

THE UNIVERSITY OF MANITOBA

AN ANALYSIS OF PERCEPTIONS AND EXPECTATIONS CONCERNING
DECISION-MAKING IN ST. JAMES-ASSINIBOIA
SCHOOL DIVISION

by

FRANK H. VOTH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

WINNIPEG, MANITOBA

October 1973



ABSTRACT

This study was designed for the purpose of determining whether or not there was conflict in the decision-making process, involving the four personnel groups, Teachers, Principals/Vice-Principals, Superintendents, and Board Members, as evidenced by the differences between perceptions and expectations regarding the locus of decision-making authority and responsibility in six administrative task areas.

A survey instrument designed to collect evidence of the conflict extant in six decision-making task areas was administered to 137 members included in the four personnel groups. The sixty-four items composing the questionnaire were categorized into six administrative decision task areas, although this categorization was not revealed to the respondents.

Using a nine-point response scale the respondents indicated, on the basis of their perceptions, who they felt was responsible for decision-making in each particular item. Similarly on an identical scale the respondents indicated, on the basis of their expectations, who should be responsible for decision-making in each particular item. In this manner data for this study were obtained from sixty-five teachers, sixty-three principals/vice-principals, four superintendents, and five board members of the School

Division of St. James-Assiniboia Number Two.

The responses of the members representing the four personnel groups of the division were statistically analyzed to determine whether there were significant differences in the perceptions and expectations between the four personnel groups with regard to decision-making responsibility and authority. The existence of a significant difference would be indicative of conflict in a particular area.

According to the data analyses conflict was apparent in all six task areas. This conflict was evident at two levels: (1) intra-personal conflict, (2) inter-personnel-group conflict.

1. The analyses indicated that of the four personnel groups, two, namely teachers and principals/vice-principals, displayed a high level of intra-personal conflict. In all six task areas their perception of the location of decision-making responsibility and authority was significantly higher, on the nine-point scale, than their expectations regarding the location of this responsibility and authority.

Superintendents indicated intra-personal conflict in one area only, Public Relations, in which they indicated a desire for greater control of this area.

Board members, as a group, indicated no intra-personal conflict in any of the six task areas.

2. At the level of inter-personnel-group conflict, there was evidence of "clustering" on the basis of "on-site

personnel" and "head-office-personnel", indicating diverging expectations between these two larger personnel groups.

In addition, there was some evidence of conflict between the two "head-office-personnel" groups. In this case the superintendents held significantly different expectations from the expectations of board members in three task areas--Public Relations, Staff Personnel, and Pupil Personnel.

In essence it was evident that the perceptions of the four personnel groups with regard to the location of decision-making responsibility and authority in the six task areas were not significantly different, but there was evidence of conflict between the four personnel groups, in terms of their expectations, concerning the location of decision-making responsibility and authority.

On the basis of the evidence in this study, it was concluded that the incidence of conflict indicated by the difference in expectations suggested the necessity for improving "two-way-communication" and thereby delineating more clearly the roles, tasks, responsibilities, and authority in the decision-making hierarchy for each of the four personnel groups.

Organization theory tends to suggest that conflict, similar to that evidenced in this study, is the result of a lack of definition in regard to areas of authority and responsibility in the decision-making hierarchy. The definition

and specification of such responsibilities is usually part of the terms of reference for the policy and executive component of an organization, in this case the "head-office" personnel groups.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere thanks to his thesis advisor Dr. H.E. May. His assistance, advice, and guidance during the period of this study are gratefully appreciated. Thanks are also extended to Dr. P. Husby and Dr. J. Evans for their help as thesis committee members.

Appreciation is also expressed to the trustees and members of the Superintendents' Department of the School Division of St. James-Assiniboia Number Two. It was with their cooperation that this study was conducted in this division. Thanks are also due to the 137 individual members of the division who participated in the study by responding to the questionnaire. The writer also wishes to acknowledge the professional consultation provided by Mr. M. Yakimishyn of the Manitoba Department of Education. In addition, sincere appreciation is expressed to Mr. R.A. Dale, Superintendent of Whiteshell School Division Number 2408, for his assistance in this study.

Finally I wish to express my appreciation and thanks to Mrs. Carol Mitchell for her willingness always to be available with her typewriter.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	vi
Chapter I	
The Rationale	1
Significance	3
The Problem	5
Collection of Data	6
Hypotheses	7
Theoretical Assumptions	8
Statement of Delimitation	11
Statement of Definitions	12
Chapter II	
Survey of the Literature	14
Chapter III	
Treatment of the Data	25
Chapter IV	
Data Analysis	30
Chapter V	
Summary of the Study	66
Conclusions	71
Implications	74
Recommendations For Further Study	77
BIBLIOGRAPHY	78
APPENDIX A	81
APPENDIX B	86
APPENDIX C	87
APPENDIX D	102
APPENDIX E	103
APPENDIX F	104

APPENDIX G	106
APPENDIX H	107
APPENDIX I	108

CHAPTER I

The Rationale

The education system of Manitoba has been in a continuous state of developmental flux since it first became the responsibility of the province, but never more so than in the last two decades. This dynamic change during recent years has been the result of a significant reorganization and restructuring of the education delivery-system.

Reorganization and restructuring of a relatively sophisticated system invariably brings with it new problems that require adjustments and modifications in order to maximize efficiency. However, the absence of a properly designed and functioning feedback subsystem tends to impede the adjustment process and needlessly prolongs the achievement of the organisational goals.

The organizational problems evident in the larger provincial sphere are also evident at the divisional level, and undoubtedly for many of the same reasons. The division approach to school administration, with the exception of the Dauphin-Ochre River School Division, is a relatively recent innovation. It still carries with it many of the problems resulting from newness and rapid growth.

The primary purpose of this study was to study an organization and the areas of conflict in its decision-making

apparatus. To accomplish this the study focused on the overlapping responsibilities of the four personnel groups--Teachers, Principals, Superintendents, and Board Members--in an organization as represented by the School Division of St. James-Assiniboia Number Two. Such a study through its findings would contribute, as a feedback subsystem, to enhance the organization's functional health. In addition, because the author believes this division to be not unlike other divisions by virtue of the problems it faces in fulfilling its public responsibilities, it is felt that the validity of findings will have wider implications than the local scene.

The functional health of an organization is in large part determined by the degree of similarity between expectations and perceptions that the various personnel groups hold regarding the decision-making authority and responsibility structure.¹

Authority to make decisions should be located at the point of responsibility for the decisions made.²

Authorities in this area are generally of the opinion that any individual on whom a particular decision impinges should be, at least in part, involved in the making of that decision--individual right to self-determination should be

¹William W. Savage, Interpersonal and Group Relations in Educational Administration (University of South Carolina: Scott, Foresman and Co., 1968), pp. 217ff.

²M.P. Toombs, "Control and Responsibility in Public Education in Canada," Leadership in Action, ed. George E. Flower and Freeman K. Stewart (Toronto, Ontario: W.J. Gage Ltd., 1958), p. 53.

respected within the organizational framework.³

A significant lack of congruence between perceptions and expectations with regard to decision-making responsibilities would indicate potential or actual areas of conflict within the administrative framework. It is the intention of this study to discover the potential (or actual) areas of efficiency-eroding conflict between the administrative groups,⁴ and, in the light of these findings, and with reference to present trends and current theories in administration,⁵ to make suggestions and/or recommendations as to possible ways of alleviating the conflict.

Significance

The significance of this study goes beyond the immediate boundaries of the local scene. It is particularly pertinent and relevant at this time in view of the following two things, namely:

1. The Report of the Commission for the Reorganization of School Division Boundaries of the Metropolitan Winnipeg Area.

³Edgar L. Morphet, Roe L. Johns, Theodore L. Keller, Educational Organization and Administration Concepts, Practices and Issues, ed. Dan H. Cooper (Englewood Cliffs, New Jersey: Prentice-Hall Inc.), p. 107.

⁴With the present trend of involving teacher participation in the decision-making process, they must now also be considered as an administrative group. Author.

⁵The Dartnell Institute of Management, Management by Objective (Chicago, Illinois: The Dartnell Institute of Management, n.d.).

2. The political developments concerning the "One City Concept" for the Metropolitan Winnipeg Area resulting in "Unicity."

Either, or both of the above, if implemented,⁶ could, and possibly would, result in at least some restructuring of the educational administrative machinery. Information about the dysfunctional aspects of decision-making in the present education subsystem may contribute to the enhancement of any restructured "Unicity" educational system that might be introduced.

St. James-Assiniboia is unique in the sense that in the last two decades the area presently comprising the School Division of St. James-Assiniboia Number Two has experienced both rapid and erratic growth. The erratic growth has been occasioned by twice amalgamating with adjacent school districts or school divisions.⁷

In 1967 St. James absorbed the School District of Brooklands, and in 1969 it amalgamated with the School Division of Assiniboine North Number Two.

In addition, the last two decades have seen rapid expansion in this area, both in terms of industrialization and urban housing developments.

As a result of this rapid and erratic growth it should be an ideal laboratory in which to study many of the

⁶Item 2 is now, as of January 1, 1972, an established fact.

⁷See Appendix "D" and "E", pp. 102-103.

problems evident in rapid growth areas which lack the benefit of long term coordinated planning for the total area.

With respect to the immediate vicinity, the study should point out specific areas of conflict in the educational administration. These conflict areas may hinder development of a smoothly functioning system. In addition, the study may possibly point out areas for further study in order to give direction for the development of a healthier system.

The Problem

The problem for this study was to undertake an analysis of perceptions and expectations concerning decision-making responsibilities in the administration of the School Division of St. James-Assiniboia Number Two.

Study

This study undertakes to identify the areas of conflict in the decision-making structure on the basis of differences in the perceptions and expectations of the four personnel groups--teachers, principals/vice-principals, superintendents, and board members.

Question One

What perceptions do the four personnel groups (teachers to school board members) hold regarding the locus of decision-making authority and responsibility within the organizational structure?

Question Two

What expectations do the four personnel groups (teachers to school board members) hold regarding the locus of decision-making authority and responsibility within the organizational structure?

Combining Questions One and Two

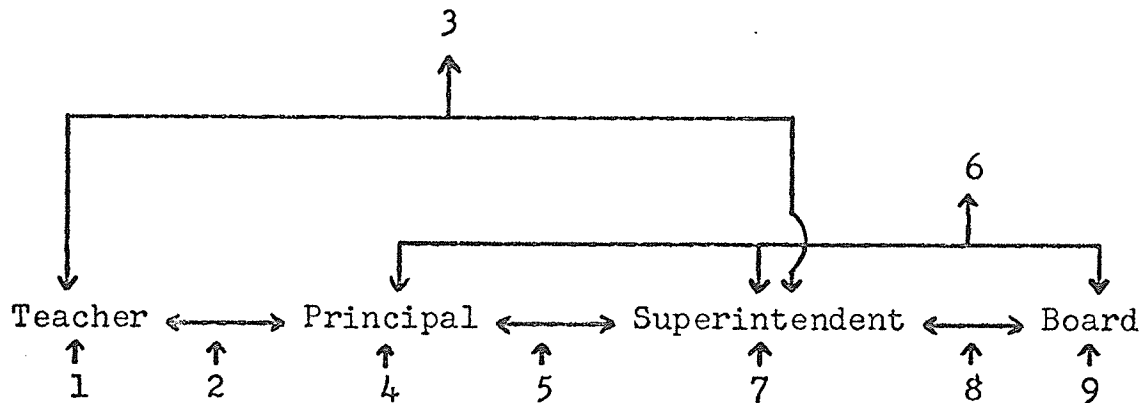
What are the locii of decision-making as perceived by the four personnel groups, and what should be the locii of decision-making based on the expectations of the four personnel groups?

Collection of Data

Data for this study were gathered by questionnaire. The questionnaire was developed by E.P. Reimer for his Master of Education study, University of Manitoba, 1968, titled "An Analysis of Expectations Concerning the Distribution of Decision-Making Responsibilities in the Administration of the New Unitary School Divisions in Manitoba." His questionnaire was a single-response instrument (expectations) on a six-point scale. With Reimer's permission, the questionnaire, although essentially in its original form, was modified to a dual response instrument (expectation and perception) on a nine-point scale.

The questionnaire, composed of sixty-four questions, focused on six task areas: (1) Business and Finance, (2) Public Relations, (3) Staff Personnel, (4) Pupil Personnel, (5) Curriculum, (6) Buildings and Transportation.

A dual response on the basis of expectations and perceptions was indicated on a nine-point scale (1 to 9) as directed. The nine-point scale indicated positions from totally "teacher-decisions" to totally "board-member-decisions" as illustrated in the theoretical model below.



Code:

Decision-points 1, 4, 7 and 9 - Autonomous decisions
 Decision-points 2, 3, 5, 6 and 8 - Collegial decisions

Hypotheses

Hypothesis Number One

There is a significant difference in the PERCEPTIONS, regarding the locus of the decision-making authority and responsibility governing the six task areas, as held by the four personnel groups.

Hypothesis Number Two

There is a significant level of agreement in the EXPECTATIONS, regarding the locus of decision-making authority and responsibility governing the six task areas, as held by the four personnel groups.

