science projects | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 61. to be allowed to make use of the school library for study after hours | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62. to be allowed to hold informal seminars on critical issues | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63. to participate in extra-curricular activities with staff members | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64. to be represented in decisions regarding the expulsion of students | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65. to be allowed to complete his courses in less than the allotted time | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66. to be prepared to suffer disciplinary consequences resulting from his actions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

PART III

O.C.D.Q.

Developed by

A. W. HALPIN and D. B. CROFT

Following is a list of items that are used to describe the organizational climate or the "personality" of your school. The items describe typical behaviors or conditions that occur within a school. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior but read each item carefully and respond in terms of how well the statement describes your school.

It is important that your answer be "independent," so please do not discuss your answers with other teachers. There is no time limit. Please be frank in your response with the assurance that individual responses are strictly confidential.

DIRECTIONS:

- a. READ each item carefully.
 - b. THINK about how well the statement describes your school.
 - c. DECIDE whether the behavior or condition described in the item occurs rarely, sometimes, often, or very frequently in your school.
 - d. DRAW a CIRCLE around one of the four letters following the item to show the answer you have selected:
 1. very frequently occurs
 2. often occurs
 3. sometimes occurs
 4. rarely occurs
 - e. Please respond to EVERY item.
-
- | | |
|---|---------|
| 67. Teachers' closest friends are other faculty members at this school | 1 2 3 4 |
| 68. The mannerisms of teachers at this school are annoying | 1 2 3 4 |
| 69. Teachers spend time after school with students who have individual problems | 1 2 3 4 |

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

Please respond to EVERY item.

- | | | | | |
|--|---|---|---|---|
| 70. Instructions for the operation of teaching aids are available | 1 | 2 | 3 | 4 |
| 71. Teachers invite other faculty members to visit them at home | 1 | 2 | 3 | 4 |
| 72. There is a minority group of teachers who always oppose the majority | 1 | 2 | 3 | 4 |
| 73. Extra books are available for classroom use | 1 | 2 | 3 | 4 |
| 74. Sufficient time is given to prepare administrative reports | 1 | 2 | 3 | 4 |
| 75. Teachers know the family background of other faculty members | 1 | 2 | 3 | 4 |
| 76. Teachers exert group pressure on non-conforming faculty members | 1 | 2 | 3 | 4 |
| 77. In faculty meetings, there is the feeling of "lets get things done" | 1 | 2 | 3 | 4 |
| 78. Administrative paper work is burdensome at this school | 1 | 2 | 3 | 4 |
| 79. Teachers talk about their personal life to other faculty members | 1 | 2 | 3 | 4 |
| 80. Teachers seek special favours from the principal | 1 | 2 | 3 | 4 |
| 81. School supplies are readily available for use in classwork | 1 | 2 | 3 | 4 |
| 82. Student progress reports require too much work | 1 | 2 | 3 | 4 |
| 83. Teachers have fun socializing together during school time | 1 | 2 | 3 | 4 |
| 84. Teachers interrupt other faculty members who are talking in staff meetings | 1 | 2 | 3 | 4 |
| 85. Most of the teachers here accept the faults of their colleagues | 1 | 2 | 3 | 4 |

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

Please respond to EVERY item.

- | | | | | |
|---|---|---|---|---|
| 86. Teachers have too many committee requirements | 1 | 2 | 3 | 4 |
| 87. There is considerable laughter when teachers gather informally | 1 | 2 | 3 | 4 |
| 88. Teachers ask nonsensical questions in faculty meetings | 1 | 2 | 3 | 4 |
| 89. Custodial service is available when needed | 1 | 2 | 3 | 4 |
| 90. Routine duties interfere with the job of teaching | 1 | 2 | 3 | 4 |
| 91. Teachers prepare administrative reports by themselves | 1 | 2 | 3 | 4 |
| 92. Teachers ramble when they talk at faculty meetings | 1 | 2 | 3 | 4 |
| 93. Teachers at this school show much school spirit | 1 | 2 | 3 | 4 |
| 94. The principal goes out of his way to help teachers | 1 | 2 | 3 | 4 |
| 95. The principal helps teachers solve personal problems | 1 | 2 | 3 | 4 |
| 96. Teachers at this school stay by themselves | 1 | 2 | 3 | 4 |
| 97. The teachers accomplish their work with great vim, vigor and pleasure | 1 | 2 | 3 | 4 |
| 98. The principal sets an example by working hard himself | 1 | 2 | 3 | 4 |
| 99. The principal does personal favours for teachers | 1 | 2 | 3 | 4 |
| 100. Teachers eat lunch by themselves in their own classrooms | 1 | 2 | 3 | 4 |
| 101. The morale of the teachers is high | 1 | 2 | 3 | 4 |
| 102. The principal uses constructive criticism | 1 | 2 | 3 | 4 |
| 103. The principal stays after school to help teachers finish their work | 1 | 2 | 3 | 4 |

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

Please respond to EVERY item.

- | | | | | | |
|------|---|---|---|---|---|
| 104. | Teachers socialize together in small select groups | 1 | 2 | 3 | 4 |
| 105. | The principal makes all class-scheduling decisions | 1 | 2 | 3 | 4 |
| 106. | Teachers are contacted by the principal each day | 1 | 2 | 3 | 4 |
| 107. | The principal is well prepared when he speaks at school functions | 1 | 2 | 3 | 4 |
| 108. | The principal helps staff members settle minor differences | 1 | 2 | 3 | 4 |
| 109. | The principal schedules the work for the teachers | 1 | 2 | 3 | 4 |
| 110. | Teachers leave the grounds during the school day | 1 | 2 | 3 | 4 |
| 111. | Teachers help select which courses will be taught | 1 | 2 | 3 | 4 |
| 112. | The principal corrects teachers' mistakes | 1 | 2 | 3 | 4 |
| 113. | The principal talks a great deal | 1 | 2 | 3 | 4 |
| 114. | The principal explains his reasons for criticism to teachers | 1 | 2 | 3 | 4 |
| 115. | The principal tries to get better salaries for teachers | 1 | 2 | 3 | 4 |
| 116. | Extra duty for teachers is posted conspicuously | 1 | 2 | 3 | 4 |
| 117. | The rules set by the principal are never questioned | 1 | 2 | 3 | 4 |
| 118. | The principal looks out for the personal welfare of teachers | 1 | 2 | 3 | 4 |
| 119. | School secretarial service is available for teachers' use | 1 | 2 | 3 | 4 |
| 120. | The principal runs the faculty meeting like a business conference | 1 | 2 | 3 | 4 |
| 121. | The principal is in the building before teachers arrive | 1 | 2 | 3 | 4 |

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

Please respond to EVERY item.

- | | | | | |
|--|---|---|---|---|
| 122. Teachers work together preparing administrative reports | 1 | 2 | 3 | 4 |
| 123. Faculty meetings are organized according to a tight agenda | 1 | 2 | 3 | 4 |
| 124. Faculty meetings are mainly principal-report meetings | 1 | 2 | 3 | 4 |
| 125. The principal tells teachers of new ideas he has run across | 1 | 2 | 3 | 4 |
| 126. Teachers talk about leaving the school system | 1 | 2 | 3 | 4 |
| 127. The principal checks the subject-matter ability of teachers | 1 | 2 | 3 | 4 |
| 128. The principal is easy to understand | 1 | 2 | 3 | 4 |
| 129. Teachers are informed of the results of a supervisor's visit | 1 | 2 | 3 | 4 |
| 130. The principal insures that teachers work to their full capacity | 1 | 2 | 3 | 4 |

PART IV

Rate your degree of satisfaction with teaching in your school by using this scale. Circle the selected number.

