

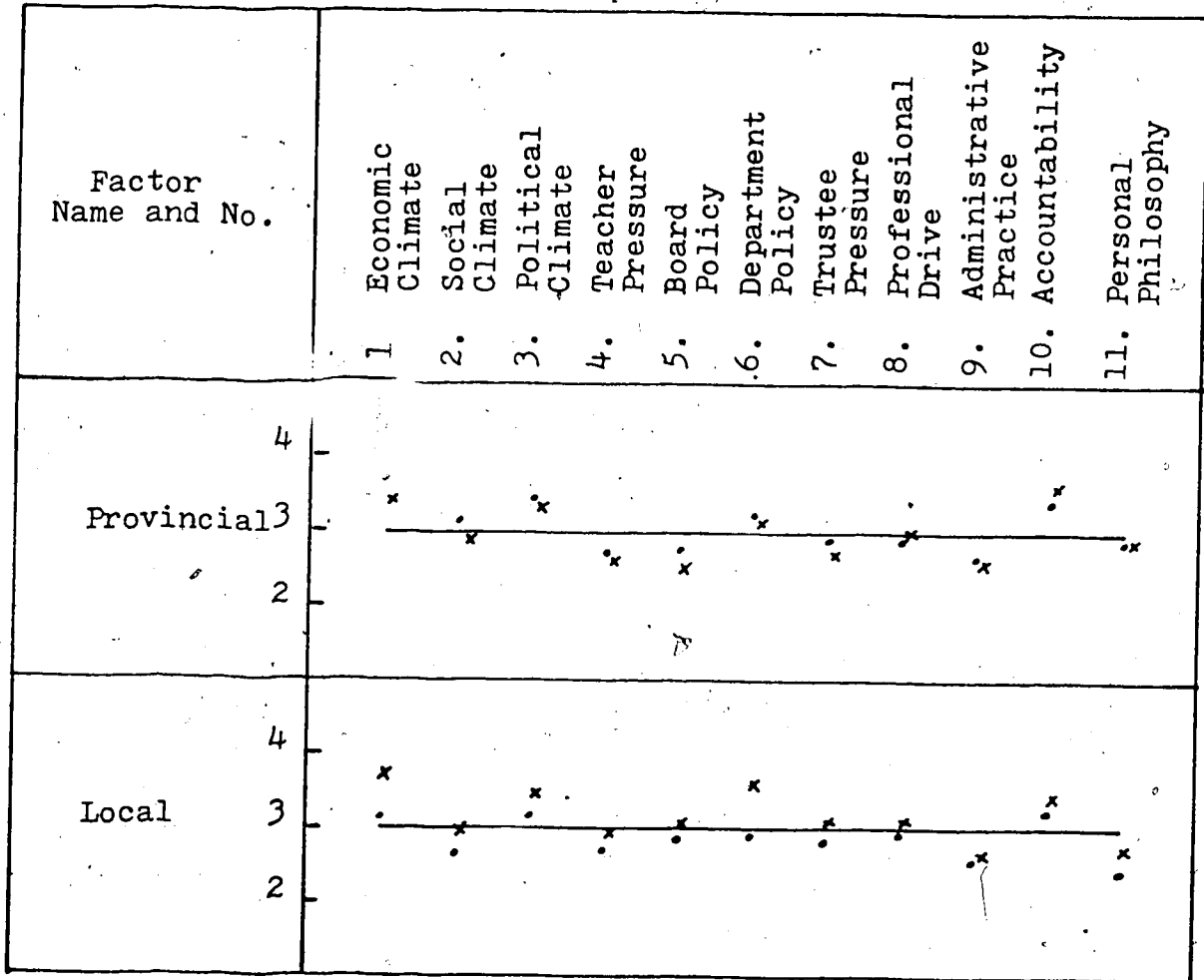
restricted to one factor for the large districts and to two factors for the small districts.

Type of Employment for the Superintendent

The responses from the provincially employed superintendents were next compared with those from superintendents employed by the local school boards. The means for the responses for the two time periods 1975-1980 and 1980-1985 are illustrated in Figure 6.22 and are listed in Appendix 6.22.

For the period 1975-1980, similar degrees of influence were reported from both sets of superintendents for most of the eleven factors. The exceptions were General Economic Climate and General Social Climate, both of which were seen to be substantially less centralizing by the locally employed superintendents than by the provincially employed superintendents.

When predictions for the second period were considered, some differences were noticeable in the changes expected by the two groups. Although none of the differences between responses for 1975-1980 and 1980-1985 from provincially employed superintendents could be considered substantial, several were in the direction of an increase in decentralizing influence. In the case of responses from the locally employed superintendents, all the changes



1 = Strongly Decentralizing 4 = Mildly Centralizing
 2 = Mildly Decentralizing 5 = Strongly Centralizing
 3 = Neutral

• = Mean Influence for 1975-1980
 x = Mean Influence for 1980-1985

Figure 6.22 Mean Values for Influencing Factors by Type of Employment

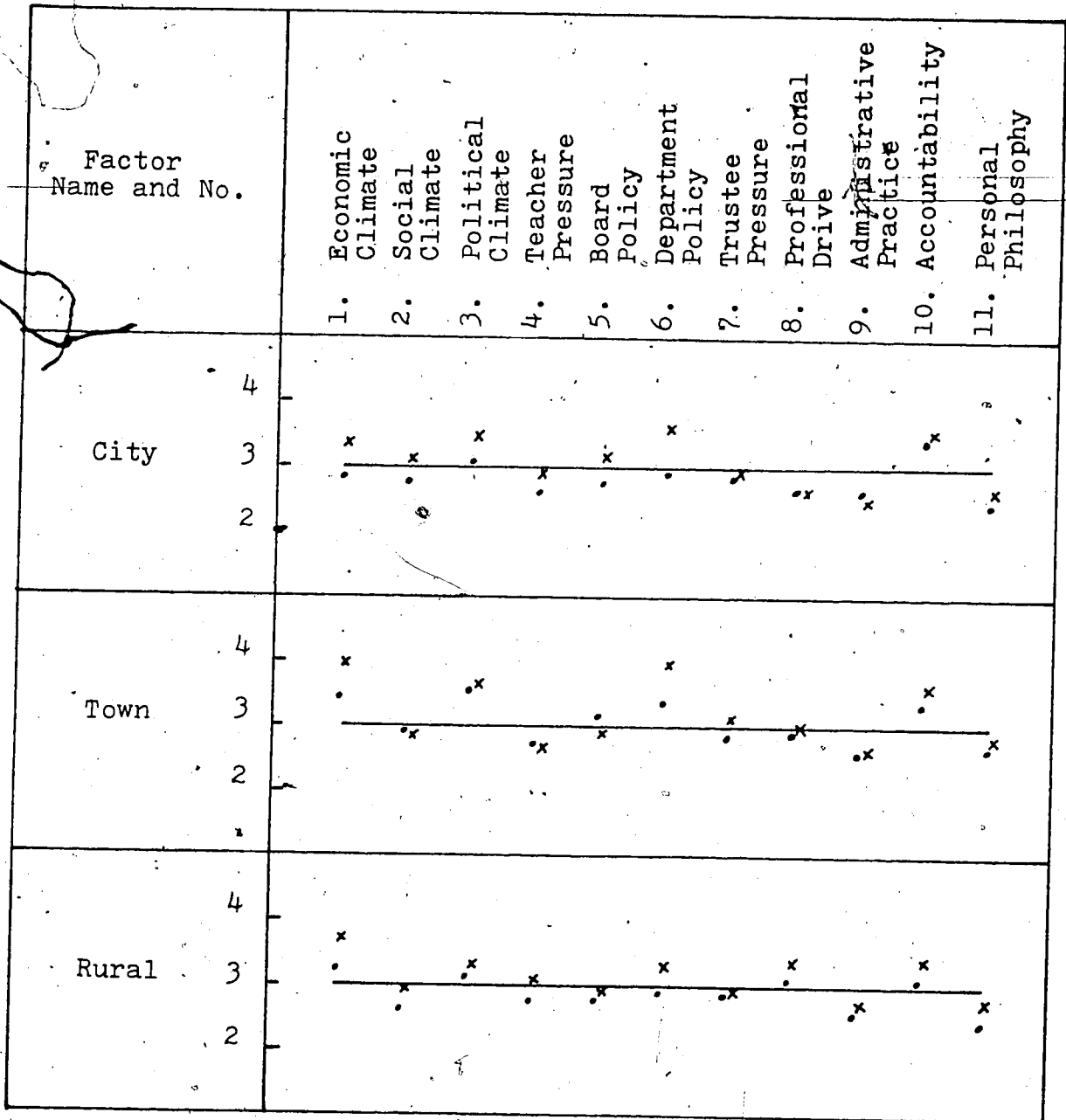
were predicted to be in the direction of greater centralizing influence with substantial changes being indicated for two of the factors, General Economic Climate and Education Department Policy.

Type of Area Served

Figure 6.23 illustrates the means of the responses relating to degree of influence for the eleven factors in each of the time periods 1975-1980 and 1980-1985. Appendix 6.23 lists the actual means involved together with the differences between them.

The responses for most of the factors in the period 1975-1980 are similar, although, the superintendents from districts in town areas and rural areas perceived a higher centralizing influence from the General Economic Climate than did those from the city areas. Also, superintendents from town areas saw the Education Department Policy as more centralizing than did those from city or rural areas.

When the means of responses for the period 1980-1985 were compared with those for 1975-1980, any substantial differences were in the direction of an expected increase in centralizing influence. Such increases were predicted by the superintendents from each of the three areas for the factors, General Economic Climate and School Board Policy.



1 = Strongly Decentralizing 4 = Mildly Centralizing
 2 = Mildly Decentralizing 5 = Strongly Centralizing
 3 = Neutral

• = Mean Influence for 1975-1980
 x = Mean Influence for 1980-1985

Figure 6.23 Mean Values for Influencing Factors by Area

SUMMARY

When the responses from the superintendents related to the degree of centralizing or decentralizing influence arising from each of eleven factors were examined, a general expectation was apparent that a shift would take place in the direction of greater centralizing in the period 1980-1985 than in the period 1975-1980. In the period 1975-1980, several of the factors arising from forces inside the organization such as the Superintendent's Philosophy, Pressure from Teachers' Association and Drive for Professional Status were described as decentralizing, while most of the external factors such as Economic and Political Climate were seen as centralizing in their degree of influence. However, responses for the second period showed an anticipation that the decentralizing influences would decrease and centralizing influences increase. The largest change was expected in the influence from the Education Department Policy. This had been seen, as neutral in the first period but was expected to be centralizing in the second.

Some variations were found when responses for the four western provinces were compared. The perceptions reported for the first period 1975-1980 were similar but differences showed when the patterns of change from the first to the second were examined.

British Columbia and Saskatchewan superintendents indicated a perception that no substantial changes would take place in the degree of influence for any of the factors from the first to the second period. Alberta superintendents predicted substantial change for four of the factors and Manitoba superintendents predicted substantial change for nine of them. In both provinces the changes were expected to be in the direction of greater centralization.

On analyzing the responses from districts of various sizes, most changes were expected by superintendents in districts with from 5,000 to 14,999 students. Again, the majority of the changes were expected to bring increases in centralizing influence. However, increased decentralizing influences were predicted for one factor, Current Administrative Practices, by superintendents in large districts with 15,000 or more students and for two factors, Current Administrative Practices and School Board Policy, by superintendents in small districts with less than 1,000 students.

Superintendents employed by the local school boards predicted changes in influence favoring greater centralization, while no substantial changes were predicted by provincially employed superintendents, some of whose predictions, in fact, showed expectations of slight movement in the opposite direction.

Perceptions of influence for 1975-1980 were similar in city, town and rural areas and predictions for change in 1980-1985 also indicated expectations of an increase in centralizing influence from several factors in the second period.

Table 6.3 summarizes the influence for 1975-1980 and any change expected for 1980-1985 as perceived by the superintendents when grouped according to province or district type.