Hypothesis Number Three

There is no significant relationship between the task area expectation score and the task area perception score of a particular personnel group.

Assumption

Based on the research reported in the literature on educational administration it was assumed that a significant difference between EXPECTATION and PERCEPTION, as held by the four involved personnel groups regarding the six task areas, is indicative of potential areas of conflict in the decision-making process. It is necessary, however, to recognize that CONFLICT PER SE is not necessarily destructive--it may be evolutionary--of the decision-making process.

Theoretical Assumptions

"The human organism is a goal-seeking organism, and when it ceases to have goals, it affectively ceases to be."⁸

Basically, as a group, writers in the field of "personal and interpersonal conflict" are in agreement that most of the conflict within organizations results from a lack of congruence between personal goals and organization goals. In addition, it is evident that conflict per se should not be viewed out of context. Savage states this quite forcefully:

The administrator should not view disagreement as automatically detrimental. It becomes destructive when it

⁸Maxwell Maltz, Psychocybernetics.

evolves into controversy and conflict. It is constructive when it enables a community or a school system to avoid complacency. The administrator should remember that differences in views and educational philosophy motivate the critical analysis that is needed for both on-going programs and proposals for change.⁹

Systems or organizations that are viable and relevant within the contextual framework of the society within which they have their being are evolving systems or organizations, and their meaningful evolution invariably carries with it the conflict of evolution. Therefore, any investigation of the decision-making process in any organization will reveal conflicts. The well-being (or the lack of well-being) of the organization would be determined by the organization's ability to deal with the conflict in a positive manner.

In dealing with conflict in a constructive manner, there are certain principles which have been demonstrated, by research, to be effective. One of the most significant principles is the following: If the group is to be used effectively as a medium of change, those people who are to be changed and those who are to exert influence for change must have a strong sense of belonging to the same group.¹⁰

Lewin makes the same observation: "The chances for re-education seem to be increased whenever a strong we-feeling

⁹Savage, op. cit., p. 217.

¹⁰Dorwin Cartwright, "Achieving Change in People: Some Applications of Group Dynamics Theory," Readings in the Social Psychology of Education, ed. W.W. Charters Jr. and W.L. Gage (Boston: Allyn and Bacon Inc.), p. 111.

is created."¹¹

Savage¹² further observes that the organizational health and its ability to function positively and progressively on all fronts--goal-achievement, high member morale, etc.--is in large part determined by the leadership style of the superiors.

In addition, Savage makes two further observations that are very pertinent to a study of this nature: "Unfortunately, however, clear and accurate perceptions of one's own or another person's behaviour is very difficult to achieve,"¹³ and, "Numerous studies indicate a very positive relationship between congruence and staff satisfaction or morale."¹⁴

From the foregoing, it is quite evident that conflict appears to be inherent to the nature of all organizations. The degree of health of an organization is determined by its ability to successfully accomplish two tasks: (1) Achievement of organizational goals, (2) Maintenance of high staff morale.

Whether or not organizational goals are achieved, can quite readily be assessed by a comparison of stated

¹¹K. Lewin, Resolving Social Conflict (New York: Harper and Row, 1948), p. 67.

¹²Savage, op. cit., pp. 217ff.

¹³Ibid.

¹⁴Ibid.

goals with investigated achievement.

The degree of staff morale is a little more difficult to assess. However, it would appear that most authorities are of the opinion that in order to determine the level of staff morale, one must investigate the degree of similarity between expectations and perceptions of the various personnel groups regarding the way in which organizational goals will be achieved. A high degree of congruence would be an indication of a high degree of staff morale, while the converse would also hold.

It was the intention of this study to discover whether such evidence of conflict, as mentioned above, exists in the decision-making structure of the division.

Statement of Delimitation

This study was limited to the particular School Division of St. James-Assiniboia Number Two.

Further limits were as follows:

1. Data was gathered by survey questionnaire with strict personal anonymity.
2. Survey questionnaires were identified by personnel-group only, that is:
 - a) Teachers
 - b) Principals
 - c) Superintendents
 - d) Board Members
3. Teachers were poled on a random selection basis with only ten percent of the teaching staff receiving survey

questionnaires.

4. All principal and vice-principal received questionnaires.
5. All superintendents (that is, superintendent, assistant superintendent, deputy assistant) received questionnaires.
6. All board members received questionnaires.
7. Finally--the study placed emphasis entirely on discovering and focusing on the areas of conflict (that is, disagreement) in the decision-making process of the division's administration.

Statement of Definitions

1. Teachers--full time classroom instructors.
2. Principals--is a term designating on-site (school) administrators, whether Supervising Principals and Vice-Principals or full time teaching Vice-Principals.
3. Superintendents--designates all "head-office" personnel with the designation Superintendent, including Assistant and/or Deputy Assistant.
4. The Board--refers to all members (collectively or singly) of the Board of School Trustees duly elected by the division constituency.
5. Significant--Significance (statistically) was considered at two levels: .01 and .05 level of probability. Significance below .05 was not considered.
6. Conflict--Webster's Third International Dictionary defines conflict as: (1) to contend with or against another in strife or warfare; (2) to show variance, incompatibility, irreconcilability, or opposition;

(3) evidence, variance, or disharmony calling for adjustment, harmonizing, bringing into accord.

In this study, conflict is not to be taken in the context that implies strife, but rather:

- a) that mental and/or emotional struggle occasioned by the incompatibility of an individual's perceptions with his expectations regarding role fulfillment; and
 - b) that mental and/or emotional struggle occasioned by the incompatibility of perceptions with expectations regarding role fulfillment as held collectively by personnel groups.
7. Inter-Personnel-Group Conflict--that mental and/or emotional struggle occasioned by the incompatibility of perceptions with expectations regarding role fulfillment as held collectively by personnel groups.
 8. Intra-Personal Conflict--that mental and/or emotional struggle occasioned by the incompatibility of an individual's perceptions with his expectations regarding role fulfillment.
 9. Division--the particular School Division of St. James-Assiniboia Number Two.
 10. On-site Personnel Groups--teachers and principals and/or vice-principals whose duties are at a school site.
 11. Head-Office Personnel Groups--superintendents and board members who essentially carry on their duties from the school division board offices.

CHAPTER II

Survey of the Literature

Structure or design is one of the strongest determinants in the function of any thing, be it in the natural realm or in the realm of the man-created world. It is therefore imperative, in a study of conflicts in decision-making, to be knowledgeable of the formalized structure of the system one is studying.

On the North American Continent (especially so in the English-speaking sections), education is still very strongly dominated by the traditional functions resulting from the forces imposed upon it by the "line-and-staff" design under which it operates. However, there appears to be a movement toward an era of administration in which both the authority and responsibility for decision-making is being delegated to "where the action is"--namely the classroom.

While this shift from authoritarianism would appear to be good, certain problems result because in many cases it has not as yet been clearly spelled out and defined how the decision responsibilities will be shared in this enlightened approach. Somehow it is necessary to come to grips with the business of defining the new relationship between subordinate-superior in the administrative design. In earlier times, the relationship was a relatively simple one, for as Marrow

points out:

A boss hired so many workers and told them what to do. They did as they were told without question or demur, and that was that. But now it is different. The jobs, paradoxically, are either much more highly skilled or much less so; they tend to demand a great deal more or a great deal less of the workers. The workers, uniformly, demand much more of the employer; not merely better pay but many other things as well which did not figure into the relationship a generation ago.¹⁵

He goes on to explain that because of the increased skill and training of so many workers, the workers often know more about a specific operation than does the general foreman, and for this reason the skilled worker must be given a greater responsibility in planning.¹⁶

Such a development, of course, placed the superior--in this case, the foreman--in a less authoritative position, so his approach in dealing with his subordinates must be modified from the old "boss-hired hand" concept.

In a large organization, where superiors still try to maintain an autocratic control over subordinates, informal groups may be formed among the subordinates, and as Marrow points out: "They informal groups do influence the behaviour and attitude of a group's members, and they often succeed in blocking official practices and policies."¹⁷

Management at all levels has had to reassess its

¹⁵Alfred J. Marrow, Making Management Human (New York: McGraw-Hill, 1957), pp. 14-15.

¹⁶Ibid., p. 16.

¹⁷Ibid., p. 50.

position in terms of changing times. Discipline, as it has been popularly conceived, must be replaced by a willingness to permit participation to achieve the cooperation of subordinates.¹⁸ As Johnson observes:

Cooperation is not something that can be secured by a mimeographed order from the front office. People may go through the motions of cooperating through compulsion, from a motive of fear, but the quality of such cooperation leaves much to be desired.¹⁹

Maier states that sometimes a superior feels that he has gone more than halfway in being reasonable, and may resort to discipline which, as he says:

. . . frequently produces hostility instead of improvement; or improvement in the disciplined area may occur, but other undesirable behaviours may increase. . . . Generally speaking, solutions that create new problems are not satisfying and hence they are used as a last resort.²⁰

Permitting subordinates to participate in making group decisions seems to be a better solution, and Maier cites a case in support of his argument. In a certain factory it was found that where management announced job changes without any prior notification to the workers, the workers involved in the change required eight weeks to re-train, whereas new employees required only five weeks. Also, a number of workers would quit before the re-training

¹⁸Norman R.F. Maier, Principles of Human Relations (New York: John Wiley and Sons, 1963), p. 7.

¹⁹Joseph French Johnson, Business and the Man (New York: Alexander Hamilton Institute, 1962), p. 226.

²⁰Maier, op. cit., pp. 7-8.

period was completed. However, when a group about to change jobs discussed and planned the changes with management, there was no dissatisfaction, recovery of production was rapid, and there were no employee resignations.²¹ Marrow offers a further example to support the subordinate-participation concept. The management of an industrial firm decided that the workers' pension plan was inadequate and hired an economist to come in and set up a new plan. The new plan provided better pensions through greater contributions from the employer, but when it was presented to the workers, they were less than enthusiastic, and seemed reluctant to accept it. At first their objections centred around small details of the plan, but eventually it was determined that their dissatisfaction was not with the improved pension scheme; what annoyed them was the fact that they had not been consulted in the development of the plan.²²

It would seem that authoritarian control or supervision is not the most desirable subordinate-superior relationship. Blau and Scott state that:

several studies have reported that workers under authoritarian supervision do not perform as well as those whose supervisors minimize status distinctions by delegating work, encouraging discretion and similar practices.²³

²¹Ibid., p. 10.

²²Marrow, op. cit., p. 45.

²³Peter M. Blau and W. Richard Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Co., 1962), p. 124.

One should not conclude, however, that the exercising of authority by superiors is to be avoided, but rather, it should be exercised wisely. Simon defines authority as:

the power to make decisions which guide the actions of another. It is a relationship between two individuals, one "superior", the other "subordinate". The superior frames and transmits decisions with the expectation that they will be accepted by the subordinate.²⁴

He goes on to say, though, that in any relationship a superior prefers to employ suggestion or persuasion rather than command,²⁵ for superiors must exercise restraint in their use of authority, to avoid mere acquiescence on the part of subordinates.²⁶ Associated with authority is responsibility. The superior is not only responsible for his own acts, but also for the acts and work performed by his subordinates. For this reason, the superior should choose his subordinates carefully.²⁷

The foregoing discussion has dealt with subordinate-superior relationships in business and industry. Much less seems to have been written about such relationships as they apply to education. Perhaps this is one area of educational research which deserves much more attention than it has

²⁴Herbert A. Simon, Administrative Behaviour (New York: The Macmillan Co., 1961), p. 125.

²⁵Ibid., p. 127.

²⁶Ibid., p. 134.

²⁷William B. Cornell, Business Organization (New York: Alexander Hamilton Institute, 1961), p. 259.

received to date.

In discussing communication in educational organizations, Castetter refers to a "superior-subordinate axis", where communication can be upward, downward, or horizontal. Downward communication, in most cases, parallels the lines of responsibility, while upward communication is the transmission of information from subordinate to superior at various levels of the educational hierarchy. Superiors should encourage upward communication in order that the extent to which the school's goals are being achieved can be better assessed, and to determine whether organizational arrangements are conducive to personnel cooperation.²⁸

A number of writers have dealt at some length with conflicts between superiors and subordinates, or among subordinates themselves. Conflict arises from a variety of causes. Failure to define adequately the role or limits of authority at any given level can give rise to conflict.²⁹ The staff of one school may wish to change procedures but the staffs of other schools in the same system resist.³⁰ The staff within a school may be divided in opinion upon a

²⁸William B. Castetter, Administering the School Personnel Program (New York: The Macmillan Co., 1962), pp. 62-63.

²⁹John A. Bartky, Supervision As Human Relations (Boston: D.C. Heath and Co., 1953), p. 279.