1. highly satisfied
2. quite satisfied
3. slightly satisfied
4. slightly dissatisfied
5. quite dissatisfied
6. highly dissatisfied

131. Physical facilities such as buildings and equipment	1	2	3	4	5	6
132. Number of periods taught or supervised	1	2	3	4	5	6
133. Relations with principals, supervisors and inspectors	1	2	3	4	5	6
134. Relations with other staff members	1	2	3	4	5	6
135. Size of classes	1	2	3	4	5	6
136. Time spend in non-teaching duties	1	2	3	4	5	6
137. Adequacy of two-way communications with employing authority or its representatives	1	2	3	4	5	6
138. Relations with pupils	1	2	3	4	5	6
139. Freedom to select lesson content and methods	1	2	3	4	5	6
140. Involvement in formation of school policies and rules	1	2	3	4	5	6

PART V

INSTRUCTIONS

Following are a number of statements about teaching. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements. You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
141. It is desirable to require pupils to sit in assigned seats during assemblies	1	2	3	4	5
142. Pupils are usually not capable of solving their problems through logical reasoning	1	2	3	4	5
143. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique	1	2	3	4	5
144. Beginning teachers are not likely to maintain strict enough control over their pupils	1	2	3	4	5
145. Teachers should consider revisions of their teaching methods if these are criticized by their pupils	1	2	3	4	5
146. The best principals give unquestioning support to teachers in disciplining pupils	1	2	3	4	5
147. Pupils should not be permitted to contradict the statements of a teacher in class	1	2	3	4	5
148. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
149. Too much pupil time is spent on guidance and activities and too little on academic preparation	1	2	3	4	5
150. Being friendly with pupils often leads them to become too familiar	1	2	3	4	5
151. It is more important for pupils to learn to obey rules than that they make their own decisions	1	2	3	4	5
152. Student governments are a good "safety value" but should not have much influence on school policy	1	2	3	4	5
153. Pupils can be trusted to work together without supervisors	1	2	3	4	5
154. If a pupil uses obscene or profane language in school, it must be considered a moral offense	1	2	3	4	5
155. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused	1	2	3	4	5
156. A few pupils are just young hoodlums and should be treated accordingly	1	2	3	4	5
157. It is often necessary to remind pupils that their status in school differs from that of teachers	1	2	3	4	5
158. A pupil who destroys school material or property should be severely punished	1	2	3	4	5
159. Pupils cannot perceive the difference between democracy and anarchy in the classroom	1	2	3	4	5
160. Pupils often misbehave in order to make the teacher look bad	1	2	3	4	5

PART VI

INSTRUCTIONS

The purpose of this instrument is to measure attitude toward the concept EDUCATIONAL ADMINISTRATION. In answering, please make your judgments on the basis of what this concept means to you.

Here is how to use these scales:

1. If you feel that this concept is very closely related to one end of the scale, you should place your checkmark as follows:

fair X : _____ : _____ : _____ : _____ : _____ : _____ unfair

or

fair _____ : _____ : _____ : _____ : _____ : _____ : X unfair

2. If you feel that this concept is quite closely related to one end of the scale (but not extremely), you should place your checkmark as follows:

strong _____ : X : _____ : _____ : _____ : _____ : _____ weak

or

strong _____ : _____ : _____ : _____ : _____ : X : _____ weak

3. If this concept seems only slightly related to one side as opposed to the other side (but not really neutral), then you should check as follows:

active _____ : _____ : X : _____ : _____ : _____ : _____ passive

or

active _____ : _____ : _____ : _____ : X : _____ : _____ passive

4. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your checkmark in the middle space.

safe _____ : _____ : _____ : X : _____ : _____ : _____ dangerous

WORK FAIRLY QUICKLY

EDUCATIONAL ADMINISTRATION

161. bad _____ : _____ : _____ : _____ : _____ : _____ : _____ good
162. active _____ : _____ : _____ : _____ : _____ : _____ : _____ sluggish
163. broad _____ : _____ : _____ : _____ : _____ : _____ : _____ narrow
164. contemptible _____ : _____ : _____ : _____ : _____ : _____ : _____ admirable
165. wasteful _____ : _____ : _____ : _____ : _____ : _____ : _____ thrifty
166. courteous _____ : _____ : _____ : _____ : _____ : _____ : _____ unmannerly
167. distinguished _____ : _____ : _____ : _____ : _____ : _____ : _____ ordinary
168. reasonable _____ : _____ : _____ : _____ : _____ : _____ : _____ ridiculous
169. eager _____ : _____ : _____ : _____ : _____ : _____ : _____ apathetic
170. fair _____ : _____ : _____ : _____ : _____ : _____ : _____ unfair
171. flexible _____ : _____ : _____ : _____ : _____ : _____ : _____ rigid
172. formidable _____ : _____ : _____ : _____ : _____ : _____ : _____ weak
173. ignorant _____ : _____ : _____ : _____ : _____ : _____ : _____ educated
174. vigorous _____ : _____ : _____ : _____ : _____ : _____ : _____ lethargic
175. strong _____ : _____ : _____ : _____ : _____ : _____ : _____ weak
176. annoying _____ : _____ : _____ : _____ : _____ : _____ : _____ pleasing
177. pertinent _____ : _____ : _____ : _____ : _____ : _____ : _____ unrelated
178. forceful _____ : _____ : _____ : _____ : _____ : _____ : _____ wavering
179. vague _____ : _____ : _____ : _____ : _____ : _____ : _____ clear
180. righteous _____ : _____ : _____ : _____ : _____ : _____ : _____ corrupt

PART VII

181. Listed below are sixteen tasks often suggested for high school education programs. Choose the THREE tasks that you think are the most important. Rank these in order of importance using 1, 2, 3 with 1 representing the most important.

A high school educational program should help develop in students:

- ___ (1) a fund of information
- ___ (2) efficient use of the 3 R's (reading, writing, arithmetic)
- ___ (3) effective problem-solving habits
- ___ (4) an inquiring mind
- ___ (5) ability to work harmoniously with others
- ___ (6) civic responsibility
- ___ (7) loyalty to country
- ___ (8) knowledge of world affairs
- ___ (9) a hygienic well-developed body
- ___ (10) emotional stability
- ___ (11) a sense of right and wrong
- ___ (12) enjoyment of the finer things
- ___ (13) a basis for wise occupational choice
- ___ (14) specialized job training
- ___ (15) homemaking and handyman skills
- ___ (16) wise management of personal finance

_____182. With which programs are you primarily involved (write in
the number of the best answer in the blank at the
left):

- (1) matriculation
- (2) general
- (3) vocational or technical
- (4) business
- (5) industrial arts
- (6) involved with more than one
- (7) does not apply to my job

THANK YOU FOR YOUR COOPERATION. PLEASE
BE SURE THIS FORM IS RETURNED TO THE
RESEARCHERS.

APPENDIX B

STUDENT DATA SERIES

SET I AND SET II

STUDENT DATA SERIES

Set I

IMPORTANT

Individual replies are held in strict confidence. An I.D. number is necessary to allow your responses at different times in the year to be matched and totalled.