General Economic Climate was considered to exert a centralizing influence by superintendents in all categories. For any case where it was seen as neutral or decentralizing in 1975-1980 the prediction was that it would become centralizing in 1980-1985. General Social Climate was perceived in total to have a decentralizing effect in 1975-1980. However, superintendents in some categories predicted that it might become centralizing in 1980-1985. General Political Climate was perceived to be centralizing. Pressure from Teachers' Association in total was seen to be decentralizing, although several categories of superintendents indicated that it might become centralizing in the future. School Board Policy was perceived mainly as decentralizing. Education Department Policy was perceived by all superintendents as neutral but was predicted to become centralizing in the future. In fact, any of the

Table 6.3

Degree of Influence for Each Factor in Various Districts

Factor	All	Alta	B.C.	Man.	Sask.	0-999	1,000-	2,999	3,000	4,999	5,000-	14,999	15,000+	Prov. Employ.	Local Employ.	City	Town	Rural
Economic Climate	C	C	C	N+	N+	C	C	C	N+	D+	N+	C	C	C	C	D+	C	C
Social Climate	D	D	N	D+	D	D	D	D+	D+	D+	N+	C+	D	C+	D	D+	N	D
Political Climate	C	C	C	C	C+	C	C	C	C	N+	N+	C	C	C	C	N+	C	C
Teacher Pressure	D	D	D	D+	D	N+	D	D	D	D	N+	D	D	D	D	D	D	D+
Board Policy	D	D	D	D+	C+	C+	N	N	D+	D+	D+	D	D+	D	D+	D+	C+	D
Department Policy	N+	N+	C	D+	N	C	N+	N+	D+	N+	N+	C	N+	C	N+	N+	C	D
Trustee Pressure	D	D	N.	D+	D	C	D	D	N	D	D	D	D	D	N	D	D+	D
Professional Drive	D+	D	N+	D+	N	N+	N+	D+	D	D	N	D+	N	D+	N	D	N	N+
Administrative Practice	D	D	D	D	D	N+	D	D	D	D	D	D	D	D	D	D	D	D
Accountability	C	C	C	N+	N	C	C	C	C	C	C	C	C	C	C	C	C	N+
Personal Philosophy	D	D	D	D+	D	D	D	D	D	D	D	D	D	D	D	D	D	D


Changes for 1980-1985

D = Decentralizing
 C = Centralizing
 N = Neutral
 + = Becoming Centralizing
 + = Becoming Decentralizing

Influence 1975-1980

categories of superintendents which saw it as decentralizing or neutral in the period 1975-1980 predicted that it would become centralizing in 1980-1985. Pressure from the Trustees' Association was perceived mainly as decentralizing. Drive for Professional Status was seen as either decentralizing or neutral but some groups estimated that it might become centralizing in the future. Current Administrative Practices were perceived to be decentralizing. Calls for Public Accountability were mostly seen as centralizing. Superintendent's Personal Philosophy was seen overall as decentralizing.

The superintendents were also asked to name the major factors or forces influencing changes in the locus of decision making. Fifty-seven mentioned forces of a political nature; forty-one mentioned forces of an economic nature; twenty identified teacher activities and fifteen suggested trustee activities. Other factors were mentioned to a lesser extent.



Chapter 7

CONTROL OVER DECISIONS: A DISCUSSION OF THE RESULTS

Previous chapters have been devoted to analyzing the responses from the questionnaire. In this chapter an interpretation is presented of the results of that analysis and suggestions are made about relationships among some of the results found.

The study was prompted by an interest in discovering the extent to which decision making structures in a selected group of educational organizations were becoming decentralized as recommended by many of those who write in the field of organization theory and as demanded by vocal elements of the teaching profession. The intention was to assess the following aspects:

- (a) the degrees of control which were exerted over decisions by people working at various levels in educational organizations;
- (b) the extent of variation in such degrees of control with respect to type of decision and type of organization;
- (c) the changes in the patterns of control over time; and
- (d) the effects of factors influencing centralization or decentralization in such changes.

These various issues are considered in the discussion which follows.

Control over decision making was postulated to be present at all levels of an organization and to be variable from issue to issue and from time to time. This concept was certainly supported by the data which were collected for the study. The decision situations appeared to be affected by the balance achieved among these various degrees of control. Changes in the balance over time appeared to be in the direction of decentralization of decision making but such changes were small and gradual rather than large and dramatic.

The purpose of this part of the report is to re-examine some of the findings, to attempt to relate them to each other, and to consider the extent to which they match some of the recommendations from the literature.

CONTROL OF DECISIONS

Although the degree of control over decisions exercised by different groups varied from issue to issue, the majority of control was distributed among three levels: the school board, the school principal and the superintendent's office. The board appeared to dominate in the area of control of financial items, while the principal was the dominant figure over most internal school matters. The superintendent's office had major control over many of the administrative issues.

The department had a high degree of control over some building matters and some curriculum matters while the teachers' main areas of influence appeared to be in student related matters, such as assessment and awarding of final grades. These findings with respect to teachers are not inconsistent with those of researchers such as Simpkins (1969) in Alberta, and Crockenberg and Clark (1979) in California, who found that teachers' main areas of concern were related to instructional issues. In only a few instances did differences among the provinces or in districts with varying characteristics appear to alter the overall patterns of control exercised by the five organizational levels discussed in this study.

Administrators, such as principals or staff from the superintendent's office, frequently had a high degree of control over issues and for no items were they reported as having the least control of the five levels examined.

Changes in the degree of control were perceived between 1975-1980 with further changes expected by 1985. These seemed to indicate perceptions among the respondents that any decreases in control over decisions did or would take place at organizational levels outside of the school and that most decreases related to the degree of control exercised by the department or the board. On the other hand, the majority of increases in control appeared to

relate to either the principal or the teachers. These results appear to support the contention made by Coleman (1980) who saw net losses of control for the provincial government, trustees and administrators with net gains for teachers.

Many of the actual changes, however, were small and did not upset the overall patterns of control. Consequently, the general trend was not of a large decentralizing shift of authority towards the school but rather of a gradual yet continuing growth of influence by both teachers and principals. This appears to be consistent with the recommendations of those writers on organizations who favor greater participation in decision making at the operational level.

Growth of influence at one level did not always reflect loss of influence at another. Far more instances of increases in degree of control were found than of decreases. In fact, for two decision items, impressions were reported of increased control over the decisions by all five organizational levels. These could be interpreted as instances where people working at all levels were taking a greater interest in the particular problem with the consequence that each appeared to be exerting greater control without necessarily altering the overall hierarchy of dominance. Again, this would support a contention that

allowing meaningful participation by subordinates in decision making does not necessarily diminish the control of the superordinate. The fact that for many items the degree of control was perceived to increase at several organizational levels without decreasing at other levels appeared to reflect the development of a more participatory decision making model. There was growing influence at several levels, particularly within the school, without loss of control at others. Writers such as Likert (1966), Lawler and Hackman (1969) and Argyris (1972) maintained that organizational effectiveness was enhanced by such approaches to management.

In this study no attempts were made to assess effectiveness, but merely to determine if shifts in the locus of decision making for educational organizations had taken place in the light of the body of literature which recommends a more participative management style and in the light of evidence in the literature of a desire by teachers to achieve more control over such decisions. The results appear to confirm that such a shift has taken place and continues, although the degree of movement is limited for most items and seldom alters the relative positions of the various levels in the hierarchy of control for an item.

Some differences were found among the responses

from various provinces. For example, in Alberta, the education department was perceived to have increased its degree of control over more items than in any of the other provinces. Several of the items where this occurred were of an educational nature and were associated with student testing and reporting. Such a result, perhaps, reflects the fact that a series of public enquiries had recently been held relating to these matters.

INCREASE IN CONTROL

The mean degrees of control for each of the five organizational levels were added together to give an indication of the total degree of control over each decision item by all organizational levels. This information is displayed in Appendix 7.1. For every one of the thirty-two items the sum of the degrees of control increased from 1975 to 1980 and was expected to continue to increase from 1980 to 1985. Although for some items the degree of control may have been thought to lessen at one level when it increased at another the overall sum of the degrees of control for all levels increased for every item. This indicates a perceived inflationary trend in the degree of control. It is consistent with an increase in decision making activity among the various levels. It corresponds to those cases mentioned in the literature when although decision making authority is passed to subordinates the

superordinate sets up more elaborate monitoring systems at the higher level in order to maintain some degree of control.

Many of the factors which might influence changes in the locus of control had increased their centralizing trend or decreased their decentralizing trend at a time when gradual growth in degree of control was occurring at the school levels. This suggests that pressure would exist to maintain some degree of control at the higher level even though the lower levels of decision makers were increasing their control slightly.

A second possible explanation may be that at a time when people are strongly advocating decentralization of decision making any attempt by the central authority to increase its degree of control will be resisted. As a result the central authority's control may grow but its growth will be curtailed by residual control remaining at the lower level. The literature has suggested that strong resistance is likely from teachers' associations to any attempts to diminish their control over decision making.

Both of the explanations imply that changing the patterns in the degrees of control over decision making which is exerted by various levels within an organization is likely to result in greater control over the final

decision situation. Those losing control will be reluctant to relinquish it all. In some cases the data actually showed that all levels were perceived to increase their control at the same time.

INFLUENCING FACTORS

When attention was focused on eleven factors likely to influence changes in the locus of educational decisions, a general trend was seen for an increase in centralizing influence from the period 1975-1980 to the period 1980-1985. Factors which were perceived as exerting decentralizing influences in the first period were predicted to lessen such influences in the second period, while factors with centralizing influences were predicted to increase their degree of influence.

This appears, at first, to be in contradiction with the predictions of an increasing role in decision making at the school level. A possible explanation is that the increase in centralizing influence from the various factors is a reaction to the growth in decentralization of decision making. The influence may slow down the decentralizing trend but is unlikely to halt it in the immediate future. Another result to emerge from the analysis was that factors favoring decentralization tended to arise from within the organization whereas centralizing influences

came from external sources. The vehemence of some advocates for growth in control at the school levels could portend serious difficulties if increases in centralizing influence by external factors halt or reverse the trend which has been identified.

Expectations of change in the degree of influence were not uniform across the provinces. Little change was expected in British Columbia or Saskatchewan, while substantial increases in centralizing influence were expected in four of the eleven factors for Alberta and in nine of them for Manitoba. Those factors expected to have the greatest influence on change were perceived to be firstly political and secondly economic in nature.

The direction of shift in influence for the factors is similar in both Alberta and Manitoba. In both provinces decentralizing influences were expected to lessen and centralizing influences were expected to grow. In particular the factors of political climate and economic climate were predicted to become increasingly centralizing in their influence over changes in control of decision making. These factors were the two identified by the superintendents as having the greatest influence on such changes. The economic climates of these two provinces are, however, quite different. Alberta is experiencing boom conditions in its economic climate with the upsurge in demand

for its energy resources. No such economic expansion is apparent in Manitoba where the economy is largely based on rural production. The two provinces do share similar political climates and this may account for the growth in centralizing tendencies which have not been reported in the other two provinces. This conjecture is supported by the fact that for one other factor, education department policies, relatively large centralizing shifts in the degree of influence were predicted in Alberta and Manitoba while little change in influence was expected for this factor in either British Columbia or Saskatchewan.

SUMMARY

The survey of the literature reveals advocacy from many sources for decentralization of the pattern of control over decision making in organizations in general and in educational organizations in particular. Several researchers have shown that teachers desire their degree of control to increase and some writers have identified the desire for greater control over educational decisions as a major cause of unrest in the teaching profession in recent years.

This study demonstrated that during the years 1975-1980 in the four western provinces of Canada gradual growth had occurred in the degree of control which was

exerted over educational decisions by principals and teachers. It also indicated that this growth was likely to continue for the next five years although the rate of growth might diminish. The changes were seldom very large and frequently failed to alter the order of the five organizational levels when ranked according to their degrees of control.

Rates of growth were not uniform in all decision situations and in some instances organizational levels other than those of principal or teacher showed growth in degree of control. However, virtually no indications were found of decreases in degree of control for the principal or the teachers. Decreases were indicated in some items for each of the other three levels, especially for the provincial education department and the school board. The general pattern, then, was one of gradual and continuing growth in control at the school levels with any decrease in control taking place at levels outside of the school.

An inflationary trend was detected in the sum total of control exerted by all organizational levels. Growth in control exceeded decrease in control for every decision item.

External factors tended to become increasingly centralizing in the direction of their influence over changes in degrees of control for various organizational

levels. The factors seen as having the greatest influence were political and economic climate.

Some decentralization, then, has taken place in the decision making structures of the educational organizations examined. The changes are usually small and appear to be related to greater involvement in the decision process rather than transfer of responsibility and authority for the decision. The rate of decentralization appears to be slowing down possibly as a result of influences from factors external to the organizations with politics and economics as the strongest influencing factors. Farquhar (1980) claimed that economic, political and social factors had major effects on decision making in Canadian educational systems. The evidence from the study supports this contention.

Chapter 8

SUMMARY

The task undertaken in this study was to examine patterns of control over educational decisions in school districts in the four western provinces of Canada. This final chapter contains a summary of the report. It begins with a short review of the theoretical context, within which the research was undertaken and an outline of the intent of the study. This is followed by a brief description of the process used and a report of the findings.