³⁰Charles R. Spain, Harold D. Drummond and John I. Goodlad, Educational Leadership and the Elementary School Principal (New York: Rinehart and Co., 1956), p. 79.

certain policy, and because the staff is unwilling to come to common agreement, the principal finds such differences almost unresolvable.³¹ Conflict can arise if it is assumed that personnel planning is only necessary in large schools, or if it is assumed that "the chief school administrator should and does possess all the competencies necessary to perform all the personnel-related responsibilities."³² The chief school administrator must be willing to delegate certain personnel responsibilities to subordinates.³³ Two further areas of conflict are indicated by Chase in the conclusions he drew from studying the reactions of teachers toward participation in policy-making:

Too much pressure to obtain participation of teachers in educational planning can become a source of resentment and dissatisfaction. . . . A pretence of allowing participation is not a satisfactory substitute for genuine participation; and the feeling on the part of teachers that participation is encouraged only for the sake of securing assent to decisions already made may produce more dissatisfaction.³⁴

Bartky, in particular, discusses conflicts at some length, and in a down-to-earth manner. He states that a successful school organization must be "well disciplined,

³¹Ibid.

³²Castetter, op. cit., p. 33.

³³Ibid.

³⁴Francis S. Chase, quoted in Spain, Drummond and Goodlad, op. cit., p. 76.

highly flexible, and thoroughly efficient"³⁵ and efficiency, according to him, is achieved by "setting stimulating purposes and establishing the climate of freedom essential to good morale." Achieving this discipline, flexibility and efficiency is the responsibility of the superintendent, but in trying to achieve them, there is bound to be conflict.

The authority of the superintendent is certain to be challenged by his subordinates. This is their obligation to the organization as well as their democratic prerogative. Some challenge a superintendent for the unselfish purpose of protecting him and the school system from his errors in judgment. A large number of his staff oppose him at one time or another because they enjoy the experience of being contrary. And a very few see an advantage to themselves in frustrating a superintendent's leadership.³⁶

A superintendent's biggest headache comes from his efforts to resolve the jurisdictional disputes between his immediate subordinates. Assistant superintendents are empire builders; otherwise they should not be assistant superintendents, and in the process of building their empires they are certain to infringe upon one another's territorial rights. Business managers are notorious usurpers of power, for the control of the purse strings is the opening wedge to the control of any function that requires financing. The superintendent will soon discover that he has a full-time job on his hands keeping the business manager in his place.³⁷

Conflicts over matters of authority between a superintendent and his principals are relatively infrequent. When they do occur, they are usually between him and the high-school principals who by virtue of their status in the community become a rather independent group. School teachers rarely question a superintendent's authority, although they do challenge his managerial

³⁵Bartky, op. cit., p. 279.

³⁶Ibid., pp. 279-280.

³⁷Ibid.

approach and his curriculum philosophy.³⁸

Bartky suggests that one of the main ways in which conflict can be reduced is by giving credit for achievement to those who are entitled to it, rather than trying to gather all credit to himself. The superintendent should remember that the "prerogative of the leader is to dispense praise, not to receive it."³⁹ As far as visiting schools is concerned, superiors should remember that the principal is the most important supervisor in the school system, and that all others should come into his school in the role of subordinates.⁴⁰

Another quotation from Bartky clearly indicates the potential for conflict in the traditional structure of our school systems:

The words "autocratic" and "absolute" have semantic implications which stimulate the aggressive drives of every American teacher. They are foreign to the language of democracy. Educators become violent upon hearing the name "autocratic supervision" and attacks upon it have helped fill out many a treatise on supervision that otherwise might be quite limited in content.

Yet the American school system is structured in an autocratic pattern. The superintendent is "top dog" in the hierarchy of the school system. Theoretically his powers approach the absolute in so far as teachers and principals are concerned. Hence, if he wants it to be, supervision can easily become autocratic.

Autocratic supervision implies that the highest official in the chain of command knows the answers and that it is his obligation to pass these "absolutes" on to his subordinates. Their behavior shall be "not to

³⁸Ibid., p. 281.

³⁹Ibid., p. 280.

⁴⁰Ibid., p. 285.

reason why, but to do and die." Autocratic supervision must not be confused with supervision with authority. As we shall point out later, without authority no organizational process can function properly.

If one were asked whether the American schools were drifting toward or away from an autocratic, absolutistic philosophy of approach to its problems it would be difficult to reply. Certainly, the astounding demands for supreme power over school affairs being made by some of our superintendents and being granted by inexperienced boards of education, or school trustees who are willing to dodge their responsibilities, might be symptomatic of an approaching dictatorship of the superintendent.⁴¹

Another factor to be considered in improving decision-making is direct participation. Blake states that there are two concepts prevalent in organizations today--the "authority-obedience" concept and the "integrated goals" concept. The authority-obedience concept indicates a serious lack of participation in decision-making processes of the organization. Blake states that

in spite of new conditions, blind allegiance to outmoded concepts of authority-obedience remains the basis for rigid thinking about chain of command, span of control, formal delegation of responsibility and so on. These things tend to keep executives and workers separated and insure that information for sound decision-making won't be available when needed by either party.⁴²

Of the second concept Blake says, "integration of personal and organizational goals are the basis of collaboration (decision-making)."⁴³

Three recent studies completed at the Faculty of Education, University of Manitoba, by E.P. Reimer⁴⁴,

⁴¹Ibid., pp. 14-15.

⁴²R.R. Blake, Group Dynamics--Key to Decision Making (Houston: Gulf Publishing Co., 1961), p. 169.

⁴³Ibid., p. 170.

⁴⁴E.P. Reimer, An Analysis of Expectation Concerning the Distribution of Decision-Making Responsibilities in the

J.P. Clagget⁴⁵, and E.A. Toews⁴⁶ appear to suggest that educational administrative decision-making in Manitoba is still operating under the "authority-obedience" concept with a resultant significant level of conflict at all levels of decision-making, and possibly with an attendant loss of efficiency.

Certainly the participation in the process of decision-making by those individuals in the organization who are directly concerned leads directly to an internalization of organizational goals. Once accomplished, communication of pertinent information by those concerned will not be hampered. The goals of the organization are now personal goals. Participation in decision-making will create a healthier climate in the organization, basic to general goal achievement. The decision-making function of the executive position in an organization is one that demands a vision of the total action of the organization. As Barnard says, it is a position " . . . in which the sense of the whole is the dominating basis for decision."⁴⁷

Administration of the New Unitary School Division in Manitoba, unpublished Masters thesis (University of Manitoba, 1968).

⁴⁵J.P. Clagget, Conflict in Administrative Responsibilities Between Superintendents and Secretary-Treasurers in the Unitary School Divisions of Manitoba, unpublished Masters thesis (University of Manitoba, 1970).

⁴⁶E.A. Toews, An Analysis of Expectations Concerning the Distribution of Decision-Making Responsibilities in Schools in Manitoba, unpublished Masters thesis (University of Manitoba, 1971).

⁴⁷C.I. Barnard, Functions of the Executive (Cambridge: Harvard, 1938), p. 256.

CHAPTER III

Treatment of the Data

The following hypotheses were tested for each task area:

General Hypothesis Number One

There is a significant difference in the perceptions of the four reference groups.

General Hypothesis Number Two

There is a significant level of agreement in the expectations of the four reference groups.

General Hypothesis Number Three

There is no significant relationship between expectation scores and perception scores of the four reference groups.

Further analysis attempts to answer the following questions:

Question One. At what level in the administrative hierarchy do the groups, relative to each other, perceive the primary responsibility for decisions to reside?

Question Two. How much relative intergroup consensus is there in each task area on the basis of expectations?

Question Three. What is the magnitude of the conflict, based on the differences of expectations and perception?

The data for this study was collected from four personnel groups using a survey questionnaire. Part of the data was collected using a random sampling of teachers.

However, with respect to the personnel of principals, vice-principals, the superintendent's department, and school trustees, data representative of these groups was collected from the entire population in each case.

The responses on the survey questionnaire were subsequently recorded on eighty-column key-punch format sheets in preparation for key-punching on first version card output.

This first version card output was then used as the source data in order to generate the six perception and six expectation sub-scale scores for each individual. The new card output produced constituted the second version card output and actually represented the data which underwent analysis.

The six sub-scale scores for each of the scales, perception and expectation, were calculated using the University of Alberta Test 05 computer program designed by Dr. S. Hunka, Dr. H.D. Hemphill and D. Precht. Essentially this program is designed to calculate sub-scale scores from responses to questionnaires by individuals in a number of different groups.

Analysis of Variance

Analysis of variance was the general statistical method used for testing the hypotheses dealing with between-group differences in perception and between-group differences in expectation. Analysis of variance is an efficient parametric technique and it is one of the techniques considered most powerful and widely used.

There are usually four stated requirements underlying the use of analysis of variance: the sampling should be random; contributions to the total variance must be additive; observations within groups should be normally distributed; and the variances within groups must be approximately equal.⁴⁸

Popham points out, that although

from a theoretical viewpoint the assumptions underlying analysis of variance must be rigorously fulfilled in order that the technique yield information which is accurately interpretable,

. . . there is increasing evidence, however, that even though fairly significant departures from strict theoretical assumptions may exist, analysis of variance is sufficiently "robust" that it will still yield results which may be meaningfully interpreted.⁴⁹

Guilford also supports this point of view.⁵⁰

For this study a concerted effort was made to satisfy all four assumptions. However, it was also considered that in view of both Popham's and Guilford's position that some departure from the four requirements would not discount the use of analysis of variance.

Analysis of variance or anova, as it is commonly known, is a technique for partitioning the variation in the observed data into parts, each part assignable to different causes or combinations of causes. For this study one-way anova was employed. One-way means that only one independent

⁴⁸J.P. Guilford, Fundamental Statistics in Psychology and Education, p. 274.

⁴⁹W.J. Popham, Educational Statistics--Use and Interpretation, p. 179.

⁵⁰Guilford, op.cit., p. 274.

variable will be under investigation with the total variance being partitioned into two sources or parts: one part due to differences between-group means and a second part due to differences within-group means.

The independent variable in this study is the personnel group. This independent variable has four levels: teachers, principals, superintendents, and trustees.

The dependent variables are comprised of the perception sub-scale scores and expectation sub-scale scores, and these are assumed to be continuously distributed.

The one-way anova was employed to test for mean differences in the perception sub-scale scores of the four personnel categories. The analysis of variance, through the magnitude of the F value, that is, the ratio value of the sum of squares between the groups and the sum of squares within the groups, can reveal whether or not there are significant differences in the perception of the groups with regard to the sub-scale under analysis. If any F values were significant, then it was necessary to extend the analysis using Newman-Keuls test of ordered means to determine the paired means for which the differences were significant.

The hypothesis dealing with between-group perception differences and between-group expectation differences was tested using one-way analysis of variance. The anova analysis was conducted using STATS 12 computer program developed at the University of Manitoba Computer Center.

T-Test

The t-test for correlated data is the most appropriate and efficient technique to test the hypothesis of significant differences between the mean expectation and perception scores for each of the task sub-scales.

The assumptions underlying the proper interpretation of the t-test include: (1) the population data is distributed in a normal fashion, (2) random selection of sample, (3) the variables are measured on the interval scale.

Popham has stated that "in general, the assumptions noted above are quite lenient." He points out in addition that "one can depart quite markedly from them and still obtain a t-value which can be correctly interpreted."⁵¹

⁵¹Popham, op. cit., p. 139.

CHAPTER IV

Data Analysis

Overview

This chapter deals with the statistical analyses applied to the data collected for this study. The analysis consists of two sections: (1) Descriptive Data Analysis, and (2) Inferential Data Analysis, and is carried out on the basis of within-group analysis and between-group analysis. Each of the sections is concluded with a summary of the respective data analyses.

I. Descriptive Data Analysis--Tables 1 and 2

The data for this study was collected by the use of a questionnaire. The questionnaire used for this study consisted of sixty-four individual items requiring a dual response designed to ascertain the perceptions and expectations of four personnel groups regarding the locus of decision-making responsibility in six different task areas. The task areas were: (1) Business and Finance, (2) Public Relations, (3) Staff Personnel, (4) Pupil Personnel, (5) Curriculum, (6) Buildings and Transportation.

The data in Table 1 is a summary description of the six task areas examined and specifies the task area

or sub-scale to which each of the sixty-four items belongs.

TABLE 1

IDENTIFICATION OF QUESTIONS ON THE QUESTIONNAIRE
WITH RESPECT TO TASK AREAS AND NUMBER OF
QUESTIONS IN EACH TASK AREA

Task Area	No. of Questions	Question Number
Business and Finance	12	5, 17, 18, 30, 35, 36, 43, 45, 53, 54, 62, 63
Public Relations	8	8, 11, 15, 24, 26, 40, 51, 52
Staff Personnel	16	2, 3, 4, 9, 10, 16, 21, 23, 27, 28, 29, 34, 37, 41, 56, 57
Pupil Personnel	12	13, 14, 19, 20, 31, 42, 44, 47, 48, 49, 50, 59
Curriculum	8	6, 32, 39, 46, 55, 58, 61, 64
Buildings and Transportation	8	1, 7, 12, 22, 25, 33, 38, 60
6 Task Areas	64 Questions	Questions 1 to 64

Table 2 summarizes the number of questionnaires mailed to respondents and the percentage of usable returns from the 195 mailings. Of the participating subjects, 137 questionnaires, representing slightly more than 70 percent, were usable for subsequent analysis.

