THE UNIVERSITY OF ALBERTA

AN ANALYSIS OF THE PUPIL CONTROL IDEOLOGIES AND PUPIL CONTROL STRUCTURES IN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1973

ABSTRACT

This study was designed for the purposes of describing the relationships between various organizational and teacher characteristics and the pupil control ideologies in a sample of Alberta schools. Further, an attempt was made to determine the relationship between pupil control ideology (PCI), pupil control structure (PCS) and teacher satisfaction (SAT).

The data required for this study were obtained from responses to four instruments: the PCI Form, the PCS Form, the SAT Form and the Discipline Referral Form. The sample consisted of 60 principals and 558 teachers from 64 schools. One-way analysis of variance, *t* tests, and Pearson product-moment correlations were the statistical procedures used to test seven major hypotheses formulated for this study.

Pupil control ideology of teachers was found to be significantly different between groups formed on the basis of school type (elementary, junior high, and senior high schools), but not significantly different between groups formed on the basis of school size. Principals were significantly more humanistic in pupil control ideology than were teachers. The pupil control ideologies of teachers were not related significantly to personal characteristics such as length of tenure, age, sex, amount of training, and length of teaching experience in the present school when considered individually; however

the multiple correlation coefficient for all five variables was statistically significant. Pupil control ideology was not related significantly to pupil control structures. However, the study showed that teacher satisfaction with pupil control structure was significantly related to both, PCI and PCS, whether these were used as a teacher variable, or a school variable.

In other relationships which were explored, PCS was found to be related to school size and school type; small schools had more highly developed pupil control policies and practices than medium-sized schools and elementary schools had more highly developed policies and practices than senior high schools. Teachers in custodial schools which had relatively unstructured pupil control policies and practices were significantly more custodial in pupil control ideology. Teachers in schools having few discipline referrals, and few of the referrals considered severe were significantly more custodial in orientation toward pupil control. No significant relationship was found between PCS and teacher satisfaction, and the number and severity of discipline referrals made by teachers.

ACKNOWLEDGEMENTS

The author wishes to acknowledge persons whose cooperation, assistance and encouragement helped to make the writing of this thesis possible.

To his advisor Dr. E. Miklos, credit is given for the origin of the study and sincere appreciation is expressed for his encouragement and assistance. To the other members of the thesis committee, Mr. K.L. Ward and Dr. H. Janzen, appreciation is extended for their assistance.

To the staff of the participating schools gratitude is expressed for their willing cooperation in providing the essential data.

To my wife Iris and my daughter Naomi special thanks is given for their sharing of the task.

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STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

Greater understanding of the school as a social system has been hindered by a lack of research into the processes of social control which pervade school organizations. Willower (1971:245-246) pointed out this lack of research when he stated:

> Social control in elementary and secondary schools has not been the object of sustained and systematic inquiry. Relevant work tends to be scattered and lacking in the kind of interrelation that would furnish cummulative results.

To focus attention on the processes of social control in schools, Willower (1965:41) adapted the definition of social control put forth by Landis (1956:4) and defined "pupil control" as the process by which social order is established and maintained in schools.

Though the term "pupil control" became useful in later studies of social control in schools, Willower (1971: 249) expressed concern about the direction such studies were taking:

> It is not reasonable to consider social controls in isolation from the social characteristics of public schools. Their social control structures are often adaptive responses to pressures generated by their environments and organizational form, and the control functions of many of these structures are latent rather manifest.

In addition, problems were seen to arise in the

practical application of social control. Scott (1971:3) commented about these problems and about the direction that the study of social control should take:

> The major practical problems of control often arise from ineffective or poorly organized social systems. Bringing about desirable social change in the peaceful and constructure way is therefore the most important goal of the scientific study of social control.

Appreciation for the practical problems of social control in schools was expressed by Willower, Eidell, and Hoy (1967:42) when, in conducting a study into the pupil control ideology of schools, they commented:

> Perhaps the foremost need at the present time is to gain a better understanding of the social characteristics of the school and its personnel.

The study reported herein examined the relationships between various organization and teacher characteristics and the pupil control ideologies of a sample of Alberta schools. An examination of the relationship between pupil control ideology, pupil control structures and teacher satisfaction was also conducted.

STATEMENT OF THE PROBLEM

The present study attempted to increase the understanding of the social characteristics of the school and its personnel in two ways: (1) by describing the pupil control ideology of a sample of Alberta schools; and, (2) by examining the relationship between pupil control structures and teacher satisfaction within a sample of Alberta schools. To achieve the former, the Pupil Control Ideology

Form, developed by Willower et al. (1967) at the Pennsylvania State University for the purpose of measuring school personnel attitude toward pupil control, was modified into a form deemed suitable for use in the study. To achieve the latter, two instruments were designed. The first instrument was designed to describe pupil control policies and practices in schools. The second instrument was designed to measure the satisfaction of school personnel regarding the pupil control policies and practices that exist in their particular school.

For the purposes of this study, the problem was stated in the following way: (1) What are the characteristics of the pupil control ideologies that exists in a sample of Alberta schools? (2) What relationship exists between the pupil control ideologies and pupil control structures of the sample and teacher satisfaction?

Definition of Terms

Pupil control ideology. Hereafter designated by the abbreviated form of PCI, pupil control ideology refers to a set of beliefs held by any school staff member regarding the social control of students. Terms such as "custodial" and "humanistic" are used as descriptors of a particular pupil control ideology and represent the extremes of a pupil control ideology continuum.

Pupil control structure. Hereafter designated by the abbreviated form of PCS, pupil control structure refers

to characteristics of the pupil control policies or practices initiated within schools to foster the social control of students. The terms "highly developed" and "lesser developed" are used to describe the number and importance of pupil control policies and practices established in schools and represent extremes of a pupil control structure continuum.

Teacher satisfaction. Hereafter designated by the abbreviated form SAT, teacher satisfaction refers to the contentment expressed by teachers regarding the adequacy of established pupil control policies and practices in schools. Descriptive terms such as "satisfied" and "dissatisfied" are applied to such expressions of contentment and represent the extremes of a teacher satisfaction continuum.

Teacher pupil control ideology. This term refers to the pupil control ideology held by individual teachers in the school organization.

Principal pupil control ideology. This term refers to the pupil control ideology held by the principal in the school organization.

School pupil control ideology. This term refers to the pupil control ideology which characterizes, in general, all teachers and the principal in a school.

Statement of Sub-Problems

1. Characteristics of Pupil Control Ideology

Formulation of the following sub-problems aided in determination of the relationships between various organizational and personal characteristics and the pupil control ideology that exists in a sample of rural Alberta schools.

1.1 Is the pupil control ideology of teachers related to selected organizational characteristics such as school size and school type?

1.2 Is pupil control ideology related to position held in the school organization?

1.3 Can the pupil control ideology of teachers be predicted from personal characteristics of teachers such as years spent in the present school, years of experience, sex, age, and years of teacher preparation?

1.4 Is the pupil control ideology of teachers related to the pupil control structure in the school as perceived by teachers?

2. The Relationship Between Pupil Control Ideologies, Pupil Control Structures, and Teacher Satisfaction

The relationship between pupil control ideologies, and pupil control structures existing in a sample of schools and teacher satisfaction was determined by focusing attention on the following sub-problems:

2.1 Is teacher satisfaction with pupil control policies

and practices related to each of the following interactions:

--teacher pupil control ideology and school pupil control ideology?

--teacher pupil control ideology and principal pupil control ideology?

--principal pupil control ideology and school pupil control ideology?

2.2 Is teacher satisfaction with pupil control policies and practices related to the interactions of school pupil control ideology and the pupil control structures of the school?

2.3 Is teacher satisfaction with pupil control policies and practices related to the interactions of the pupil control ideology of the teacher and the pupil control ideology of the school?

Assumptions

The following assumptions were made regarding the nature of the problem, the data collected, and the statistical procedures that were used:

1. that the Pupil Control Ideology Form (Adapted) together with the Pupil Control Structures Form, which was designed to measure the extent to which pupil control structures are implemented within schools, and the Teacher Satisfaction Form, designed to measure the extent to which teachers agree with the pupil control structures of a school, gave valid

and reliable measures of the variables studied.

2. that the selection of the school samples was adequate and representative of the grade-levels as they exist throughout the population of Alberta schools sampled.
3. that the scales used in the instruments were at least interval scales for the purposes of statistical analysis.
4. that the scores obtained by the members of a group were not atypical so as to distort the representativeness of a statistical descriptor of a group characteristic.

Delimitations

1. This study included rural schools and schools in urban centres of less than 100,000 population.
2. The grade level types used in the study were: (1) elementary schools (Grades 1-6); (2) junior high schools (Grades 7-9); and senior high schools (Grades 10-12).

Limitations

1. The availability of schools for sampling purposes at each grade level was the first limitation. Access to the List of Operating Schools in Alberta 1971-72 revealed that the number of schools available at the junior high school level and at the senior high school level for sampling purposes was highly

limited. This placed a restriction on the number of schools that could be sampled at these levels.

2. The strict adherence to the grade level classification of schools posed a limitation on the extent to which generalizations could be made regarding schools with multi-grade level organizations. Inferences about a particular grade level within such an organization would be highly tentative.
3. The exclusion of large urban school systems in cities exceeding 100,000 in population posed the third limitation. Thus, the description of the variables or relationships as measured in this study may not be indicative of the kind of description that would have resulted if such school systems were included in the study.

SIGNIFICANCE OF THE STUDY

The study was considered to be significant for four reasons: (1) it could provide information about the general characteristics of pupil control ideologies; (2) it might provide insight into the particular kinds of social institutions which Alberta schools have become; (3) it could furnish school administrators with a means to gauge the control environment of their schools; and (4) it could serve as a basis for a school to evaluate its goals.

This study, within its limits, had the task of describing the characteristics of the pupil control ideology

in a sample of Alberta schools; as well, the control environment within the sample was examined by means of teacher satisfaction with pupil control policies and practices.

ORGANIZATION OF THE THESIS

In this chapter, statements made by writers in the study of social control in organizations were used to support the need for further study of social control in school organizations. The general problem required the identification of the characteristics of the PCI of a sample of schools, as well as examination of the relationship between the PCI and PCS of a sample of schools and teacher satisfaction. Several specific sub-problems were identified dealing with the two aspects of general problem.

The next chapter presents a summary of the literature that pertained to this study along with the theoretical considerations upon which this study was based. Chapter 3 contains an outline of the research design of this study including a description of the instruments used, the methodology of data collection, and the data analysis employed in this study. In Chapter 4, an analysis regarding the PCI of a sample of Alberta schools is presented. The analysis of the relationship between the PCI and the PCS of a sample of Alberta schools and teacher satisfaction is presented in Chapter 5. A summary of additional research findings about which no hypotheses had

been formulated, but which may have implications for future research is found in Chapter 6. Finally, in Chapter 7, the summary, conclusions, and implications of this study are presented.

Chapter 2

RELATED LITERATURE, RESEARCH, THEORETICAL CONSIDERATIONS AND HYPOTHESES

This chapter presents a summary of the theoretical concepts and constructs which formed the background for the present study. An attempt is made to describe the nature of the organization-client relationships in schools and to show how client control influenced the behavior of the participants in these relationships. The chapter consists of three parts. The related literature and research is summarized in the first part; the theoretical considerations are presented in the second part; and, the third part restates the research sub-problems in the form of hypotheses.

RELATED LITERATURE

To present a theoretical background for this study, a review of the relevant literature was carried out. Attention was focused on the theory pertaining to organization-client relationships, pupil control ideology, and attitudes in teacher-pupil relationships. The essence of that attention is presented in this section.

Organization-Client Relationships

Among the writers of administrative theory of his era, Barnard (1948:112-125) noted that central to any

organization was the relationship between the organization and the client. Essentially, the organizational behaviors toward the members of the organization (the employees) and toward the clientele (the customers) of the organization were viewed in terms of equality. The organization had to establish a cooperative relationship, elicit services, maintain morale, maintain inducements, deterrents, supervision and control, inspection, and education and training for both the members of the organization and the clients of the organization. Though the view taken by Barnard was business oriented, other writers began adopting the basic idea of organization-client relationship to other kinds of organizations.

Blau and Scott (1962:42-43) classified organizations according to who benefited most from a particular organization. The category of "service organization" was of particular interest because of the inclusion of schools within that category. Viewed in terms of their ability to serve clients (Blau and Scott, 1962:51), schools, as well as other service organizations, have the crucial problem of providing professional services to clientele who know not what serves their best interests. The welfare of clients is presumed to be of prime concern to the organization.

Developing their typology of organizations, based on the activity of the organization in society and on organizational characteristics, Katz and Kahn (1966:110-148) saw schools as maintenance organizations. As such, schools

are defined as organizations whose main function is the socialization of people for roles in other organizations, and the larger society.

The Katz and Kahn (1966:131-136) analysis of maintenance systems perceives the school as the organizational counterpart of the family institution. The school not only helps establish value and norm patterns needed for adult life, but also contributes to the knowledge and skills required for those roles. Hence, the school assumes a people-molding function. The position of students in this function was clarified by Miklos (1970:5) who stated that:

> Students form that part of the input which is to be processed; after some period of time they are returned to the environment having been modified in cognitive skills and attitudes to varying degrees.

Etzioni (1961:45-49) classified schools as normative organizations in terms of the kind of compliance they exerted upon their participants. According to Etzioni, normative control in schools includes manipulation of grades, honors, and other prestige symbols to elicit response and conformity from participants. Defined as identive power (Etzioni, 1965:651), the manipulation of symbols is considered a way of stressing the internalization of norms. Effectiveness of participant control is dependent upon the ability of schools to select their participants (Etzioni, 1965:658), however, this ability is perceived to be non-existent in the case of schools.

Bidwell (1965:972) viewed schools as client-serving

organizations in which the moral and technical socialization of the children takes place. Participation in the activities of schools is understood to take place because of a differentiation between the roles of student and teacher as assumed by participants.

In this regard, Nadel (1957:35-41) pointed out that young people are compelled to participate in the activities of school systems whether they wished to or not. Educational institutions, on the other hand, are compelled to provide services to students who may not wish them; teachers are understood to enter into their respective roles quite voluntarily.

A formal conceptualization of schools as unique service organizations in which client selection is uncontrolled, but client participation is mandatory, was put forth by Carlson (1964) in his analysis of social organizations. Schools are considered to be in the same category as mental hospitals, reform schools, and prisons; a category which depicts such organizations and their clientele as having little control over the kinds of relationships established between them. Carlson labeled these as "domesticated" organizations in which survival of the organizations is assured through the constant supply of clientele and a minimum of competition among like organizations.