THE CONTEXT

A review of literature in the area showed that several writers favored and recommended decentralization of decision making within organizations. Mintzberg (1973) summed up the arguments in favor of decentralization by saying that they consisted of two basic contentions. The first was a testable claim that decentralization, which allowed participation in decision making for individuals at the operational level, would increase productivity. The second was a non-testable claim that it was the right of workers to participate in any case.

Other authors, arguing in favor of decentralization,

asserted that gains could be made which were administratively and politically advantageous. Administrative gains were said to be associated with the making of better decisions and increased efficiency. Political gains were said to flow from increased cooperation and understanding in the work force as a result of such involvement. This latter point is especially the case when dealing with a professional work force such as is found in educational organizations.

General constraints on decentralization were identified. These related to legal responsibility, accountability, goal identity and the ability of individuals to master the knowledge, skill and information necessary to participate fully. In spite of such constraints, a strong body of opinion appeared to support greater decentralization of decision making.

Evidence was found of a strongly enunciated desire by teachers both in Canada and elsewhere to achieve greater control over educational decision making. This was seen in statements from their professional organizations and confirmed by researchers who had investigated the problem. Some investigators warned, however, that the desire to participate was not uniform and the areas of desired participation, in some instances, were confined to instructional issues.

Teachers were not alone in seeking greater involvement in educational decision making. Community groups also sought to exert more influence in the area. In some instances this appeared to be motivated by a desire to curb the influence of the teachers and to make them more accountable to the general public. Tensions among trustees, administrators, teachers and taxpayers over control of decision making were seen as being an important issue for Canadian education.

THE INTENT

The study was undertaken against this background of theory favoring participation in decision making and the expressed desire by teachers to gain more control over educational decisions. The intent was to measure the degree of control over educational decisions exerted by each of five organizational levels: the Education Department, the School Board, the Superintendent's Office, the School Principal and the Teacher(s). A further objective was to gauge whether changes in the degree of control had taken place in recent years and whether they were likely to continue into the future. A final objective was to examine the centralizing or decentralizing effects of several factors likely to influence change in the locus of decision making.

THE PROCESS

A problem statement was produced involving ten specific questions for which answers were sought. To seek data from which to derive answers to these questions, a questionnaire was constructed and sent to all superintendents in the four western provinces of Canada. The questionnaire contained thirty-two decision items spread across a range of operational areas. Superintendents were asked to indicate their perceptions of the degree of control exerted by the five organizational levels over the various items at three points of time: Spring 1980, 1975 and 1985.

The questionnaire also listed eleven factors likely to influence the locus of decision making. Superintendents were asked to indicate the degree of influence from each factor perceived in the period 1975-1980 and predicted for the period 1980-1985.

THE FINDINGS

General Degree of Control

The first three research questions dealt with current degrees of control over educational decisions:

1. What is the degree of control exerted by each of the five organizational levels over educational decisions as perceived by educational administrators?

2. To what extent do differences exist among provinces with respect to control over educational decisions?

3. To what extent do differences exist among school jurisdictions with respect to control over educational decisions?

Although the degree of control for each organizational level was perceived to vary from issue to issue, the major control for a large majority of items was found to be distributed among the three levels of School Board, School Principal and Superintendent's Office.

The Board was perceived to have the greatest amount of control over eleven of the thirty-two decision items. Many of these items, where its control was high, related to financial matters. Its control was least for three educational items and low to moderate for many of the internal school issues.

The School Principal was also seen to have the highest degree of control over eleven items and was not reported to be the level with the least control for any of the thirty-two items. The Principal's control remained fairly high for most matters, especially those relating to educational issues and organization within the school.

The Superintendent's Office was the level which had the highest degree of control over seven decision items. Many of these were administrative in nature, such as staffing decisions. The degree of control was fairly high over many other items and was at least moderate for all items.

The Education Department was reported to have the least control over twenty-two items and the most control for only two items: setting broad curriculum outline and deciding on the text books to be used for a particular subject. The department had a fairly high degree of control over building changes, constructing special schools and the nature of school programs. Its control was moderate in the areas of school closure, transport arrangements and special education programs.

The Teacher(s) were seen as the level with least control over seven items and most control over only one item: deciding final marks or grades in a high school subject. Their control was seen to be fairly high over several student related issues and over some organizational matters within the school.

Differences were apparent among the provinces with respect to the degree of control exerted by the five organizational levels. Less difference was evident, however, when the levels were ranked in order for each item according to degree of control. Only in seven of the thirty-two items did variations occur among those levels considered to have a high degree of control for the particular item. The Board appeared to exert more control over fund raising in Alberta and Saskatchewan than in British Columbia or Manitoba. The Department in Alberta and

British Columbia had more control over school closure than in Saskatchewan or Manitoba. The Department had major control over text book decisions in Alberta and British Columbia but this resided at other levels in Manitoba and Saskatchewan. Teachers were seen to have more control over curricula outlines in Manitoba than in other provinces. Manitoba Principals and Teacher(s) appeared to have more control than those in other provinces over evaluation of instruction. The Superintendent's Office had more control over community use of schools in Alberta and Manitoba than in British Columbia and Saskatchewan. In Saskatchewan, the most control over the establishment of parent advisory groups appeared to lie with the Board, whereas it lay with the Principal in other provinces.

The data were examined for districts of varying size. Differences in the rank order for the five organizational levels according to degree of control, were found to affect levels with a high degree of control only with respect to five items.

Few differences were found to be associated with the type of employment of the superintendent. Only for two items were the variations substantial enough to alter the pattern of control among those levels with a high degree of control. Similarly, few variations appeared to be associated with whether the type of area served was classified as city, town or rural.

Changes in Degree of Control

The next four research questions concerned changes in degrees of control:

4. What change do educational administrators perceive in control over educational decisions during the past five years?

5. What changes do educational administrators predict in the next five years?

6. To what extent do differences exist among provinces with respect to perceived changes in control over educational decisions?

7. To what extent do differences exist among school districts with respect to perceived changes in control over educational decisions?

Analysis of the responses showed that the superintendents had perceived some changes during 1975-1980 and expected further changes in 1980-1985. Where a decrease in the degree of control over a decision item was indicated, it mostly applied to an organizational level outside the school. The majority of decreases were, in fact, associated with the Department and the Board. Although some increases were associated with the Superintendent's Office, the majority of increases in degree of control were perceived or predicted to occur within the school at the level of Principal or Teacher(s). Many of the indicated increases were small and seldom caused an alteration in the overall pattern of control.

Increases at one level were not necessarily associated with decreases at another. The picture to emerge from the

reported perceptions was not of a wholesale transfer of authority to the school level but of a gradual and continuing growth in influence for Principals and Teacher(s). This growth was not indicated to be sufficient to upset in any major way the relative positions of the organizational levels in the decision making hierarchy for particular items.

Some differences in the patterns of change were evident among the provinces. For example, more increases in the degree of control by the Department were apparent in Alberta than in any of the other provinces. Such increases were evident in some educational issues like student assessment.

The general pattern, however, was of decreases in degree of control being mainly confined to areas outside of the school, while most increases occurred at levels within the school. Again, these changes were seldom sufficient to alter the overall hierarchical pattern.

Some differences were found for districts with varying characteristics, but again the general picture was of gradual and continued growth of influence for the Principal and Teacher(s). This growth was indicated in items where the degree of control by these levels was already high, as well as in items where it was low. The rank order in terms of degree of control for the five

organizational levels was not often altered as a result of the changes.

Influencing Factors

The final three research questions focused on factors which might influence changes in degrees of control:

8. What forces or factors influence or have influenced change in the locus of decision making in educational institutions?

9. To what extent do differences exist among the provinces with respect to influence from the various factors?

10. To what extent do differences exist among school jurisdictions with respect to influence from the various factors?

Of the eleven factors considered, three were reported to have exerted centralizing influences in the period 1975-1980. These were external factors of Political Climate, Economic Climate and Calls for Public Accountability. Education Department Policy was seen as neutral with the other factors exercising decentralizing influence. The strongest decentralizing influences were seen to come from the administrative factors of the Superintendent's Personal Philosophy and Current Administrative Practices. One external factor, Social Climate was reported as decentralizing as were the four internal factors: Pressure from Teachers' Association, Pressure from Trustees' Association, School Board Policy and Teachers' Drive for Professional Status.

For the second period 1975-1980, although the superintendents indicated that some factors would retain their decentralizing influence, the prediction was that the decentralizing influence would diminish and centralizing influence increase. The greatest change was reported in the Departmental Policy which was expected to be centralizing in the second period.

Little substantial difference was evident among the provinces with respect to the first period, but differences were evident in the patterns of change expected for the second period. No substantial changes in the degree of influence for any of the eleven factors were predicted by superintendents in British Columbia or Saskatchewan. However, substantial increases in the direction of less decentralizing influence and more centralizing influence were predicted for four of the factors in Alberta and for nine of them in Manitoba.

More changes were expected in districts with 5,000 to 14,999 students than in districts of any other size. The majority of such changes were expected to result in decreased decentralizing influence and increased centralizing influence. Increased decentralizing influence was predicted for one item in large districts with 15,000 or more students and for two items in small districts with less than 1,000 students. Locally employed superintendents

appeared to predict growth in centralizing influences more than provincially employed superintendents.

Indications of current influence and predictions for change were similar in city, town, and rural areas.

THE CONCLUSIONS

In this study, evidence was found of growth in the degree of control over educational decision making by school principals and teachers during the period 1975-1980. In many instances this growth was predicted to continue into 1980-1985 in spite of expectations that factors external to educational organizations would increase their degree of centralizing influence.

To a lesser extent some growth in control over educational decisions was perceived to have occurred or predicted for the future at organizational levels outside the school, especially for the superintendent's office. However, almost all reports of decrease in degree of control applied to groups other than the principals or teachers.

The number of increases in degree of control greatly exceeded the number of decreases and increase in control at one organizational level was not necessarily associated with a decrease at another. Many of the changes in degree of control were small and did not change the rank

order of the organizational levels in the decision making hierarchy. The general picture was of the development of a more participatory decision making model.

Further research will be needed to discover if similar trends are observed by groups other than superintendents, if the predicted trends do, in fact, occur and also if they result in increased effectiveness for the educational organizations.

THE IMPLICATIONS

The delimitation of the study to the perceptions of administrators at the level of superintendent or director of education leaves room for an extension of the study to officers working at other areas in the educational organizations. An obvious extension would be to examine the impressions of teachers and principals who form a class of persons thought to have increased their control over educational decision making. A further extension would be to investigate the impressions of experienced school board trustees or departmental officers, to gauge the extent to which their perceptions correspond with those of the superintendents. The restriction to the four western provinces of Canada leaves open the question of whether more general trends can be found. A follow-up study in 1985 would test the accuracy of the predictions made by

the superintendents in 1980.

A major implied purpose in organizational change is to increase effectiveness. This study has not been directed at that question at all. A gradual and continuing increase in control over educational decisions has been indicated at the school level in spite of a general shift towards greater centralizing influence from some of the factors affecting change in educational organizations, especially external factors. If reliable measures of effectiveness can be found, useful research might be done in attempting to establish relationships between effectiveness and changes in the locus of decision making.

Contained within this report are descriptions of the patterns of decision making adopted within school districts in western Canada. Individual administrators should be able to use these descriptions to assist them in examining the decision making structure within their own organizations. One hundred and seven of the respondents to the questionnaire requested a summary of the results.

This study was but an initial step in the investigation of changing patterns of control over educational decision making. Additional research is needed to increase the scope of opinion canvassed, to widen the range of decision situations, to add to the categories of decision

makers, to compare trends over a broader region, and to examine the effects of changes in control on the delivery of education in Canada. Further study of the problems raised would be appropriate either as academic enquiry to give greater understanding in the area or as administrative action to improve organizational effectiveness.

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APPENDICES

APPENDIX 3.1
DECISION ITEMS

Appendix 3.1

DECISION ITEMS

FINANCE AND BUDGETING

1. The allocation of funds to a school from a school district.
2. The distribution of expenditure within a particular school.
3. Whether or not to fund a special program. e.g. Music.
4. Methods to raise additional funds for a particular school.

CAPITAL EXPENDITURE

5. Whether or not to make additions to school buildings.
6. Whether or not to close a school.
7. Whether or not to include special features such as open areas in school buildings.
8. Whether or not to establish special schools for physically impaired children.