General Instructions:

1. Work at fairly high speed.
2. Complete each part in order as you come to it.
3. Please answer each item. Most items require only one answer.
4. Instructions for some parts differ, please read them carefully.
5. Please do not mark on this questionnaire, use the answer sheet for Set I.

Your sincere cooperation is very valuable. This information can affect decisions concerning changes in the operation of your school.

THANK YOU

Please note the space labelled Name at the top of the answer sheet. In this space write only the first two letters of your last name and the day and month of your birthday. For example: SM 7, January.

Thank you.

Now read the instructions for Part I following:

PART I

Listed below are sixteen tasks often suggested for high school educational programs.

- (a) First, choose the task that you think is the most important. On the answer sheet mark number one for the number of the task you choose.

A high school educational program should help develop in students:

1. a fund of information
2. efficient use of the 3 R's (reading, writing, arithmetic)
3. effective problem-solving habits
4. an inquiring mind
5. ability to work harmoniously with others
6. civic responsibility
7. loyalty to country
8. knowledge of world affairs
9. a hygienic well-developed body
10. emotional stability
11. a sense of right and wrong
12. enjoyment of the finer things
13. a basis for wise occupational choice
14. specialized job training
15. homemaking and handyman skills
16. wise management of personal finance

- (b) Now, choose the second most important task. Mark the correct response on the answer sheet.
- (c) Finally, choose the third most important task. Mark the correct response on the answer sheet.
- (d) Move on to question 17.

PART II

Choose the number of the best answer to each of the following and mark the correct response on the answer sheet.

17. Which of the following would best describe your rating of your own performance in your school work?
- (1) Much Above Average
 - (2) Above Average
 - (3) Average
 - (4) Somewhat Below Average
 - (5) Definitely Below Average
18. In your opinion, what do the teachers in your school consider your performance to be?
- (1) Much Above Average
 - (2) Above Average
 - (3) Average
 - (4) Somewhat Below Average
 - (5) Definitely Below Average
19. In comparison to your capacity, to what degree do you think you are achieving?
- (1) Much Above Average
 - (2) Above Average
 - (3) Average
 - (4) Somewhat Below Average
 - (5) Definitely Below Average
20. In which school were you last year?
- (1) This School
 - (2) A Different School in the
Edmonton Public System
 - (3) A School outside the Edmonton
Public System
 - (4) Not in School Last Year
21. Next year you plan to
- (1) Continue in Public School
 - (2) Go to University
 - (3) Go to a College or Junior College
 - (4) Go to a Technical/Vocational School
 - (5) Other

22. How do your parents view your present school?

- (1) Very Favourably
- (2) Somewhat Favourably
- (3) Neutral
- (4) Somewhat Unfavourably
- (5) Quite Unfavourably

23. How comfortable do you feel about approaching a teacher in your school to discuss a problem?

- (1) Very Comfortable
- (2) Reasonably Comfortable
- (3) Slightly Uncomfortable
- (4) Quite Uncomfortable
- (5) Very Uncomfortable

PART III

Continue to choose the best answer and mark the correct response on the answer sheet.

	Very Frequently Occurs	Often Occurs	Sometimes Occurs	Rarely Occurs
24. The mannerisms of students in this school are annoying.	1	2	3	4
25. There is a minority group of students who always oppose the majority.	1	2	3	4
26. Students exert group pressure on non-conforming class members.	1	2	3	4
27. Students seek special favors in the school.	1	2	3	4
28. Students interrupt other class members who are answering in class.	1	2	3	4
29. Students ask nonsensical questions in class.	1	2	3	4
30. Students ramble when they talk in class.	1	2	3	4
31. Students in this school keep to themselves.	1	2	3	4
32. Students talk about leaving the school.	1	2	3	4
33. Students socialize together in small select groups.	1	2	3	4
34. Routine duties interfere with the job of learning.	1	2	3	4
35. Students have too many course requirements.	1	2	3	4
36. Assignments require too much work.	1	2	3	4
37. Rules are burdensome at this school	1	2	3	4
38. Sufficient time is given to prepare assignments.	1	2	3	4
39. Instructions for the operation of such study aids as projectors, tape-recorders, etc., are available.	1	2	3	4
40. <u>The morale</u> of the students is high.	1	2	3	4
41. Students accomplish their work with great vim, vigor and pleasure.	1	2	3	4
42. Students at this school show much team spirit.	1	2	3	4
43. Janitors and caretakers provide service when needed.	1	2	3	4

	Very Frequently Occurs	Often Occurs	Sometimes Occurs	Rarely Occurs
44. Most of the students have accepted the faults of their fellow students.	1	2	3	4
45. School supplies are readily available for use in classwork.	1	2	3	4
46. There is considerable laughter when students gather socially.	1	2	3	4
47. In class there is a feeling of "let's get things done."	1	2	3	4
48. Extra books are available in the classrooms for student use.	1	2	3	4
49. Students spend their free time helping fellow students with individual problems.	1	2	3	4
50. Students' closest friends are other class members at this school.	1	2	3	4
51. Students invite other class members to visit them at home.	1	2	3	4
52. Students know the family background of other class members.	1	2	3	4
53. Students talk about their personal life to other class members.	1	2	3	4
54. Students have fun socializing together during school time.	1	2	3	4
55. Students work together preparing class assignments.	1	2	3	4
56. Students prefer to prepare class assignments by themselves.	1	2	3	4
57. Class meetings are organized according to a tight agenda.	1	2	3	4
58. Regular classroom sessions are teacher-dominated.	1	2	3	4
59. The teacher runs the classroom sessions like a business conference.	1	2	3	4
60. Students leave the grounds during the school day.	1	2	3	4
61. Students eat lunch by themselves.	1	2	3	4
62. School rules are never questioned.	1	2	3	4
63. Students are deliberately contacted by the teacher each day.	1	2	3	4

	Very Frequently Occurs	Often Occurs	Sometimes Occurs	Rarely Occurs
64. Some type of secretarial service is available for student use.	1	2	3	4
65. Students are informed of the results of the principal's visit.	1	2	3	4
66. The teacher makes all lesson-scheduling decisions.	1	2	3	4
67. The teacher schedules the work for the student.	1	2	3	4
68. The teacher harps on the subject matter ability of students.	1	2	3	4
69. The teacher harps on students' mistakes.	1	2	3	4
70. The teacher demands that students work to their full capacity.	1	2	3	4
71. Extra assignments for students are clearly stated.	1	2	3	4
72. The teacher talks a great deal.	1	2	3	4
73. The teacher goes out of his way to help students.	1	2	3	4
74. The teacher sets an example by working hard himself.	1	2	3	4
75. The teacher uses constructive criticism.	1	2	3	4
76. The teacher is well prepared for lessons.	1	2	3	4
77. The teacher explains his reasons for criticism to students	1	2	3	4
78. The teacher looks out for the personal welfare of students.	1	2	3	4
79. The teacher is in the classroom before the students arrive.	1	2	3	4
80. The teacher tells students of new ideas he has run across.	1	2	3	4
81. The teacher is easy to understand.	1	2	3	4
82. The teacher helps students solve personal problems.	1	2	3	4
83. The teacher does personal favors for students.	1	2	3	4

	Very Frequently Occurs	Often Occurs	Sometimes Occurs	Rarely Occurs
84. The teacher stays after school to help students finish their work.	1	2	3	4
85. The teacher helps students settle minor differences.	1	2	3	4
86. Students help select which courses will be taught.	1	2	3	4
87. The teacher tries to get more privileges for students.	1	2	3	4

PART IV

Choose the best answer and mark the correct response on the answer sheet.