TABLE 2
FREQUENCY OF QUESTIONNAIRE RETURNS FROM THE
VARIOUS PERSONNEL GROUPS

	No. Sent	No. Returned	No. Usable	% Usable
Teachers	111	68	65	59.01
Principals	70	63	63	90.00
Superintendents	4	4	4	100.00
Board Members	10	5	5	50.00
Total	195	140	137	70.26

II. Inferential Data Analysis--Tables 3 to 7

A. Within-Group Analysis

In Tables 3 to 7 the mean expectation and perception scores in each task area are presented for each of the personnel groups. These tables present the within-group tests of difference between expectation and perception scores in the six task areas for the four personnel groups.

Table 3 gives the Board Members mean expectation and mean perception scores in regard to the six task areas examined.

A comparison of the differences between mean expectation and mean perception scores for each of the six task areas in Table 3 indicates that the differences that do appear are very slight or negligible. In all task areas, except Buildings and

Transportation, and Curriculum, the mean perception score was greater than the mean expectation score.

TABLE 3

TESTS OF DIFFERENCE BETWEEN EXPECTATION AND PERCEPTION
SCORES IN THE VARIOUS TASK AREAS FOR
THE VARIOUS PERSONNEL GROUPS

Board Members	Bus. and Fin.	Bldgs. and Fin.	Curr.	Public Rel.	Staff Per.	Pupil Per.
Expectation \bar{X}	67.00	41.60	49.40	50.40	91.20	74.60
Perception \bar{X}	68.40	40.60	48.60	51.00	95.20	75.00
Critical T.01	4.60	4.60	4.60	4.60	4.60	4.60
Calculated T	1.06	0.48	0.57	0.61	2.53	0.17
Decision	not signif.	n.s.	n.s.	n.s.	n.s.	n.s.

The T-test for significant differences between mean expectation and mean perception scores reveals no significant differences at the .01 level of probability. In other words, the expectations and perceptions of the Board regarding the locus of the decision-making responsibility in this school division would appear to be the same.

Table 4 gives the Superintendents' mean expectation and mean perception scores in regard to the six task areas. In only one task area, Public Relations, did the test of differences reveal a significant difference between mean expectation and mean

perception scores at the .01 level of probability.

TABLE 4

TESTS OF DIFFERENCE BETWEEN EXPECTATION AND PERCEPTION
SCORES IN THE VARIOUS TASK AREAS FOR
THE VARIOUS PERSONNEL GROUPS

Superintendents	Bus. and Fin.	Bldgs. and Fin.	Curr.	Public Rel.	Staff Per.	Pupil Per.
Expectation \bar{X}	60.75	40.75	43.00	42.25	77.25	63.50
Perception \bar{X}	62.75	41.75	44.00	45.25	83.75	68.75
Critical T.01	5.841	5.841	5.841	5.841	5.841	5.841
Calculated T	1.19	1.41	0.43	7.35**	2.71	1.95
Decision	not signif.	n.s.	n.s.	sig. at .01 level	n.s.	n.s.

A comparison of the mean expectation scores with the mean perception scores reveals that the Superintendents consistently scored higher on the mean perception than on the mean expectation.

The data analysis in Table 5 represents the statistical tests for the differences between the mean expectation and mean perception scores for Principals in the six task areas. In each case the difference between the mean expectation score and the mean perception score is significant at the .01 level of probability. The direction of the differences is consistent for each comparison of mean

TABLE 5

TESTS OF DIFFERENCE BETWEEN EXPECTATION AND PERCEPTION SCORES IN
THE VARIOUS TASK AREAS FOR THE VARIOUS PERSONNEL GROUPS

Principals	Business and Finance	Buildings and Transportation	Curriculum	Public Relations	Staff Personnel	Pupil Personnel
Expectation \bar{X}	47.90	32.94	32.98	33.24	64.83	54.84
Perception \bar{X}	60.80	36.25	39.98	44.43	82.62	65.92
Critical T.01	2.657	2.657	2.657	2.657	2.657	2.657
Calculated T	10.45**	4.50**	7.79**	11.92**	12.06**	11.09**
Decision	significant at .01 level	sig. at .01 level	sig. at .01 level	sig. at .01 level	sig. at .01 level	sig. at .01 level

expectation score with the mean perception score. The mean perception score being greater in each case.

The data analysis in Table 6 represents the statistical tests for the differences between the mean expectation and mean perception scores for Teachers in each of the six task areas. In each case the difference between the mean expectation score and the mean perception score is significant at the .01 level of probability. The direction of this difference is very similar to the direction of difference as presented in Table 5 for Principals. The Teachers' mean perception scores are consistently and significantly greater than their mean expectation scores.

Table 7 presents these findings in summary form giving the differences in mean scores for the six task areas for perceptions and expectations for the four personnel groups. In addition this summary table displays the direction and magnitude of the differences and as well indicates those differences that are significant.

Summary

In analysing the within-group data for differences between mean expectation scores and mean perception scores for the four personnel groups in regard to the six task areas, the following points

TABLE 6

TESTS OF DIFFERENCE BETWEEN EXPECTATION AND PERCEPTION SCORES IN
THE VARIOUS TASK AREAS FOR THE VARIOUS PERSONNEL GROUPS

Teachers	Business and Finance	Buildings and Transportation	Curriculum	Public Relations	Staff Personnel	Pupil Personnel
Expectation \bar{X}	43.71	33.06	30.55	30.63	62.32	52.40
Perception \bar{X}	61.86	36.85	41.03	43.78	86.46	68.43
Critical T.01	2.655	2.655	2.655	2.655	2.655	2.655
Calculated T	14.01**	4.20**	10.06**	12.71**	13.87**	12.88**
Decision	sig. at .01 level	sig. at .01 level	sig. at .01 level	sig. at .01 level	sig. at .01 level	sig. at .01 level

TABLE 7

SHOWING THE DIFFERENCES BETWEEN MEAN EXPECTATION SCORES AND MEAN PERCEPTION
SCORES IN THE SIX TASK AREAS FOR THE FOUR PERSONNEL GROUPS

	Business and Finance	Buildings and Transportation	Curriculum	Public Relations	Staff Personnel	Pupil Personnel
Board Members	1.40 P>E	1.00 E>P	0.80 E>P	0.60 P>E	4.00 P>E	0.40 P>E
Superintendents	2.00 P>E	1.00 P>E	1.00 P>E	3.00 P>E	6.50 P>E	5.25 P>E
Principals	12.90 P>E*	3.31 P>E*	7.00 P>E*	11.19 P>E*	17.79 P>E*	11.08 P>E*
Teachers	18.15 P>E*	4.79 P>E*	10.48 P>E*	13.15 P>E*	24.14 P>E*	16.03 P>E*

Code:

Numerical values are differences in mean scores

P - mean perception score

E - mean expectation score

> - greater than

* - significant

appear to stand out as having some significance:

1. In all six task areas the Boards' mean expectation scores and mean perception scores were generally the same. In two areas only, Buildings and Transportation, and Curriculum, were their mean expectation scores higher than their mean perception scores.
2. In all six task areas the Superintendents' mean expectation scores and mean perception scores were generally the same. However, in all six task areas, the Superintendents' mean perception scores were consistently higher than their mean expectation scores.
3. In all six task areas the Principals' mean expectation scores and mean perception scores were consistently and significantly different at the .01 level of probability. In addition, in all six task areas the mean perception scores were consistently and significantly higher than the mean expectation scores. While the direction of this difference was the same for Superintendents as for Principals, the magnitude of the differences was much greater in the case for Principals.
4. In all six task areas the Teachers' mean expectation scores and mean perception scores were consistently and significantly different

at the .01 level of probability. In all six task areas the mean perception scores were consistently and significantly higher than the mean expectation scores. In addition, the direction of this difference was the same for Teachers as for Principals and Superintendents, but the magnitude of this difference, except in the task area of Staff Personnel, was much greater for Teachers than for Principals.

B. Between-Group Analysis

The data analyses presented in Tables 8 to 31 represent the analysis of variance tests carried out to determine whether any significant differences existed between the four personnel groups.

The analyses presented in Tables 8 to 19 tested hypotheses in regard to differences in expectations between the personnel groups in each of the six task areas. Similarly the analyses in Tables 20 to 31 tested hypotheses of differences in perception between the four personnel groups--teachers, principals, superintendents, and board members--in each of the task areas.

The between-group analyses presented for each task area consist of: (1) mean and standard deviation data, and (2) analysis of variance data. For those analyses where the F-ratio was found to be significant at the .05 level of probability,

subsequent analysis involving the Newman-Keuls Test of Ordered Means is presented.

Analysis of Variance--Expectation

The data in Table 8 indicates that the mean expectation scores on the Business and Finance sub-scale became increasingly greater from teachers, principals, superintendents to board members.

TABLE 8
MEAN SCORES ON EXPECTATION--BUSINESS AND FINANCE

	\bar{X}	SD	N
Teachers	43.71	9.42	65
Principals	47.90	8.25	63
Superintendents	60.75	3.86	4
Board Members	67.00	3.54	5
Total Group	46.99	9.96	137

The analysis of variance in Table 9 yielded an F-ratio significant at the .05 level of probability. The Newman-Keuls Test of Ordered Means was applied to the data and revealed that,

- a) teachers had significantly different mean expectation scores from both superintendents and board members and,
- b) the mean expectation scores of principals were significantly different from superintendents and board members.

TABLE 9

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	2949.11	3	983.04	13.09
Within Groups	9985.75	133	75.08	
Critical F.05 = 2.68 Significant at .05 level				

NEWMAN-KEULS TEST OF ORDERED MEANS

	Teachers	Principals	Superintendents	Board Members
T		1.38	5.64*	7.71*
P			4.25*	6.32*
S				2.06
B				

- 1) Superintendents significantly different from Teachers
- 2) Board Members significantly different from Teachers
- 3) Superintendents significantly different from Principals
- 4) Board Members significantly different from Principals

Reject Ho.

These results supported the decision to reject the null hypothesis of no difference between groups.

The Newman-Keuls Test of Ordered Means did not indicate any significant differences between teachers and principals, nor between superintendents and board members.

The analyses presented in Tables 10 and 11 in regard to the Buildings and Transportation sub-scale indicate

TABLE 10

MEAN SCORES ON EXPECTATION--BUILDINGS AND TRANSPORTATION

	\bar{X}	SD	N
Teachers	33.06	4.83	65
Principals	32.94	4.40	63
Superintendents	40.75	4.57	4
Board Members	41.60	5.98	5
Total Group	33.54	5.05	137

TABLE 11

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	558.66	3	186.22	8.54
Within Groups	2899.58	133	21.80	
Critical F.05 = 2.69 Significant at .05 level				

differences in the mean expectation scores for each of the personnel groups. Following a significant F-ratio at the .05 level of probability, a subsequent Newman-Keuls Test of Ordered Means revealed that,

- a) the mean expectation scores of teachers were significantly different from both superintendents and board members, and,

- b) the mean expectation scores of principals differed significantly from both superintendents and board members. However, there were no significant differences between superintendents and board members, nor between teachers and principals.

NEWMAN-KEULS TEST OF ORDERED MEANS

	Principals	Teachers	Superintendents	Board Members
P		.07	4.78*	5.31 *
T			4.71*	5.23 *
S				0.52
B				

- 1) Superintendents significantly different from Teachers
- 2) Board Members significantly different from Teachers
- 3) Superintendents significantly different from Principals
- 4) Board Members significantly different from Principals

Reject Ho.

The null hypothesis, because of this supporting evidence, was rejected and the alternative hypothesis, that is, that the personnel groups differ significantly in mean expectation scores in regard to the Buildings and Transportation task area was accepted.

The analyses presented in Table 12 in regard to the Curriculum sub-scale indicates differences in the mean expectation scores for each of the personnel groups.

The analysis of variance in Table 13 yielded an F-ratio significant at the .05 level of probability.

TABLE 12
MEAN SCORES ON EXPECTATION--CURRICULUM

	\bar{X}	SD	N
Teachers	30.55	7.01	65
Principals	32.98	5.68	63
Superintendents	43.00	7.16	4
Board Members	49.40	5.46	5
Total Group	32.72	7.45	137

TABLE 13
ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	1925.68	3	641.89	15.76
Within Groups	5418.33	133	40.74	
Critical F.05 = 2.68 Significant at .05 level				

A subsequent Newman-Keuls Test revealed that,

- a) the mean expectation scores of teachers were significantly different from both superintendents and board members, and that,
- b) the mean expectation scores of principals were significantly different from both superintendents and board members. There were, however, no significant differences

between the expectations of teachers and principals,
nor for superintendents and board members.

NEWMAN-KEULS TEST OF ORDERED MEANS

	Teachers	Principals	Superintendents	Board Members
T		1.01	5.87*	7.85*
P			4.17*	6.84*
S				2.66
B				

- 1) Superintendents significantly different from Teachers
- 2) Board Members significantly different from Teachers
- 3) Superintendents significantly different from Principals
- 4) Board Members significantly different from Principals

Reject H_0 .

Because of this statistical evidence, the null hypothesis, that there is no significant difference between the expectations of the personnel groups, was rejected, and the alternative hypothesis of a significant difference in the expectations of the personnel groups was accepted.