EQUIPMENT, SUPPLIES AND SERVICES

9. The text books to be used for a given subject.
10. Transportation services to be offered to students.
11. Major equipment items for a school.
12. Class-room furnishings.

CURRICULUM AND INSTRUCTION

13. The nature of programs to be offered in a school.
14. The broad outline of the curriculum for a particular subject.
15. The distribution of final grades or marks in a High School subject.
16. Whether or not to incorporate a program for physically or mentally handicapped children into a school program.

PERSONNEL MANAGEMENT

17. Selecting a principal for a school.
18. Selecting a teacher to fill a vacancy in a particular school.
19. Procedures for evaluating instruction.
20. The allocation of duties for non-teaching staff in a school.

STUDENT MANAGEMENT

21. Rules for student conduct.
22. The procedures for assessing student progress in a school.
23. The procedures for reporting student progress.
24. Procedures relating to injured students.

ORGANIZATIONAL STRUCTURE

25. The precise number of staff required by a particular school.
26. The timetable and lesson schedule for a school.
27. The policy of a school for over-night field trips.
28. The minimum and maximum class sizes in a particular school.

COMMUNITY RELATIONS

29. The nature of contact between staff and parents.
30. The use of the school building by community groups.
31. Whether or not to establish a parent advisory group for a school.
32. Whether or not to release to the public details of school test performances.

APPENDIX 3.2

QUESTIONNAIRE: CONTROL OVER EDUCATIONAL DECISIONS

CONTROL OVER EDUCATIONAL DECISIONS

In the questionnaire on the following pages you are asked to provide estimates to the degree of control which individuals or groups exert over certain educational decisions. For the purpose of this study individuals or groups are said to exert control over a decision when they have authority to make decisions of that nature AND use that authority to influence the actual decision made.

Your estimate of the degree of control can be indicated by circling one of the numbers on the graded scale, 1 2 3 4 5, where 1 indicates a negligible degree of control over making decisions of this nature and 5 indicates a high degree of control.

EXAMPLES

- | | | | | | | |
|--|-------------------------|---|---|---|---|---|
| 1. Deciding the minimum age at which children may leave school | Education Department | 1 | 2 | 3 | 4 | 5 |
| | School Board | 1 | 2 | 3 | 4 | 5 |
| | Superintendent's Office | 1 | 2 | 3 | 4 | 5 |
| | School Principal | 1 | 2 | 3 | 4 | 5 |
| | Teacher (s) | 1 | 2 | 3 | 4 | 5 |

This response indicates an opinion that a high degree of control is exerted by the minister or his department while other groups exert little or no control over this decision.

- | | | | | | | |
|---|-------------------------|---|---|---|---|---|
| 2. Deciding the final grade awarded to a student in a given subject | Education Department | 1 | 2 | 3 | 4 | 5 |
| | School Board | 1 | 2 | 3 | 4 | 5 |
| | Superintendent's Office | 1 | 2 | 3 | 4 | 5 |
| | School Principal | 1 | 2 | 3 | 4 | 5 |
| | Teacher(s) | 1 | 2 | 3 | 4 | 5 |

This response indicates an opinion that the teacher has the major control over such a decision under firm policy administered by the principal. The superintendent's office has issued guidelines and has a supervisory function.

In many of the situations, the actual degree of control may not be as clear cut as in the hypothetical cases used above. You are asked to give your best estimate for each decision.

The study is attempting to assess perceptions of change in the degree of control over time. You are asked therefore, to make THREE estimates of the degree of control over decisions in your jurisdiction

The FIRST is your recollection of the situation as it was in 1975

The SECOND is your perception of the situation as it is now in 1980

The THIRD is your prediction of the situation as it will be in 1985

Increase or decrease in the degree of control over time should be indicated by variations in your responses for the three years. If you perceive little or no change over the period, your responses in the three columns should be about the same.

Throughout the questionnaire the term Superintendent is used to designate the chief education officer of a school jurisdiction. Please consider this to be equivalent to such other titles as Director of Education if that designation is used in your Province.

SECTION A

Please indicate your estimates of the degree of control exerted by each group or individual listed in Column B, over the decisions of the type listed in Column A. Circle your responses for each of 1975, 1980, and 1985.

CODE: 1: Negligible Degree of Control
 2:
 3:
 4:
 5: High Degree of Control

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TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	DEGREE OF CONTROL			
		WAS in 1975	IS NOW in 1980	WILL BE in 1985	
1. Deciding the allocation of funds to a school from a school district	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 - 7 8 - 10 11-13 14-16 17-19
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
2. Deciding the distribution of expenditure within a particular school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22 23-25 26-28 29-31 32-34
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
3. Deciding whether or not to fund a special program e.g. Music	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	35-37 38-40 41-43 44-46 47-49
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
4. Deciding on methods to raise additional funds for a particular school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50-52 53-55 56-58 59-61 62-64
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
5. Deciding whether or not to make additions to school buildings	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65-67 68-70 71-73 74-76 77-79
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
6. Deciding whether or not to close a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 - 7 8 - 10 11-13 14-16 17-19
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
7. Deciding whether or not to include special features such as open learning areas in school buildings	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22 23-25 26-28 29-31 32-34
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

I - - 1/4

I - - 2/4

SECTION A

A2 229

Please indicate your estimates of the degree of control exerted by each group or individual listed in Column B, over the decisions of the type listed in Column A. Circle your responses for each of 1975, 1980, and 1985.

CODE: 1: Negligible Degree of Control
2:
3:
4:
5: High Degree of Control

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TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	DEGREE OF CONTROL			
		WAS in 1975	IS NOW in 1980	WILL BE in 1985	
8. Deciding whether or not to establish special schools for physically impaired children	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	35-37
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38-40
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41-43
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	44-46
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	47-49
9. Deciding the text books to be used for a given subject	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50-52
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53-55
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	56-58
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	59-61
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62-64
10. Deciding on transportation services to be offered to students	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65-67
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	68-70
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	71-73
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74-76
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77-79
11. Deciding on major equipment items for a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 - 7
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	8 - 10
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	11-13
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14-16
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17-19
12. Deciding on class-room furnishings	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	23-25
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26-28
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29-31
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	32-34
13. Deciding the nature of programs to be offered in a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	35-37
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38-40
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41-43
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	44-46
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	47-49
14. Deciding the broad outline of the curriculum for a particular subject	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50-52
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53-55
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	56-58
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	59-61
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62-64

SECTION A

A3

230

Please indicate your estimates of the degree of control exerted by each group or individual listed in Column B, over the decision of the type listed in Column A. Circle your responses for each of 1975, 1980, and 1985.

CODE: 1: Negligible Degree of Control
2:
3:
4:
5: High Degree of Control

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TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	DEGREE OF CONTROL			
		WAS in 1975	IS NOW in 1980	WILL BE in 1985	
15. Deciding the distribution of final grades or marks in a High School subject	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65-67
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	68-70
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	71-73
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74-76
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77-79
16. Deciding whether or not to incorporate a program for physically or mentally handicapped children into a school program	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 - 4 5 - 7
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	8 - 10
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	11-13
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14-16
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17-19
17. Selecting a principal for a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	23-25
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26-28
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29-31
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	32-34
18. Selecting a teacher to fill a vacancy in a particular school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	35-37
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38-40
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41-43
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	44-46
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	47-49
19. Deciding on procedures for evaluating instruction	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50-52
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53-55
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	56-58
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	59-61
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62-64
20. Deciding the allocation of duties for non-teaching staff in a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65-67
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	68-70
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	71-73
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74-76
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77-79
21. Deciding on rules for student conduct	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 - 4 5 - 7
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	8 - 10
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	11-13
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14-16
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17-19

SECTION A

Please indicate your estimates of the degree of control exerted by each group or individual listed in Column B, over the decisions of the type listed in Column A. Circle your responses for each of 1975, 1980, and 1985.

CODE: 1: Negligible Degree of Control
 2:
 3:
 4:
 5: High Degree of Control

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TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	DEGREE OF CONTROL			
		WAS in 1975	IS NOW in 1980	WILL BE in 1985	
22. Deciding the procedures for assessing student progress in a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	23-25
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26-28
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29-31
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	32-34
23. Deciding the procedures for reporting student progress	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	35-37
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38-40
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41-43
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	44-46
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	47-49
24. Deciding procedures relating to injured students	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50-52
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53-55
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	56-58
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	59-61
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62-64
25. Deciding the precise number of staff required by a particular school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65-67
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	68-70
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	71-73
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74-76
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77-79
26. Deciding the timetable and lesson schedule for a school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	6 5-7
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	8-10
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	11-13
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14-16
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17-19
27. Deciding the policy of a school for over night field trips	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	23-25
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26-28
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29-31
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	32-34
28. Deciding the minimum and maximum class sizes in a particular school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	35-37
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38-40
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41-43
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	44-46
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	47-49

SECTION A

A5 232

Please indicate your estimates of the degree of control exerted by each group or individual listed in Column B, over the decisions of the type listed in Column A. Circle your responses for each of 1975, 1980, and 1985.

CODE: 1: Negligible Degree of Control
2:
3:
4:
5: High Degree of Control

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TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	DEGREE OF CONTROL			
		WAS in 1975	IS NOW in 1980	WILL BE in 1985	
29. Deciding the nature of contact between staff and parents	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50-52
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53-55
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	56-58
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	59-61
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62-64
30. Deciding on the use of the school building by community groups	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65-67
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	68-70
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	71-73
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74-76
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77-79
31. Deciding whether or not to establish a parent advisory group for a particular school	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 - 7
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 - 10
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	11-13
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14-16
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17-19
32. Deciding whether or not to release to the public details of school test performances	Education Department	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	20-22
	School Board	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	23-25
	Superintendent's Office	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26-28
	School Principal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29-31
	Teacher(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	32-34

SECTION B COMMENCES ON NEXT PAGE

SECTION B

A system is said to become more decentralized when control over decisions moves in the direction Province → District → School → Classroom or in the direction Policy Maker → Administrator → Practitioner. It is said to become more centralized when control over decision making moves in the opposite direction.

Please circle the most appropriate response to indicate your personal perception of the way in which each of the factors listed affects the locus of control for educational decision making in your system.

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CODE: 1: Strong decentralizing influence
2: Mild decentralizing influence
3: Neutral or no influence
4: Mild centralizing influence
5: Strong centralizing influence

FACTOR

1975 → Present	Present → 1985
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FACTOR	1975 → Present					Present → 1985					CC Office use Only
	1	2	3	4	5	1	2	3	4	5	
General Economic Climate Comment:											35, 36
General Social Climate Comment:											37, 38
General Political Climate Comment:											39, 40
Pressure from Teachers' Association Comment:											41, 42
School Board Policy Comment:											43, 44
Education Department Policy Comment:											45, 46
Pressure from Trustees' Association Comment:											47, 48
Drive for Professional Status for Teachers Comment:											49, 50
Current Practices in Administration Comment:											51, 52
Calls for Public Accountability Comment:											53, 54
Your own Personal Philosophy Comment:											55, 56

What do you consider to be major forces or factors which influence changes in locus of decisions in your Province?

SYSTEM AND PERSONAL DATA FOR SUPERINTENDENT/DIRECTOR

B2 .

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Please supply information concerning yourself and your school system by checking the appropriate category (✓). If you are involved with more than one jurisdiction please answer for the major one. In questions 6 through 9 state number of years.

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- | | | |
|--|----------------------------------|--------|
| 1. Name of Province | 1. Alberta () | |
| | 2. British Columbia () | |
| | 3. Manitoba () | 57 |
| | 4. Saskatchewan () | |
| 2. Type of School Authority | 1. School District-Public () | |
| | 2. School District-Separate () | |
| | 3. School Division- Public () | |
| | 4. School Division- Separate () | 58 |
| | 5. County () | |
| | 6. Other ----- () | |
| 3. Area Served | 1. Primarily City () | |
| | 2. Primarily Town () | 59 |
| | 3. Primarily Rural () | |
| 4. Total Number of Students in your jurisdiction | | |
| | 1. 0 - 999 () | |
| | 2. 1000 - 2999 () | |
| | 3. 3000 - 4999 () | 60 |
| | 4. 5000 - 14999 () | |
| | 5. 15000 - or more () | |
| 5. Your Employer | 1. Provincial Government () | |
| | 2. School Authority () | 61 |
| 6. Total years of working experience in educational systems. | | |
| Count current year as a full year | _____ | 62, 63 |
| 7. Total years of experience as a Superintendent or Director of Education. | | |
| Count current year as a full year | _____ | 64, 65 |
| 8. Total years of experience with present employer. | | |
| Count current year as a full year | _____ | 66, 67 |
| 9. Total years of experience in current position. | | |
| Count current year as a full year. | _____ | 68, 69 |

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE

APPENDIX 3.3
INITIAL LETTER

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

April 4, 1980

Dear Fellow Administrator,

I am writing to seek your assistance with a study I am undertaking in connection with my work as a doctoral student in Educational Administration at the University of Alberta. My area of interest is change in Control Over Educational Decisions. In connection with this I am attempting to survey a sample of Superintendents and Directors of Education from several Provinces. My study will concentrate on the perceptions of officers at this level because I believe that such people are best situated to observe change that has taken place, to be able to predict change in the future, and to understand the possible causes of change.