88. Does your family own a car? 1. Yes 2. No
89. Does your family have a garage or
carport? 1. Yes 2. No
90. Did your father go to high school? 1. Yes 2. No
91. Did your mother go to high school? 1. Yes 2. No
92. Did your father go to university? 1. Yes 2. No
93. Did your mother go to university? 1. Yes 2. No
94. Is there a writing desk in your home? 1. Yes 2. No
95. Does your family have a hi-fi record
player? 1. Yes 2. No
96. Does your family own a piano? 1. Yes 2. No
97. Does your family get a daily newspaper? 1. Yes 2. No
98. Do you have your own room at home? 1. Yes 2. No
99. Does your family own its own home? 1. Yes 2. No
100. Is there an encyclopedia in your home? 1. Yes 2. No
101. Does your family have more than 100 hard
covered books? (e.g., 4 shelves
3 feet long)? 1. Yes 2. No
102. Did your parents borrow any books from
the library last year? 1. Yes 2. No
103. Does your family leave town each year for
a holiday? 1. Yes 2. No
104. Do you belong to any club where you have
to pay fees? 1. Yes 2. No
105. Does your mother belong to any clubs or
organizations such as study, church,
art, or social clubs? 1. Yes 2. No

106. Does your family own a color TV set?..... 1. Yes 2. No
107. Have you ever had lessons in music,
dancing, art, swimming, etc., outside
of school? 1. Yes 2. No

PART V

Directions:

1. Read each item carefully, beginning each with "I ought to."
2. Think about how well the statement agrees with your own feeling.
3. Mark the number of the best answer on the answer sheet.

		I AGREE:				
<u>I OUGHT TO:</u>		Very Strongly	Strongly	Moderately	Somewhat	Not Much
108.	plan carefully for future opportunities	1	2	3	4	5
109.	feel that present happiness is most important	1	2	3	4	5
110.	be careful not to offend others	1	2	3	4	5
111.	put in long hours of work each day	1	2	3	4	5
112.	have firm convictions about educational matters	1	2	3	4	5
113.	attain a higher position than my father attained	1	2	3	4	5
114.	consider carefully the feelings of others	1	2	3	4	5
115.	save money carefully	1	2	3	4	5
116.	make my own decisions in most matters	1	2	3	4	5
117.	choose a job where I can work with many interesting people	1	2	3	4	5
118.	strive for peace with everyone	1	2	3	4	5
119.	have firm ideas about politics	1	2	3	4	5

I AGREE:

<u>I OUGHT TO:</u>		Very Strongly	Strongly	Moderately	Somewhat	Not Much
120.	try to do things better than others	1	2	3	4	5
121.	make as many friends as possible	1	2	3	4	5
122.	spend less and save more	1	2	3	4	5
123.	resist strict discipline in school	1	2	3	4	5
124.	be very ambitions	1	2	3	4	5
125.	feel that the group should decide what kind of behavior it will approve	1	2	3	4	5
126.	feel that present sacrifice may be important for future gains	1	2	3	4	5
127.	get a well paying job	1	2	3	4	5
128.	wear clothes similar to those of my friends	1	2	3	4	5
129.	feel children should obey their parents	1	2	3	4	5
130.	do things which permit me to have fun and be happy	1	2	3	4	5
131.	be very sociable	1	2	3	4	5
132.	accept strict discipline in the home	1	2	3	4	5
133.	try to avoid making same mistake twice	1	2	3	4	5
134.	get a job which has status	1	2	3	4	5
135.	feel that work comes before pleasure	1	2	3	4	5
136.	plan and save for the future	1	2	3	4	5

I AGREE:

<u>I OUGHT TO:</u>	Very Strongly	Strongly	Moderately	Somewhat	Not Much
137. feel present happiness is most important thing in life	1	2	3	4	5
138. spend as much time as I can working independently	1	2	3	4	5
139. feel that old-fashioned discipline is needed today	1	2	3	4	5
140. stand by my convictions	1	2	3	4	5
141. strive to be an expert at something	1	2	3	4	5
142. have fun attending parties and being with people	1	2	3	4	5
143. get as much pleasure out of life now as possible	1	2	3	4	5
144. feel that it is right to be very ambitious	1	2	3	4	5

PART VI

Choose the best answer and mark the correct response on the answer sheet.

145. Have you found any teacher in school who is very helpful to you?
- (1) Yes
 - (2) No
146. State your sex.
- (1) Boy
 - (2) Girl
147. In which school grade are you?
- (1) Nine
 - (2) Ten
 - (3) Eleven
 - (4) Twelve
 - (5) Thirteen
148. How old are you?
- (1) 14 or younger
 - (2) 15
 - (3) 16
 - (4) 17
 - (5) 18 or over
149. In how many extra-curricular activities do you participate in school at the present time?
- (1) None
 - (2) One
 - (3) Two
 - (4) Three
 - (5) Four or more
150. In how many organized activities do you participate outside of school? (e.g., music lessons, swimming instruction, hockey, etc.)
- (1) None
 - (2) One
 - (3) Two
 - (4) Three
 - (5) Four or more

151. What is the highest level of education you expect to have actually attained ten years from now?

- (1) Not finished high school
- (2) High School graduate or Technical Institute graduate
- (3) Some University, e.g., Teaching Certificate, Reg. Nurse, etc.
- (4) University degree, e.g., B.A., B.Ed., B.Sc., R.N.
- (5) Professional Degree, e.g., Doctor, Lawyer, Ph.D.

152. Which one of these things would be hardest for you to take?

- (1) Parents' disapproval
- (2) Teachers' disapproval
- (3) Breaking with friend

153. If you could be remembered here at school for one of the things below, which one would you want it to be?

- (1) Outstanding student
- (2) Athletic star
- (3) Most Popular

154. Which item below fits your parents most accurately?

- (1) They understand problems of teenagers and assist them
- (2) They are not interested in teenagers
- (3) They seem willing to help but don't understand problems of teenagers

155. Which item below fits most of the teachers at your school?

- (1) They understand problems of teenagers and assist them
- (2) They are not interested in teenagers
- (3) They seem willing to help but don't understand problems of teenagers

156. What course are you taking now?

- (1) Matriculation (university entrance)
- (2) General
- (3) Industrial Arts
- (4) Business
- (5) Technical or Vocational

PART VII

Following are a number of statements about teaching. Our purpose is to gather information regarding your actual attitudes concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Choose the best answer and mark the correct response on the answer sheet.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
157. It is desirable to require pupils to sit in assigned seats during assemblies.	1	2	3	4	5
158. Pupils are usually not capable of solving their problems through logical reasoning.	1	2	3	4	5
159. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	1	2	3	4	5
160. Beginning teachers are not likely to maintain strict enough control over their pupils.	1	2	3	4	5
161. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	1	2	3	4	5
162. The best principals give unquestioning support to teachers in discipling pupils.	1	2	3	4	5
163. Pupils should not be permitted to contradict the statements of a teacher in class.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
164. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	1	2	3	4	5
165. Too much pupil time is spent on guidance and activities and too little on academic preparation.	1	2	3	4	5
166. Being friendly with pupils often leads them to become too familiar.	1	2	3	4	5
167. It is more important for pupils to learn to obey rules than that they make their own decisions.	1	2	3	4	5
168. Student governments are a good "safety valve" but should not have much influence on school policy.	1	2	3	4	5
169. Pupils can be trusted to work together without supervision.	1	2	3	4	5
170. If a pupil uses obscene or profane language in school, it must be considered a moral offense	1	2	3	4	5
171. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	1	2	3	4	5
172. A few pupils are just young hoodlums and should be treated accordingly.	1	2	3	4	5
173. It is often necessary to remind pupils that their status in school differs from that of teachers.	1	2	3	4	5
174. A pupil who destroys school material or property should be severely punished.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
175. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	1	2	3	4	5
176. Pupils often misbehave in order to make the teacher look bad.	1	2	3	4	5

This concludes Set I. Thank you for your cooperation. Please return the questionnaire and the answer sheet to the teacher in charge.