A motivational problem for the domesticated organizations was proposed by Carlson. Because of the

likelihood that the organizations would come into contact with clientele who have no desire for the services offered by the organizations, and of the likelihood that the organizations would come into contact with clientele they have no desire to serve, the organizations are likely to develop unique characteristics in response to unique motivational problems. Carlson (1964:266) contended that such motivational problems would influence "the attitudes which staff members and clients had toward each other, personality make up of the staff, prestige of the work, and development of organizational resources."

Though obliged to provide service for clientele over which they have no selectional control, schools are seen to adapt to this situation in various ways. According to Carlson (1964:271), these include: (1) segregation of the undesired clientele into programs other than those provided for the clientele the schools are eager to serve; and/or, (2) preferential treatment of desired clientele in the matter of grades, withdrawal from school, discipline, punishment, and curricula. In essence, these adaptive mechanisms appear to make the organization-client relationship more tolerable for the school. They are also seen as providing an internal means of selection and sorting of clientele as the schools went about fulfilling their societal obligations. Collectively, these adaptive methods could be referred to as client control.

Pupil Control Ideology

Willower (1967:41) labeled client control in schools as pupil control. In the broad context of social control set forth by Abcarian (1971:154) pupil control can be thought of as referring to those mechanisms within the school that prevent structural tensions or constrain them from resulting in widespread patterns of deviant norms and behavior. Katz and Kahn (1966:47), however, maintained that in order that system norms exist, and in order that those norms support an authority system in a social organization, there has to be an explicit formulation of an ideology. The ideology which provided a school with norms and which supported the authority structure of a school was identified by Willower et al. (1967) as "pupil control ideology."

Willower and Jones (1963), and Willower (1963, 1965) maintained that pupil control was a salient feature of schools, permeating the interpersonal relationships that are established within the schools.

In a research program carried out by Willower, Eidell, and Hoy at The Pennsylvania State University in 1967, the bases for interpersonal relationships were examined indirectly when the pupil control ideology of teachers was examined. The research was based on an adaption of the work done by Gilbert and Levinson (1957:23) in which pupil control ideology was conceptualized as a continuum ranging from "custodialism" at one extreme to "humanism" at the other.

Willower et al. (1967:5-6) developed prototypes of these two orientations.

The custodial school was envisioned as one in which the maintenance of order is mandatory. Students are stereotyped as to appearance, behavior, and parents' social status. Viewed as irresponsible and undisciplined, the student is subjected to punitive sanctions. Teachers perceive student behavior in moralistic terms with misbehavior taken as a personal affront. Pessimism, mistrust, rigidly maintained teacher-pupil status distinctions, and one-way downward communication are considered characteristic of the custodial viewpoint.

The humanistic school was conceptualized as one in which learning and behavior are viewed in psychological and sociological terms. Learning is considered as engagement in worthwhile activity in which the withdrawn student and the overactive one are viewed as equal problems. Teachers share the optimism that personal relationships emphasizing friendship, respect and trust will engender self-discipline in the student. Flexibility in status and rules, two-way communication, and increased student self-determination are considered characteristic of the humanistic viewpoint. Staff and students are willing to act upon their own volition and accept responsibility for such acts.

The conceptualization was expanded by Budzik (1972: 22-24) to illustrate other possible structural differences between the two types of schools.

In custodial schools, administrators maintain status distinctions between administrators and teachers. Power and communication flow downward with teachers accepting administrative decisions without question. Responsibility for actions is felt only to the extent that orders are efficiently executed.

Within humanistic schools, teachers influence school policies, programs, rules, customs, and procedures. As such, teachers do not perceive administrative overcontrol. Since they share in the decision-making process, teachers find greater security in the humanistic schools. Because of the humanistic orientation of the administrators, the schools are perceived as educational communities where members learn through interaction and experience.

Budzik supported the Willower et al. conceptualization of pupil control ideology when he differentiated the teacher-pupil relationship in the two prototypes.

According to Budzik (1972:22-23), conflicts in custodial schools are resolved by punitive devices such as coercion, ridicule, and the withholding of rewards. Adequate social distance in teacher-pupil relationships is emphasized. In contrast, humanistic schools emphasize non-punitive resolution of conflict with the expectancy of self-discipline. Indeed, the conceptualized prototypes of pupil control ideology are clearly discernible in the account given by Magnuson (1970: 251-257) comparing the pupil control methodologies in English and French schools. The two dissimilar approaches to student

discipline hold many implications for teacher-pupil relationships. To discern the importance of pupil control ideology in the teacher-pupil relationship, the teacher-pupil relationship needed further examination.

Attitudes in Teacher-Pupil Relationships

Jones (1965:76) expressed concern for the success teachers have in maintaining authority in teacher-pupil relationships and how such success is affected by other relationships. He stated:

> For example, some teachers may be more dominant or authoritarian than others. In addition to such personal differences, a teacher's authority may depend on the way the school administration defines standards and rules, on the relationship between parent, principal and teacher. Any of these relationships may strengthen or weaken the teacher's authority.

With this in mind, Jones (1965:80) made a case for a pupil-centred orientation to the teacher-pupil relationship, a relationship in which the teacher accepts the pupil as a person. Though he maintained that a high frequency of teacher-pupil interaction in such a relationship indicates a mutual acceptance, Jones (1965:74) warned:

> Theoretically, if participants in a social relationship hold different expectations of their rights and responsibilities, stress in such forms as dissatisfaction or anxiety will be expressed by some or all participants.

Katz (1968:34-40) examined the divergence in perceptions of rights and responsibilities of interacting participants in the school setting. In discussing the discipline problems created by deliquent students, Katz (1968:38) noted:

> Although it is obvious that teachers must see the actions of these students as opposition to the school, it needs to be noted that the focus of opposition is not the school, but the adult world, the world of authority that goes far beyond the school.

Related to this is the speculation put forth by Fennessey and McDill (1971:267) that teachers influence student views of the school and indeed, of the adult world. Hence, differences in satisfaction and perception were theorized.

The phenomenon of the vicious cycle, a concept developed by W.I. Thomas, refined by Merton (1968:475-490), and discussed by Katz (1968:38-39) was thought to apply to teacher perceptions of discipline cases. In matters of discipline, adverse student behavior is viewed by the teachers as a threat to their authority. Actions are taken by the teachers to maintain their authority and to protect the mandate of the school. Such behavior is perceived by students creating the discipline problems as a threat to their autonomy. A negative reaction to increased custodial pressures is made by the offending students. This additional negative reaction to authority maintenance is seen as reinforcement of earlier held teacher perceptions of discipline problems, and so, the cycle is repeated. According to this analysis, the forces affecting the adoption of a custodial ideology would be at work (Budzik, 1972:23).

Illustration of the vicious cycle phenomenon was found in the work done by Ford (1971) who investigated the attitudes held by high school students and teachers regarding

student voice in decision-making, and in Ladd's discussion of the problems encountered by the teacher who, with a more humanistic ideology, had the opportunity to work with students accustomed to more custodial attitudes (Ladd, 1972: 331-347). In both cases, the thoughts and actions of the teacher were influenced by the image of the ideal student that was held by the teacher (Yamamoto, 1969:232).

The amount of discretion in applying pupil control (Bealing, 1972:231-235) was conjectured by Manley-Casimir (1971) as being central to the sense of justice that pervades a school. In this regard Manley-Casimir (1971:2) stated:

> . . . school discipline is usually enforced through a system of rules and sanctions. Generally, rules are viewed as one end of a rules-discretion continuum. The more rules and the more specific the rules, the less the discretionary power available for exercise. However, rules cannot replace discretionary power entirely, for no number of rules can comprehend all the circumstances that may arise for administrative action. Thus, some discretion is essential to preserve administrative flexibility. The problematic issue is how much and in what circumstances? Here the question of justice intrudes.

That control structures exist in schools to temper justice was pointed out by Hanson (1972:1):

> The school maintains a clear organization hierarchy with authority centralized in the office of the principal who reports directly to the superintendent. Under the auspices of this authority, educational policy and rules stipulate what is expected and prohibited with respect to the behavior of the teachers and students.

Earlier, Willower (1971:249) contended that such structures are generated by environment and organizational form. Such structures provide a means of coordinating the

parts of the organization (Corwin, 1971:257-258) as well as a means of coping with organizational problems (Miles, 1965:21).

A search of the literature provided background for the contention that control structures have a bearing on teacher satisfaction. Kenneke (1970:45) suggested that four major areas are instrumental in determining teacher satisfaction: (1) personnel policies and procedures; (2) instructional environment; (3) institutional leadership,, and (4) teacher welfare. The study conducted by Ascher (1971) indicated that the educational environment coupled with the teacher's ability to teach in a variety of positive manners, was essential in determining teacher job satisfaction. Another study conducted by Wutzl (1972) showed that teacher attitudes of professionalism were significantly and positively correlated with teacher satisfaction.

When Sergiovanni (1967) applied Herzberg's Hypothesis to teachers, the contributors to job satisfaction were found to be achievement, recognition, and responsibility. The factors contributing most to teacher dissatisfaction were found to be interpersonal relationships with students, teachers, and peers, technical supervision, school policy and administration, and personal life. This pattern was found to hold true across a number of teacher variables such as sex, teaching level, and tenure.

RESEARCH ON PUPIL CONTROL IDEOLOGY

Since the initial conceptualization of pupil control ideology by Willower et al. (1967), several empirical studies have been carried out. All of these studies held to the premise that the school was a social organization in which pupil control was the dominant feature. These studies attempted to relate this salient feature to various characteristics of individuals, and of schools. Studies directly related to the central problem of this research project are reviewed in this section.

Pupil Control Ideology and Dogmatism

The initial study by Willower et al. (1967), which saw the refinement of the Pupil Control Ideology Form, attempted to relate pupil control ideology to dogmatism (Rokeach, 1960) and to organizational position. The following relationships were supported by research results:

1. Teachers were found to be more custodial in pupil control ideology than were principals or counsellors.
2. The custodial dimension of pupil control ideology appeared to increase as the grade level taught or administered increased.
3. The custodial aspect appeared to increase with length of tenure.
4. Dogmatic school personnel tended to be more custodial.

Support for the third and fourth findings were also

found in a study by Heineman (1971) which involved high school principals only.

A study carried out by Williams (1972) also confirmed the findings of the initial study. He concluded that personality factors such as years of teaching experience, sex, and race were important indicators of the pupil control ideology orientation of educators, and that position of educators in school settings, as well as the perceptions of their roles in those positions, influenced their pupil control ideology orientation.

Pupil Control Ideology and Organizational Climate

In their work on the relationship between pupil control ideology at the elementary school level, Appleberry and Hoy (1969) found that schools with relatively open climates were more humanistic in pupil control ideology; those schools with relatively closed climates tended to be more custodial in their orientation. The same relationship between climate and ideology held true for the teachers within the schools.

Appleberry (1971) conducted a separate inquiry into the pupil control ideology organizational climate relationship in elementary schools. Aside from confirming the findings of the previous study, he found that pupil control ideology and openness of school climate did not vary systematically when principals were compared. Additional analysis revealed that humanistic schools were more likely to have:

1. teachers who worked well together in the teaching-learning task.
2. high morale with teacher satisfaction of task accomplishment.
3. principals who dealt with teachers on an informal basis.
4. principals who motivated teachers by personal examples.
5. an atmosphere of openness, acceptance and authenticity of interaction in relationships.

Further confirmation of this trend in the pupil control id[redacted]anizational climate relationship in schools wa[redacted]n Waldman (1971) obtained similar results in [redacted] secondary schools. He alsp found that pupil co[redacted]ideology and organizational climate were in positive fi[redacted]ation with population density of the community and [redacted] the percentage of minority students attending sch[redacted].

Pupil Control [redacted]deology and Educator Values

A study conducted by Helsel (1971a) revealed that traditionalism in educator values was positively related to custodialism in educator pupil control ideology. The relationship was found to hold across a variety of hierarchical positions within the organizational structures of elementary an[redacted]econdary schools, though it was found that such posit[redacted]id not significantly influence the

strength of the relationship between values and pupil control ideology.

Pupil Control Ideology and Status Obeisance

A Helsel study (1971b) on the relationship between status obeisance and pupil control ideology revealed a positive relationship between a teacher's reaction to authority and the custodial dimension of pupil control ideology. The study gave support to findings in the earlier Willower, Eidell and Hoy (1967) study; however, when the effect of the predictor variables was controlled, the relationships reported in the earlier study were found to be not significant.

Pupil Control Ideology and Student Alienation

Utilizing the Pupil Attitude Questionnaire, the Pupil Control Ideology Form, and the theoretical framework developed by Rafalides (1971), Hoy and Rafalides (1971) investigated the relationship between pupil control ideology and student alienation in high schools. An attempt was made to relate various aspects of student alienation (normlessness, powerlessness, meaninglessness, isolation, and self-estrangement) to custodialism in pupil control ideology. All aspects of alienation, except meaninglessness, were found to be positively related to custodialism.

Pupil Control Ideology and Organizational Socialization

Looking at organizational socialization and pupil

control ideology, Hoy (1967) found that student teaching tended to compel incumbent teachers toward custodialism in pupil control ideology. This was observed in the first investigation of what developed into a longitudinal study of the socialization process of teachers in schools.

In a subsequent study, Hoy (1968) compared pupil control ideology scores of beginning teachers with the pupil control ideology scores they had obtained the previous year as student teachers; the following findings were reported:

1. Pupil control ideology for beginning teachers was more custodial after one year of teaching experience, as compared to the pupil control ideology held after student teaching.
2. Secondary teachers were significantly more custodial than their elementary counterparts.
3. Pupil control ideology did not change significantly for those teachers who did not teach after graduating.

The third Hoy study (1969) looked at the organizational socializations of the initial 1967 group of teachers after they had two years in which to gain teaching experience.

Findings in this regard were as follows:

1. Regardless of teaching level, pupil control ideology remained virtually unchanged after the second year of teaching.
2. For those who did not teach for two years after

graduating, there was no significant change in pupil control ideology.

3. There was a significant decrease in custodialism for those who did not teach after their first year of teaching.
4. Custodialism significantly increased for those who commenced teaching the second year after graduating.
5. Custodialism did not significantly increase for elementary teachers who changed schools for their second year of teaching; secondary teachers who did change schools for their second year of teaching became significantly more custodial in pupil control ideology.

Support for the Hoy studies was given by a study conducted by Hamil (1971). Pre- and post-tests of pupil control ideology were administered to a group of novice teachers while only one was administered to the cooperating teachers. Student teacher pupil control ideology made significant increases during the student teaching experience to levels above those of the cooperating teacher.