The analyses presented in Tables 14 and 15 in regard to the task area of Public Relations indicates differences in the mean expectation scores for each of the personnel groups. Following a significant F-ratio at the .05 level of probability, a subsequent Newman-Keuls Test of Ordered Means revealed that,

- a) the mean expectation scores of teachers were significantly different from both superintendents and board

- members and that,
- b) the mean expectation scores of principals were significantly different from the mean expectation scores of both superintendents and board members, and in addition, that,
- c) the mean expectation scores of superintendents were significantly different from the mean expectation scores of board members.

TABLE 14
MEAN SCORES ON EXPECTATION--PUBLIC RELATIONS

	\bar{X}	SD	N
Teachers	30.63	7.06	65
Principals	33.24	6.03	63
Superintendents	42.25	4.19	4
Board Members	50.40	5.32	5
Total Group	32.89	7.59	137

TABLE 15

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	2025.52	3	675.17	16.02
Within Groups	5606.58	133	42.15	

Critical F.05 = 2.68

Significant at .05 level

NEWMAN-KEULS TEST OF ORDERED MEANS

	Teachers	Principals	Superintendents	Board Members
T		1.15	5.14*	13.17*
P			3.98*	7.59*
S				3.60*
B				

- 1) Superintendents significantly different from Teachers
- 2) Board Members significantly different from Teachers
- 3) Superintendents significantly different from Principals
- 4) Board Members significantly different from Principals
- 5) Board Members significantly different from Superintendents

Reject H_0 .

These results supported the decision to reject the null hypothesis of no significant difference between groups.

The Newman-Keuls Test of Ordered Means revealed no significant differences between teachers and principals.

The analyses presented in Table 16 in regard to the Staff Personnel sub-scale indicates differences in the mean expectation scores for each of the personnel groups.

TABLE 16

MEAN SCORES ON EXPECTATION--STAFF PERSONNEL

	\bar{X}	SD	N
Teachers	62.32	10.88	65
Principals	64.83	9.10	63
Superintendents	77.25	1.50	4
Board Members	91.20	8.41	5
Total Group	64.96	11.34	137

The analysis of variance in Table 17 yielded an F-ratio significant at the .05 level of probability.

TABLE 17

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	4379.34	3	1459.78	14.95
Within Groups	12990.93	133	97.68	

Critical F.05 = 2.68

Significant at .05 level

A subsequent Newman-Keuls Test revealed that,

- a) the mean expectation scores of teachers in the task area of Staff Personnel were significantly different from both superintendents and board members,
- b) the mean expectation scores of principals were significantly different from both superintendents and board members,
- c) the mean expectation scores of superintendents were significantly different from board members,
- d) there were no significant differences between mean expectation scores of teachers and principals.

Because of this statistical evidence, the null hypothesis, that there is no significant difference between the expectations of the various personnel groups, was rejected, and the alternative hypothesis of a significant

difference between the expectations of the personnel groups was accepted.

NEWMAN-KEULS TEST OF ORDERED MEANS

	Teachers	Principals	Superintendents	Board Members
T		0.73	4.39*	8.40*
P			3.65*	7.70*
S				4.07*
B				

- 1) Superintendents significantly different from Teachers
- 2) Board Members significantly different from Teachers
- 3) Superintendents significantly different from Principals
- 4) Board Members significantly different from Principals
- 5) Board Members significantly different from Superintendents

Reject Ho.

The data in Table 18 indicates that the mean expectation score on the Pupil Personnel sub-scale became increasingly greater from teachers, principals, superintendents to board members, as indeed it did in all of the sub-scales.

TABLE 18
MEAN SCORES ON EXPECTATION--PUPIL PERSONNEL

	\bar{X}	SD	N
Teachers	52.40	10.12	65
Principals	54.84	7.61	63
Superintendents	63.50	2.89	4
Board Members	74.60	8.08	5
Total Group	54.66	9.80	137

The analysis of variance in Table 19 yielded an F-ratio significant at the .05 level of probability.

TABLE 19

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	2515.48	3	838.49	10.69
Within Groups	10430.27	133	78.42	

Critical F.05 = 2.68

Significant at .04 level

The Newman-Keuls Test of Ordered Means was applied to the data and revealed that,

- a) teachers had significantly different mean expectation scores from both superintendents and board members, and,
- b) the mean expectation scores of principals were significantly different from superintendents and board members, and in addition that,
- c) superintendents had significantly different mean expectation scores from the mean expectation scores of board members.

These results supported the decision to reject the null hypothesis of no difference between groups.

The Newman-Keuls Test did not indicate any significant difference between teachers and principals.

NEWMAN-KEULS TEST OF ORDERED MEANS

	Teachers	Principals	Superintendents	Board Members
T		0.78	3.59*	7.18*
P			2.80*	6.39*
S				3.57*
B				

- 1) Superintendents significantly different from Teachers
- 2) Superintendents significantly different from Principals
- 3) Board Members significantly different from Teachers
- 4) Board Members significantly different from Principals
- 5) Board Members significantly different from Superintendents

Reject Ho.

Summary--Expectations

The statistical analyses of the data for Expectations for the four personnel groups with regard to the six task areas resulted in the following findings:

1. Teachers and Principals had significantly different mean scores in expectation from the mean expectation scores of Superintendents and Board Members in all six task areas.
2. Superintendents had significantly different mean expectation scores from Board Members' mean expectation scores in three task areas--namely, Public Relations, Staff Personnel, and Pupil Personnel.
3. There were no significant differences in the mean expectation scores between Teachers and Principals in any of the six task areas.

4. There were no significant differences in the mean expectation scores between Superintendents and Board Members in three task areas--namely, Business and Finance, Buildings and Transportation, and Curriculum.

These findings are shown diagrammatically in Table 20.

TABLE 20

DIAGRAMMATICAL PRESENTATION INDICATING THE RELATIONSHIP
BETWEEN THE EXPECTATIONS OF THE FOUR PERSONNEL GROUPS
IN THE SIX TASK AREAS

Bd. BFE = Supt. BFE \neq Princ. BFE = Teacher BFE
Bd. BTE = Supt. BTE \neq Princ. BTE = Teacher BTE
Bd. CE = Supt. CE \neq Princ. CE = Teacher CE
Bd. PRE \neq Supt. PRE \neq Princ. PRE = Teacher PRE
Bd. SPE \neq Supt. SPE \neq Princ. SPE = Teacher SPE
Bd. PPE \neq Supt. PPE \neq Princ. PPE = Teacher PPE

Code:

= - not significantly different
 \neq - significantly different
 Bd. - Board Members
 Supt. - Superintendents
 Princ. - Principals
 Teacher - Classroom Teachers
 E - mean expectation score
 BF - Business and Finance
 BT - Buildings and Transportation
 C - Curriculum
 PR - Public Relations
 SP - Staff Personnel
 PP - Pupil Personnel

Analysis of Variance--Perception

The data for the tests of differences in mean perception scores between the four personnel groups in the six

task areas are presented in Tables 21 to 32.

The data in Table 21 shows that the mean perception scores on the Business and Finance sub-scale are relatively the same for each of the four personnel groups. They range

TABLE 21
MEAN SCORES ON PERCEPTION--BUSINESS AND FINANCE

	\bar{X}	SD	N
Teachers	61.86	9.84	65
Principals	60.08	7.55	63
Superintendents	62.75	1.89	4
Board Members	68.40	4.45	5
Total Group	61.31	8.66	137

from a low of 60.08 for Principals to a high of 68.40 for Board Members, with Teachers and Superintendents located somewhere between and in that order.

The data for the analysis of variance in Table 22 indicated that the F-ratio was not significant at the .05 level

TABLE 22

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	322.07	3	107.36	1.45
Within Groups	9826.39	133	73.88	
Critical F.05 = 2.68 Not significant at .05 level				

Accept Ho.

of probability. Therefore the decision was made to accept the null hypothesis of no significant differences in mean perception scores between the four personnel groups in the Business and Finance task area.

The analyses presented in Tables 23 and 24 in regard to the Buildings and Transportation sub-scale indicate no significant differences in the mean perception scores for

TABLE 23

MEAN SCORES ON PERCEPTION--BUILDINGS AND TRANSPORTATION

	\bar{X}	SD	N
Teacher	36.85	7.17	65
Principals	36.25	5.84	63
Superintendents	41.75	4.50	4
Board Members	40.60	6.73	5
Total Group	36.85	6.55	137

TABLE 24

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	184.70	3	61.57	1.45
Within Groups	5654.45	133	42.51	

Critical $F_{.05} = 2.68$ Not significant at .05 level

Accept H_0 .

each of the four personnel groups. The F-ratio was not

significant at the .05 level of probability, and therefore the null hypothesis of no significant differences in mean perception scores for the four personnel groups was accepted.

It was noted that while the mean scores showed only a small range, from a low of 36.25 for Principals to a high of 40.60 for Board Members, again, as in Tables 21 and 22, Teachers and Superintendents were located somewhere in between and in that order.

The analyses presented in Table 25 in regard to the Curriculum sub-scale indicate a range, in the mean perception scores, from 39.98 to 48.60 for the four personnel groups. In this case, as in the previous two sub-scales, the Principals have the lowest mean score and the Board Members have the highest mean score, with Teachers and Superintendents located in between and in that order.

TABLE 25
MEAN SCORES ON PERCEPTION--CURRICULUM

	\bar{X}	SD	N
Teachers	41.03	7.21	65
Principals	39.98	6.31	63
Superintendents	44.00	3.46	4
Board Members	48.60	4.83	5
Total Group	40.91	6.81	137

The analysis of variance in Table 26 yielded an F-ratio significant at the .05 level of probability.

TABLE 26

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	371.36	3	123.79	2.78
Within Groups	5922.27	133	44.53	

Critical F.05 = 2.68

Significant at .05 level

A subsequent Newman-Keuls Test revealed that,

- a) the mean perception scores for Principals were significantly different from Board Members, and that,
- b) the mean perception scores for Teachers were significantly different from Board Members, but that,
- c) there were no significant differences in mean perception scores between Teachers, Principals and Superintendents, and that,
- d) the mean perception scores between Superintendents and Board Members were not significantly different.

NEWMAN-KEULS TEST OF ORDERED MEANS

	Principals	Teachers	Superintendents	Board Members
P		0.40	1.70	3.70 *
T			1.20	3.20 *
S				1.90
B				

1) Board Members significantly different from Principals

2) Board Members significantly different from Teachers

Reject Ho.

Because of this statistical evidence, the null hypothesis of no significant difference in the mean perception scores was rejected, and the alternative hypothesis of a significant difference in the mean perception scores between the four personnel groups in the task area of Curriculum was accepted.

The analyses presented in Tables 27 and 28 in regard to the Public Relations sub-scale indicates no significant differences in the mean perception scores for the four personnel groups in this task area. The analysis of variance yielded no significant F-ratio, and, on the basis of this statistical evidence the null hypothesis was accepted.

TABLE 27
MEAN SCORES ON PERCEPTION--PUBLIC RELATIONS

	\bar{X}	SD	N
Teachers	43.78	7.45	65
Principals	44.43	6.44	63
Superintendents	45.25	4.79	4
Board Members	41.00	4.58	5
Total Group	44.39	6.92	137

An inspection of the mean scores indicates that the range is not great, from a low of 43.78 to a high of 51.00, but that the previous pattern seen in the first three task areas in which Principals had the lowest mean score does not hold here. In this sub-scale Teachers' mean scores

are lowest with Board Members recording the highest mean scores while Principals and Superintendents are located in between and in that order.

TABLE 28

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	273.34	3	91.11	1.93
Within Groups	6269.31	133	47.14	

Critical $F_{.05} = 2.68$ Not significant at .05 level

Accept H_0 .

Table 29 presents the data for the mean perception for the four personnel groups in the Staff Personnel subscale. Again the range is not very great, ranging from a low of 82.62 for Principals to a high of 95.20 for Board Members, with Superintendents and Teachers located somewhere in between and in that order.

TABLE 29

MEAN SCORES ON PERCEPTION---STAFF PERSONNEL

	\bar{X}	SD	N
Teachers	86.46	10.66	65
Principals	82.62	10.63	63
Superintendents	83.75	4.50	4
Board Members	95.20	8.61	5
Total Group	84.93	10.73	137

The analysis of variance presented in Table 30 yielded an F-ratio which is not significant at the .05 level of probability, and therefore, the null hypothesis of no significant differences in the mean perception scores between the four personnel groups in this task area was accepted.

TABLE 30

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	808.72	3	269.57	2.45
Within Groups	14634.68	133	110.04	

Critical $F_{.05} = 2.68$ Not significant at .05 level

Accept H_0 .

Table 31 presents the data for the mean perception scores for the personnel groups in the task area of Pupil

TABLE 31

MEAN SCORES ON PERCEPTION--PUPIL PERSONNEL

	\bar{X}	SD	N
Teachers	68.43	8.36	65
Principals	65.92	7.94	63
Superintendents	68.75	5.44	4
Board Members	75.00	3.39	5
Total Group	67.53	8.14	137

Personnel. While the range of the mean scores is not great, the previous noted sequence, of the low mean score for Principals and the high mean score for Board Members, and Teachers and Superintendents located somewhere between, and in that order, persists.