STUDENT DATA SERIES

Set II

IMPORTANT

Individual replies are held in strict confidence. An I.D. number is necessary to allow your responses at different times in the year to be matched and totalled.

General Instructions:

1. Work at fairly high speed
2. Complete each part in order as you come to it.
3. Please answer each item. Most items require only one answer.
4. Instructions for some parts differ, please read them carefully.
5. Please do not mark this questionnaire, use the answer sheet for Set II.

Your sincere cooperation is very valuable. This information can affect decisions concerning changes in your school.

THANK YOU

INSTRUCTIONS

Please note the space labelled Name at the top of the answer sheet. In this space write only the first two letters of your last name and the day and month of your birthday. For example: SM 7, January.

Thank you.

PART I

The purpose of this instrument is to measure your attitude toward the concept EDUCATIONAL ADMINISTRATION. In answering, please make your judgments on the basis of what this concept means to you.

Here is how to use these scales:

1. If you feel that this concept is very closely related to one end of the scale, you should select either 1 or 7: (Be sure to mark on the answer sheet not the questionnaire.

fair 1 2 3 4 5 6 7 unfair

or

fair 1 2 3 4 5 6 7 unfair

2. If you feel that this concept is quite closely related to one end of the scale (but not extremely), you should select either 2 or 6:

strong 1 2 3 4 5 6 7 weak

or

strong 1 2 3 4 5 6 7 weak

3. If this concept seems only slightly related to one side as opposed to the other side (but not really neutral), then you should choose either 3 or 5:

active 1 2 3 4 5 6 7 passive

or

active 1 2 3 4 5 6 7 passive

The direction toward which you check, or course, depends upon which of the two ends of the scale seem most characteristic of the concept you're judging.

4. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should select the middle response:

safe 1 2 3 4 5 6 7 dangerous

WORK FAIRLY RAPIDLY

EDUCATIONAL ADMINISTRATION

1.	bad	1	2	3	4	5	6	7	good
2.	active	1	2	3	4	5	6	7	sluggish
3.	broad	1	2	3	4	5	6	7	narrow
4.	contemptible	1	2	3	4	5	6	7	admirable
5.	wasteful	1	2	3	4	5	6	7	thrifty
6.	courteous	1	2	3	4	5	6	7	unmannerly
7.	distinguished	1	2	3	4	5	6	7	ordinary
8.	reasonable	1	2	3	4	5	6	7	ridiculous
9.	eager	1	2	3	4	5	6	7	apathetic
10.	fair	1	2	3	4	5	6	7	unfair
11.	flexible	1	2	3	4	5	6	7	rigid
12.	formidable	1	2	3	4	5	6	7	weak
13.	ignorant	1	2	3	4	5	6	7	educated
14.	vigorous	1	2	3	4	5	6	7	lethargic
15.	strong	1	2	3	4	5	6	7	weak
16.	annoying	1	2	3	4	5	6	7	pleasing
17.	pertinent	1	2	3	4	5	6	7	unrelated
18.	forceful	1	2	3	4	5	6	7	wavering
19.	vague	1	2	3	4	5	6	7	clear
20.	righteous	1	2	3	4	5	6	7	corrupt

PART II

Choose the best answer and mark the correct space on the answer sheet.

	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat	Disagree Strongly
21. Voting is the only way that students like me can have any say about how the students' council runs things.	1	2	3	4	5	6
22. Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.	1	2	3	4	5	6
23. Students like me don't have any say about what the students' council does.	1	2	3	4	5	6
24. I don't think student council members care much what the students like me think.	1	2	3	4	5	6

PART III

The purpose of this questionnaire is to discover what you think the role of the HIGH SCHOOL STUDENT ought to be.

For each of the statements in the following three pages indicate how you feel--that is, what you think ought to be.

Respond by choosing the best answer and marking it on the answer sheet.

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly	Disagree Very Strongly
25. to attend all classes regularly.	1	2	3	4	5	6	7
26. to spend substantial time studying course materials.	1	2	3	4	5	6	7
27. to conform to rules and regulations governing dress.	1	2	3	4	5	6	7
28. to try to get good marks.	1	2	3	4	5	6	7
29. to feel free to challenge an instructor's statements.	1	2	3	4	5	6	7
30. to expect to be disciplined by his peer group.	1	2	3	4	5	6	7
31. to have freedom to experiment with LSD or other drugs.	1	2	3	4	5	6	7
32. to participate in the evaluation of the effectiveness of staff.	1	2	3	4	5	6	7
33. to be inquisitive.	1	2	3	4	5	6	7

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly	Disagree Very Strongly
34. to feel free to criticize a specific institutional policy at home with his family.	1	2	3	4	5	6	7
35. to feel free to criticize a specific institutional policy when with his student group.	1	2	3	4	5	6	7
36. to have representation at board meetings.	1	2	3	4	5	6	7
37. to have freedom of choice of courses he wishes to study	1	2	3	4	5	6	7
38. to have freedom of expression in the student paper.	1	2	3	4	5	6	7
39. to try to be accepted by the staff.	1	2	3	4	5	6	7
40. to be represented in setting up rules and regulations.	1	2	3	4	5	6	7
41. to take detailed notes in class.	1	2	3	4	5	6	7
42. to feel free to boycott classes.	1	2	3	4	5	6	7
43. to feel free to challenge existing values.	1	2	3	4	5	6	7
44. to participate in planning the content of a course.	1	2	3	4	5	6	7
45. to be represented in the selection of staff.	1	2	3	4	5	6	7
46. to try to be accepted by his peer group.	1	2	3	4	5	6	7

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly	Disagree Very Strongly
47. to take an active part in student activities.	1	2	3	4	5	6	7
48. to evade institutional rules and regulations.	1	2	3	4	5	6	7
49. to be open-minded.	1	2	3	4	5	6	7
50. to conform to rules and regulations.	1	2	3	4	5	6	7
51. to memorize facts.	1	2	3	4	5	6	7
52. to be an example to other students.	1	2	3	4	5	6	7
53. to be hard-working.	1	2	3	4	5	6	7
54. to feel free to challenge a staff member's interpretation of a rule.	1	2	3	4	5	6	7
55. to be well-mannered.	1	2	3	4	5	6	7
56. to feel free to question an instructor's evaluation of his performance.	1	2	3	4	5	6	7
57. to have freedom to move in buildings.	1	2	3	4	5	6	7
58. to have a voice in determining methods used in assessing his performance.	1	2	3	4	5	6	7
59. to be politically involved.	1	2	3	4	5	6	7
60. to be well-groomed.	1	2	3	4	5	6	7