Your name is one of those chosen as part of the sample. Consequently, you will shortly receive a questionnaire by mail and I hope you will be able to see your way clear to complete and return it. I am well aware of the many demands upon your time, from my own experience as a school Principal and Educational Administrator in the Australian Capital Territory, but hope you will appreciate my position in requesting your co-operation with this study.

I would be pleased to supply you with a summary of the findings, when the study is complete.

Thanking you in anticipation,

Yours sincerely,

Milton E. March

CONTROL OVER EDUCATIONAL DECISIONS

Determining the appropriate pattern for control over decisions is a perennial problem for educational administrators. A section of literature in organizational theory favors models of decentralized operation and participative decision making. Claims are made of expected improvements in operation due to greater commitment from those who become involved in planning and helping to make decisions. Suggestions also appear that decisions can sometimes best be made by those close to the point of implementation. On the other hand, in a practical situation lines of accountability and responsibility place constraints on what is possible or desirable in this regard. Also, the need for co-ordination in large systems often limits individual autonomy.

Educational organizations have many special characteristics arising from their work at the interface between established society and the emerging generation. They are affected by the universality of their market and the professional aspirations of their work force. Legal structures also impose mandatory obligations upon them. In recent years one point of view has supported the desirability of decentralizing control of decision making in educational systems, yet reservations have been expressed in several quarters.

This current project is attempting to assess whether change has in fact taken place in control over decision making in recent times and whether change can be expected in the near future. It will also investigate possible causes for change. Differences in patterns of operations among the four Western Provinces and among systems within Provinces will be investigated.

The study will rely to a large extent on the perceptions of administrators in the field. Views are being sought from those people in the field who are best placed to know about change, to understand its cause and to be able to predict or influence its direction.

APPENDIX 3.4

ACCOMPANYING LETTER FOR QUESTIONNAIRE

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

April 8, 1980

CONTROL OVER EDUCATIONAL DECISIONS

Enclosed is a copy of the questionnaire to which I referred in my recent letter to you. Its purpose is to investigate perceptions of change in the locus of control over educational decisions.

I would be extremely grateful if you could complete the questionnaire as soon as possible and return it in the enclosed envelope to:

Milton E. March
Department of Educational Administration
The University of Alberta
EDMONTON, Alberta
T6G 2G5

If you would like to receive a summary of the findings of the ~~study~~, please detach the form below and return it to the same address as above.

Mr Ma .,

Please send me a summary of the findings of your study,
Control Over Educational Decisions.

NAME:

Address:

APPENDIX 3.5
REMINDER LETTER

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

May 6, 1980

Re: Questionnaire, CONTROL OVER EDUCATIONAL DECISIONS.
To the Superintendent/Director of Education.

On April 8, 1980, I posted to you a copy of a questionnaire entitled CONTROL OVER EDUCATIONAL DECISIONS. Some copies of the questionnaire have not yet been returned. You will no doubt understand that I am anxious to maximise the rate of return in order to improve the validity of the study.

If you have already completed and returned your copy, please accept my thanks for your co-operation. I fully appreciate the effort that is involved in finding time in an already crowded schedule. If, on the other hand, it is still lying in your "too busy" basket, may I appeal to you to give it some attention if at all possible, and return it when completed to:

Milton E. March
Dept. of ED. ADMIN., 7 - 104 Ed.N.
University of Alberta
Edmonton, Alberta
T6G 2G5

Thanking you in anticipation,

I remain,

yours sincerely,



M.E. March.

APPENDIX 4.01

MEANS OF ALL RESPONSES 1975, 1980, 1985

Appendix 4.01 Means of All Responses 1975, 1980, 1985

Means of All Responses Related to Decision Items

CODE: 1: (Negligible) → 5: (High) Degree of Control.

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL		
		1975	1980	1985
1. Deciding the allocation of funds to a school from a school district	Education Department	1.46	1.46	1.51
	School Board	4.14	4.08	3.97
	Superintendent's Office	3.78	3.98	3.95
	School Principal	2.06	2.52	2.87
	Teacher(s)	1.28	1.47	1.81
2. Deciding the distribution of expenditure within a particular school	Education Department	1.21	1.16	1.13
	School Board	2.60	2.30	2.14
	Superintendent's Office	3.04	2.86	2.71
	School Principal	3.95	4.37	4.57
	Teacher(s)	2.54	3.05	3.48
3. Deciding whether or not to fund a special program e.g. Music	Education Department	1.90	1.84	1.85
	School Board	4.37	4.34	4.29
	Superintendent's Office	3.89	4.00	4.01
	School Principal	2.46	2.75	3.02
	Teacher(s)	1.52	1.74	2.10
4. Deciding on methods to raise additional funds for a particular school	Education Department	1.24	1.24	1.25
	School Board	2.90	2.80	2.79
	Superintendent's Office	2.54	2.52	2.53
	School Principal	3.84	3.98	4.04
	Teacher(s)	3.01	3.22	3.36
5. Deciding whether or not to make additions to school buildings	Education Department	4.19	4.14	4.02
	School Board	4.26	4.36	4.37
	Superintendent's Office	3.37	3.47	3.56
	School Principal	2.02	2.19	2.25
	Teacher(s)	1.18	1.27	1.39
6. Deciding whether or not to close a school	Education Department	2.62	2.62	2.60
	School Board	4.68	4.69	4.64
	Superintendent's Office	3.48	3.56	3.59
	School Principal	1.57	1.67	1.73
	Teacher(s)	1.15	1.24	1.28
7. Deciding whether or not to include special features such as open learning areas in school buildings	Education Department	2.58	2.37	2.23
	School Board	4.21	4.23	4.25
	Superintendent's Office	4.02	4.04	4.08
	School Principal	2.95	3.22	3.40
	Teacher(s)	2.15	2.42	2.66
8. Deciding whether or not to establish special schools for physically impaired children	Education Department	3.81	3.76	3.72
	School Board	3.95	4.17	4.32
	Superintendent's Office	3.38	3.56	3.68
	School Principal	1.75	1.90	1.98
	Teacher(s)	1.27	1.38	1.52

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL		
		1975	1980	1985
9. Deciding the text books to be used for a given subject	Education Department	4.18	3.95	3.76
	School Board	2.39	2.55	2.69
	Superintendent's Office	3.33	3.34	3.37
	School Principal	3.17	3.43	3.57
	Teacher(s)	3.05	3.47	3.66
10. Deciding on transportation services to be offered to students	Education Department	3.03	3.04	3.02
	School Board	4.70	4.74	4.75
	Superintendent's Office	2.99	3.11	3.18
	School Principal	1.51	1.58	1.67
	Teacher(s)	1.07	1.09	1.12
11. Deciding on major equipment items for a school	Education Department	2.04	1.98	1.94
	School Board	4.13	4.02	3.88
	Superintendent's Office	3.80	3.83	3.82
	School Principal	3.43	3.72	3.93
	Teacher(s)	2.15	2.46	2.79
12. Deciding on class room furnishings	Education Department	1.75	1.64	1.55
	School Board	3.52	3.38	3.28
	Superintendent's Office	3.41	3.38	3.31
	School Principal	3.67	3.98	4.17
	Teacher(s)	2.62	3.02	3.39
13. Deciding the nature of programs to be offered in school	Education Department	3.34	3.32	3.21
	School Board	3.29	3.45	3.50
	Superintendent's Office	3.88	4.00	3.98
	School Principal	3.62	3.91	4.07
	Teacher(s)	2.55	2.85	3.09
14. Deciding the broad outline of the curriculum for a particular subject	Education Department	4.40	4.44	4.43
	School Board	1.79	1.86	1.91
	Superintendent's Office	2.61	2.73	2.77
	School Principal	2.37	2.61	2.71
	Teacher(s)	2.30	2.50	2.67
15. Deciding the distribution of final grades or marks in a High School Subject	Education Department	1.90	1.73	2.09
	School Board	1.34	1.39	1.45
	Superintendent's Office	2.27	2.30	2.37
	School Principal	3.92	3.98	3.95
	Teachers(s)	4.27	4.48	4.39
16. Deciding whether or not to incorporate a program for physically or mentally handicapped children into a school program	Education Department	2.62	2.81	2.91
	School Board	3.87	4.14	4.18
	Superintendent's Office	3.86	4.05	4.05
	School Principal	2.72	3.01	3.15
	Teacher(s)	1.74	1.94	2.22

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL		
		1975	1980	1985
17. Selecting a principal for a school	Education Department	1.08	1.08	1.06
	School Board	4.42	4.41	4.33
	Superintendent's Office	4.39	4.46	4.48
	School Principal	1.30	1.43	1.55
	Teacher(s)	1.25	1.44	1.76
18. Selecting a teacher to fill a vacancy in a particular school	Education Department	1.04	1.06	1.08
	School Board	2.63	2.48	2.42
	Superintendent's Office	4.55	4.52	4.44
	School Principal	3.68	4.12	4.29
	Teacher(s)	1.23	1.33	1.64
19. Deciding on procedures for evaluating instruction	Education Department	2.15	2.12	2.41
	School Board	2.20	2.35	2.46
	Superintendent's Office	4.29	4.39	4.34
	School Principal	3.58	3.97	4.28
	Teacher(s)	2.53	2.85	3.27
20. Deciding the allocation of duties for non-teaching staff in a school	Education Department	1.10	1.09	1.06
	School Board	2.57	2.53	2.47
	Superintendent's Office	3.12	3.15	3.16
	School Principal	4.11	4.37	4.50
	Teacher(s)	1.91	2.26	2.46
21. Deciding on rules for student conduct	Education Department	1.44	1.46	1.41
	School Board	2.79	2.76	2.80
	Superintendent's Office	2.93	2.95	3.02
	School Principal	4.55	4.70	4.74
	Teacher(s)	3.75	4.04	4.20
22. Deciding the procedures for assessing student progress in a school	Education Department	1.71	1.81	2.03
	School Board	1.91	2.07	2.14
	Superintendent's Office	3.41	3.52	3.55
	School Principal	4.23	4.38	4.46
	Teacher(s)	3.93	4.15	4.22
23. Deciding the procedures for reporting student progress	Education Department	1.65	1.59	1.79
	School Board	2.24	2.33	2.36
	Superintendent's Office	3.55	3.55	3.57
	School Principal	4.29	4.44	4.46
	Teachers(s)	3.58	3.86	3.96
24. Deciding procedures relating to injured students	Education Department	1.28	1.28	1.29
	School Board	3.22	3.31	3.39
	Superintendent's Office	3.49	3.55	3.57
	School Principal	4.04	4.18	4.20
	Teacher(s)	2.72	2.89	2.94

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL		
		1975	1980	1985
25. Deciding the precise number of staff required by a particular school	Education Department	1.58	1.43	1.43
	School Board	3.82	3.83	3.86
	Superintendent's Office	4.43	4.50	4.48
	School Principal	3.02	3.35	3.52
	Teacher(s)	1.30	1.51	1.75
26. Deciding the timetable and lesson schedule for a school	Education Department	1.40	1.39	1.42
	School Board	1.40	1.39	1.41
	Superintendent's Office	2.56	2.52	2.55
	School Principal	4.78	4.81	4.78
	Teacher(s)	3.06	3.37	3.54
27. Deciding the policy of a school for over night field trips	Education Department	1.07	1.08	1.08
	School Board	3.98	4.03	4.03
	Superintendent's Office	3.70	3.78	3.76
	School Principal	3.55	3.73	3.85
	Teacher(s)	2.41	2.70	2.82
28. Deciding the minimum and maximum class sizes in a particular school	Education Department	1.46	1.36	1.44
	School Board	3.38	3.51	3.51
	Superintendent's Office	3.96	4.00	4.00
	School Principal	3.61	3.84	3.94
	Teacher(s)	1.77	2.09	2.40
29. Deciding the nature of contact between staff and parents	Education Department	1.11	1.15	1.17
	School Board	2.17	2.25	2.36
	Superintendent's Office	2.76	2.85	2.92
	School Principal	4.48	4.59	4.63
	Teacher(s)	3.54	3.84	4.00
30. Deciding on the use of the school building by community groups	Education Department	1.17	1.31	1.55
	School Board	4.40	4.38	4.32
	Superintendent's Office	3.05	3.09	3.11
	School Principal	3.31	3.52	3.68
	Teacher(s)	1.36	1.45	1.61
31. Deciding whether or not to establish a parent advisory group for a particular school	Education Department	1.40	1.47	1.48
	School Board	2.84	3.03	3.14
	Superintendent's Office	2.64	2.72	2.80
	School Principal	3.71	3.85	3.94
	Teacher(s)	2.41	2.64	2.83
32. Deciding whether or not to release to the public details of school test performances	Education Department	1.52	1.57	1.73
	School Board	3.44	3.49	3.53
	Superintendent's Office	3.99	4.08	4.09
	School Principal	3.31	3.39	3.49
	Teacher(s)	1.99	2.12	2.24