The analysis of variance presented in Table 32 yielded an F-ratio which is not significant at the .05 level of probability, and therefore the null hypothesis of no significant differences in the mean perception scores between the four personnel groups in the Pupil Personnel sub-scale was accepted.

TABLE 32

ANOVA

Source of Variation	SS	DF	MS	F
Between Groups	372.17	3	124.06	1.94
Within Groups	8517.44	133	64.04	

Critical F.05 = 2.68

Not significant at .05 level

Accept Ho.

Summary--Perceptions

The statistical analyses of the data for Perceptions for the four personnel groups with regard to the six task areas resulted in the following findings:

1. Teachers', Principals', Superintendents', and Board Members' mean perception scores were not significantly

different in any of the task area, excepting one--
namely Curriculum.

2. In the task area of Curriculum, Board Members differed significantly in their mean perception score from Teachers and Principals, but not from the mean perception score of Superintendents.

These findings are shown diagrammatically in Table 33.

TABLE 33

DIAGRAMMATICAL PRESENTATION INDICATING THE RELATIONSHIP
BETWEEN THE PERCEPTIONS OF THE FOUR PERSONNEL GROUPS
IN THE SIX TASK AREAS

Bd.	BFP	=	Supt.	BFP	=	Princ.	BFP	=	Teacher	BFP
Bd.	BTP	=	Supt.	BTP	=	Princ.	BTP	=	Teacher	BTP
Bd.	CP	=	Supt.	CP						
			Supt.	CP	=	Princ.	CP	=	Teacher	CP
		≠				Princ.	CP	=	Teacher	CP
Bd.	PRP	=	Supt.	PRP	=	Princ.	PRP	=	Teacher	PRP
Bd.	SPP	=	Supt.	SPP	=	Princ.	SPP	=	Teacher	SPP
Bd.	PPP	=	Supt.	PPP	=	Princ.	PPP	=	Teacher	PPP

Code:

= - not significantly different
 ≠ - significantly different
 Bd. - Board Members
 Supt. - Superintendents
 Princ. - Principals
 Teacher - Classroom Teachers
 P - mean perception score
 BF - Business and Finance
 BT - Buildings and Transportation
 C - Curriculum
 PR - Public Relations
 SP - Staff Personnel
 PP - Pupil Personnel

Table 34 shows the relationship between mean expectation scores and mean perception scores for the four personnel groups in the six task areas.

TABLE 34

RELATIONSHIP BETWEEN MEAN EXPECTATION AND MEAN PERCEPTION
SCORES FOR THE FOUR PERSONNEL GROUPS AS THEY APPLY
TO THE SIX TASK AREAS

Bd. E = Bd. P

Supt. E = Supt. P except Supt. PRE \neq Supt. PRP

Princ. E \neq Princ. P

Teacher E \neq Teacher P

Code:

E - mean expectation scores
P - mean perception scores
= - not significantly different
 \neq - significantly different
Bd. - Board Members
Supt. - Superintendents
Princ. - Principals
Teacher - Classroom Teachers

Table 35 presents in summary the findings of the Tests of Differences between mean expectation and mean perception scores in the six task areas for the four personnel groups.

The following points, as indicated on this table, are of note:

1. Teachers' mean expectation scores were significantly different from their mean perception scores in all six task areas.
2. Principals' mean expectation scores were significantly

TABLE 35

SUMMARY OF TESTS OF DIFFERENCE BETWEEN EXPECTATION AND PERCEPTION SCORES
IN THE VARIOUS TASK AREAS FOR THE VARIOUS PERSONNEL GROUPS

	\bar{X} Teachers Crit.T.01 Cal.T.			\bar{X} Principals Crit.T.01 Cal.T.			\bar{X} Superintendents Crit.T.01 Cal.T.			\bar{X} Board Members Crit.T.01 Cal.T.		
\bar{X} EBF	43.71			47.90			60.75			67.00		
\bar{X} PBF	61.86	2.655	14.01**	60.80	2.657	10.45**	62.75	5.841	1.19n.s.	68.40	4.60	1.06n.s.
\bar{X} EBT	33.06			32.94			40.75			41.60		
\bar{X} PBT	36.85	2.655	4.20**	36.25	2.657	4.50**	41.75	5.841	1.41n.s.	40.60	4.60	0.48n.s.
\bar{X} EC	30.55			32.98			43.00			49.40		
\bar{X} PC	41.03	2.655	10.06**	39.98	2.657	7.79**	44.00	5.841	0.43n.s.	48.60	4.60	0.57n.s.
\bar{X} EPR	30.63			33.24			42.25			50.40		
\bar{X} PPR	43.78	2.655	12.71**	44.43	2.657	11.92**	45.25	5.841	7.35**	51.00	4.60	0.61n.s.
\bar{X} ESP	62.32			64.83			77.25			91.20		
\bar{X} PSP	86.46	2.655	13.87**	82.62	2.657	12.06**	83.75	5.841	2.71n.s.	95.20	4.60	2.53n.s.
\bar{X} EPP	52.40			54.84			63.50			74.60		
\bar{X} PPP	68.43	2.655	12.88**	65.92	2.657	11.09**	68.75	5.841	1.95n.s.	75.00	4.60	0.17n.s.

Code: \bar{X} - Means E - Expectation P - Perception
 C - Curriculum PR - Public Relations BF - Business and Finance
 SP - Staff Personnel n.s. - not significant BT - Buildings and Transportation
 PP - Pupil Personnel ** - significant at .01

different from their mean perception scores in all six task areas.

3. Superintendents' mean expectation scores were not significantly different from their mean perception scores except in one task area--Public Relations.
4. Board Members mean expectation scores were not significantly different from their mean perception scores in any of the six task areas.

CHAPTER V

Summary, Conclusions and Implications

This chapter will contain a review of the study. It will include a statement of the problem investigated, the methodology and instrumentation used, and a brief description of the sample. It also contains the major conclusions with the attendant implications.

Summary of the Study

The Problem

The underlying assumption for this study is that conflict results when there is a significant degree of difference between perceptions and expectations concerning responsibilities and authority for decision-making. This assumption is strongly supported by research in the area of administration and management, and applies at all levels--that is, personal conflict, interpersonnel conflict, and intergroup conflict--within a formalized structure of administration.

Therefore, the central problem of this study was to determine whether, within the framework of the formalized hierarchical structure for decision-making in the School Division of St. James-Assiniboia Number Two, there was a significant degree of difference between expectations and

perceptions for the four personnel groups--Teachers, Principals, Superintendents, Board Members--in six significant task areas.

In addition, should these differences be found to exist, it was felt necessary to attempt to indicate the magnitude and direction of the discovered differences.

Instrumentation and Methodology

The major objective of the present study was to determine whether there did exist significant differences in perceptions and expectations regarding the locii of decision-making authority and responsibility in the educational endeavor of the above mentioned school division. In order to attain this objective it was necessary to:

1. Identify the pertinent decision-making task areas and to define them with some degree of accuracy by breaking them down into components requiring relatively frequent decisions.
2. To develop (or adapt) an instrument designed to collect the necessary data and thereby assess each personnel group's position in regard to authority and responsibility for decisions on the basis of:
 - a) perceived location, and
 - b) expected location.

The data were collected by mailed questionnaire. Packages containing questionnaires with stamped self-addressed envelopes were forwarded to 10 board members,

4 superintendents, 70 principals and/or vice-principals, and 111 teachers.

After the data were collected the responses on the survey questionnaire were recorded on 80-column key-punch format sheets in preparation for key-punching on first version card output.

This first version card output was then used as the source data in order to generate the six perception and six expectation sub-scale scores for each individual. The new card output produced constituted the second version card output and actually represented the data which underwent analysis.

Two statistical techniques, correlated t-tests and analysis of variance, were the general statistical methods used for testing hypotheses.

For within-group differences the t-test for correlated data was applied to test the hypothesis of significant differences between the mean expectation and perception scores for each of the task sub-scales.

Analysis of variance was applied to test hypotheses dealing with between-group differences in perception and between-group differences in expectations.

For those analyses where the F-ratio was found to be significant, subsequent analysis involving the Newman-Keuls Test of Ordered Means was undertaken.

The Sample

The sample for the present study consisted of personnel from the School Division of St. James-Assiniboia Number Two selected on the following basis: (1) all board members--ten in all, (2) all superintendents--four in all, (3) all principals and vice-principals--seventy in number, and (4) a ten percent random stratified sampling of all classroom teachers. There were a total of 195 questionnaire mailings, of which 140 were returned, and 137 (slightly more than 70 percent) were usable for hypothesis testing.

Results

In order to discover the relationship between expectations and perceptions for the four personnel groups in six different task areas, three hypotheses were tested. Results of the tests of significance revealed the following:

Hypothesis I--that there is a significant difference in the perceptions, regarding the locus of the decision-making authority and responsibility governing the six task areas, as held by the four personnel groups, was not supported by the findings of the present study. There was, however, one exception, the task area of Curriculum Decisions where significant differences existed. In this task area board members' perceptions as to the locus of decision-making responsibility and authority were significantly different from the perceptions of

teachers and principals. The perceptions of superintendents were located somewhere in between so that they did not differ significantly from teachers and principals, nor at the same time did they differ significantly from board members.

Hypothesis II--that there is a significant level of agreement in the expectations, regarding the locus of decision-making authority and responsibility governing the six task areas, as held by the four personnel groups, was only partially supported. The statistical tests revealed no significant differences between teachers and principals in expectations in any of the six task areas. However, teachers and principals differed significantly in expectations from superintendents and board members in all six task areas.

Similarly, superintendents differed significantly in expectations from board members in three of the six task areas, namely: (1) Public Relations, (2) Staff Personnel, and (3) Pupil Personnel.

Hypothesis III--that there exists no significant relationship between the task area expectations and the task area perceptions for each of the four personnel groups, was partially supported. The analyses revealed that:

1. Teachers' expectations regarding the locus of decision-making authority and responsibility were significantly different from their perceptions of

the actual location of this responsibility and authority in all six task areas.

2. Principals' expectations regarding the locus of decision-making authority and responsibility were significantly different from their perceptions of the actual location of this responsibility and authority in all six task areas.
3. The tests applied to the hypothesis in regard to the superintendents' group showed no significant difference between their expectations and perceptions in regard to the locus of decision-making authority and responsibility. Only in one task area, namely the area of Public Relations, were differences between perceptions and expectations significant.
4. Board members' expectations regarding the locus of decision-making authority and responsibility were not significantly different from their perceptions of the actual location of this responsibility and authority in any of the six task areas.

Conclusions

The conclusions presented here were arrived at on the basis of evidence from the present study. However, these conclusions are subject to some restrictions. It should be kept in mind that any generalizations drawn are subject to

the limitations of the instrument used to measure expectations and perceptions of the participating respondents. Furthermore, with respect to the sample, some of the personnel groups were composed of relatively few members, and this would necessarily impose some limitation on the applicability of any generalization made. In addition, while the author has not come across any hard evidence to the contrary, several consultants have indicated that requesting a dual response (expectation and perception) on a single instrument may tend to have an influence on the responses given. Perhaps this is an area that warrants further investigation, as the use of this type of instrument is becoming increasingly more prevalent.

On the basis of the results, and with reference to the definition of conflict (as defined for this study on page 13), the following conclusions would appear to have some measure of validity:

A. Inter-Personnel-Group Conflict

1. Conflict in the decision-making process is significantly evident.
2. In general, the conflict is neither more nor less conspicuous from task area to task area.
3. In general, the conflict is one characterized by a tendency to cause formation of groups on the basis of expectation--that is, teachers and principals holding similar expectations as opposed to superintendents and board members holding similar

expectations which are significantly different from those of the first mentioned group.

4. Teachers and principals as a group expect a greater share in the decision-making process, in other words, are seeking to pull the power of decision-making down closer to their level of operation.
5. Superintendents also expected more power to be located in their area of decision-making. This was significantly evident in only three task areas, while to a lesser degree in all other areas.
6. Board members appeared to have more power in most areas than was expected by them. If there was a trend evident, and this was not statistically significant, then board members could be said to be prepared to give up some of their power.

B. Intra-Personal Conflict

Intra-personal conflict is that mental and/or emotional conflict evidenced by a wide discrepancy between mean expectation scores and mean perception scores for individual personnel groups. (See Table 7, page 38)

1. Teachers, as a group, indicated a high level of conflict in that in all cases their scores indicated a strong desire for greater participation in the decision-making process.
2. Principals, as a group, while slightly less so than teachers, also indicate a high level of conflict in that in all cases their scores indicated a strong

desire for greater participation in the decision-making process.

3. Superintendents, as a group and in general, appeared relatively satisfied with the perceived status quo, excepting for one task area. In the task area of Public Relations, superintendents indicated a significant level of conflict in that their expectations indicated a desire for more power in this area.
4. Board members, as a group and in general, appeared relatively satisfied with the perceived status quo. In no single task area was there an indication of conflict as the result of incompatibility of perceptions with expectations.