Drozda (1972) determined that, during their first year of teaching, closed-minded novice teachers were more susceptible to forces of school socialization than open-minded teachers. He found that difficulty in the teaching situation and pupil control ideology of the experienced teachers reference group were beneficial in explaining changes in the pupil control ideology of novice teachers.

Budzik (1971) also found support for earlier findings regarding the socialization processes in schools when he investigated the relationship between pupil control ideology and teacher views of administrative control style.

Pupil Control Ideology and Verbal Behavior

Utilization of the Pupil Control Ideology and Flanders Interaction Analysis Schedule by Rexford (1970) indicated that the amount of direct influence exerted by a secondary teacher was more closely related to teacher pupil control ideology than the percentage of teacher talk in the classroom. Amounts of teacher talk employed by custodial teachers did not differ significantly from the amounts employed by humanistic teachers. These findings were later confirmed in two separate studies. One was conducted by Rexford, Willower, and Lynch (1972) at all levels of school organization, and the other was conducted by Goldenberg (1971) at the elementary level.

Pupil Control Ideology and Teacher Personality

Weak relationships between the components of the Activities Index and pupil control ideology of teachers, at the elementary and middle school level, were found in research done by Leppert (1971), and by Leppert and Hoy (1972). According to the research, school type, orderliness, class size, Egoism, Intellectual Interests, sex, education, and experiences were "best" predictors of educator pupil control ideology. The data depicted the custodial teacher

as a less educated, but more experienced male secondary teacher with large classes, who needed orderliness, tended to be egotistical, and preferred non-intellectual activities.

Pupil Control Ideology and Professionalism

In a study of the relationship of pupil control ideology to professional orientation, Landis (1967) found that secondary teachers, though more custodial in pupil control ideology, were slightly more professionally oriented than were elementary teachers. Male teachers were found to be slightly more professionally oriented than female teachers. While that held true at the elementary level, the reverse was true at the secondary level. At both the secondary level and the elementary level, males were more custodial in pupil control ideology. Other demographic factor relationships were explored.

The findings of the Landis study were confirmed in a later study conducted by Willower and Landis (1970) but, re-examination of the complexity of the professionalism variable was proposed.

Abrams (1971) attempted to relate elementary school principal assessment of teacher professionalism to attitudes toward decentralization of the school. No relationship was confirmed. However, he found that attitudes to school decentralization were related to pupil control ideology in a positive correlation.

Pupil Control Ideology and Classroom Behavior

J.S. Bean (1972) investigated the relationships between the pupil control ideology of teachers and their classroom behavior as perceived by pupils. Sex of the teacher was found to be the moderating variable in the relationship between teacher pupil control ideology and student perceived classroom behavior.

Pupil Control Ideology and Self-Esteem

To determine teacher self-esteem and teacher pupil control ideology McAndrews (1971) used Bills' Index of Adjustment and Values, and the Pupil Control Ideology Form respectively. When the hypotheses in the experiment were not confirmed, a more rigorous examination of the self-esteem variable was undertaken. Indications were that peer groups may not be attractive to teachers wanting to enhance their self-esteem through social approval. Further study was suggested by the experimentor.

Pupil Control Ideology and Pluralistic Ignorance

Packard (1971) defined pluralistic ignorance, in terms of pupil control ideology, as being the difference between self-scores and means of estimates of pupil control ideology. All means of estimates of pupil control ideology were larger than actual pupil control ideology scores. Teachers and counsellors were custodially inaccurate in predicting the principal's pupil control ideology. In terms of pupil control

ideology, the counsellor role tended to be well understood. Estimates of teacher and principal role ideology were markedly inaccurate. As a result, the goal achievement strategies of the school organization were questioned.

Pupil Control Ideology and Job Satisfaction

Research into the relationship of pupil control ideology to job satisfaction was carried out by Yuskiewicz (1971). There was a direct relationship of satisfaction to the congruence of actual teacher pupil control ideology and perceived teacher pupil control ideology. The same held true regarding teacher satisfaction and congruence of actual teacher pupil control ideology and perceived principal pupil control ideology. Various teacher variables were examined in relation to the findings.

Pupil Control Ideology and Power

When Zelei (1971) investigated the relationship between pupil control ideology and the sense of power of teachers in public school, he found that a custodial pupil control ideology was associated with a low sense of power, whereas humanistic pupil control ideology was associated with a high sense of power. The investigator speculated that hierarchical structure, and decision-making opportunities, allowed for a high sense of power thus engendering more positive pupil-teacher relationships through a more humanistic pupil control ideology.

Pupil Control Ideology and School Type

In 1972, McBride investigated the middle school social organization as opposed to the social organization of junior high schools. He was able to determine the following:

1. Junior high school personnel were more custodial than their middle school counterparts when total school staffs, certification, and sex were considered.
2. Selected pupil misbehaviors were correlated to the pupil control ideology of the school.
3. Previous research regarding hierarchical positions and teacher characteristics were confirmed.
4. No significant correlations existed between custodial pupil control ideology and school size, and pupil-teacher ratio.

Briefly, this section has outlined the kind of research that has been carried out with pupil control ideology as the main focus. The literature research indicated that various personal and organizational characteristics are related to pupil control ideology. Several areas lacked attention. For example, pupil control ideology and job satisfaction were just being explored with no direct research related to the control structures that pervade schools. The next section is devoted to certain theoretical considerations that are thought pertinent to the present study. In particular the relationship between pupil control ideology, pupil control structure and teacher satisfaction with pupil control structure are to be explored.

THEORETICAL CONSIDERATIONS

The review of the research on pupil control ideology indicated that pupil control ideology may be influenced by individual teacher characteristics such as teaching experience, age, and years of training; by organizational characteristics such as school size, and grade level at which instruction was offered; and, by the role assumed in the organization--usually teachers as contrasted by principals. Ideology has been determined both for the individual teacher, and, compositely, for the school. Regardless of the kind, a pupil control ideology is thought of as being related to a variety of organizational and personal attributes. The model in Figure 1 is a diagrammatic attempt at describing some of those relationships.

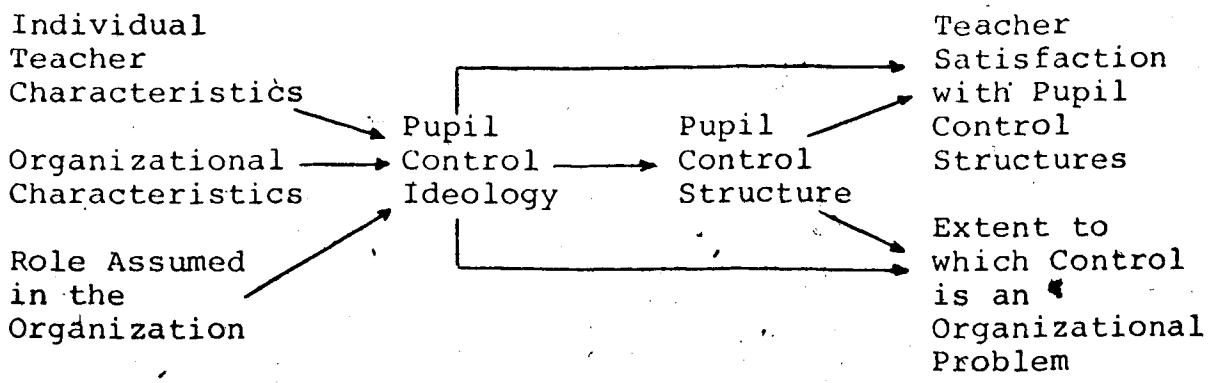

Figure 1

Pupil Control Ideology Model

For the purposes of this study, pupil control ideology was thought to find expression in the organization in three ways. First, the pupil control ideology held by the individual teacher may be reflected in the pupil control structure which develops within the school. Since the pupil control structure of the school consists of pupil control policies and practices, some of those policies and practices may be formal expressions of the pupil control ideology of individual teachers. Thus, all staff members of the school may find that their particular pupil control ideology is formally expressed within the pupil control structure of the school. Secondly, the pupil control ideology of an individual teacher, or group of teachers, is theorized as being expressed in teacher satisfaction with the pupil control policies and practices of the school. The degree of teacher satisfaction may be related to the degree of expression of pupil control ideology in the pupil control structure of the school, and may be related to the perceptions of the adequacy of existing pupil control policies and practices. Thirdly, the pupil control ideology of an individual teacher, or group of teachers, may be reflected in the extent to which pupil control is viewed as an organizational problem of the school. In this way, the degree to which pupil control ideology is expressed in the pupil control structure of the school, and the adequacy of the existing pupil control policies and practices influence the perceptions of the degree to which pupil

control is viewed as an organizational problem of the school.

Pupil Control Structure

According to theory, pupil control ideology influences the kind of pupil control structure developed by the school. Such a pupil control structure is conceptualized as existing on a continuum with highly developed pupil control policies and practices at one extreme of the continuum, and lesser developed pupil control policies and practices at the other. If a positive correlation exists between pupil control ideology and pupil control structure, then, it is theorized, a custodial pupil control ideology most likely influences the evolvement of a highly developed pupil control structure, while a humanistic pupil control ideology most likely influences the evolvement of a lesser developed pupil control structure.

A highly developed pupil control structure is conceptualized as consisting of many rules and regulations which are designed to govern every possible aspect of student behavior. For each infraction there is a precise punishment which is administered immediately upon discovery of any and all infractions. At its best, a highly developed pupil control structure is a total and complete expression of the custodial pupil control ideology.

A lesser developed pupil control structure consists of few, if any, rules and regulations. Depending upon mutually developed routines of conduct between participants

in the teaching-learning process, the lesser developed pupil control structure rarely resorts to any punitive action. In short, such a pupil control structure is a total and complete expression of a humanistic pupil control ideology.

Teacher Satisfaction with Pupil Control Structures

Further conjectures were made about teachers. Since pupil control ideology is theorized as being expressed in the pupil control structure of the school, the pupil control ideology of a teacher must be supported by the pupil control policies and practices of the school if such policies and practices are to be perceived as adequate. Those teachers who find that their particular ideology is supported within the pupil control structure generated by the school are highly likely to be satisfied with the pupil control policies and practices developed by the school. Conversely, teachers who find no support for their particular pupil control ideology within the pupil control structure of the school are highly likely to be dissatisfied with the pupil control policies and practices developed by the school.

Similarily, teachers who find their particular pupil control ideology to be shared by staff peers are highly likely to be satisfied with the pupil control policies and practices of the school, while teachers who cannot rely on such peer support for their particular pupil control ideology are likely to be dissatisfied with the pupil control policies and practices of the school.

Pupil Control as an Organizational Problem

Because of the nature of the two extremes in pupil control ideology, the extent to which pupil control is viewed as an organizational problem varies. The custodial pupil control ideology, with its philosophy, is likely to view student behavior in harsher terms than is the humanistic pupil control ideology. In theory, the pupil control structure, the formal expression of pupil control ideology, must be judged inadequate if pupil control is to be viewed as an organizational problem. Thus, if a particular pupil control ideology is able to find expression in the pupil control structure of the school, pupil control is viewed as an organizational problem in minimal proportions.

This study dealt with the relationships between pupil control ideology, pupil control structure, and teacher satisfaction as suggested by the model. The hypotheses, based on previous research and theoretical considerations, are stated in the next part of this chapter.

HYPOTHESES

The sub-problems listed in Chapter 1 focused on the specific relationships that were investigated; those sub-problems are stated here as research hypotheses.

1. Hypotheses Concerning the Characteristics of Pupil Control Ideology

1.1 There are significant differences in pupil control ideology among teachers in small, medium, and large

schools as [redacted]mong teachers in elementary, junio[redacted]ior high schools.

1.2 There [redacted] s[redacted]icant differences between the pupil contro[redacted]de[redacted]gy of principals and the pupil control ideolog[redacted]achers.

1.3 There a[redacted]gnificant relationships between pupil control [redacted]ology and teacher characteristics such as years spe[redacted]n the present school, years of experience, sex, age, [redacted] years of teacher preparation.

1.4 There is a[redacted]gnificant relationship between pupil control ideol[redacted]gy, as measured by the Pupil Control Ideology Fo[redacted]and pupil control structure, as measured b[redacted]Pupil Control Structure Form.

2. Hypotheses Concerning the Relationship Between Pupil Control Ideology, Pupil Control Structure, and Teacher Satisfaction

2.1 There are significant relationships between teacher satisfaction with pupil control policies and practices and differences in pupil control ideology between each of the followi[redacted]g:

2.1.1 teacher and school

2.1.2 teacher and principal

2.1.3 principal and school

2.2 There are significant differences in teacher satisfaction with pupil control policies and practices among the following groups of teachers:

--teachers in humanistic-structured schools,

--teachers in humanistic-relatively unstructured schools,

--teachers in custodial-structured schools, and

--teachers in custodial-relatively unstructured schools

2.3 There are significant differences in teacher satisfaction with pupil control policies and practices among the following groups of teachers:

--custodial teachers in custodial schools,

--humanistic teachers in custodial schools,

--custodial teachers in humanistic schools, and

--humanistic teachers in humanistic schools.

SUMMARY OF CHAPTER 2

After an examination of several views of the organization-client relationship of schools, the socio-organizational conceptualizations presented by Carlson and the literature on pupil control were accepted as providing a basis for examining attitudes in teacher-pupil relationships. In that examination, the relationship between control structures in schools and teacher attitudes was explored. A search of the literature related to teacher satisfaction revealed the lack of research into the matter of teacher satisfaction. Research related to pupil control ideology was presented to help substantiate the practical utility of pupil control ideology and to indicate the

relationship of pupil control ideology to various teacher and school characteristics. The research indicated that no relationship between pupil control ideology and control structures in schools had been established, and that the relationship between pupil control ideology and teacher satisfaction was virtually unexplored. A model depicting the relationships between pupil control ideology, pupil control structure, and teacher satisfaction was presented and the hypotheses for the study were presented.

Chapter 3

INSTRUMENTATION AND METHODOLOGY

This chapter provides descriptions of the instruments used in the data collection, details of data collection methods, and an outline of the methodology of data treatment.

INSTRUMENTATION

Utilization of four instruments yielded the data used in this study. The four instruments were:

1. The Pupil Control Ideology Form (PCI) (Adapted)
2. The Pupil Control Structure Form (PCS)
3. The Teacher Satisfaction Form (SAT)
4. The Discipline Referral Form (DRF)

A copy of each of the instruments is included in the Appendix.