APPENDIX 4.11

MEANS OF RESPONSES BY PROVINCE

Appendix 4.11 Means of Responses by Province

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Means of Responses Related to Decision Items for Provinces 1980

CODE: 1: (Negligible) → 5: (High) Degree of Control

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL			
		ALTA	B.C.	MAN.	SASK.
1. Deciding the allocation of funds to a school from a school district	Education Department	1.47	1.20	1.41	1.62
	School Board	4.26	3.86	3.79	4.17
	Superintendent's Office	4.04	4.32	4.03	3.67
	School Principal	2.45	2.60	2.72	2.44
	Teacher(s)	1.61	1.33	1.46	1.40
2. Deciding the distribution of expenditure within a particular school	Education Department	1.16	1.16	1.16	1.16
	School Board	2.26	1.97	2.17	2.61
	Superintendent's Office	2.95	2.59	2.77	2.98
	School Principal	4.30	4.61	4.59	4.20
	Teacher(s)	3.18	3.33	2.86	2.84
3. Deciding whether or not to fund a special program e.g. Music	Education Department	2.03	1.97	1.32	1.86
	School Board	4.36	4.35	4.58	4.17
	Superintendent's Office	4.14	4.00	3.77	3.98
	School Principal	2.90	2.68	2.65	2.69
	Teacher(s)	1.88	1.71	1.59	1.67
4. Deciding on methods to raise additional funds for a particular school	Education Department	1.20	1.26	1.07	1.37
	School Board	3.12	2.31	2.30	3.02
	Superintendent's Office	2.84	2.45	2.47	2.24
	School Principal	3.91	4.50	4.13	3.64
	Teacher(s)	3.28	3.67	3.24	2.88
5. Deciding whether or not to make additions to school buildings	Education Department	3.72	4.68	4.23	4.23
	School Board	4.50	4.32	4.23	4.29
	Superintendent's Office	3.71	3.45	3.45	3.23
	School Principal	2.36	2.40	2.16	1.90
	Teacher(s)	1.36	1.20	1.23	1.23
6. Deciding whether or not to close a school	Education Department	3.46	3.32	1.39	2.00
	School Board	4.47	4.74	4.84	4.83
	Superintendent's Office	3.43	3.90	3.48	3.54
	School Principal	1.74	1.71	1.77	1.50
	Teacher(s)	1.38	1.16	1.30	1.20
7. Deciding whether or not to include special features such as open learning areas in school buildings	Education Department	2.26	2.74	2.61	2.13
	School Board	4.45	4.32	4.03	4.04
	Superintendent's Office	4.04	4.16	4.10	3.94
	School Principal	3.14	3.16	3.39	3.24
	Teacher(s)	2.25	2.17	2.84	2.49
8. Deciding whether or not to establish special schools for physically impaired children	Education Department	4.02	4.06	3.61	3.37
	School Board	4.07	4.13	4.23	4.27
	Superintendent's Office	3.47	3.55	3.77	3.55
	School Principal	1.93	1.84	1.97	1.86
	Teacher(s)	1.48	1.29	1.47	1.23

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL			
		AITA	B.C.	MAN.	SASK.
9. Deciding the text books to be used for a given subject	Education Department	4.14	4.71	3.65	3.48
	School Board	2.96	2.32	2.03	2.54
	Superintendent's Office	3.30	2.65	3.23	3.86
	School Principal	3.26	2.74	4.06	3.65
	Teacher(s)	3.35	2.84	3.97	3.67
10. Deciding on transportation services to be offered to students	Education Department	3.21	3.61	2.84	2.63
	School Board	4.64	4.71	4.84	4.81
	Superintendent's Office	3.34	2.94	3.29	2.85
	School Principal	1.64	1.65	1.57	1.48
	Teacher(s)	1.12	1.06	1.13	1.04
11. Deciding on major equipment items for a school	Education Department	1.86	3.43	1.81	1.38
	School Board	4.09	4.17	3.90	3.92
	Superintendent's Office	3.98	3.77	3.80	3.71
	School Principal	3.67	3.53	3.71	3.88
	Teacher(s)	2.60	2.16	2.65	2.37
12. Deciding on class room furnishings	Education Department	1.50	2.30	1.84	1.28
	School Board	3.53	2.87	3.00	3.75
	Superintendent's Office	3.57	3.16	3.42	3.27
	School Principal	3.89	4.13	4.13	3.88
	Teacher(s)	3.05	3.03	3.20	2.86
13. Deciding the nature of programs to be offered in a school	Education Department	3.64	3.55	2.83	3.12
	School Board	3.50	3.39	3.30	3.53
	Superintendent's Office	4.00	3.58	4.10	4.20
	School Principal	3.67	4.03	4.20	3.94
	Teacher(s)	2.62	2.97	3.17	2.86
14. Deciding the broad outline of the curriculum for a particular subject	Education Department	4.57	4.55	4.37	4.28
	School Board	1.93	2.10	1.61	1.80
	Superintendent's Office	2.67	2.50	2.81	2.90
	School Principal	2.47	2.73	2.97	2.46
	Teacher(s)	2.34	2.43	3.10	2.34
15. Deciding the distribution of final grades or marks in a High School subject	Education Department	1.59	1.48	1.26	2.31
	School Board	1.74	1.19	3.35	1.16
	Superintendent's Office	2.62	1.65	2.13	2.44
	School Principal	3.95	3.94	4.13	3.96
	Teacher(s)	4.53	4.48	4.48	4.41
16. Deciding whether or not to incorporate a program for physically or mentally handicapped children into a school program	Education Department	2.84	3.26	2.58	2.63
	School Board	4.25	4.00	3.97	4.20
	Superintendent's Office	3.95	3.90	4.23	4.16
	School Principal	2.78	3.29	3.26	2.94
	Teacher(s)	1.79	2.03	2.32	1.81

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL			
		AITA	B.C.	MAN.	SASK.
17. Selecting a principal for a school	Education Department	1.11	1.16	1.00	1.04
	School Board	4.33	4.61	4.55	4.29
	Superintendent's Office	4.54	4.10	4.48	4.56
	School Principal	1.38	1.32	1.66	1.42
	Teacher(s)	1.33	1.81	1.65	1.20
18. Selecting a teacher to fill a vacancy in a particular school	Education Department	1.05	1.16	1.03	1.02
	School Board	2.33	1.81	2.24	3.19
	Superintendent's Office	4.64	4.13	4.55	4.60
	School Principal	3.89	4.48	4.26	4.06
	Teacher(s)	1.24	1.65	1.50	1.14
19. Deciding on procedures for evaluating instruction	Education Department	2.21	2.35	1.57	2.19
	School Board	2.63	2.13	2.43	2.12
	Superintendent's Office	4.42	4.23	4.35	4.47
	School Principal	3.81	4.06	4.39	3.85
	Teacher(s)	2.82	2.58	3.45	2.67
20. Deciding the allocation of duties for non-teaching staff in a school	Education Department	1.05	1.19	1.06	1.08
	School Board	2.36	2.74	2.30	2.71
	Superintendent's Office	3.41	2.73	3.26	3.04
	School Principal	4.41	3.97	4.48	4.48
	Teacher(s)	2.33	2.03	2.45	2.19
21. Deciding on rules for student conduct	Education Department	1.24	1.55	1.26	1.76
	School Board	2.95	2.62	2.52	2.78
	Superintendent's Office	3.17	2.58	3.03	2.88
	School Principal	4.65	4.71	4.81	4.69
	Teacher(s)	4.03	3.90	4.32	3.94
22. Deciding the procedures for assessing student progress in a school	Education Department	1.86	2.13	1.41	1.80
	School Board	2.46	1.84	1.86	1.88
	Superintendent's Office	3.75	2.77	3.47	3.75
	School Principal	4.25	4.35	4.57	4.42
	Teacher(s)	4.27	4.16	4.13	4.04
23. Deciding the procedures for reporting student progress	Education Department	1.57	2.33	1.23	1.40
	School Board	2.55	2.97	1.50	2.18
	Superintendent's Office	3.71	3.39	3.50	3.50
	School Principal	4.40	4.23	4.53	4.56
	Teacher(s)	3.88	3.48	3.97	4.00
24. Deciding procedures relating to injured students	Education Department	1.18	1.48	1.17	1.35
	School Board	3.23	3.29	3.20	3.48
	Superintendent's Office	3.82	3.29	3.93	3.17
	School Principal	4.26	3.84	4.23	4.27
	Teacher(s)	2.96	2.58	3.00	2.94

TYPE OF DECISION Column A	GROUP OR INDIVIDUAL Column B	MEAN CONTROL			
		ALTA	B.C.	MAN.	SASK.
25. Deciding the precise number of staff required by a particular school	Education Department	1.26	1.68	1.45	1.46
	School Board	4.02	3.45	3.50	4.02
	Superintendent's Office	4.45	4.48	4.63	4.48
	School Principal	3.34	3.23	3.53	3.31
	Teacher(s)	1.47	1.61	1.72	1.36
26. Deciding the timetable and lesson schedule for a school	Education Department	1.43	1.33	1.34	1.40
	School Board	1.49	1.37	1.20	1.40
	Superintendent's Office	2.74	2.06	2.21	2.69
	School Principal	4.76	4.74	4.93	4.83
	Teacher(s)	3.38	3.32	3.37	3.37
27. Deciding the policy of a school for over night fields trips	Education Department	1.04	1.16	1.03	1.10
	School Board	4.00	3.74	4.03	4.23
	Superintendent's Office	4.05	3.48	3.97	3.56
	School Principal	3.70	3.48	3.70	3.92
	Teacher(s)	2.73	2.68	2.86	2.58
28. Deciding the minimum and maximum class sizes in a particular school	Education Department	1.33	1.45	1.30	1.37
	School Board	3.71	3.16	3.30	3.63
	Superintendent's Office	4.24	3.58	3.93	4.02
	School Principal	3.69	3.97	4.00	3.85
	Teacher(s)	2.03	2.42	1.33	1.92
29. Deciding the nature of contact between staff and parents	Education Department	1.08	1.19	1.00	1.29
	School Board	2.28	2.00	2.10	2.44
	Superintendent's Office	2.86	2.63	3.13	2.81
	School Principal	4.67	4.53	4.52	4.58
	Teacher(s)	3.88	3.87	3.87	3.76
30. Deciding on the use of the school building by community groups	Education Department	1.54	1.33	1.07	1.17
	School Board	4.38	4.33	4.39	4.40
	Superintendent's Office	3.64	2.58	3.39	2.62
	School Principal	3.51	3.48	3.16	3.75
	Teacher(s)	1.53	1.40	1.45	1.38
31. Deciding whether or not to establish a parent advisory group for a particular school	Education Department	1.19	1.16	1.32	2.06
	School Board	2.86	2.55	2.42	3.88
	Superintendent's Office	2.83	2.29	3.03	2.68
	School Principal	4.09	4.48	4.29	2.92
	Teacher(s)	2.91	3.12	2.97	1.82
32. Deciding whether or not to release to the public details of school test performances	Education Department	1.74	1.87	1.29	1.36
	School Board	3.91	3.45	3.50	3.02
	Superintendent's Office	4.04	4.16	4.13	4.06
	School Principal	3.04	3.35	3.47	3.77
	Teacher(s)	1.96	2.09	2.43	2.13

APPENDIX 4.12

SUBSTANTIAL DIFFERENCES IN MEAN DEGREE OF
CONTROL AMONG PROVINCES

Appendix 4.12

Item #	Education Department	School Board	Superintendent's Office	School Principal	Teacher(s)
1.			b > s		
2.					
3.	a > m				
4.				b > s	b > s
5.	b > a				
6.	a > m, s; b > m, s	s > a			
7.					
8.					
9.	b > s, m; a > s	a > m	s > b, a; m > b	m > b, a; s > b	m > b; s > b
10.	b > s				
11.	b > s, a, m				
12.	b > s, a	s > b, m			
13.	a > m		s > b	m > a	
14.					m > s, a
15.	s > m, b, a	a > s, b	a, s > b		
16.					
17.					b > s, a; m > s
18.		s > b, m, a	a, s > b	b > a	b > s, a
19.	b, a > m			m > a, s	m > b, s
20.			a > b	s > b	
21.	s > a, m				
22.	b > m	a > b, s	s, a, m > b		
23.	b > m, s, a	b > m, s; a, s > m			
24.			m, a > s		
25.					
26.			a > b		
27.					
28.			a > b		
29.	s > m				
30.	a > m, s		a > b, s; m > s		
31.	s > b, a, m	s > m, b, a		b, m, a, > s	b, m, a > s
32.		a > s		s > a	

Appendix 4.12. Substantial Differences in Mean Degree of Control among Provinces for various Organizational Levels. x > y indicates that the mean degree of control in Province x is substantially greater than that in Province y. a=Alberta. b=British Columbia. m=Manitoba. s=Saskatchewan.