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly	Disagree Very Strongly
61. to have representation at staff meetings.	1	2	3	4	5	6	7
62. to demonstrate on issues.	1	2	3	4	5	6	7
63. to observe only minimal compliance with rules and regulations.	1	2	3	4	5	6	7
64. to feel free to call staff members by their first names.	1	2	3	4	5	6	7
65. to try to get along with his instructors.	1	2	3	4	5	6	7
66. to cooperate with the administration.	1	2	3	4	5	6	7
67. to address his instructors with respect.	1	2	3	4	5	6	7
68. to feel free to criticize a specific institutional policy openly.	1	2	3	4	5	6	7
69. to be represented in planning the calendar of activities.	1	2	3	4	5	6	7
70. to be allowed to make use of the laboratory for individual science projects.	1	2	3	4	5	6	7
71. to be allowed to make use of the school library for study after hours.	1	2	3	4	5	6	7
72. to be allowed to hold informal seminars on critical issues.	1	2	3	4	5	6	7
73. to participate in extra-curricular activities with staff members.	1	2	3	4	5	6	7

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly	Disagree Very Strongly
74. to be represented in decisions regarding the expulsion of students.	1	2	3	4	5	6	7
75. to be allowed to complete his courses in less than the allotted time.	1	2	3	4	5	6	7
76. to be prepared to suffer disciplinary consequences resulting from his actions.	1	2	3	4	5	6	7

PART IV

Choose the answer that best describes your degree of satisfaction with each of the following and mark the correct response on the answer sheet:

	Highly Satisfied	Quite Satisfied	Slightly Satisfied	Slightly Dissatisfied	Quite Dissatisfied	Highly Dissatisfied
77. Relationships with the teachers you see most often.	1	2	3	4	5	6
78. Relationships with the principal and other administrators.	1	2	3	4	5	6
79. Relationships with other students in this school.	1	2	3	4	5	6
80. Relationships with counsellor(s).	1	2	3	4	5	6
81. Relationships with other teachers in this school.	1	2	3	4	5	6
82. The marks you have achieved.	1	2	3	4	5	6
83. The quality of your school work this year.	1	2	3	4	5	6

This concludes Set II. Thank you for your cooperation. Please return the questionnaire and the answer sheet to the teacher in charge.

APPENDIX C

CLASSIFICATION OF QUESTIONNAIRE ITEMS

FOR

STAFF DATA SERIES

AND

STUDENT DATA SERIES

APPENDIX C

CLASSIFICATION OF QUESTIONNAIRE ITEMS

STAFF DATA SERIES

Demographic and Descriptive Characteristics

Item

- 3 Age.
- 2 Sex.
- 4 Years of formal training beyond grade twelve?
- 5 Years of teaching and/or administrative experience
- 7 What best describes your position?
- 182 With which program are you primarily involved?
- 6 What proportion of your out-of-class time is spent directly helping individual students?

The Task of Public Education

Item

- 181 (1) A fund of information.
- (2) Efficient use of the 3 R's (reading, writing, arithmetic).
- (3) Effective problem-solving habits
- (4) An inquiring mind.....
- (5) Ability to work harmoniously with others.
- (6) Civic responsibility.
- (7) Loyalty to country.
- (8) Knowledge of world affairs.
- (9) A hygienic well-developed body.
- (10) Emotional stability.
- (11) A sense of right and wrong.
- (12) Enjoyment of the finer things.
- (13) A basis for wise occupational choice.
- (14) Specialized job training.
- (15) Homemaking and handyman skills.
- (16) Wise management of personal finance.

Organizational ClimateDisengagement

Item

- 68 The mannerisms of teachers in this school are annoying.

- 72 There is a minority group of teachers who always
oppose the majority.
- 76 Teachers exert group pressure on non-conforming
faculty members.
- 80 Teachers seek special favors from the principal.
- 84 Teachers interrupt other faculty members who are
talking in staff meetings.
- 88 Teachers ask nonsensical questions in staff meetings.
- 92 Teachers ramble when they talk in faculty meetings.
- 96 Teachers at this school stay by themselves.
- 104 Teachers socialize together in small select groups.
- 126 Teachers talk about leaving the school system.

Hindrance

Item

- 70* Instructions for the operation of teaching aids are
available
- 74* Sufficient time is given to prepare administrative reports.
- 78 Administrative paperwork is burdensome at this school.
- 82 Student progress reports require too much work.
- 86 Teachers have too many committee requirements.
- 90 Routine duties interfere with the job of teaching.

Esprit

Item

- 69 Teachers spend time after school with students who
have individual problems.
- 73 Extra books are available for classroom use.
- 77 In faculty meetings, there is a feeling of "lets get
things done."
- 81 School supplies are readily available for use in
classwork.
- 85 Most of the teachers here accept the faults of their
colleagues.
- 87 There is considerable laughter when teachers gather
informally.
- 89 Custodial service is available when needed.
- 93 Teachers at this school show much school spirit.
- 97 The teachers accomplish their work with great vim,
vigor, and pleasure.
- 101 The morale of the teachers is high.

Intimacy

Item

- 67 Teachers' closest friends are other faculty members at this school.
- 71 Teachers invite other faculty members to visit them at home.
- 75 Teachers know the family background of other faculty members.
- 79 Teachers talk about their personal life to other faculty members.
- 83 Teachers have fun socializing together during school time.
- 91* Teachers prepare administrative reports by themselves.
- 122 Teachers work together preparing administrative reports.

Aloofness

Item

- 100 Teachers eat lunch by themselves in their own classrooms.
- 106 Teachers are contacted by the principal each day.
- 110 Teachers leave the grounds during the school day.
- 117 The rules set by the principal are never questioned
- 119* School secretarial service is available for teachers' use.
- 120 The principal runs the faculty meeting like a business conference.
- 123 Faculty meetings are organized according to a tight agenda.
- 124 Faculty meetings are mainly principal-report meetings.
- 129* Teachers are informed of the results of a supervisor's visit.

Production Emphasis

Item

- 105 The principal makes all class-scheduling decisions.
- 109 The principal schedules the work for the teachers.
- 112 The principal corrects teachers' mistakes.
- 113 The principal talks a great deal.
- 116 Extra duty for teachers is posted conspicuously.
- 127 The principal checks the subject-matter ability of teachers.
- 130 The principal insures that teachers work to their full capacity.

Thrust

Item

- 94 The principal goes out of his way to help teachers.
 98 The principal sets an example by working hard himself.
 102 The principal uses constructive criticism.
 107 The principal is well prepared when he speaks at school functions.
 114 The principal explains his reasons for criticism to teachers.
 118 The principal looks out for the personal welfare of teachers.
 121 The principal is in the building before teachers arrive.
 125 The principal tells teachers of new ideas he has run across.
 128 The principal is easy to understand.

Consideration

Item

- 95 The principal helps teachers solve personal problems.
 99 The principal does personal favors for teachers.
 103 The principal stays after school to help teachers finish their work.
 108 The principal helps staff members settle minor differences.
 111 Teachers help select which courses will be taught.
 115 The principal tries to get better salaries for teachers.