The PCI Form (Adapted)

The instrument consists of 20 Likert-type items which are responded to on a "strongly agree" to "strongly disagree" continuum. Each item is a statement related to pupil control. The respondent indicates the extent to which his views on pupil control agreed with such statements as "It is desirable to require pupils to sit in assigned seats during assemblies," and "Being friendly with pupils often leads them to become too familiar." Responses to

the items are scored 5, 4, 3, 2, and 1 for "strongly agree", "agree", "undecided", "disagree", and "strongly disagree" respectively as to be positive to the custodial viewpoint. Where responses are positive to the humanistic viewpoint, scoring is reversed. Item scores are summed to provide a single test score. A high score on the instrument indicates a custodial viewpoint; a low score is indicative of a humanistic viewpoint. The theoretical range of test scores is 20 to 100.

Initially, the PCI Form was developed in the United States and contained American terms. To adapt the instrument to the Canadian environment, the Canadian version of certain terms was substituted for the original ones, such as "student councils" for "student governments." However, the original meaning and intent of the items was not altered. Other modifications, such as the simplification of instructions, were made to improve instrument utility.

Permission to use the PCI Form was obtained in advance of the conduct of the study.

The PCS Form

The PCS Form was constructed for the purpose of securing some indication of the extent to which pupil control structure had developed within the schools sampled in the study.

The instrument initially consisted of 20 Likert-type items related to pupil control structures. Response categories ranged from "strongly agree" to "strongly disagree."

The respondent was asked to indicate the extent to which his views agreed with the item description of his school. For the 20 item instrument, responses were assigned the values 5, 4, 3, 2, and 1 for "strongly agree", "agree", "undecided", "disagree", and "strongly disagree" respectively as to be positive to a highly developed pupil control structure. Where necessary, reverse scoring of items was used. Item scores were summed to provide a total test score. A high test score indicated the perception of a highly developed pupil control structure; a low score was indicative of a lesser developed pupil control structure. Theoretically, the test scores ranged from 20 to 100 for this 20 item instrument.

To assess the validity of the instrument, a pilot study was conducted. The PCS Form responses of the staffs of an elementary school, a junior high school, and a senior high school were subjected to component analysis. Out of the principal components analysis of the 20 item instrument (N=57), six items were identified with formulation of pupil control policies, and nine were identified with pupil control practices. The results of the principal components analysis are included in the Appendix.

These 15 items were reworded to accentuate the positive aspects of pupil control structure and item responses were assigned the values 1, 2, 3, 4, and 5 for "strongly agree", "agree", "undecided", "disagree", and "strongly disagree" respectively to retain the positive

reference to a highly developed pupil control structure. The PCS Form, containing these 15 revised items, was used in obtaining responses from the sample in the study.

The Teacher Satisfaction Form

The Teacher Satisfaction Form consisted of six items, one of which was used to designate the organizational position of the respondent. The teachers responded to the remaining five items by checking the answers most appropriate to the questions posed in the items. For example, if the possible responses to an item were "highly satisfactory", "satisfactory", "varies", "unsatisfactory", and "highly unsatisfactory", the teacher would consider the question in the item and check the response that best answered the question. Responses to the items were assigned values so that a favorable disposition toward the question in the item received as high a score as possible. The most favorable response received a score of 5; the least favorable response received a score of 1. Scores for each item were summed to yield a total test score. A high score indicated satisfaction with pupil control structure; a low score indicated dissatisfaction. The theoretical range for scores was 5 to 25.

Validation procedures were similar to those employed with the PCS Form. Principal components analysis of pilot study data indicated two distinct factors. The items, in unrevised form, were used to collect sample data on teacher satisfaction with pupil control structure. Examination of

the response pattern to the instrument using sample data, indicated that Item 5 was poorly constructed and should be discarded; with the loss of the one item, the theoretical test score range became 4 to 20.

The Disciplinary Referral Form

Although the Disciplinary Referral Form was intended to determine, through principal responses, the relative agreement between administrator and teachers on such issues as pupil control ideology and pupil control structure, the instrument could not be validated through the pilot study. However, utilization of the instrument in this study provided additional data on the sample schools. Analysis of this additional data is presented in Chapter 6.

METHODOLOGY

The Sample

The sample for the study was drawn from Alberta schools. Excluded from the sample were those schools which could not be classified as either elementary, junior high school, or senior high school organizations, as were schools from urban centres with populations exceeding 100,000. Reference was made to the List of Operating Schools in Alberta 1971-72 to determine the number of elementary schools, junior high schools, and senior high schools in the Province of Alberta available for sampling. As indicated in Table 1, of the 104 elementary schools available (Grades 1-6), 40 were chosen at random, and were approached regarding participation

Table 1

Number of Schools Participating in the Study as Differentiated by Type

Type of Rural School	Number of Type in Alberta	Number Asked to Participate	Number Willing to Participate	Number Used in Study
Elementary	104	40	24	24
Junior High	31	31	18	18
Senior High	36	36	24	22
Total	171	107	66	64

in the study. Twenty-four indicated a willingness to participate. All available junior high schools and senior high schools in the province were approached regarding participation. Of the 31 junior high schools approached (Grades 7-9), 18 schools were willing to participate, while of the 36 senior high schools approached (Grades 10-12), 24 were willing to participate in the study. Returns from 24 elementary schools, 18 junior high schools, and 22 senior high schools were included in the study.

Collection of the Data

Each school willing to participate in the study received 11 instrument packages. Each package contained a personal data sheet, the PCI Form, the PCS Form, and the Teacher Satisfaction Form. Ten of these packages were to be completed by teachers randomly selected by the principal. The principal was asked to complete the remaining instrument package. In addition, the principal was requested to complete a school data sheet which included the Disciplinary Referral Form. Principals were requested to use a form of instrument collection within the school that would maintain respondent anonymity. Collected packages were returned in stamped, self-addressed envelopes provided for the purpose. As each school returned the completed instrument packages, the school was identified as to kind (each envelope carried the school code number), and assigned an identification number. The responses to each instrument package were entered on a code sheet. Data were later punched on computer cards.

Treatment of the Data

Teacher scores were computed for each of the forms in the instrument package. In addition, school scores of PCI, PCS, and SAT were required. Computation of these values was obtained by using an appropriate computer program.

In Table 2, the numbers of respondents for the PCI, PCS, and SAT instruments are presented. A total of 572 teachers completed the PCI Form. Of that total, 217 responses were from elementary schools, 164 responses were from junior high schools, and 191 responses were from senior high schools. Sixty principals responded to the PCI Form; 23 were elementary school principals, 16 were junior high school principals, and 21 were senior high school principals. The mean PCI score for the total sample of teachers was 50.14 while the mean PCI score for the total sample of principals was 45.29.

Respondents to the PCS scale totalled 570; 214 responses were from elementary schools, 165 responses were from junior high schools, and 191 were from senior high schools. For the total group of teachers, the mean PCS score was 44.35. The PCS scores for all 60 principals were summed and a mean of 44.77 was obtained.

Two hundred fifteen elementary school teachers, 163 junior high school teachers, and 191 senior high school teachers responded to the SAT Form. The mean teacher satisfaction score for the 562 responding teachers in the sample was 13.66. Since principals had not completed the

Table 2

Number of Respondents for the PCI, PCS, and Teacher Satisfaction (SAT) Instruments

Scales	Elementary Schools		Junior High Schools		Senior High Schools		Total	
	Teachers	Principals	Teachers	Principals	Teachers	Principals	Teachers	Principals
PCI	217	23	164	16	191	21	572	60
PCS	214	23	165	16	191	21	570	60
SAT	215	--	163	--	184	--	562	--

total SAT Form, their responses to the Form were excluded from the study.

Teacher data collected for this study was used to assess the reliability of the instruments used. When Willower et al. (1967:12) assessed the reliability of the PCI Form, a split-half reliability coefficient was calculated (N=170) and the resulting Pearson product-moment correlation coefficient was 0.91; a corrected coefficient of 0.95 was reported when the Spearman-Brown formula was applied.

A reliability coefficient for the PCI Form was calculated using data from the present study (N=558). Application of the Kuder-Richardson formula 20 resulted in a KR-20 = 0.7475.

The same formula was applied to the data from the PCS Form and resulted in a reliability coefficient (KR-20) of 0.6290. The magnitude of the coefficient was deemed satisfactory. Nunnally (1967:226) states:

> What a satisfactory level of reliability is depends on how a measure is being used. In the early stages of research on predictor tests or hypothesized measures of construct, . . . reliabilities of .60 and .50 will suffice.

When the Kuder-Richardson formula was applied to the responses on the SAT Form, a KR-20 = 0.6258 was calculated. The criterion of coefficient acceptability established for the PCS Form was applied to the SAT Form reliability coefficient.

Principal components analysis was applied to the

responses to the PCI, PCS, and SAT instruments. In each case, two factors were identified. The factor loadings on each factor for each item in each instrument are reported in the Appendix. Statement numbers correspond to those in the final version of each form in the Appendix.

SUMMARY OF CHAPTER 3

This chapter provided a description of each of the instruments used in the study. The constructions of the PCI, PCS, SAT, and DRF Forms were outlined. Since the PCS and SAT Forms were being developed specifically for this study, some analysis of the instruments was necessary. The responses of teachers from an elementary school, a junior high school, and a senior high school, were used in principal components analysis to determine the final form of these two instruments. A sample of schools was chosen for the study and packages of instruments were sent to each school. The responses of the 572 teachers who completed the instrument packages were used in the application of the Kuder-Richardson formula to obtain reliability coefficients for the PCI, PCS, and SAT Forms. These coefficients were found to be at an acceptable level. Principal components analysis applied to sample data identified the items in each of two factors for each instrument.

Chapter 4

ANALYSIS OF DATA--CHARACTERISTICS OF PUPIL CONTROL IDEOLOGY

Presented in this chapter is an analysis of the data concerning the hypotheses about the characteristics of PCI proposed in this study. The sources of the data, the procedures used to test the hypotheses, the outcome of each testing, and a discussion of the results are included in this presentation.

PUPIL CONTROL IDEOLOGY AND ORGANIZATIONAL CHARACTERISTICS

PCI and School Size

Hypothesis 1.1, in null form, states that there are no significant differences between groups of teachers when those groups are formed on the basis of selected organizational characteristics such as school size and school type.

To test whether there were significant differences in PCI between groups of teachers formed on the basis of school size, schools had to be classified as to size. On the basis of data supplied by principals regarding the staff size of schools, schools were classified as being either small, medium, or large. Twenty-seven schools with from ten to 19 teachers, were classified as being small schools;

17 schools, with from 20 to 29 teachers, were classified as medium-sized schools; the remaining 20 schools, in excess of 29 teachers, were classified as large schools.

The data used in testing the portion of the first hypothesis dealing with school size were the PCI scores of teachers. As indicated in Table 3, 226 teachers came from schools designated as small schools while 155 teachers came from medium-sized schools and 177 teachers came from large schools. Teacher scores in each size category were summed and the mean PCI score for each category was determined. Based on this method, the mean PCI score for small schools was determined to be 50.79, while the mean PCI scores for medium-sized and large-sized schools were found to be 49.24 and 50.08 respectively. The overall PCI for schools, regardless of school size, was 50.13.

To determine whether statistically significant differences existed between the means for the three groups, analysis of variance was used. The F test of the differences in means between groups yielded an F value of 1.69 at the 0.1852 level of probability, well in excess of the accepted 0.05 level of significance. These findings were sufficient to support the null form of the research hypothesis that there were no significant differences in PCI between groups of teachers in schools formed on the basis of school size.

PCI and School Type

The data used in testing the portion of the first hypothesis that dealt with school type were the same as for

Table 3

Comparison of Mean Teacher PCI in Groups of Schools of Different Size

School Size	Number of Teachers in Group	Mean PCI	Variance	Standard Deviation
1. Small	226	50.79	64.29	8.02
2. Medium	155	49.24	58.33	7.64
3. Large	177	50.08	73.70	8.58
Total	558	50.13	65.66	8.10

Homogeneity of Variance Test	X^2	2.30	P	0.3161
Analysis of Variance Test	F	1.69	P	0.1851

the testing of the portion of the first hypothesis that dealt with school size. However, the sizes of the groups, formed on the basis of school type, changed. In the study, 24 elementary schools responded to the PCI Form, as did 18 junior high schools, and 22 senior high schools. Table 4 presents the numbers of teachers in each group. Two hundred thirteen teacher responses came from elementary schools; 162 came from junior high schools and 183 came from senior high schools. Mean teacher PCI scores were calculated for each group; a mean PCI of 50.25, 51.81, and 48.50 was calculated for elementary schools, junior high schools, and senior high schools respectively. The overall mean PCI was calculated to be 50.13.

To determine whether statistically significant differences existed between the means for the three groups, an analysis of variance was again performed. The obtained F value of 7.37 at a probability level of 0.0007 was sufficient to indicate that at least one pair of group means differed significantly.

According to the probability matrix for the Scheffé multiple comparison of group means of PCI, one pair of means was found to be significantly different. Table 5 shows a probability of 0.0007 for the Scheffé multiple comparison of the mean PCI for junior high schools (51.81) and the mean PCI for senior high schools (48.50) was sufficient evidence for rejection of the null form of the research hypothesis that no significant differences in PCI existed

Table 4

Comparison of Mean Teacher PCI in Groups of Schools of Different Types

School Type	Number of Teachers in Group	Mean PCI	Variance	Standard Deviation
1. Elementary	213	50.25	57.95	7.61
2. Junior High	162	51.81	63.15	7.95
3. Senior High	183	48.50	72.75	8.53
Total	558	50.13	65.66	8.10

Homogeneity of Variance Test	X^2	2.57	P	0.2762
Analysis of Variance Test	F	7.37	P	0.0007

Table 5

Probability Matrix for Scheffé Multiple Comparison of Mean Teacher PCI in Groups of Schools of Different Type

Groups	Mean School PCI		Probability
Elementary and Junior High 1 and 2	50.25	51.81	0.1757
Elementary and Senior High 1 and 3	50.25	48.50	0.0967
Junior High and Senior High 2 and 3	51.81	48.50	0.0007*

*Significant at the 0.05 level

between groups of teachers in schools differentiated by school type. Indeed, the results indicated that junior high schools were significantly more custodial in their ideological approaches to pupil control than were senior high schools.

PUPIL CONTROL IDEOLOGY OF TEACHERS AND PRINCIPALS

Hypothesis 1.2, in null terms, predicted that there would be no significant difference between the PCI of principals and the PCI of teachers as measured by the PCI Form.

Data obtained from the 60 responding principals, and the data from 60 randomly chosen teachers were used to test this hypothesis. A mean PCI of 45.27 was observed for the group of principals as compared to a mean PCI of 49.35 for the group of randomly selected teachers. Use of the _t_ test was made to determine statistical significance of differences between these two means. The results of the _t_ test application were summarized and presented in Table 6.