APPENDIX 4.13

RANK ORDER FOR DEGREE OF CONTROL
PROVINCES 1980

Appendix 4.13

Item #	Alta.					B.C.					Man.					Sask.				
	Low		High			Low		High			Low		High			Low		High		
1.	D	T	P	S	B	D	T	P	B	S	D	T	P	B	S	T	D	P	S	B
2.	D	B	S	T	P	D	B	S	T	P	D	B	S	T	P	D	B	T	S	P
3.	T	D	P	S	B	T	D	P	S	B	D	T	P	S	B	T	D	P	S	B
4.	D	S	B	T	P	D	B	S	T	P	D	B	S	T	P	D	S	T	B	P
5.	T	P	S	D	B	T	P	S	B	D	T	P	S	B	D	T	P	S	D	B
6.	T	P	S	D	B	T	P	D	S	B	T	D	P	S	B	T	P	D	S	B
7.	T	D	P	S	B	T	D	P	S	B	D	T	P	B	S	D	T	P	S	B
8.	T	P	S	D	B	T	P	S	D	B	T	P	D	S	B	T	P	D	S	B
9.	B	P	S	T	D	B	S	P	T	D	B	S	D	T	P	B	D	P	T	S
10.	T	P	D	S	B	T	P	S	D	B	T	P	D	S	B	T	P	D	S	B
11.	D	T	P	S	B	T	D	P	S	B	D	T	P	S	B	D	T	S	P	B
12.	D	T	B	S	P	D	B	T	S	P	D	B	T	S	P	D	T	S	B	P
13.	T	B	D	P	S	T	B	D	S	P	D	T	B	S	P	T	D	B	P	S
14.	B	T	P	S	D	B	T	S	P	D	B	S	P	T	D	B	T	P	S	D
15.	D	B	S	P	T	B	D	S	P	T	D	B	S	P	T	B	D	S	P	T
16.	T	P	D	S	B	T	D	P	S	B	T	D	P	B	S	T	D	P	S	B
17.	D	T	P	B	S	D	P	T	S	B	D	T	P	S	B	D	T	P	B	S
18.	D	T	B	P	S	D	T	B	S	P	D	T	B	P	S	D	T	B	P	S
19.	D	B	T	P	S	B	D	T	P	S	D	B	T	S	P	B	D	T	P	S
20.	D	T	B	S	P	D	T	S	B	P	D	B	T	S	P	D	T	B	S	P
21.	D	B	S	T	P	D	S	B	T	P	D	B	S	T	P	D	B	S	T	P
22.	D	B	S	P	T	B	D	S	T	P	D	B	S	T	P	D	B	S	T	P
23.	D	B	S	T	P	D	B	S	T	P	D	B	S	T	P	D	B	S	T	P
24.	D	T	B	S	P	D	T	B	S	P	D	T	B	S	P	D	T	S	B	P
25.	D	T	P	B	S	T	D	P	B	S	D	T	B	P	S	T	D	P	B	S
26.	D	B	S	T	P	D	B	S	T	P	B	D	S	T	P	D	B	S	T	P
27.	D	T	P	B	S	D	T	P	S	B	D	T	P	S	B	D	T	S	P	B
28.	D	T	P	B	S	D	T	B	S	P	D	T	B	S	P	D	T	B	P	S
29.	D	B	S	T	P	D	B	S	T	P	D	B	S	T	P	D	B	S	T	P
30.	T	D	P	S	B	D	T	S	P	B	D	T	P	S	B	D	T	S	P	B
31.	D	S	B	T	P	D	S	B	T	P	D	B	T	S	P	T	D	S	P	B
32.	D	T	P	B	S	D	T	P	B	S	D	T	P	B	S	D	T	B	P	S

Summary	No. of Items					No. of Items					No. of Items					No. of Items				
B=School Bd.	2	9	6	5	10	5	7	5	5	10	3	11	5	5	8	4	6	5	5	12
P=Principal.	-	6	11	5	10	-	5	9	4	14	-	3	11	3	15	-	4	8	10	10
S=Superint. Office	-	2	11	11	8	-	3	13	12	4	-	2	9	15	6	-	1	13	10	8
T=Teacher	9	12	1	8	2	10	9	3	9	1	5	13	4	9	1	10	12	3	6	1
D=Ed.Dept.	21	3	3	3	2	17	8	2	2	3	24	3	3	-	2	18	9	3	1	1
/=Equal Control																				

Rank Order for Degree of Control. Provinces 1980

APPENDIX 4.21

ITEMS SHOWING SUBSTANTIAL DIFFERENCES AMONG MEANS OF
RESPONSES FROM DISTRICTS OF VARYING SIZES

Appendix 4.21

Item	Education Department	School Board	Superintendent's Office	School Principal	Teacher(s)
1.		a > e			
2.		b > d			
3.					
4.					
5.					
6.					
7.		d > b			
8.					c > d
9.					
10.					
11.	e > b				
12.		b > d			
13.					
14.					
15.					
16.					
17.					
18.		a, b > d, e	b > e		e > b
19.					
20.					a > d, b
21.					
22.					
23.					
24.		b > e			
25.		b > e			
26.					c > d
27.					
28.		c, b, > d			
29.					
30.					
31.		b > d		d, b > a	d > b
32.					

Appendix 4.21. Items showing substantial differences among the Means of Responses from Districts of Various Sizes
 $x > y$ indicates that the perceived degree of control is substantially greater in districts of size x than in those of size y .
 $a=0-999$ students. $b=1,000-2,999$ students. $c=3,000-4,999$ students.
 $d=5,000-14,999$ students. $e=15,000$ or more students.

APPENDIX 4.22

ITEMS SHOWING SUBSTANTIAL DIFFERENCES ACCORDING TO THE
TYPE OF EMPLOYMENT OF THE SUPERINTENDENTS

Appendix 4.22

Item #	Education Department	School Board	Superintendent's Office	School Principal	Teacher(s)
1.	L>P				
2.					
3.					
4.			L>P		
5.	P>L	L>P			
6.				L>P	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.				P>L	
17.			L>P		
18.					
19.					
20.		P>L			L>P
21.	P>L				
22.					
23.					
24.					
25.					
26.					
27.			L>P		
28.					
29.					
30.	L>P		L>P		L>P
31.			L>P		
32.					

Appendix 4.22. Items showing substantial differences according to the type of Employment of the Superintendents

L>P indicates that the perceived degree of control in districts where the superintendent is a Local employee is substantially greater than that in districts where the superintendent is a Provincial employee.

APPENDIX 4.23

ITEMS SHOWING SUBSTANTIAL DIFFERENCES ACCORDING TO
TYPE OF AREA SERVED

Appendix 4.23

Item	Education Department	School Board	Superintendent's Office	School Principal	Teacher(s)
1.	R>T				
2.					
3.					
4.					
5.					
6.					
7.					C>T
8.				R>T	
9.			R>T, C /	R>T	C>T
10.			C>T		C>T
11.					
12.		R>C			
13.					
14.			R>T		
15.	R>C, T		R>C		
16.					
17.					C>T
18.		R, T>C			O>R
19.					
20.					
21.					
22.					
23.					
24.					
25.		R>C, T			
26.					
27.					
28.		R>C			C>T
29.			R>T		
30.			C>T, R		
31.				C>R, T	C>T, R
32.				R>T	R>T

Appendix 4.23. Items showing substantial differences according to the type of Area Served
 x>y indicates that the perceived degree of control by superintendents in an area of type x is substantially greater than that of superintendents in an area of type y.
 C-Primarily City Area. T-Primarily Town Area. R-Primarily Rural Area.

APPENDIX 5.21

CHANGES IN DEGREE OF CONTROL FOR
DISTRICTS OF VARIOUS SIZES

Appendix 5.21 Changes in Degree of Control for Districts of Various Sizes

Item	1975-1980										1980-1985									
	Decreases					Increases					Decreases					Increases				
	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				
14.																				
15.																				
16.																				
17.																				
18.																				
19.																				
20.																				
21.																				
22.																				
23.																				
24.																				
25.																				
26.																				
27.																				
28.																				
29.																				
30.																				
31.																				
32.																				
Total	0	0	0	0	0	0	0	0	1	3	0	0	0	0	0	1	0	0	2	1

Appendix 5.21. Changes in Degree of Control for Districts with 0 - 999 students

*=change significant at the 0.05 level
 **=change significant at the 0.01 level
 ***=change significant at the 0.001 level

D=Education Department
 B=School Board
 S=Superintendent's Office
 P=School Principal
 T=Teacher(s)

Appendix 5.21. (continued)

Item	1975-1980										1980-1985										
	Decrease					Increase					Decrease					Increase					
	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T	
1.								*	***	***						**					
2.		***								***	***					***				***	***
3.	*									***	***									***	***
4.										***	**									*	***
5.																				**	**
6.																*					**
7.																*					*
8.										**	***	**	*							***	***
9.	***							**	*	***	***				*					*	**
10.										**										*	**
11.											***	***			***					*	*
12.		**									***	***			**	*				***	***
13.								**	**	***	***									**	*
14.								**	**	*											**
15.	**							*			***										**
16.								*	*	***	**									**	***
17.								*	*	***										**	***
18.										***	*									**	***
19.								***		***	***									*	***
20.										***	***				**	*				***	***
21.								*		*	**									**	***
22.								**	*	***	***										**
23.								*	*		**	***									*
24.								**	*	**	***										*
25.	**							*	***	***											**
26.											***									***	***
27.										*	***									**	***
28.	*							*		***	***									*	***
29.								*	*	*	***									*	***
30.								***	*	***	*				***				**	*	*
31.								*	**	**					***					*	***
32.								*	*											*	***
Total	5	2	0	0	0	4	12	15	29	30	4	4	0	0	0	3	4	5	22	27	

Appendix 5.21. (continued). Changes in Degree of Control for Districts with 1000 - 2,999 students.