Implications

The implications, as set forward hereafter, are subject to the same restrictions as previously indicated for "Conclusions" on pages 71 and 72.

The level of conflict, as indicated by the statistical analysis of the data in this study, is sufficiently high in all areas to warrant consideration and perhaps action. In examining the nature of the conflict it is patently obvious that there is insufficient and inefficient communication between on-site personnel groups and head-office personnel groups.

The statistical evidence indicates that almost without exception, the perceptions of the four personnel groups regarding the locus of decision-making responsibility and

authority in the six task areas are substantially similar regardless of personnel group location. This would imply that the downward flow of pertinent information is free, efficient, clear, and comprehensible.

However, the statistical evidence indicates that without exception, the expectations of the four personnel groups regarding the locus of decision-making responsibility and authority in the six task areas are significantly different dependent upon the personnel group location. The on-site personnel groups hold significantly similar expectations, and head-office personnel groups hold relatively similar expectations, but these two sets of expectations are significantly different at the .01 level of probability.

This would indicate or imply the possibility of several causes. Perhaps such causes as:

- (a) the flow of information upward (in the line and staff conformation) is not free, efficient, clear and comprehensible,
- (b) there is little understanding for and recognition of the existing upward flow of information,
- (c) teachers are more militant, demanding of more participation in the decision-making process,
- (d) teachers' organizations exhibiting greater strength through the activities of their individual members,
- (e) a changing relationship between management and employees,
- (f) the lack, on the part of management, to recognize and accept the reality of such employee demands and

expectations.

In any case the effect would be damaging on the morale of the on-site personnel groups, and result in an attendant denial of useful and pertinent information to the head-office personnel groups.

There are several possible means by which the conflict might be minimized. Some to be considered might be:

1. That the head-office personnel groups make every effort, not only to be open to the upward flow of communications, but also be perceived as being open to the same.
2. That seminars and conferences designed to develop the attitudes and techniques of the various personnel groups necessary in the difficult art of open and free communication be organized and carried out.
3. That policy development be a high-priority item for the division, and that the personnel groups affected by the developed policy be involved at the level in which a particular personnel group contributes to the total educational program.
4. Part of the problem undoubtedly is one of size. There have been numerous scientific studies carried out that indicate that the necessary feeling of "we-ness" so important to the maintenance of good morale in an organization becomes increasingly more difficult to achieve as the organization grows bigger and bigger. For the resolution of the problem of size the author volunteers no recommendations, except decentralization of some of

the functions of the decision-making process.

Recommendations For Further Study

1. It is recommended that further studies of this nature be undertaken in other divisions as a means of ascertaining the universality (or lack of it) of the problem of conflict in decision-making.
2. It is recommended that further studies be undertaken to bring evidence to bear on the affect a dual response instrument has on the honesty and validity of the respondents' responses.
3. It is recommended that further studies be undertaken to determine whether or not there is an attendant loss of efficiency in the educational on-site program as a result of decision-making conflict.

BIBLIOGRAPHY

Books

- American Association of School Administrators. American School Superintendency. 30th yearbook. Washington, D.C., 1952.
- _____. Professional Administrators for America's Schools. 38th yearbook. Washington, D.C., 1960.
- _____. School Board Superintendent Relations. 34th yearbook. Washington, D.C., 1956.
- _____. The Superintendent as Instructional Leader. 35th yearbook. Washington, D.C., 1958.
- Barnard, C.I. Function of the Executive. Cambridge: Harvard, 1938.
- _____. Organization and Management. Cambridge: Harvard, 1962.
- Bartky, John A. Supervision as Human Relations. Boston: D.C. Heath and Co., 1953.
- Blake, R.R. Group Dynamics--Key to Decision Making. Houston: Gulf Publishing Co., 1961.
- Blau, Peter M., and Scott, W. Richard. Formal Organizations: A Comparative Approach. San Francisco: Chandler Publishing Co., 1962.
- Castetter, William B. Administering the School Personnel Program. New York: The Macmillan Co., 1962.
- Cornell, William B. Business Organization. New York: Alexander Hamilton Inst., 1961.
- Ferguson, George A. Statistical Analysis in Psychology and Education. 2nd ed. New York: McGraw-Hill Book Co., 1959.
- Flower, George E., and Freeman, D. Steward (ed.). Leadership in Action: The Superintendent of Schools in Canada. Toronto: Gage, 1958.

- Getzel, Jacob W. "Conflict and Role Behaviour in the Educational Setting." Readings in Social Psychology of Education. Edited by W.W. Charters Jr., and N.L. Gage. Boston: Allyn and Bacon Incor., 1963.
- Griffiths, Daniel E., et al. Organizing Schools for Effective Education. Illinois: The Interstate Printers and Publishers Incor., 1962.
- Halpin, Andrew W. Theory and Research in Administration. New York: The Macmillan Co., 1966.
- Johnson, Joseph French. Business and the Man. New York: Alexander Hamilton Inst., 1962.
- Lewin, K. Resolving Social Conflict. New York: Harper and Row, 1948.
- Maier, Normal R.F. Principles of Human Relations. New York: John Wiley and Sons, 1963.
- Marrow, Alfred J. Making Management Human. New York: McGraw-Hill, 1957.
- Neagley, Ross L., and N. Dean Evans. Handbook for Effective Supervision of Instruction. 2nd edition. Englewood Cliffs, New Jersey: Prentice-Hall Incor., 1970.
- Savage, William W. Interpersonal and Group Relations in Educational Administration. University of South Carolina: Scott, Foresman and Co., 1968.
- Simon, Herbert A. Administrative Behavior. New York: The Macmillan Co., 1961.
- Spain, Charles R., Drummond, Harold D., and Goodlad, John I. Educational Leadership and the Elementary School Principal. New York: Rinehart and Co., 1956.
- Toombs, M.P. "Control and Responsibility in Public Education in Canada," from Leadership in Action by George E. Flower and Freeman K. Stewart. Toronto: W.J. Gage Ltd., 1958.

Periodicals and Publications

- Fogarty, Bryce M., and Russel, T. Gregg. "Centralization of Decision Making and Selected Characteristics of Superintendents of Schools," Educational Administration Quarterly, 2:62-72, Winter 1966, pp. 62-72.

Manitoba Department of Education. Report of the Department of Education. Winnipeg: Queen's Printer for Manitoba, 1958-1966 Annual Reports.

Pondy, Louis R. Organizational Conflict: Concepts and Models. Administrative Science Quarterly, Vol. 12, 1967-1968.

Province of Manitoba. The Public Schools Act, Chapter 215 of the Revised Statutes of Manitoba, 1954, including amendments thereto enacted up to and including June, 1966. Winnipeg: Queen's Printer for the Province of Manitoba, 1966.

Theses

Clagget, James Patrick. Conflict in Administrative Responsibilities Between Superintendents and Secretary-Treasurers in the Unitary School Divisions of Manitoba. Unpublished Masters Thesis, 1970, University of Manitoba.

Donald, William N. An Evaluation of the Role of the Supervising Principals in the Eleven Schools in Winnipeg. Unpublished Masters Thesis, 1963, University of Manitoba.

Girard, Donald Archie. Dual Leadership: A Study of Instrumental and Expressive Dimensions of Principal and Vice-Principal Leader Behavior. Unpublished Doctoral Dissertation, The University of Alberta, Edmonton, 1967.

Reimer, Edward Penner. An Analysis of Expectation Concerning the Distribution of Decision-Making Responsibilities in the Administration of the New Unitary School Division in Manitoba. Unpublished Masters Thesis, 1970, University of Manitoba.

Toews, Elbert Allan. An Analysis of Expectations Concerning the Distribution of Decision-Making Responsibilities in Schools in Manitoba. Unpublished Masters Thesis, 1971, University of Manitoba.

APPENDIX A

"Covering Letter to Teachers

"Jameswood School,
 "1 Braintree Cres.,
 "Winnipeg 12, Man.

"November 29, 1971

"This letter is a request for your participation as a classroom teacher in a consensus study of expectations versus perceptions concerning the distribution of administrative decision-making responsibilities in the School Division of St. James-Assiniboia #2. The study will analyze the expectations and the perceptions of teachers, principals, superintendents, and board members, concerning their respective roles, and will include a statistical comparative analysis of the responses of the various personnel groups. The purpose of the study is to identify areas of potential conflict among the various personnel groups, and help clarify their respective roles in decision-making. A copy of the thesis will be sent to the superintendent to be made available to teachers. Personal anonymity of all information will be strictly maintained.

"The school board has kindly permitted me to do the study in this division, and I am sincerely grateful and thankful to you for your anticipated response.

"The questionnaire to teachers is being mailed to a 10% stratified random sampling of the total teaching staff of the division. In order to achieve a relatively high validity in the study, it is important that all teachers randomly selected respond.

"If you can spare an hour in your busy schedule, please (1) read the instructions for the enclosed questionnaire carefully, (2) complete the questionnaire, and (3) return it in the self-addressed envelope before December 23, 1971.

"Sincerely,

"Frank H. Voth,
 "Master of Education Student,
 "University of Manitoba."

"Covering Letter to Principals and Vice Principals

"Jameswood School,
"1 Braintree Cres.,
"Winnipeg 12, Man.

"November 29, 1971

"This letter is a request for your participation as a principal/vice principal in a consensus study of expectations versus perceptions concerning the distribution of administrative decision-making responsibilities in the School Division of St. James-Assiniboia #2.

"The study will analyze the expectations and the perceptions of teachers, principals, superintendents, and school board members, concerning their respective roles, and will include a statistical comparative analysis of the responses of the various personnel groups. The purpose of the study is to identify areas of potential conflict among the various school personnel groups, and help clarify their respective roles in decision-making.

"Your school board has authorized the participation of this division in the study. The study is being conducted for a master's thesis at the University of Manitoba. A copy of the thesis will be sent to the superintendent of this division, to be made available to principals/vice principals. Strict individual confidentiality will be maintained.

"If you can spare an hour in your busy schedule, please (1) read the instructions for the enclosed questionnaire very carefully, (2) complete the questionnaire, and (3) return it in the self-addressed envelope before December 23, 1971.

"I regret making this imposition on you at this busy time of the year. However, in order that the study be as valid as possible it is very important that all principals and vice principals respond.

"Please accept my sincere appreciation and thanks for the anticipated response.

"Sincerely,

"Frank H. Voth,
"Master of Education Student,
"University of Manitoba."

"Covering Letter to Superintendents"

"Jameswood School,
 "1 Braintree Cres.,
 "Winnipeg 12, Man.

"November 29, 1971

"I wish to thank you very sincerely for approval to do my thesis survey in this division.

"Now I come to you with my final request regarding the survey. If you can spare an hour in your busy schedule please (1) read the instructions for the enclosed questionnaire carefully, (2) complete the questionnaire, and (3) return it in the self-addressed envelope before December 23, 1971.

"The Study will analyze the expectations and perceptions of teachers, principals, superintendents, and school board members, concerning their respective roles, and statistically compare "within group" and "intergroup" responses. The purpose of the study is to identify areas of potential conflict among the various school personnel groups in the division, and to help clarify their respective roles in decision-making.

"A copy of the thesis will be sent to your department, and may be made available by you to teachers, principals and board members in this division.

"Thank you again for your assistance and for your anticipated response to this questionnaire.

"Sincerely,

"Frank H. Voth,
 "Master of Education Student,
 "University of Manitoba."

"Covering Letter to School Board Members

"Jameswood School,
 "1 Braintree Cres.,
 "Winnipeg 12, Man.

"November 29, 1971

"This letter is a request for your participation as a school board member in a consensus study of expectations versus perceptions concerning the distribution of administrative decision-making responsibilities in the School Division of St. James-Assiniboia #2. The study will analyze the expectations and the perceptions of teachers, principals, superintendents, and school board members, concerning their respective roles, and will include a statistical comparative analysis of the responses of the various personnel groups. The purpose of the study is to identify areas of potential conflict among the various personnel groups, and help clarify their respective roles in decision-making. A copy of the thesis will be sent to the superintendent to be made available to board members. Personal anonymity of all information will be strictly maintained.

"If you can spare an hour in your busy schedule, please (1) read the instructions for the enclosed questionnaire carefully, (2) complete the questionnaire, and (3) return it in the self-addressed envelope before December 23, 1971.

"I am most grateful to you for permitting me to do the study in this division, and feel that the findings should prove interesting and significant to you as a school board member involved in the administration of this division.

"Since a questionnaire has gone out to all the members of the board, it is most important to get a 100% response in order to make the study as valid as possible.

"Thank you very much for your anticipated response.

"Sincerely,

"Frank H. Voth,
 "Master of Education Student,
 "University of Manitoba."

"JAMESWOOD SCHOOL

"January 17, 1972.

"FOLLOW UP LETTER TO:

"TRUSTEES, SUPERINTENDENTS, PRINCIPALS AND TEACHERS OF
ST. JAMES ASSINIBOIA SCHOOL DIVISION #2.

"RE: Questionnaire distributed in December/71 concerning
administrative decision-making responsibilities in
the division named.

"To all who have responded-a sincere thank you. I am most
grateful to you for your assistance in helping me collect
data for the preparation of a thesis in my M. Ed. program.