One of the assumptions underlying the use of _t_ tests is that variances between groups are equal. The F test was utilized to determine the equality of the variances between the group of principals and the group of teachers. When the hypothesis of equal variance between the two groups is not supported, the Welch approximation of _t_, which adjusts the number of degrees of freedom, is used (Ferguson, 1971:156).

Table 6

t Test of Significance of Differences between PCI Means as Differentiated by Position in the School

School Position	Number of Individuals in Each Position	Mean PCI	Variance	Standard Deviation	df
1. Principal	60	45.27	51.11	7.15	59
2. Teacher	60	49.35	44.40	6.66	59

t	-3.236	P - One Tail	0.00079	P - Two Tail	0.00157
F	1.151	P - Non-Directional	0.5904		

An obtained F value of 1.151, at a probability level of 0.5904 was sufficient evidence to warrant the use of the Welch method. The Welch method reduced the number of degrees of freedom to 117.42 from the normal 118 and yielded a t' value of -3.236 at a probability level of 0.0016. Since this t' value exceeded that required at 0.05 level of significance, the null hypothesis was rejected. The sign of the t' value indicated that the teacher group had a significantly larger PCI score than did the group of principals. Stated another way, the randomly selected group of teachers was found to be significantly more custodial in pupil control ideology than the group of principals who responded to the PCI Form.

PUPIL CONTROL IDEOLOGY AND TEACHER CHARACTERISTICS

The third hypothesis regarding characteristics of PCI (Hypothesis 1.3) stated that there would be no significant relationships between PCI and teacher characteristics. Specifically, the teacher characteristics referred to years spent in the present school, total years of experience, sex, age, and years of teacher preparation.

The data used in the testing of the third hypothesis were derived from teacher responses on teacher data sheets that were part of the instrument package. Stepwise regression was to be used to determine the regression equation. The resulting regression equation, consisting of variables, their regression coefficients, and a constant, was applied

in the prediction of PCI scores.

Nunnally (1959:121) suggested that the coefficient of multiple correlation indicates the degree of correlation between predicted scores and actual scores as measured by some scale. He suggested that multiple correlation would be at least as large as the largest correlation between the predictor variables and the measured value of the variable to be predicted (Nunnally, 1959:119). To determine whether stepwise regression was a useful technique to use, a check was made of the correlation coefficients between the predictor variables (teacher characteristics) and PCI. The results, summarized and presented in Table 7, indicate that there is very little correlation between the teacher variables and teacher PCI scores as measured by the PCI Form.

The largest negative correlation (-0.153) occurred between the amount of teacher preparation and the teacher PCI score. Other correlation coefficients found included -0.005, between teaching experience in the present school and teacher PCI; -0.015, between total teaching experience and teacher PCI; 0.020 between the sex of the teacher and teacher PCI; and 0.055, between age and teacher PCI. Further examination of the results revealed teacher variables related to experience were highly intercorrelated among themselves and teacher age.

Reference was made to a table of critical values of the correlation coefficient (Guilford, 1954:564) and the

Table 7

Pearson Product-Moment Correlation Among Teacher Variables and Teacher PCI Scores (N=530)

Variables	V_1	V_2	V_3	V_4	V_5	V_6
1. Amount of Teaching Experience in Present School (V_1)	1.000					
2. Total Teaching Experience (V_2)	0.695	1.000				
3. Sex (V_3)	-0.042	-0.038	1.000			
4. Age (V_4)	0.646	0.797	-0.127	1.000		
5. Amount of Training (V_5)	-0.233	-0.135	0.406	-0.265	1.000	
6. PCI (V_6)	-0.005	-0.015	0.020	0.055	-0.153	1.000

critical value of 0.159 at the 0.05 level of significance was determined for the correlation coefficients. For a correlation to be significantly different from zero that correlation coefficient had to exceed the critical value. The largest absolute value of any correlation coefficient in Table 7 did not exceed the critical value. This was sufficient evidence to support the retention of the null hypothesis that no significant relationships existed between teacher PCI scores and selected teacher variables, from which PCI scores could be predicted.

Stepwise regression was applied to teacher data. Table 8 presents the regression weights in a regression equation which predicts PCI scores. The table shows that the five predictor variables accounted for only 4.11 percent of variance in PCI scores. An F value of 4.489 at the 0.000526 level of probability was significant.

PUPIL CONTROL IDEOLOGY AND PUPIL CONTROL STRUCTURE

The fourth hypothesis, in null terms, predicted no significant relationship between PCI scores, as measured by the PCI form, and PCS scores, as measured by the PCS Form.

Data used in testing this hypothesis were teacher scores on the PCI Form and teacher scores on the PCS Form. A Pearson product-moment correlation coefficient of -0.096 was obtained when the scores of 558 teacher respondents were correlated. The t value associated with the correlation

Table 8

Regression Weights for the Equation Predicting PCI Scores

	Variable Entering	Weight For Standard Scores	Weight For Raw Scores	Percentage Variance Accounted For
1.	Amount of Training (V_5)	-0.187972	-1.204268	2.35
2.	Sex (V_3)	0.108347	1.591218	3.16
3.	Amount of Teaching Experience in the Present School (V_1)	-0.063069	-0.236011	3.39
4.	Age (V_4)	0.147409	0.553442	3.75
5.	Total Teaching Experience (V_2)	-0.109837	-0.344836	4.11
	Constant 52.853	F 4.489	P 0.000526	

coefficient was -2.263 at the 0.024 level of probability. Since no direction was assumed in the null hypothesis, the two-tail test of significance was applied. The calculated t value did not exceed the critical value at the 0.01 level of significance and as such, indicated that the correlation coefficient was not significantly different from zero. This evidence was used to support the retention of the null hypothesis that no significant relationship existed between PCI, as measured by the PCI Form, and PCS, as measured by the PCS Form.

SUMMARY OF CHAPTER 4

To test the hypotheses regarding the relationships between pupil control ideology and other variables, use was made of teacher PCI scores. Schools were grouped according to size and type. Teacher scores in each group were summed and a mean PCI score for each group was calculated. Analysis of variance was used to compare group means. Teacher PCI scores were compared with principal scores, were used in stepwise regression, and were correlated with teacher PCS scores.

Of the five null hypotheses tested (the first hypothesis consisted of two sub-hypotheses in null terms), three were accepted, and two were rejected in full: The statistically significant relationships which evolved from the analysis of the data may be summarized as follows:

1. Junior high schools and senior high schools differed

significantly on PCI. Junior high schools were found to be more custodial in pupil control ideology than senior high schools.

2. Principals and teachers differed significantly on PCI. Teachers were found to be more custodial in pupil control ideology than principals.
3. Teacher variables (length of tenure, age, sex, amount of training, and length of time in present school), when considered individually, were found not to be related to the PCI score of the teacher. However, when considered jointly in stepwise regression, those same teacher variables were found to be related to the PCI score of the teacher.

Chapter 5

ANALYSIS OF DATA--PCI, PCS, AND SAT

A comprehensive analysis of the data concerning the hypothesized relationships between PCI, PCS, and teacher satisfaction is presented in this chapter. Included in the report of the testing of the null hypotheses are the sources of data, the procedures used in testing the hypotheses, the results of each testing, and a discussion of the results.

RELATIONSHIP BETWEEN PCI AND SAT

Hypothesis 2.1, in null terms, stated that there was no significant relationship between teacher satisfaction with PCS and differences in PCI between each of the following: (1) the school and the teacher; (2) the principal and the teacher; and, (3) the school and the principal.

The PCI scores of teachers, schools, and principals, and the teacher satisfaction (SAT) scores of teachers, and schools were used in the testing of this hypothesis. An appropriate computer program was used to determine the differences in PCI between school and teacher scores in each school, between principal and teacher scores in each school, and between school and principal in each school. The first

two differences, along with the SAT score of the teachers were punched on a computer card for each teacher in each school. A second set of cards was produced in which each card was punched with the difference in PCI between the school and its principal, and the mean SAT score for the school. Where the principal of the school had not responded to the PCI Form, no data were generated for this hypothesis. Consequently, data for 515 teachers in 60 schools were used in testing the hypothesis.

To establish that a relationship between SAT and each of the difference scores existed, the correlation coefficient for each relationship had to be shown to be significantly different from zero. Pearson product-moment correlation coefficients were used. The results were summarized and presented in Table 9.

For the relationship between SAT and differences in PCI between the school and the teacher, a correlation coefficient of -0.1[illegible] was obtained. Associated with the obtained coefficient was the t value of -4.038 at the 0.00006 level of probability. The t value, found to be far in excess of the value required at the 0.01 level of significance, provided evidence that the correlation coefficient was significantly different from zero. This in turn, supported rejection of the null hypothesis that no significant relationship existed between the SAT score of a teacher and differences in PCI between the school and the teacher. However, the absolute magnitude of the correlation

Table 9

Pearson Product-Moment Correlations between Differences in Pupil Control Ideology Between School and Teacher, School and Principal, and Teacher Satisfaction Scores with Associated t Values and Probabilities

Variable Correlation with SAT	Pearson Product-Moment Correlation	Associated t-Value	Probability	N
dPCI(S-T)[a]	-0.175	-4.038	0.00006*	515
dPCI(P-T)[b]	-0.094	-2.131	0.03351	515
dPCI(S-P)[c]	0.123	0.943	0.34975	60

[a] dPCI(S-T) - differences between school mean PCI and teacher PCI scores

[b] dPCI(P-T) - differences between principal PCI scores and teacher PCI scores

[c] dPCI(S-P) - differences between school mean PCI and principal PCI scores

*Significant at the 0.01 level

coefficient (0.175) indicates that the relationship was weak.

When teacher SAT scores were correlated with differences in PCI between principals and teachers, a correlation coefficient of -0.094 was obtained. A *t* value of 2.131 at the 0.03351 level of probability was not sufficient to indicate that the coefficient was significantly different from zero at the 0.01 level of significance. No basis existed for the rejection of the null hypothesis that there was no significant relationship between teacher SAT scores and differences in PCI between principals and teachers.

A *t* value of 0.943 at the 0.34975 level of probability was associated with the correlation coefficient of 0.123 obtained when school SAT scores were correlated with differences in PCI between the schools and their principals. The *t* value was deemed insufficient to indicate that the correlation coefficient was significantly different from zero at the 0.01 level of significance, and hence supported the retention of the null hypothesis that there was no significant relationship between school SAT scores and differences in PCI between schools and principals.

RELATIONSHIPS AMONG PCI, PCS, AND SAT

The second null hypothesis (Hypothesis 2.2) stated that there were no significant differences between means of teacher SAT scores of groups of teachers when those groups were formed on the basis of school PCI and school PCS.

To form the groups for the testing of the second null hypothesis, the schools were classified as being humanistic schools or custodial schools depending on whether their mean PCI score fell above or below the median PCI score of 49.3150. The 32 humanistic schools were grouped further on the basis of their PCS scores being either above or below the median humanistic school PCS score of 44.095. On this basis, 16 schools were classified as humanistic schools with highly structured pupil control policies and practices, while the other 16 schools were considered to be humanistic in PCI orientation with relatively unstructured pupil control policies and practices. The 32 custodial schools were subdivided further. Sixteen schools, whose PCS scores were greater than the median PCS score of 44.340, were regarded as custodial schools with highly structured pupil control policies and practices; the remaining 16 schools, whose PCS scores were less than the median score, were regarded as schools with custodial PCI orientations, but with relatively unstructured pupil control policies and practices.

As indicated in Table 10, teacher data from 139 respondents was used to determine a mean SAT score of 14.00 for the 16 humanistic-structured schools. A mean SAT of 13.30 was derived from the scores of the 129 teachers of the 16 humanistic-relatively unstructured schools. The mean SAT scores for the 16 custodial-structured schools and the custodial-relatively unstructured schools were 14.23 and

[redacted]le 10

Comparison of Means of Teacher Satisfaction Scores in Groups of Teachers as Differentiated by School PCI and School PCS

School Pupil Control Ideology and Pupil Control Structure	Number of Teachers in Group	Mean Satisfaction	Variance	Standard Deviation
1. Humanistic-Structured	139	14.00	2.96	1.72
2. Humanistic-Unstructured	129	13.30	4.23	2.06
3. Custodial-Structured	142	14.23	3.11	1.77
4. Custodial-Unstructured	148	13.15	4.59	2.14
Total	558	13.67	3.91	1.98

Homogeneity of Variance Test	χ^2	10.0176	P	0.0184
Analysis of Variance Test	F	10.53	P	0.000008

13.15 respectively, calculated from the responses of 142 teachers from the first group of custodial schools, and 148 teachers from the second group of custodial schools. An overall mean of 13.67 was calculated for the total sample of 558 teachers. One-way analysis of variance was applied to the four groups of teachers.

In the analysis of variance test, the F value of 10.53 at the 0.000008 level of probability, far greater than the value required at the 0.05 level of significance, indicated that a significant difference did exist between at least one pair of means.

Table 11 presents the probability matrix used for the Scheffé multiple comparison of means of SAT scores of the groups. According to the Scheffé method, the mean SAT score for teachers in humanistic-structured schools was significantly different from the mean SAT score for teachers in humanistic-unstructured schools at the 0.0338 level of probability. Also found to be significantly different were the mean SAT scores of teachers in humanistic-structured schools and the mean SAT score for teachers in custodial-unstructured schools. Those means were 14.00 and 13.15 respectively. Since the probability level of 0.0032 obtained when the means were compared, was well below the 0.05 level of significance, the difference between the two means was considered statistically significant. Comparison of the mean SAT score for teachers in humanistic-unstructured schools (13.30) with the mean SAT score for teachers in

Table 11

Probability Matrix for Scheffé Multiple Comparison of Means of Teacher Satisfaction Scores in Groups of Teachers as Differentiated by School PCI and School TCS

Groups	Mean Satisfaction		Probability
1 and 2	14.00	13.30	0.0338*
1 and 3	14.00	14.23	0.7968
1 and 4	14.00	13.15	0.0032*
2 and 3	13.30	14.23	0.0014*
2 and 4	13.30	13.15	0.9324
3 and 4	14.23	13.15	0.0001*

*Significant at the 0.05 level

custodial-structured schools (14.23) revealed that the two means were significantly different at the 0.0014 level of probability. When an assessment of the differences between the mean SAT score for teachers in custodial-structured schools and the mean SAT score for teachers in the custodial-unstructured schools was made by the Scheffé method, the difference was found to be significant at the 0.0001 level of probability.