Openness

Esprit + Thrust - Disengagement = Openness

The Role of the High School StudentConformity

Item

- 18 To try to get good marks.
 36 To try to be accepted by his peer group.
 40 To conform to rules and regulations.
 42 To be an example to other students.
 43 To be hard-working.
 45 To be well-mannered.
 50 To be well-groomed.
 55 To try to get along with his instructors.

- 56 To cooperate with the administration.
 57 To address his instructors with respect.

Participation

Item

- 22 To participate in the evaluation of the effectiveness of staff.
 26 To have representation at board meetings.
 27 To have freedom of choice of courses he wishes to study.
 30 To be represented in setting up rules and regulations.
 34 To participate in planning the content of a course.
 35 To be represented in the selection of staff.
 48 To have a voice in determining the methods used in assessing his performance.
 51 To have representation at staff meetings.
 59 To be represented in planning the calendar of activities.
 64 To be represented in decisions regarding the expulsion of students.

Criticism

Item

- 23 To be inquisitive.
 24 To feel free to criticize a specific institutional policy at home with his family.
 25 To feel free to criticize a specific institutional policy when with his student group.
 39 To be open-minded.
 65 To be allowed to complete his courses in less than the allotted time.
 66 To be prepared to suffer disciplinary consequences resulting from his actions.

Challenge

Item

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 44 To feel free to challenge a staff member's interpretation of a rule.
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- 58 To feel free to criticize a specific institutional policy openly.
- 64 To be represented in decisions regarding the expulsion of students.

Individual Quest

Item

- 32 To feel free to boycott classes.
- 47 To have freedom to move in buildings.
- 52 To demonstrate on issues.
60. To be allowed to make use of the laboratory for individual science projects.
- 61 To be allowed to make use of the school library for study after hours.

Pupil Control Ideology

Item

- 141 It is desirable to require pupils to sit in assigned seats during assemblies.
- 142 Pupils are not usually capable of solving their problems through logical reasoning.
- 143 Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.
- 144 Beginning teachers are not likely to maintain strict enough control over their pupils.
- 145* Teachers should consider revisions of their teaching methods if these are criticized by their pupils.
- 146 The best principals give unquestioning support to teachers in disciplining pupils.
- 147 Pupils should not be permitted to contradict the statements of a teacher in class.
- 148 It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.
- 149 Too much pupil time is spent on guidance and activities and too little on academic preparation.
- 150 Being friendly with pupils often leads them to become too familiar.
- 151 It is more important for pupils to learn to obey rules than that they make their own decisions.
- 152 Student governments are a good "safety valve" but should not have much influence on school policy.
- 153* Pupils can be trusted to work together without supervisors.
- 154 If a pupil uses obscene or profane language in school, it must be considered a moral offense.

- 155 If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.
- 156 A few pupils are just young hoodlums and should be treated accordingly.
- 157 It is often necessary to remind pupils that their status in school differs from that of teachers.
- 158 A pupil who destroys school material or property should be severely punished.
- 159 Pupils cannot perceive the difference between democracy and anarchy in the classroom.
- 160 Pupils often misbehave in order to make the teacher look bad.

Attitude to Educational Administration

Item

161	bad	good
162*	active	sluggish
163	broad	narrow
164	contemptible	admirable
165	wasteful	thrifty
166*	courteous	unmannerly
167*	distinguished	ordinary
168*	reasonable.	ridiculous
169*	eager	apathetic
170	fair.	unfair
171*	flexible	rigid
172*	formidable	weak
173	ignorant	educated
174*	vigorous	lethargic
175	strong	weak
176	annoying	pleasing
177*	pertinent	unrelated
178*	forceful	wavering
179	vague	clear
180	righteous	corrupt

NOTE: Items 161, 165, 170, 175, and 180 are dummy items that were not used in scoring.

Satisfaction

Item

- 131 Physical facilities such as buildings and equipment.
- 132 Number of periods taught or supervised.
- 133 Relations with principals, supervisors and inspectors.

- 134 Relations with other staff members.
- 135 Size of classes.
- 136 Time spent in non-teaching duties.
- 137 Adequacy of two-way communications with employing authority or its representatives.
- 138 Relations with pupils.
- 139 Freedom to select lesson content and methods.
- 140 Involvement in formation of school policies and rules.
- 14 How well satisfied are you with all aspects of your teaching situation in your present school?

Ratings

Item

- 8 How do you rate your school's arrangement of time and space for teaching-learning?
- 9 How do you rate your school's resources (amount of time, kind of space, number of materials, etc.) for teaching-learning?
- 10 How do you rate the present interaction patterns among staff members in your school?
- 11 How do you rate present interaction patterns among staff and students in your school?
- 12 How do you rate the manner your time is spent in your school (how appropriate is it in terms of the goals to be achieved)?
- 13 Compared to other schools known to you, how good a job do you think your school does in educating the students who come to it?

STUDENT DATA SERIES

Demographic and Descriptive Characteristics (Set I)

Item

- 148 How old are you?
 146 State your sex.
 147 In which school grade are you?
 156 What course are you taking now?
 20 In which school were you last year?
 21 Next year you plan to --
 151 What is the highest level of education you expect to have actually attained ten years from now?
 153 If you could be remembered here at school for one of the things below, which one would you want it to be?
 152 Which of these things would be hardest for you to take?
 149 In how many extra-curricular activities do you participate in school at the present time?
 150 In how many organized activities do you participate outside of school? (e.g., music lessons, swimming instruction, hockey, etc.).

Socio-Economic Status (Set I)

Item

- 88 Does your family own a car?
 89 Does your family have a garage or carport?
 90 Did your father go to high school?
 91 Did your mother go to high school?
 92 Did your father go to university?
 93 Did your mother go to university?
 94 Is there a writing desk in your home?
 95 Does your family have a hi-fi record player?
 96 Does your family own a piano?
 97 Does your family get a daily newspaper?
 98 Do you have your own room at home?
 99 Does your family own its own home?
 100 Is there an encyclopedia in your home?
 101 Does your family have more than 100 hard covered books? (e.g., 4 shelves 3 feet long)
 102 Did your parents borrow any books from the library last year?
 103 Does your family leave town each year for a holiday?
 104 Do you belong to any club where you have to pay a fee?
 105 Does your mother belong to any clubs or organizations such as study, church, art, or social clubs?

- 106 Does your family own a color TV set?
 107 Have you ever had lessons in music, dancing, art, swimming, etc., outside of school?

The Task of Public Education (Set I)

Item

- 1 A fund of information
- 2 Efficient use of the 3 R's (reading, writing, arithmetic).
- 3 Effective problem-solving habits.
- 4 An inquiring mind.
- 5 Ability to work harmoniously with others.
- 6 Civic responsibility.
- 7 Loyalty to country.
- 8 Knowledge of world affairs.
- 9 A hygienic well-developed body.
- 10 Emotional stability.
- 11 A sense of right and wrong.
- 12 Enjoyment of the finer things.
- 13 A basis for wise occupational choice.
- 14 Specialized job training.
- 15 Homemaking and handyman skills.
- 16 Wise management of personal finance.

Organizational Climate

Disengagement

Item

- 24 The mannerisms of students in this school are annoying.
- 25 There is a minority group of students who always oppose the majority.
- 26 Students exert group pressure on non-conforming class members.
- 27 Students seek special favors in the school.
- 28 Students interrupt other class members who are answering in class.
- 29 Students ask nonsensical questions in class.
- 30 Students ramble when they talk in class.
- 31 Students in this school keep to themselves.
- 32 Students talk about leaving the school.
- 33 Students socialize together in small select groups.