Appendix 5.21. (continued)

Item #	1975-1980					1980-1985														
	Decreases					Increases														
	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T					
1.									*					*	*					
2.									*	**					**					
3.															*					
4.																				
5.																				
6.																				
7.	*								**	**				*	*					
8.														*						
9.									*	*										
10.																				
11.								*	*	*										
12.									*						*					
13.								*	*	*				*	*					
14.										*										
15.								*												
16.								*												
17.									*											
18.																				
19.									*											
20.															*					
21.									*						*					
22.													*							
23.									*				*							
24.																				
25.									*	*										
26.									*						*					
27.																				
28.							*		*											
29.																				
30.																				
31.																				
32.							*													
Total	0	1	0	0	0	0	3	2	9	10	0	0	0	0	0	2	1	0	3	9

Appendix 5.21. (continued). Changes in Degree of Control for Districts with 3,000 - 4,999 students

Appendix 5.21. (continued)

Item #	1975-1980					1980-1985														
	Decreases					Increases														
	D	B	S	P	T	D	B	S	P	T										
1.									***											
2.	*								***											
3.								*	*											
4.									*											
5.																				
6.																				
7.	**							**	*											
8.																				
9.																				
10.								*												
11.	**							*	**											
12.								**	***											
13.										**										
14.								*	**											
15.										*										
16.								*		**										
17.										*										
18.	*							***	*	*										
19.								*	*	***										
20.								*	**	**										
21.									**	*										
22.									*	*										
23.									*											
24.																				
25.								***		*										
26.									**	*										
27.																				
28.									**	**										
29.									*	*										
30.										*										
31.									*											
32.																				
Total	2	2	0	0	0	0	0	1	11	17	1	0	0	0	0	0	0	1	7	18

Appendix 5.21. (continued). Changes in Degree of Control for Districts with 5,000 - 14,999 students

Appendix 5.21. (continued)

Item	1975-1980										1980-1985									
	Decreases					Increases					Decreases					Increases				
	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T
1.																				
2.			*						*	*									*	**
3.										*										
4.										*										
5.																				
6.																				
7.									*	*										*
8.								*		*										*
9.										*										
10.																				
11.									**	**										
12.									**	**								*	*	
13.										*										
14.									*											
15.															*					
16.									*	**					*					*
17.										***										
18.										*										
19.									**	**										
20.									*	**								**	**	
21.																				
22.										*										
23.									*	*										
24.										*										
25.									*											
26.										*										
27.																				
28.										*										*
29.																				
30.																				
31.								**												
32.																				
Total	0	0	1	0	0	2	0	0	10	19	0	0	0	0	0	1	0	0	4	6

Appendix 5.21. (continued). Changes in Degree of Control for Districts with 15,000 or more students

APPENDIX 5.22

CHANGES IN DEGREE OF CONTROL BY TYPE OF
EMPLOYMENT OF SUPERINTENDENTS

Appendix 5.22 Changes in Degree of Control by Type of Employment of Superintendents

	1975-1980										1980-1985									
	Decrease					Increase					Decrease					Increase				
	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T	D	B	S	P	T
3.								*												
4.										**										**
5.								*												*
6.																				
7.	*							*												*
8.																				
9.		*																		
10.																				
11.																				
12.									*											
13.																				
14.																				
15.																				
16.																				
17.																				
18.		*						*												
19.								**												
20.								*	*											
21.									*											
22.																				
23.																				
24.																				
25.								*	*											
26.									**											
27.									*											
28.									**											
29.																				
30.																				
31.									*											
32.																				
Total	1	1	1	0	0	0	0	0	7	9	0	0	0	0	0	0	0	0	0	5

Appendix 5.22. Changes in Degree of Control for Districts with Provincially Employed Superintendents.

D=Education Department
 B=School Board
 S=Superintendent's Office
 P=School Principal
 T=Teacher(s)

*=changes significant at the 0.05 level
 **=changes significant at the 0.01 level
 ***=changes significant at the 0.001 level

APPENDIX 6.0

MEAN DEGREE OF INFLUENCE FROM FACTORS
ALL RESPONDENTS

Appendix 6.0. Mean degree of Influence from Factors.

All Respondents

Factor	Degree of Influence	Difference
1. Economic Climate	3.20 3.68	0.48
2. Social Climate	2.70 2.94	0.24
3. Political Climate	3.21 3.47	0.26
4. Teacher Pressure	2.71 2.91	0.20
5. Board Policy	2.87 2.99	0.12
6. Department Policy	3.02 3.55	0.53
7. Trustee Pressure	2.85 2.99	0.14
8. Professional Drive	2.95 3.08	0.13
9. Administrative	2.54 2.61	0.07
10. Accountability	3.27 3.46	0.19
11. Personal Philosophy	2.52 2.74	0.22
No. of Respondents	172	

1st Mean Indicates period 1975-1980
 2nd Mean Indicates period 1980-1985

APPENDIX 6.1

MEAN DEGREE OF INFLUENCE FROM FACTORS
BY PROVINCE

Appendix 6.1. Mean degree of Influence from Factors by Province

Province	Alberta	British Columbia	Manitoba	Saskatchewan
Factors	Degree of Influence	Degree of Influence	Degree of Influence	Degree of Influence
1. Economic Climate	3.38 3.91	3.21 3.59	3.07 3.93	3.10 3.34
2. Social Climate	2.62 3.06	2.93 2.93	2.77 3.13	2.60 2.70
3. Political Climate	3.15 3.56	3.68 3.65	3.03 3.93	3.10 2.98
4. Teacher Pressure	2.67 2.84	2.71 2.81	2.80 3.43	2.71 2.75
5. Board Policy	2.82 2.95	2.87 3.00	2.67 3.33	3.04 2.85
6. Department Policy	3.07 3.98	3.45 3.72	2.55 3.52	2.98 3.02
7. Trustee Pressure	2.76 2.89	3.06 3.06	2.73 3.43	2.88 2.80
8. Professional Drive	2.89 2.95	2.90 2.83	2.97 3.66	3.04 3.04
9. Administrative Practice	2.45 2.56	2.74 2.68	2.63 2.87	2.47 2.47
10. Accountability	3.42 3.64	3.55 3.81	3.00 3.67	3.10 2.96
11. Personal Philosophy	2.55 2.75	2.73 2.80	2.31 3.03	2.48 2.54
No. of Respondents	58	31	31	52
1st Mean Indicates period 1975-1980				
2nd mean Indicates period 1980-1985				

APPENDIX 6.21

MEAN DEGREE OF INFLUENCE FROM FACTORS
BY SIZE OF DISTRICTS

D

Appendix 6.21. Mean Degree of Influence from Factors by Size of Districts.

No. of Students	0-999	1,000-2,999	3,000-4,999	5,000-14,999	15,000+
	Degree of Differ- Influence ence	Degree of Differ- Influence ence	Degree of Differ- Influence ence	Degree of Differ- Influence ence	Degree of Differ- Influence ence
1.	3.38 3.92	3.38 3.76	2.95 3.25	2.78 3.78	3.08 3.31
2.	2.85 2.69	2.71 2.92	2.70 3.00	2.46 3.12	2.92 2.85
3.	3.31 3.85	3.22 3.34	3.35 3.35	3.11 3.86	3.08 3.31
4.	2.92 3.31	2.80 2.96	2.43 2.62	2.46 2.54	2.92 3.46
5.	3.23 2.69	2.95 2.98	2.90 2.90	2.57 3.14	2.54 3.23
6.	3.38 3.62	3.05 3.48	3.05 3.50	2.74 3.81	2.92 3.54
7.	3.15 3.46	2.88 3.00	2.70 2.80	2.93 3.14	2.38 2.46
8.	2.92 3.23	3.05 3.22	2.67 3.05	2.85 2.62	2.92 2.92
9.	2.92 2.54	2.54 2.72	2.35 2.45	2.39 2.54	2.85 2.31
10.	3.38 3.77	3.23 3.35	3.24 3.29	3.21 3.68	3.62 3.77
11.	2.92 2.69	2.53 2.78	2.29 2.62	2.43 2.71	2.58 2.75
No of Resp.13			22	28	13

1st Mean Indicates period 1975-1980

2nd Mean Indicates period 1980-1985

APPENDIX 6:22

MEAN DEGREE OF INFLUENCE FROM FACTORS
BY EMPLOYMENT FOR SUPERINTENDENTS

Appendix 6.22. Mean degree of Influence from Factors by
Employment for Superintendents

Factor	Provincial		Local	
	Degree of Influence	Difference	Degree of Influence	Difference
1. Economic Climate	3.71 3.41	-0.30	3.15 3.72	0.57
2. Social Climate	3.18 2.88	-0.30	2.64 2.94	0.3
3. Political Climate	3.47 3.35	-0.12	3.19 3.48	0.29
4. Teacher Pressure	2.72 2.56	-0.16	2.70 2.95	0.25
5. Board Policy	2.78 2.50	-0.28	2.87 3.05	0.18
6. Department Policy	3.24 3.18	0.06	2.99 3.60	0.61
7. Trustee Pressure	2.89 2.67	-0.22	2.84 3.03	0.19
8. Professional Drive	2.89 3.00	0.11	2.96 3.08	0.12
9. Administrative Practice	2.61 2.56	0.05	2.53 2.62	0.09
10. Accountability	3.39 3.61	0.22	3.26 3.45	0.19
11. Personal Philosophy	2.89 2.89	0.0	2.46 2.72	0.26
No. of Respondents	18		153	

1st Mean Indicates period 1975-1980
 2nd Mean Indicates period 1989-1985

APPENDIX 6.23

MEAN DEGREE OF INFLUENCE FROM FACTORS
BY AREA SERVED

Appendix 6.23. Mean Degree of Influence from Factors by Area Served.

Factors,	City		Town		Rural	
	Degree of Influence	Difference	Degree of Influence	Difference	Degree of Influence	Difference
1. Economic Climate	2.84 3.39	0.55	3.45 3.95	0.50	3.27 3.70	0.43
2. Social Climate	2.77 3.09	0.32	2.92 2.87	- 0.05	2.61 2.91	0.30
3. Political Climate	3.09 3.48	0.39	3.54 3.66	- 0.12	3.12 3.32	0.20
4. Teacher Pressure	2.57 2.89	0.32	2.76 2.71	-0.05	2.75 3.01	0.26
5. Board Policy	2.73 3.16	0.43	3.17 2.90	-0.27	2.79 2.92	0.13
6. Department Policy	2.91 3.59	0.68	3.38 3.97	0.59	2.87 3.29	0.42
7. Trustee Policy	2.81 2.95	0.14	2.88 3.07	0.19	2.87 2.97	0.10
8. Professional Drive	2.67 2.60	-0.07	2.90 3.00	0.10	3.08 3.35	0.27
9. Administrative Practice	2.63 2.44	-0.19	2.59 2.61	0.02	2.53 2.71	0.18
10. Accountability	3.43 3.52	0.09	3.34 3.59	0.25	3.10 3.35	0.25
11. Personal Philosophy	2.42 2.63	0.21	2.68 2.80	0.12	2.47 2.76	0.29
No. of Respondents	44		42		80	

1st Mean Indicates period 1975-1980
 2nd. Mean Indicates period 1980-1985

APPENDIX 6.3

SIGNIFICANT DIFFERENCES FOR VARIOUS FACTORS
BETWEEN MEANS IN 1975-1980 AND 1980-1985

APPENDIX 6.3
Significant Differences for Various Factors between Means in 1975-80 and 1980-85

Factor	All	Alta.	B.C.	Sask.	Man.	0-999	1000-2999	3000-4999	5000-14999	15000+	Prov. Emplo.	Local Emp.	City	Town	Rural
Economic Climate	***	**		**			**		***			***	**	*	**
Social Climate	*	**				*		**	**			**	*		*
Political Climate	*	*				*		**	**			**	*		
Teacher Pressure Board	*			*								**			*
Policy Department	***	***		**			*		***			***	**		*
Policy Trustee	*			*					*			*			*
Pressure Professional Drive				**											*
Administrative Practice	*			**				*	*			*			*
Accountability Personal	*			**								**			**
Philosophy	**			**			*					*			**
Max. no. of Respondents	172	58	31	31	52	13	96	22	28	13	18	153	44	42	80

* =significant at the 0.05 level
 ** =significant at the 0.01 level
 ***=significant at the 0.001 level

All significant differences were in the direction of more centralization in the second period.

APPENDIX 7.1

SUMS OF THE DEGREES OF CONTROL FOR EACH OF THE
FIVE ORGANIZATIONAL LEVELS

Appendix 7.1 Sums of the Degrees of Control for each of The
Five Organizational Levels.

Item	1975	1980	1985
Finance to schools	12.72	13.51	14.11
Finance in schools	13.34	13.74	14.03
Finance special programs	14.14	14.67	15.27
Additional finance	13.53	13.76	13.97
Building changes	15.02	15.43	15.60
School closure	13.50	13.78	13.84
Special areas	15.91	16.28	16.62
Special schools	14.16	14.77	15.22
Text books	16.02	16.74	17.05
Transport	13.30	13.56	13.74
Major equipment	15.55	16.01	16.36
Class furniture	14.97	15.40	15.70
School programs	16.68	17.53	17.85
Broad curriculum	13.47	14.14	14.49
Final marks	13.70	13.88	14.25
Special education	14.81	15.95	16.51
Selecting principal	12.44	12.82	13.18
Selecting teacher	13.13	13.51	13.87
Evaluating instruction	14.75	15.68	16.76
Non-teaching staff	12.81	13.40	13.65
Student conduct	15.46	15.91	16.17
Student assessment	15.19	15.93	16.40
Student reports	15.31	15.77	16.14
Injured students	14.75	15.21	15.39
Number of teachers	14.15	14.62	15.04
Lesson schedule	13.20	13.48	13.70
Field trips	14.71	15.32	15.54
Class sizes	14.18	14.80	15.29
Parent contact	14.06	14.68	15.08
Community use	13.29	13.75	14.27
Parent groups	13.00	13.71	14.19
Publicity	14.25	14.65	15.08