A further examination of the analysis indicated that teachers in custodial-structured schools were significantly more satisfied with school PCS than were their counterparts in custodial-unstructured schools. Teachers from humanistic-unstructured schools were, as indicated by results, significantly less satisfied with PCS than the teachers in custodial-structured schools. As well, members of the humanistic-structured schools were significantly more satisfied with PCS than members of custodial-unstructured schools. When teachers in humanistic-structured schools were compared with teachers in humanistic-unstructured schools, the teachers in the humanistic-structured schools were found to be significantly more satisfied with the PCS of their particular schools. No significant differences were found between the teachers in custodial-structured schools and teachers in humanistic-structured schools when the teacher satisfaction with PCS of those groups were compared. The same was found for custodial teachers and humanistic teachers from unstructured schools.

The third major hypothesis (Hypothesis 2.3) predicted that there are no significant differences in teacher satisfaction with PCS between groups of teachers formed on the basis of teacher PCI and school PCI.

Groups were first formed according to the pupil control orientation of the school. School PCI scores greater than the median PCI score for schools, a value of 49.3150, were considered to be custodial in nature. Thirty-two schools were so classified. The remaining 32 schools whose PCI scores were less than the median of 49.3150, were considered to be humanistic. Teacher data from the 32 custodial schools were used to determine the median teacher PCI score of 55.3332. A total of 139 teachers had scores above the median score and were considered to be custodial teachers in custodial schools. Teachers with PCI scores below the median score were considered as humanistic teachers associated with custodial schools. Their number totalled 140. Treatment of teacher data from humanistic schools yielded a median teacher PCI score of 44.8594. The 140 teachers whose scores exceeded the median score were considered as custodial teachers in humanistic schools. Those teachers whose PCI scores were less than the median score were considered as humanistic teachers in humanistic schools.

Analysis of variance was applied to the SAT scores of teachers.

The analysis, presented in Table 12, indicated that the teachers in custodial schools who held a custodial

Table 12.

Comparison of Means of Teacher Satisfaction Scores in Groups of Teachers Differentiated by the PCI of the School and the PCI of the Teacher

School PCI and Teacher PCI of the Group	Numbers of Teachers in Group	Mean Satisfaction	Variance	Standard Deviation
Custodial-Custodial	139	13.36	4.35	2.09
Custodial-Humanistic	140	13.98	3.91	1.98
Humanistic-Custodial	139	13.47	3.65	1.91
Humanistic-Humanistic	140	13.88	3.57	1.89

Homogeneity of Variance Test	χ^2	1.642	P	0.6490
Analysis of Variance Test	F	3.29	P	0.020394

ideology had a mean SAT score of 13.36 while the humanistically oriented teachers in those same schools had a mean SAT score of 13.98. A mean SAT score of 13.47 was obtained for those teachers in humanistic schools that could be considered custodial in their ideological orientation to pupil control. Those teachers in the humanistic schools who were considered to be humanistic in PCI had a calculated mean SAT score of 13.88.

The F value of 3.29, calculated at the 0.020394 level of probability, indicated that at least one pair of mean SAT scores were significantly different. Examination of the probability matrix for the Scheffé multiple comparison of means was warranted. Pertinent information from the matrix is presented in Table 13.

Comparison of the SAT mean for custodial teachers in custodial schools with the SAT for humanistic teachers in custodial schools by the Scheffé method, revealed that the means were significantly different at the 0.0762 level of probability. Though this was sufficient for accepting the null hypothesis at the 0.05 level of significance, the less rigorous level of 0.10 was applied (Scheffé, 1959:71) (Ferguson, 1971:271). Comparisons of all other pairs of means of teacher satisfaction with PCS yielded probability values, for the significance of differences, well above the less rigorous 0.10 level of significance. However, sufficient evidence was presented to warrant rejection of the null hypothesis that there were no significant differences

Table 13

Probability Matrix for Scheffé Multiple Comparison of Means of Teacher Satisfaction Scores in Groups of Teachers as Differentiated by the PCI of the School and the PCI of the Teacher

Groups	Means Satisfaction		Probability
1 and 2	13.36	13.98	0.0762*
1 and 3	13.36	13.47	0.9734
1 and 4	13.36	13.88	0.1867
2 and 3	13.98	13.47	0.2002
2 and 4	13.98	13.88	0.9802
3 and 4	13.47	13.88	0.3961

*Significant at the 0.10 level

in teacher satisfaction with PCS between groups of teachers formed on the basis of teacher PCI and school PCI. Humanistic teachers were significantly more satisfied with the pupil control structure of custodial schools than custodial teachers.

SUMMARY OF CHAPTER 5

To test the three null hypotheses formulated to investigate the relationship between pupil control ideology, pupil control structure, and teacher satisfaction with pupil control structure, use was made of the scores of PCI, PCS, and SAT as measured by the PCI, PCS, and SAT Forms. Mean scores for respondents on each scale in each school were considered to be the school scores for each school. Specified differences between scores were calculated in order that the relationship between these differences and SAT scores could be investigated. In other instances, School scores, as well as respondent scores, were used for group formation necessary to facilitate hypothesis-testing. Analysis of variance was used extensively to determine significant differences in scores among groups.

The statistically significant relationships which evolved from the analyses are summarized as follows:

1. A significant, weak, and negatively correlated relationship existed between teacher satisfaction with pupil control structure and differences in pupil control ideology between school and teacher.

2. Teachers, grouped on the basis of the pupil control ideology and pupil control structure of their schools, differed significantly in their satisfaction with pupil control policies and practices in their respective school situations.
3. Teachers in custodial schools were found to differ significantly in their satisfaction with pupil control policies and practices when grouped according to their personal pupil control orientation.

Chapter 6

FURTHER ANALYSIS OF DATA

The purpose of this chapter is to present a summary of the further analysis made of the data available from the study. Specifically, relationships between variables measured by the PCI, PCS, and SAT Forms were explored further, and pertinent information regarding these relationships were summarized and presented here. Though no hypotheses were put forth for testing, examination and exploration of these relationships provided insight regarding the nature of the variables measured by the three scales. Presented in this chapter are the results of these examinations, as well as a discussion of them.

PUPIL CONTROL STRUCTURE

Relationship Between PCS and School Size

To determine the relationship between PCS and school size, analysis of variance was applied to the mean PCS scores determined for small schools, medium-sized schools, and large schools. As presented in Table 14, the 27 small schools, with between 10 to 19 teachers, were found to have a mean PCS score of 45.10, while 17 medium-sized schools, with from 20 to 29 teachers, were found to have a mean PCS of 43.65. The remaining 20 schools, with

Table 14

Comparison of Mean School PCS in Groups of Schools of Different Sizes

School Size	Number of Schools in Group	Mean PCS	Variance	Standard Deviation
1. Small	27	45.10	4.35	2.09
2. Medium	17	43.65	3.03	1.74
3. Large	20	43.84	5.82	2.41
Total	64	44.32	4.70	2.17

Homogeneity of Variance Test	χ^2	1.76	P	0.4141
Analysis of Variance Test	F	3.19	P	0.0480

30 or more teachers, were considered to be large. Their mean PCS score was determined to be 43.84. The overall mean for the schools was 44.32

An obtained F value of 3.19, obtained at the 0.0480 level of probability in the analysis of variance test, was sufficient to indicate that at least one pair of group means was significantly different.

Table 15 presents the probability matrix for the Scheffé multiple comparison of means. Examination of the matrix revealed that the PCS mean for small schools was significantly different from the PCS mean for medium-sized schools at the 0.0944 level of probability. This was acceptable at the less rigorous 0.10 level of significance. Further examination of the means indicated that small schools had more highly developed pupil control policies and practices than medium-sized schools.

Relationship Between PCS and School Type

Analysis of variance was applied to the PCS data of the 24 elementary schools, 18 junior high schools and 22 senior high schools to determine whether differences between the PCS means of these school types were statistically significant. As presented in Table 16, the mean PCS score for the elementary school group was found to be 45.28, while those for junior high school groups and senior high school groups were 44.21 and 43.35 respectively. Overall, the mean PCS was 44.32. An obtained F value of 5.09, with

Table 15

Probability Matrix for Scheffé Multiple Comparison of Mean School PCS in Groups of Schools of Different Sizes

Groups	Mean School PCS		Probability
1 and 2	45.10	43.65	0.0944*
1 and 3	45.10	43.84	0.1402
2 and 3	43.65	43.84	0.9623

*Significant at the 0.10 level

Table 16

Comparison of Mean School PCS in Groups of Schools of Different Type

School Type	Number of School of Type	Mean PCS	Variance	Standard Deviation
1. Elementary	24	45.28	4.32	2.08
2. Junior High	18	44.21	2.61	1.62
3. Senior High	22	43.35	5.43	2.33

Homogeneity of Variance Test	χ^2	2.36	P	0.3069
Analysis of Variance Test	F	5.09	P	0.0090

a probability level of 0.0090 in the analysis of variance test, indicated at least one pair of PCS means was significantly different.

To determine which pair of means was significantly different, the probability matrix for the Scheffé multiple comparison of means was referred to. According to the Scheffé comparison in Table 17, the PCS mean for elementary schools was significantly different from the PCS mean for senior high schools at the 0.0093 level of probability. Examination of the means revealed that elementary schools, with a PCS mean of 45.28, had more highly developed pupil control policies and practices than did the senior high schools whose mean PCS was 43.35.

FURTHER ANALYSIS OF PCI

The classification of schools according to school pupil control ideology and school pupil control structure, a technique used in testing Hypothesis 2.2 in Chapter 5, was used in comparing PCI means of groups of teachers. Thirty-two schools whose mean PCI was greater than 49.3150 were divided into two more groups as determined by the median PCS score of 44.340. The 142 teachers in the 16 schools above the median PCS score were classified as respondents from custodial-structured schools, while the 148 teachers from the remaining 16 schools were classified as respondents from custodial-relatively unstructured schools. For the 32 schools whose mean PCI score was below

Table 17

Probability Matrix for Scheffé Multiple Comparison of Mean School PCS in Groups of Schools of Different Type

Groups	Mean PCS		Probability
1 and 2	45.28	44.21	0.2551
1 and 3	45.28	43.35	0.0093*
2 and 3	44.21	43.35	0.4280

*Significant at the 0.05 level

49.3150, a median PCS score of 44.095 was obtained. The 139 teachers from the 16 schools that fell above the PCS median were considered associated with humanistic-structured schools, while the 129 teachers from the remaining 16 schools were considered associated with humanistic-relatively unstructured schools. Table 18 presents the mean PCI's calculated for each group: a mean of 53.35 for the custodial-unstructured group; 52.18 for the custodial-structured group; 47.27 for the humanistic-unstructured group; and, 47.26 for the humanistic-structured group. For the total sample of 558 respondents, a mean PCI of 50.13 was calculated.

The F value of 24.74 at the 0.000005 level of probability did indicate that at least one pair of means was significantly different. The Scheffé multiple comparison of PCI means for the groups was employed. All information pertinent to the Scheffé method is presented in Table 19.

Four pairs of means were found to be very highly significant in their differences. The probabilities for the differences being significant were less than 0.0001. According to the results of the Scheffé method, the mean PCI score of 47.26 for teachers in humanistic-structured schools was significantly different from both, the mean PCI score of 52.18 for teachers in custodial-structured schools, and the mean PCI score of 53.35 for teachers in custodial-relatively unstructured schools. Likewise, the mean PCI score of 47.27 was shown to be significantly different from

Table 18

Comparison of Means of Teacher PCI Scores in Groups of Teachers as Differentiated by School PCI and School PCS

School Pupil Control Ideology and Pupil Control Structure	Number of Teachers in Group	Mean PCI	Variance	Standard Deviation
1. Humanistic-Structured	139	47.26	62.71	7.92
2. Humanistic-Unstructured	129	47.26	53.69	7.33
3. Custodial-Structured	142	52.18	51.09	7.15
4. Custodial-Unstructured	148	53.35	64.18	8.07
Total	558	50.13	65.66	8.10
Homogeneity of Variance Test		χ^2 2.917	P 0.4045	
Analysis of Variance Test		F 24.74	P 0.000005	

Table 19

Probability Matrix for Scheffé Multiple Comparison of Means of Teacher PCI Scores in Groups of Teachers as Differentiated by School PCI and School PCS

Groups	Mean PCI		Probability
1 and 2	47.26	47.27	1.0000
1 and 3	47.26	52.18	0.0000*
1 and 4	47.26	53.35	0.0000*
2 and 3	47.27	52.18	0.0000*
2 and 4	47.27	53.35	0.0000*
3 and 4	52.18	53.35	0.6381

* Significant at the 0.05 level

the mean PCI's of the two groups of teachers in the custodial schools. No significant difference was found between the mean PCI scores of the two groups of humanistic schools. The same resulted when the mean PCI's of the custodial schools were compared.

PCI AND DISCIPLINE REFERRALS

Some of the data gathered using the Disciplinary Referral Form were used to determine the nature of the relationship between PCI and the number and severity of discipline referrals made within a school. A median number of discipline referrals of 13.00 was used in the formation of two groups of schools. One group; with their numbers of referrals greater than the median, were classified as schools high on discipline referrals, while the other group of schools, with numbers of referrals less than the median, was considered to be low on discipline referrals. Each group consisted of 32 schools. Sixteen schools in the high referral group, whose percentage of referrals considered severe were above the median percentage referral severity of 31.5, were classified as schools with a high percentage of the high numbers of referrals considered severe. The remaining 16 schools in the high referral group were classified as schools with a low percentage of the high numbers of referrals considered severe. A median percentage severity of 0.30 was used to differentiate between the 16 low referral-high percentage severity schools and the 16

low referral-low percentage severity schools. Examination of the calculated school PCI means of the groups, presented in Table 20, revealed that the schools having a low number of referrals, as well as a low percentage of referrals considered severe, had the highest mean PCI score of 50.95, followed by 50.23 for the high referral-high percentage severity group. Next was the mean PCI of 48.95 calculated for the low referral-high percentage severity schools. The lowest mean PCI score (47.90) was descriptive of the group of schools with high numbers of referrals and a low percentage severity. A mean PCI score of 49.51 was calculated for the 64 schools. Analysis of variance was applied to determine significance of differences between the PCI means of the groups.

Application of the analysis of variance test yielded an F value of 2.88 at the 0.043141 level of probability. This F value was considered acceptable at the 0.05 level of significance and indicated that at least one pair of PCI means for the groups was significantly different.