Hindrance

Item

- 34 Routine duties interfere with the job of learning.
 35 Students have too many course requirements.
 36 Assignments require too much work.
 37 Rules are burdensome at this school.
 38* Sufficient time is given to prepare assignments.
 39* Instructions for the operation of such study aids as projectors, tape-recorders, etc., are available.

Esprit

Item

- 40 The morale of the students is high.
 41 Students accomplish their work with great vim, vigor, and pleasure.
 42 Students at this school show much team spirit.
 43 Janitors and caretakers provide service when needed.
 44 Most of the students have accepted the faults of their fellow students.
 45 School supplies are readily available for use in classwork.
 46 There is considerable laughter when students gather socially.
 47 In class there is a feeling of "let's get things done."
 48 Extra books are available in the classroom for student use.
 49 Students spend their free time helping fellow students with individual problems.

Intimacy

Item

- 50 Students' closest friends are other class members at this school.
 51 Students invite other class members to visit them at home.
 52 Students know the family background of other class members.
 53 Students talk about their personal life to other class members.
 54 Students have fun socializing together during school time.
 55 Students work together preparing class assignments.
 56* Students prefer to prepare class assignments by themselves.

Aloofness

Item

- 57 Class meetings are organized according to a tight agenda.
- 58 Regular classroom sessions are teacher-dominated.
- 59 The teacher runs the classroom session like a business conference.
- 60 Students leave the grounds during the school day.
- 61 Students eat lunch by themselves.
- 62 School rules are never questioned.
- 63 Students are deliberately contacted by the teacher each day.
- 64* Some type of secretarial service is available for student use.
- 65* Students are informed of the results of the principal's visit.

Production Emphasis

Item

- 66 The teacher makes all lesson-scheduling decisions.
- 67 The teacher schedules the work for the student.
- 68 The teacher harps on the subject-matter ability of students.
- 69 The teacher harps on students' mistakes.
- 70 The teacher demands that students work to their full capacity.
- 71 Extra assignments for students are clearly stated.
- 72 The teacher talks a great deal.

Thrust

Item

- 73 The teacher goes out of his way to help students.
- 74 The teacher sets an example by working hard himself.
- 75 The teacher uses constructive criticism.
- 76 The teacher is well prepared for lessons.
- 77 The teacher explains his reasons for criticism to students.
- 78 The teacher looks out for the personal welfare of students.
- 79 The teacher is in the classroom before students arrive.
- 80 The teacher tells students of new ideas he has run across.
- 81 The teacher is easy to understand.
- 82 The teacher helps students solve personal problems.
- 83 The teacher does personal favors for students.

Consideration

Item

- 84 The teacher stays after school to help students finish their work.
- 85 The teacher helps students settle minor differences.
- 86 Students help select which courses will be taught.
- 87 The teacher tries to get more privileges for students.

Openness

Esprit + Thrust - Disengagement = Openness

The Role of the High School Student (Set II)Conformity

Item

- 28 To try to get good marks.
- 46 To try to be accepted by his peer group.
- 50 To conform to rules and regulations.
- 52 To be an example to other students.
- 53 To be hard-working.
- 55 To be well-mannered.
- 60 To be well-groomed.
- 65 To try to get along with his instructors.
- 66 To cooperate with the administration.
- 67 To address his instructors with respect.

Participation

Item

- 32 To participate in the evaluation of the effectiveness of staff.
- 36 To have representation at board meetings.
- 37 To have freedom of choice of courses he wishes to study.
- 40 To be represented in setting up rules and regulations.
- 44 To participate in planning the content of a course.
- 45 To be represented in the selection of staff.
- 58 To have a voice in determining the methods used in assessing his performance.
- 61 To have representation at staff meetings.
- 69 To be represented in planning the calendar of activities.
- 74 To be represented in decisions regarding the expulsion of students.

Criticism

Item

- 33 To be inquisitive.
- 34 To feel free to criticize a specific institutional policy at home with his family.
- 35 To feel free to criticize a specific institutional policy when with his student group.
- 49 To be open minded.
- 75 To be allowed to complete his courses in less than the allotted time.
- 76 To be prepared to suffer disciplinary consequences resulting from his actions.

Challenge

Item

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- 48 To evade institutional rules and regulations.
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Pupil Control Ideology (Set I)

Item

- 157 It is desirable to require pupils to sit in assigned seats during assemblies.
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- 159 Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.
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Attitude to Educational Administration (Set II)

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17*	pertinent	unrelated
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19	vague	clear
20	righteous	corrupt

NOTE: Items 1, 5, 10, 15, and 20 are dummy items that were not used in scoring.

Satisfaction (Set II)

Item

77	Relationships with the teachers you see most often.
78	Relationships with the principal and other administrators.
79	Relationships with other students in this school.
80	Relationships with counsellor(s).
81	Relationships with other teachers in this school.
82	The marks you have achieved.
83	The quality of your work this year.

Ratings (Set I)

Item

17	Which of the following would describe <u>your</u> rating of your own performance in your school work?
18	In your opinion, what do the teachers in your school consider your performance to be?

- 19 In comparison to your capacity, to what degree do you think you are achieving?

Political Efficacy (Set II)

Item

- 21 Voting is the only way that students like me can have any say about how the students' council runs things.
- 22 Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.
- 23 Students like me don't have any say about what the students' council does.
- 24 I don't think student council members care much what the students like me think.

Values (Set I)

Futuristic

Item

- 108 Plan carefully for future opportunities.
- 112 Have firm convictions about educational matters.
- 126 Feel that present sacrifice may be important for future gains.
- 136 Plan and save for the future.

Hedonistic

Item

- 109 Feel that present happiness is most important.
- 130 Do things which permit me to have fun and be happy.
- 137 Feel that present happiness is the most important thing in life.
- 142 Have fun attending parties and being with people.
- 143 Get as much pleasure out of life now as possible.

Sociability

Item

- 110 Be careful not to offend others.
- 114 Consider carefully the feelings of others.

- 117 Choose a job where I can work with many interesting people.
 118 Strive for peace with everyone.
 121 Make as many friends as possible.
 131 Be very sociable.

Discipline

Item

- 111 Put in long hours of work each day.
 123* Resist strict discipline in school.
 129 Feel children should obey their parents.
 132 Accept strict discipline in the home.
 139 Feel that old-fashioned discipline is needed today.

Individualism

Item

- 116 Make my own decisions in most matters.
 138 Spend as much time as I can working independently.
 140 Stand by my convictions.

Status

Item

- 113 Attain a higher position than my father attained.
 120 Try to do things better than others.
 127 Get a well paying job.
 134 Get a job which has status.

Ambition

Item

- 124 Be very ambitious.
 133 Try to avoid making the same mistake twice.
 141 Strive to be an expert at something.
 144 Feel that it is right to be very ambitious.

Other-Directed

Item

- 125 Feel that the group should decide what kind of
 behavior it will approve
- 128 Wear clothes similar to those of my friends.

Attributes of Parents and Teachers

Item

- 22 How do your parents view your present school?
- 154 Which item below fits your parents most accurately?
- 23 How comfortable do you feel about approaching a
 teacher in your school to discuss a problem?
- 145 Have you found any teacher in school who is very
 helpful to you?
- 155 Which item below fits most of the teachers at
 your school?

*Indicates items that were reflected for scoring.