Assessment of the probability matrix used for the Scheffé multiple comparison of the PCI means revealed that the mean of 47.90, for the schools with high numbers of referrals and low percentage severity, was significantly different from the mean of 50.95 for the schools with low numbers of referrals and low percentage severity. The difference, according to the probability matrix presented in Table 21, was significant at the 0.0730 level of

Table 20

Comparison of Means of PCI Scores of Groups of Schools as Differentiated by the Number of Discipline Referrals and Degree of Severity of the Referrals

Number of Discipline Referrals and Degree of Referral Severity	Number of Schools in Group	Mean PCI	Variance	Standard Deviation
1. High-High	16	50.23	6.42	2.53
2. High-Low	16	47.90	16.05	4.01
3. Low-High	16	48.95	5.07	2.25
4. Low-Low	16	50.95	12.99	3.60
Total	64	49.51	10.87	3.30

Homogeneity of Variance Test	χ^2	6.4295	P	0.0925
Analysis of Variance Test	F	2.88	P	0.043141

Table 21

Probability Matrix for Scheffé Multiple Comparison of Means of PCI Scores of Schools as Differentiated by the Number of Discipline Referrals and Degree of Severity of Referrals

Groups	Mean PCI		Probability
1 and 2	50.23	47.90	0.2449
1 and 3	50.23	48.95	0.7324
1 and 4	50.23	50.95	0.9379
2 and 3	47.90	48.95	0.8334
2 and 4	47.90	50.95	0.0730*
3 and 4	48.95	50.95	0.3769

*Significant at the 0.10 level

probability, below the ceiling level of significance of 0.10. To state the assessment in other words, schools in which many discipline referrals were made by teachers, and in which the percentage of those referrals considered severe infractions of school rules and regulations was small, were significantly more humanistic in PCI than schools in which few discipline referrals were made by teachers and, in which few of the referrals were considered severe.

SUMMARY OF CHAPTER 6

Teacher and school data of PCI, PCS, and teacher satisfaction with PCS were used in various ways to form various teacher and school groups. Analysis of variance techniques were applied to group means to determine the relationship, if any, between group statistical descriptors and variables used to form the groups.

Four relationships were investigated and were found to be significant. They were summarized as the following:

1. Small schools differed significantly from medium-sized schools when their structures of pupil control were compared; small schools had more highly developed pupil control policies and practices than medium-sized schools.
2. Elementary schools and senior high schools differed significantly in structures utilized to emphasize pupil control; elementary schools had more highly developed pupil control policies and practices than

senior high schools.

3. Teachers in groups of schools, formed on the basis of school PCI scores and school PCS scores, differed significantly in the ideological orientation adopted regarding the control of pupils; teachers in custodial-relatively unstructured schools were significantly more custodial in pupil control ideology.

4. Teachers in groups of schools, formed on the basis of number of discipline referrals made by teachers and the percentage of those referrals that were considered to be severe, differed significantly in their orientation toward pupil control; teachers in schools having few discipline referrals, and few of the referrals considered severe were significantly more custodial in orientation toward pupil control.

Chapter 7

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

A summary of the problems investigated in this study, the theoretical basis for this study, the methodology used, the findings that arose from the testing of the seven major hypotheses, and the findings that arose from the investigation of other unhypothesized relationships are presented in this chapter. The findings are discussed in three sections; two sections correspond to the two sets of subproblems to which the hypotheses referred, and one section corresponds to the unhypothesized findings. Following discussion of the findings are some general conclusions which precede the implications for educational administration and for research in the final section.

SUMMARY OF THE STUDY

This study was designed to describe the characteristics of PCI and to determine the relationship between PCI, PCS and teacher satisfaction with PCS in a sample of Alberta schools. The investigation was to provide insight into the nature of social control and its expressions in schools and to provide a means of gauging the control climate of schools.

The basic theoretical framework on which this study

relied concerned the nature of the organization-client relationship in unique service organizations such as schools. This relationship was well defined by the socio-organizational theory put forth by Carlson (1964). The theory depicted the school as a unique social system in which the students were under mandatory obligation to partake of services which the school was under mandatory obligation to provide. In this situation of a forced relationship, motivation of students, through social control, was viewed as an organizational problem. The exercise of social control governed the scope and intensity of the behavior of the organization, the members, and the clientele.

To determine the relationship between organizational, member, and client behavior, and social control, use was made of four instruments: the PCI Form, the PCS Form, the SAT Form and the Disciplinary Referral Form. The PCI Form, developed by Willower et al. (1967), provided a description of the PCI of the respondents and the school organizations; the PCS Form described the structures of pupil control that were developed by the schools; the SAT Form was used to gauge teacher satisfaction with the structures of pupil control; the Disciplinary Referral Form provided insight regarding the extent to which pupil control was viewed as an organizational problem. Data were obtained from the principals and staffs of 64 rural Alberta schools. Processing of the data yielded PCI, and PCS scores for principals, and PCI, PCS, and SAT scores for teachers and

schools. These processed data were subjected to various group and statistical treatments to determine the characteristics of PCI, and to determine any significant relationships between PCI, PCS, SAT, and discipline referrals. Analytically, the study provided a description of the relationships between pupil control ideology and various organizational and teacher characteristics in a sample of rural Alberta schools of specific organizational types.

Summary of the Findings Related to the Relationships Between Pupil Control Ideology and Organizational and Personal Variables

The findings of the first hypothesis, subdivided into separate considerations of two selected organizational characteristics, did not support the theoretical proposition that PCI differed between schools of different sizes, but did support the contention that PCI differed between schools of different type. In the first consideration, statistical evidence was sufficient to support the null hypothesis regarding the relationship between PCI and school size. In the second consideration, statistical evidence supported the conclusion that differences in PCI existed between schools of different type.

Use of the *t* test in testing the second hypothesis gave support to the predicted relationship between the PCI score of the respondent and the organizational role fulfilled by the respondent. The Welch method of approximating *t*, used when equality between group variances cannot be

supported, yielded a t' value of -3.236 at the 0.0016 level of probability. Rejection of the null hypothesis gave credence to the conclusion that teachers were significantly more custodial in PCI than principals. Hence, PCI and organizational role of the respondent were viewed as being related.

Testing of the third hypothesis yielded findings which supported the idea that no relationship existed between PCI and selected teacher variables such that PCI scores could be predicted from those teacher variables. Examination of the correlation coefficients generated for correlations between selected teacher variables and PCI revealed that those coefficients were not significantly different from zero. However, though no relationship could be established between the selected variables and PCI, stepwise regression was applied and regression weights for the equation predicting PCI scores were calculated. Assessment of the F value of 4.489 at a probability level of 0.000526 revealed that the multiple correlation coefficient associated with the joint consideration of teacher variables in relation to PCI was significant, though the amount of variance in PCI scores accounted for by the five variables jointly was only 4.11 percent.

Findings of the fourth hypothesis, supported by a t value of 2.263 at the 0.024 level of probability, indicated that the correlation coefficient, calculated in the inter-correlation of PCI and PCS scores of teachers, was not

significantly different from zero. The conclusion was formulated that there was no significant relationship between PCI scores and PCS scores.

Summary of the Findings Related to the Determination of the Relationship Between PCI, PCS, and Teacher Satisfaction

Speculation about the relationship between differences in PCI between school and teacher, between principal and teacher, and between school and principal on the one hand, and teacher satisfaction on the other, led to the formulation of the first hypothesis. The relationship rested primarily on the contention that the larger the difference in PCI between various sources, the less satisfied teachers would be with the discipline policies and practices of their particular schools. The findings supported the null hypothesis that there was no significant relationship between teacher satisfaction with pupil control structure, and differences in PCI between principals and teachers, or between schools and principals. According to the findings, there was a significant relationship between teacher satisfaction with PCS and differences in PCI between the school and the teacher. What was observed was a weak negative correlation between the SAT score of a teacher and the difference in PCI between the mean teacher score of the school and the individual teacher scores. Though weak, this was support for the conclusion that the less divergent the teacher PCI score from that of the school, the more

satisfied that teacher will be with the pupil control structure of the school.

Findings of the second hypothesis indicated that teachers, grouped on the basis of school PCI and school PCS, differed significantly in their satisfaction with the pupil control structure of their respective school situations. An F value of 10.53 at the 0.000008 level of probability lent support to the contention that there were significantly different means among those of the groups. Further, this was support for the theoretical position that teacher PCI and school PCI must be congruent, as must teacher perceptions of pupil control structure and those of the school, if the teacher is to be satisfied with the pupil control structure of the school. As was evidenced by the findings, there were highly significant relationships between the three descriptors.

Testing of the third hypothesis revealed that, in custodial schools, humanistic teachers differed significantly from the custodial teachers when their mean SAT scores were compared. The findings showed that custodial teachers were less satisfied with the pupil control structure of the schools.

Summary of the Findings Related to Other Relationships

In the analysis of the data, other relationships emerged from the findings. Support was found for the notion that the pupil control structure of a school was related to

school size; small schools were found to have more highly structured pupil control policies and practices than medium-sized schools. Analytically, the control structures of the two groups of schools were significantly different.

When the relationship between pupil control structure and school type were explored, findings indicated that elementary schools had more highly structured pupil control policies and practices than did senior high schools. The Scheffé multiple comparison of means indicated that the two school types were significantly different in their pupil control structure. These findings added strength to the theoretical proposition that in situations where organizations are dealing with less socialized clients, the structures required to emphasize proper conduct in social situations become more rigid and inflexible.

A comparison of the teacher PCI means in groups differentiated by school PCI and school PCS led to the conclusion that school PCI and school PCS were the two factors in the school setting that most influenced the pupil control ideology of a teacher. An F value of 24.74 at the 0.000005 level of probability was enough to indicate that at least one pair of the means was significantly different. Examination of the probability matrix showed that four of the six pairs of means compared, were very highly significant in their differences. The findings supported the contention that school PCI and school PCS are related to the social processes which reflect the pupil

control ideology of the teacher.

Analytical procedures were also applied to data derived from the Disciplinary Referral Form to determine if any relationship existed between PCI, PCS, SAT, and the number and severity of the disciplinary referrals made by the teacher. Findings indicated that the PCI of schools having many referrals, of which a small percentage were considered severe, was significantly different from the PCI of the schools having few referrals of which a small percentage were considered severe. In the former case, the school PCI was humanistic in orientation as compared to the custodial orientation of school PCI in the latter case. This led to the speculation that in the former case, humanistic teachers were content to have someone else handle their discipline problems; in the latter case, custodial teachers were content to handle their own discipline problems. Clearly, two different approaches to discipline problems were evident. No significant findings existed to relate PCS and SAT scores of teachers to the number and severity of discipline referrals made by teachers.

CONCLUSIONS

Earlier, a statement was made that the study analytically described the relationships between pupil control ideology and organizational and teacher variables in a sample of rural Alberta schools of specific organizational types. The sampling of specific organizational

types of schools was done to isolate the source of the custodial influence in PCI, and although in many instances, the sample used approximated the larger population of rural Alberta schools and their teachers, the drawing of inferences beyond the organizational types of the sample is cautioned.

Some difficulty was encountered in determining whether the relationships, supported by the study, were an accurate description of the reality of the situation, or whether other factors contributed to the exclusion of those relationships not supported by the study. In the theoretical considerations used as a basis for the study, suggestions abounded that various factors, both personal and organizational, were related to the pupil control ideology of the individual teacher, and the school. Findings showed that personal characteristics were not so related to the pupil control ideology of the teacher. An exception to this was the significant relationship between the organizational role assumed in the school setting and pupil control ideology. Of the school characteristics investigated, school size was not observed as a factor related to pupil control ideology, though school type was. From the analysis, junior high schools, as a type, appeared to contain the custodial aspect of pupil control ideology within them. With the source of the custodial aspect of pupil control ideology isolated, senior high schools were shown to be slightly, though not significantly, more humanistic in

their orientation toward pupil control than elementary schools.

When the pupil control structure dimension of schools was investigated, results indicated that elementary schools had significantly more highly developed structures to engender pupil control than did senior high schools. Though this implied that pupil control ideology and PCS were in some way related, analytical tests did not substantiate such a relationship. One reason for no evidence to support a direct relationship between PCI and PCS was thought to lie with the PCS instrument. Since the instrument was developed for the purpose of examining the extent to which structures for pupil control had been developed in schools, it may not have been sufficiently sensitive to detect the relationships which did, in fact, exist. Another reason may be that the statistical methodology employed to analyze the data may have had the same weakness. However, this implied relationship between PCI and PCS was in keeping with the relationship suggested in the theoretical framework.

Further substantiation for the operation of the PCI model, a model basic to this study, was the confirmed relationship between teacher satisfaction with pupil control structure, and differences in pupil control ideology between the school and the teacher. The analysis showed that the magnitude of the differences between school PCI, a score expressive of the pupil control orientation of the staff of a school, and the PCI score of the individual teachers,

was in a weak, negative relationship with teacher satisfaction with pupil control ideology. This suggested that the socialization processes operating among the staff members of the school organization influenced, to some extent, the disposition of the individual teacher toward pupil control. Deviations in pupil control ideology between the principal and the teacher, and between the principal and the staff appeared to be of no significant consequence in the pupil control ideology-teacher satisfaction relationship. In addition, support was found to substantiate the relationship between school PCI and school PCS, and teacher satisfaction with pupil control structure.

When data were analyzed from the Disciplinary Referral Form, a very strong relationship between pupil control ideology and the number and severity of discipline referrals was found to exist. This supported a relationship between pupil control ideology and the extent to which pupil control was viewed as an organizational problem. However, there was no apparent relationship between PCS and the data collected by the Discipline Referral Form. The relationship between pupil control structures and the extent to which pupil control was viewed as an organization problem, as suggested by the PCI model, was not supported. Either the Discipline Referral Form was not sensitive enough to gather the data required for establishing the relationship, or the instrument was not measuring what it was supposed to measure. Definite need for revision and validation of the instrument

was indicated.

This study supported many of the relationships suggested in the literature, previous studies, and the PCI model used in the theoretical considerations. Only one element of the model was not borne by the data gathered in the course of the study. However, further investigation was indicated to confirm its exclusion from the model. In the interim, this study, supported the relationships depicted in the Pupil Control Ideology Model by describing the PCI characteristics, as well as the relationship between pupil control ideology, pupil control structure, and teacher satisfaction in a sample of Alberta schools.

IMPLICATIONS

Implications for Theory and Practice

Evidence from this study substantially supported the theory presented in Chapter 2. Essentially, the theory indicates that the organization-client relationship between schools and students, determined the kinds of organizational behaviors adopted by the schools to make the relationship more tolerable. The relationship is one in which schools and students are forced to interact whether they are so inclined or not. Commonly held ideas about the school-student relationship are seen as the fundamental support for certain modes of behavior becoming standard forms for expressing those ideas. Collectively, the ideology regarding the social control of the students of a school,

and the structures adopted to reflect the ideology, create a great socializing force that engender staff solidarity whenever the staff feels threatened. The ideology was shown to vary according to the type of schools; the structures of pupil control varied accordingly. Also shown was the relatedness of teacher satisfaction to these two factors.

The findings have several implications for the educational administrator in the field. Knowledge of differences between school types in pupil control ideology may prompt a principal to have his staff advocate a particular kind of ideology regarding the control of pupils. However, regardless of the type of school, the principal can anticipate teachers to be more custodial in pupil control ideology than themselves and, as indicated by the findings, the principal can expect such differences in pupil control ideology to be a source of conflict between teachers and himself. To bring about a change in pupil control ideology that may enhance the teaching-learning process the principal must be aware of the problems created by present school policies and practices as well as staff satisfaction with such policies and practices. Findings in this study indicated that both humanistic and custodial teachers preferred structured situations regarding pupil control policies and practices, but humanistic teachers referred much of their classroom discipline to administrators, while custodial teachers preferred to handle their own discipline problems. In any case, major discipline cases do get referred to principals for resolution.

There is a danger in making any change in emphasis

in pupil control ideology. Overcompensation may be made for a given situation. If the custodial aspect of pupil control ideology is to receive emphasis where the humanistic aspect received previous emphasis, the change may be reflected in the rigidity of the pupil control policies and practices. Where pupil control policies and practices were previously ineffective and loosely structured, the resultant policies may become numerous and inflexible, and may remain ineffective when put into actual practice. Shifting the emphasis to a humanistic pupil control ideology from a custodial one may yield a similar result.

Regardless of the kind of pupil control ideology, that pupil control ideology must contain humanism. This is not the humanism that is the opposite extreme of a custodial pupil control ideology but rather a humanism that recognizes school clientele as unique individuals worthy of individual dignity and respect. Whether the ideology advocated is custodial or humanistic, humanism in the expressions of the ideology will reflect the degree of justness and humaneness of the ideology.

Implications for Further Research

Several areas of further research were suggested by the findings in this study.

1. Since the pupil control ideology of teachers is molded by social processes, the staff relationships in elementary schools, junior high schools, and

senior high schools need investigation to determine those processes that foster the evolvement of custodial pupil control ideologies among junior high school staff members.

2. The relationship between student teaching experiences and pupil control ideology evolvement requires further investigation to determine those experiences which produce "humanistic" or "custodial" teachers.
3. A study similar to this one should be conducted to explore the relationship between pupil control structure and the extent to which pupil control is viewed as an organizational problem. Such an undertaking would add support for the Pupil Control Ideology Model used in this study.
4. This study focused on pure organizational types, namely elementary, junior high, and senior high schools. Exploration of the relationships supported in this study could be undertaken including multi-organizational types of rural Alberta schools.
5. Further validation, testing, revision, and restructuring are required of the PCS Form. Its ability to identify relationships in the social systems of schools leaves much to be desired. The length of the instrument should be increased, as well as the number of factors identified by it.
6. Improvement of the Teacher Satisfaction Form is

indicated. Since one item on the instrument was excluded from the data processing because of an inadequacy which become evident shortly after completed instruments were returned, the utility of the instrument can be questioned. The instrument should be expanded to include other items related to policy formation and policy execution. This would enhance the effectiveness and sensitivity of the instrument.

7. The Discipline Referral Form has potential but requires major revision. Possibly its use could be extended to teacher respondents but before this could take place, it must be modified in form and be designed to gather such data as action taken in severe cases of discipline, number of repetitious referrals made by teachers, as well as attitudes of teacher and principal toward the severe referrals.

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APPENDIX

A. Personal Data Sheet

B. The Pupil Control Ideology Form (Adapted)

C. The Pupil Control Structures Form

D. The Teacher Satisfaction Form

Disciplinary Referral Form

Principal Components Analysis of the PCI, PCS, and SAT Forms--Pilot Study

Principal Components Analysis of the PCI, PCS, and SAT Forms

Department of Education
Administration
855 General Services Building
The University of Alberta
Edmonton, Alberta

November 17, 1972

Dear Fellow Educator:

A few weeks ago, your school agreed to participate in a study on pupil control. Your cooperation in completion of the attached opinionnaire is requested.

The opinionnaire has four parts. Each part is headed by a set of instructions. Please read each set of instructions before completing each section.

The statements and items in this opinionnaire are of such a nature that there are no correct or incorrect answers. All that is required is your response to all items.

Your response will remain confidential, and no individual or school will be named in the report of this study. Your response to all sections is greatly appreciated.

Thank you in advance for your kind cooperation in completing the opinionnaire.

Sincerely yours,

E.J. Kozakewich

E.J. Kozakewich
Graduate Student

EJK:kc

Enclosure

OPINIONNAIRE - DISCIPLINE

A. Below are several items about you as a teacher. The purpose is to collect information about certain aspects of pupil control as they affect teachers. Please respond to all items in this section.

	C C 1-4
1. How long have you been teaching in your present school including this year? Check one. ____(1) 1 year ____(2) 2 years ____(3) 3 or 4 years ____(4) 5 or 6 years ____(5) 7 or 8 years ____(6) 9 or 10 years ____(7) 11 to 15 years ____(8) 16 to 20 years ____(9) 21 years or more	5
2. How many years of teaching experience do you have, including the present year. Check one. ____(1) 1 year ____(2) 2 years ____(3) 3 or 4 years ____(4) 5 or 6 years ____(5) 7 to 8 years ____(6) 9 or 10 years ____(7) 11 to 15 years ____(8) 16 to 20 years ____(9) 21 years or more	6
3. Your sex: ____(1) Female ____(2) Male	7
4. Your age to the nearest birthday: Check one. ____(1) Under 24 years ____(2) 25-29 years ____(3) 30 - 34 years ____(4) 35 - 39 years ____(5) 40 - 44 years ____(6) 45 - 59 years ____(7) 50 - 54 years ____(8) 55 - 59 years ____(9) 60 years or more	8
5. How many years of training are you credit with for salary purposes? (Drop fractional years). Check one.. ____(1) 1 year ____(2) 2 years ____(3) 3 years ____(4) 4 years ____(5) 5 years ____(6) 6 years	9

B. Below are a number of statements about certain aspects of the pupil-teacher relationship. Indicate you opinion regarding these statements by circling the response code which best represents your opinion.

Response Code: SA - strongly agree
A - agree
U - undecided
D - disagree
SD - strongly disagree

	STATEMENTS		C C
1.	It is desirable to require pupils to sit in assigned seats during assemblies.	SA A U D SD	10
2.	Pupils are usually not capable of of solving their problems through logical reasoning.	SA A U D SD	11
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA A U D SD	12
4.	Beginning teachers are not likely to maintain strict enough control over their pupils.	SA A U D SD	13
5.	Teachers should consider revision of their teaching methods if these are critisized by their pupils.	SA A U D SD	14
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA A U D SD	15
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA A U D SD	16
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA A U D SD	17
9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA A U D SD	18
10.	Being friendly with pupils often leads them to become too familiar.	SA A U D SD	19

11.	It is more important for pupils to obey rules than that they make their own decisions.	SA A U D SD	20
12.	Student councils are a good "safety valve" but should not have much influence on school policy.	SA A U D SD	21
13.	Pupils can be trusted to work together without supervision.	SA A U D SD	22
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA A U D SD	23
15.	If pupils were allowed to use the washrooms without getting permission, this privilege will be abused.	SA A U D SD	24
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA A U D SD	25
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA A U D SD	26
18.	A pupil who destroys school material or property should be severely punished.	SA A U D SD	27
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA A U D SD	28
20.	Pupils often misbehave in order to make the teacher look bad.	SA A U D SD	29

C. Below are a number of statements about discipline policies and practices in your school. Indicate your opinion regarding these statements by circling the response code which best represents your opinion.

Response Code: SA - strongly agree
A - agree
U - undecided
D - disagree
SD - strongly disagree

	STATEMENTS		CC
1.	Discipline policies and practices in in this school are constantly being questioned by the staff.	SA A U D SD	30
2.	The discipline policies in this school are flexible.	SA A U D SD	31
3.	Exceptions occur in the application of present school policies.	SA A U D SD	32
4.	Disciplinary referrals are usually dealt with after much delay.	SA A U D SD	33
5.	The discipline policies in this school are humane.	SA A U D SD	34
6.	Much staff meeting time is spend deliberating discipline policies and/or practices.	SA A U D SD	35
7.	The enforcement of rules and regulations in this school is deemphasized	SA A U D SD	36
8.	Most of the rules and regulations in this school are ineffective.	SA A U D SD	37
9.	Minor infractions of school rules are usually not referred to the principal.	SA A U D SD	38
10.	Few teachers show their willingness to apply discipline policies.	SA A U D SD	39
11.	The principal deliberates before applying discipline policies.	SA A U D SD	40
12.	There are few guidelines and procedures to follow in making discipline referrals.	SA A U D SD	41

13.	Teachers deliberate before referring discipline problems.	SA A U D SD	42
14.	The definition of what is considered to be a disciplinary problem is arbitrary in terms of discipline policies.	SA A U D SD	43
15.	A delay occurs before discipline problems receive attention.	SA A U D SD	44

D. Below are a number of items regarding your satisfaction with present discipline policies and practices. Please respond to each item as indicated.

	C C
1. How satisfied are you with the disciplinary practices of other teachers in this school? Check one. ____(1) very satisfied ____(4) dissatisfied ____(2) satisfied ____(5) very dissatisfied ____(3) undecided	45
2. If discipline policies and practices in your school were to be improved, how many suggestions for improvement would you make? Check one. ____(1) very many ____(4) very few ____(2) many ____(5) none at all ____(3) a few	46
3. How do your views on discipline policies and practices compare with those of other teachers? Check one. ____(1) exactly the same ____(4) limited similarity ____(2) almost the same ____(5) completely opposite ____(3) somewhat similar	47
4. If you are the principal of the school, place a check in the space provided and disregard items 5 and 6. All other respondents, please continue. ____(1) principal	48
5. How do you rate the handling of the discipline referrals you have made in the last four weeks? Check one. ____(1) highly satisfactory ____(4) unsatisfactory ____(2) satisfactory ____(5) highly unsatisfactory ____(3) varies	49
6. How do your views on discipline policies and practices compare with those of your principal? Check one. ____(1) exactly the same ____(4) limited similarity ____(2) almost the same ____(5) completely opposite ____(3) somewhat similar	50

DISCIPLINARY REFERRAL FORM

Below are several items about your school and its discipline policies and practices. The purpose is to collect information about certain aspects of discipline referrals as they affect principals.

Your responses will remain confidential. No individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

	C C 1-4
1. The number of teachers in your school, including the principal: Check one. ____(1) 4 or fewer ____(2) 5 - 9 ____(3) 10 - 14 ____(4) 15 - 19 ____(5) 20 - 24 ____(6) 25 - 29 ____(7) 30 - 34 ____(8) 35 - 39 ____(9) 40 or more	5
2. What grades does your school include? Check one. ____(1) Gr. 1-6 ____(2) Gr. 7-9 ____(3) Gr. 10-12	6
3. The majority of the discipline policies in the school are set by: Check one. ____(1) the school board ____(2) the principal ____(3) the staff ____(4) the community ____(5) a combination of the above	7
4. Who handles most of the school's discipline problems? Check one. ____(1) the principal ____(2) the assistant principal ____(3) the vice-principal ____(4) the guidance counselor ____(5) teachers	8
5. How capable do you consider your teachers to be in coping with discipline problems? Check one. ____(1) outstanding ____(2) very good ____(3) slightly above average ____(4) slightly below average ____(5) poor ____(6) very poor	9

6. Please indicate on the chart in the spaces provided:
   1) the number of discipline referrals made by the teachers in the last four weeks to the person in the position indicated on the form.
   2) the percentage of the referrals that you considered to be severe in nature.
   3) where an indicated position does not apply to your school enter N/A in the provided blank space.

Positions	Number of Teacher Referrals for preceding four (4) week period	Percentage of the cases that were considered severe
Principal		
Assistant Principal		
Vice-Principal		
Guidance Counselor		
TOTAL		
C C	10-20	21-35

PRINCIPAL COMPONENTS ANALYSIS OF THE PCI, PCS, AND SAT FORMS--PILOT STUDY

PCI FORM (ADAPTED) (N=57)

Item	Factor I	Factor II
1	0.756	0.004
2	0.475	0.193
3	-0.390	0.521
4	0.262	-0.116
5	0.239	0.168
6	0.406	0.102
7	0.102	0.456
8	0.050	0.567
9	-0.061	0.561
10	0.013	0.495
11	0.354	0.359
12	0.620	0.298
13	0.463	-0.106
14	0.715	0.158
15	0.754	0.119
16	0.239	0.626
17	0.427	0.531
18	0.401	0.155
19	0.125	0.556
20	0.148	0.415

PCS FORM (N=57)

Item	Factor I	Factor II
1	0.614	-0.138
2	-0.014	0.692
3	0.242	-0.141
4	0.704	0.127
5	-0.346	0.449
6	0.436	-0.322
7	0.237	0.705

PCS FORM (Continued)

Item	Factor I	Factor II
8	0.659	0.126
9	0.134	0.456
10	0.722	-0.121
11	0.551	-0.048
12	-0.010	0.626
13	0.735	0.125
14	0.533	0.352
15	0.582	0.032

SAT FORM (N=57)

Item	Factor I	Factor II
1	0.390	0.817
2	-0.070	0.926
3	0.661	0.327
6	0.798	0.140

PAL COMPONENTS ANALYSIS OF THE
PCI, PCS, AND SAT FORMS

PCI FORM (ADAPTED) (N=558)

	Factor I	Factor II
	0.440	-0.006
	0.429	0.181
	0.022	0.455
	0.276	0.294
	0.291	0.261
	0.181	0.330
	0.367	0.088
8	0.256	0.270
9	0.297	0.369
10	0.366	0.354
1	0.632	0.173
1	0.584	0.018
13	0.570	-0.002
14	0.404	0.090
15	0.526	0.132
16	0.189	0.545
17	0.114	0.560
18	-0.049	0.579
19	0.322	0.364
20	-0.065	0.525

PCS FORM (N=558)

Item	Factor I	Factor II
1	0.530	0.114
2	-0.070	0.634
3	0.385	0.382
4	0.699	-0.064
5	-0.478	0.426
6	0.367	-0.080

PCS FORM (Continued)

Item	Factor I	Factor II
7	0.361	0.502
8	0.722	0.046
9	-0.068	0.564
10	0.565	0.006
11	0.048	0.523
12	0.341	0.174
13	-0.001	0.476
14	0.395	0.056
15	0.639	-0.085

SAT FORM (N=558)

Item	Factor I	Factor II
1	0.743	0.300
2	0.894	0.045
3	0.067	0.872
6	0.239	0.730