"To date sixty-five percent (65%) of the 195 people poled
have responded. However, in order to achieve an acceptable
level of validity, it would be desirable to have at least
an 80% response from the population poled.

"I therefore appeal to you, if you have not completed and
returned the questionnaire yet, could you do so at your
earliest convenience. If you have inadvertently misplaced
it, just give me a call at 837-2472 and I shall immediately
mail you another copy.

"Thank you for your anticipated response.

"Sincerely,

"Frank H. Voth,
"Master of Education Student,
"University of Manitoba."

APPENDIX B

"PELLEY TRAIL SCHOOL DIVISION NO. 37
"P.O. Box 640 RUSSELL, MANITOBA Phone 750
"ARNOLD G. MINISH, Superintendent
"ED. REIMER, Assistant Superintendent

"December 2, 1970

"Mr. Frank H. Voth
1 Braintree Crescent
St. James-Assiniboia 12, Manitoba

"Dear Mr. Voth:

"I am glad to give you permission to use the instrument that
I designed for my thesis with whatever modifications you
find necessary for your study.

"I wish you the best of success on your thesis.

"Yours truly,

"E.P. Reimer
"Assistant Superintendent"

APPENDIX C

Survey Questionnaire on Administrative Decisions
in the School Division of St. James-Assiniboia No. 2

Instructions

1. This questionnaire consists of sixty-four decision-items. Each item states an area in which administrative decisions must be made in the school system. You are asked for each decision-item who you think should have (in the first column of answer boxes), and who you think does have (in the second column of answer boxes) the primary responsibility for making the decisions covered by the item.
2. Indicate your opinion for each item by writing one of the numbers 1, 2, 3, 4, 5, 6, 7, 8 or 9 in the boxes to the right of each item. Select the numbers for each item according to the following code.

A. Expectation
 (First Column of Answer Boxes)

B. Perception
 (Second Column of Answer Boxes)

- | | |
|---|--|
| i) Enter " <u>1</u> " if the Teacher should be primarily responsible for making the decisions. | i) Enter " <u>1</u> " if the Teacher does in fact make the decisions. |
| ii) Enter " <u>2</u> " if the Teacher together with the Principal should be primarily responsible for making the decisions. | ii) Enter " <u>2</u> " if the Teacher together with the Principal do in fact make the decisions. |
| iii) Enter " <u>3</u> " if the Teacher, Principal and Superintendent together should be primarily responsible for making the decisions. | iii) Enter " <u>3</u> " if the Teacher, Principal and Superintendent together do in fact make the decisions. |
| iv) Enter " <u>4</u> " if the Principal should be primarily responsible for making the decisions. | iv) Enter " <u>4</u> " if the Principal does in fact make the decisions. |
| v) Enter " <u>5</u> " if the Principal together with the Superintendent should be primarily responsible for making the decisions. | v) Enter " <u>5</u> " if the Principal together with the Superintendent do in fact make the decisions. |

- vi) Enter "6" if the Principal, Superintendent and School Board together should be primarily responsible for making the decisions.
- vii) Enter "7" if the Superintendent should be primarily responsible for making the decisions.
- viii) Enter "8" if the Superintendent together with the School Board should be primarily responsible for making the decisions.
- ix) Enter "9" if the School Board should be primarily responsible for making the decisions.
- vi) Enter "6" if the Principal, Superintendent and School Board do in fact make the decisions.
- vii) Enter "7" if the Superintendent does in fact make the decisions.
- viii) Enter "8" if the Superintendent together with the School Board do in fact make the decisions.
- ix) Enter "9" if the School Board does in fact make the decisions.

Examples:

<u>Decision-Items</u>	<u>Responses</u>	
	<u>Expectation</u>	<u>Perception</u>
A. Decisions on the location of in-service education seminars.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">3</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">4</div>
B. Decisions on the frequency of staff parties.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">2</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div>

The number "3" placed under Expectation for decision-item A indicates that the respondent expects that the decision should be made by Teachers, Principals and Superintendent together.

The number "4" placed under Perception for decision-item A indicates that the respondent believes that the decision is in fact made by the Principal/Principals.

The number "2" placed under Expectation for decision-item B indicates that the respondent expects that the decision should be made by Teachers and Principals together.

The number "5" placed under Perception for decision-item B indicates that the respondent believes that the decision is in fact made by Principals and Superintendents together.

3. If you are not sure of the meaning of any item, or if you would like to qualify your response you may make explanatory comments in the space following the item, after you have placed the numbers of your choices in the boxes. This will help interpret your response correctly.

Please Read the Following Explanations
Before Beginning with the Questionnaire

Important Explanations:

1. The numbers 1 to 9 that you place in the answer boxes under "Expectation" for each decision-item indicates where you believe the decision for that item should be made.
2. The numbers 1 to 9 that you place in the answer boxes under "Perception" for each decision-item indicates where you believe the decision is in fact made.
3. Indicating that primary responsibility for a particular decision-item should belong to a particular role position means that this is the focal point where the major responsibility should be for making most of the decisions covered by the item, although other members of the school system may participate in making the decisions.
4. The decisions of the Assistant Superintendents are to be included with the Superintendents decision. Likewise decisions of Vice-Principals are included under the decisions of Principals.
5. "Principal(s)" refers to Principals making decisions either individually or collectively.
6. If you are not sure of the meaning of an item, read it again carefully. Then respond in terms of what it says to you. Do not omit any items.
7. Enter only one number in each answer box.
8. It is very important that you do not discuss the items on this questionnaire with anyone before you have completed it, as this would invalidate the results. The responses must be your own personal opinion.
9. Do not write your name anywhere on the questionnaire, so that strict anonymity may be maintained.

10. Under "Expectation" indicate who in your opinion should have responsibility for that particular decision, and under "Perception" indicate who in your opinion does have responsibility for that particular decision.
11. The questionnaire begins on the following page. Proceed as soon as you thoroughly understand the foregoing instructions.
12. An abbreviated code is given at the top of each page for your convenience.

Questionnaire

For each item place the numbers of your choice in the response boxes to the right, according to the following code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

<u>Decision-Items</u>	<u>Responses</u>	
	Expectation	Perception
1. Decisions on how to deal with complaints from parents about teacher performance.	<input type="checkbox"/>	<input type="checkbox"/>
2. Decisions on instructional aids to be included in the budget.	<input type="checkbox"/>	<input type="checkbox"/>
3. Decisions on the definition of duties of non-professional staff (bus-drivers, caretakers, repairmen, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
4. Decisions on the consolidation of two or more schools.	<input type="checkbox"/>	<input type="checkbox"/>
5. Decisions on the selection of textbooks.	<input type="checkbox"/>	<input type="checkbox"/>
7. Decisions on the practices for assigning homework.	<input type="checkbox"/>	<input type="checkbox"/>

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

	Expectation	Perception
--	-------------	------------

- | | | |
|--|--------------------------|--------------------------|
| 8. Decisions on the procedures for use and care of educational equipment within schools. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Decisions on the practices for the promotion of pupils. (e.g. Should repetition of grades or continuous progress be practiced?) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Decisions on the selection of teachers for employment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Decisions on the adequacy of the performance of non-professional employees (bus-drivers, caretakers, repairmen, etc.). | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Decisions on the agenda for meetings of principals and superintendents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Decisions on how to deal with cases of unprofessional or immoral conduct of staff members. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

	Expectation	Perception
--	-------------	------------

14. Decisions on the selection of suitable school sites.

☐☐

15. Decisions on the expulsion of individual students.

☐☐

16. Decisions on the selection of vice-principals.

☐☐

17. Decisions on the requirements concerning daily lesson planning by teachers.

☐☐

18. Decisions on the procedure for requisitioning instructional supplies.

☐☐

19. Decisions on the educational specifications for new or remodeled buildings. (Facilities, size, and location of laboratories, libraries, and special activity rooms, etc.).

☐☐

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

Expectation Perception

- | | | |
|--|--------------------------|--------------------------|
| 20. Decisions on the procedure for issuing authorized texts to students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Decisions on procedures and methods for reporting on teacher performance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Decisions on school participation in community projects and activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Decisions on the selection of optional subjects to be offered. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Decisions on the selection of furniture for schools. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Decisions on the selection of teachers for participation in experimental instructional programs. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

Expectation Perception

- | | | |
|---|--------------------------|--------------------------|
| 26. Decisions on the appointment of teachers to curriculum study committees. | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Decisions on the actual promotion of individual students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Decisions on the activities for in-service development of the staff. | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Decisions on who participates in the formulation of the school budget. | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Decisions on the boundaries of attendance areas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Decisions on student behaviour required on the bus, going to and from school. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

Expectation Perception

32. Decisions on the means for increasing community understanding of curricular developments.

☐☐

33. Decisions on the promotion of teachers to supervisory positions.

☐☐

34. Decisions on the ways to group pupils by classes. (e.g. Should heterogeneous or homogeneous grouping be used?)

☐☐

35. Decisions on priorities for the use of multipurpose teaching areas, for the school program.

☐☐

36. Decisions on the orientation activities for new staff members.

☐☐

37. Decisions on how to evaluate the curriculum.

☐☐

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

	Expectation	Perception
--	-------------	------------

- | | | |
|--|--------------------------|--------------------------|
| 38. Decisions on the release of local news items concerning innovations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Decisions on the selection of non-professional staff (bus-drivers, caretakers, repairmen, etc.). | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Decisions on the procedure for dealing with serious discipline problems. | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Decisions on adult education courses to be offered in a particular school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Decisions on retention and dismissal of teachers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Decisions on the organization of pupil transportation services. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

Expectation Perception

- | | | |
|---|--------------------------|--------------------------|
| 44. Decisions on financial assistance to teachers for attendance at professional conferences, workshops, and in-service seminars. | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Decisions on methods of reporting pupil progress to parents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Decisions on priorities for establishing consultative and supervisory services. (e.g. guidance, physical education, reading, and library supervisors, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. Decisions on the transfer of teachers from one school to another. | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Decisions on the agenda for school board meetings. | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Decisions on procedures for initiating pupil beginners into the school. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

	Expectation	Perception
--	-------------	------------

- | | | |
|--|--------------------------|--------------------------|
| 50. Decisions on the methods for evaluating pupil progress. | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. Decisions on what programs (University Entrance, Vocational, General, Occupational Entrance, etc.) shall be offered. | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Decisions on the use of school facilities by the public. | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Decisions on the selection of curriculum problems for study. | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Decisions on the selection of supervisory and consultative personnel. | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. Decisions on the adequacy of teacher performance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Decisions on the program for operating and maintaining the school plant. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

Expectation Perception

- | | | |
|--|--------------------------|--------------------------|
| 57. Decisions on the nature and extent of voluntary participation of parents in the school program (pupil supervision, library assistance, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Decisions on defining the responsibilities of professional assistants. | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Decisions on the program of inter-school extracurricular activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Decisions on the content of pupils' cumulative records. | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Decisions on experimental projects and pilot courses to be introduced. | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Decisions on the establishment of "special education" classes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. Decisions on the assignment of teachers to particular classes. | <input type="checkbox"/> | <input type="checkbox"/> |

Code:

- | | |
|--|---|
| 1 - Teachers | 6 - Principal, Superintendent, and School Board |
| 2 - Teachers and Principals | 7 - Superintendents |
| 3 - Teachers, Principal and Superintendent | 8 - Superintendents and School Board |
| 4 - Principals | 9 - School Board |
| 5 - Principals and Superintendents | |
-

Responses

Expectation Perception

64. Decisions on how to assure student health and safety.

☐☐

TO MAKE THIS STUDY VALID, IT IS VERY IMPORTANT THAT YOU RESPOND TO EVERY ITEM BY ONE OF THE ALTERNATIVES GIVEN. IF YOU HAVE OMITTED ANY ITEMS PLEASE CONSIDER THEM AGAIN AND INDICATE YOUR CHOICE.

APPENDIX D

<u>Population - St. James</u>	<u>Assiniboia</u>	<u>Village of Brooklands</u>
1942 - 13,244		
1943 - 14,139		
1944 - 14,265		
1945 - 14,611		
1946 - 14,900		
1947 - 15,457		
1948 - 15,536		
1949 - 15,723		
1950 - 16,368		
1951 - 17,612		
1952 - 19,094		
1953 - 20,034		
1954 - 21,984		
1955 - 24,139		
1956 - 26,870		
1957 - 29,478		
1958 - 30,546		
1959 - 31,940		
1960 - 33,211		
1961 - 33,817	1961 - 6,087	1961 - 4,369
1962 - 33,898	1962 - 8,329	
1963 - 34,030	1963 - 9,294	
1964 - 34,459	1964 - 13,489	
1965 - 35,391	1965 - 15,806	
1966 - 35,626	1966 - 18,584	1966 - 4,181
1967 - 40,073	1967 - 21,237	
1968 - 40,643	1968 - 23,846	
1969 - St. James-Assiniboia	- 66,710	

Estimated Populations:

1967 - Brooklands and St. James - 44,400

1969 - Assiniboia, Brooklands, and St. James - 66,700

The Municipality of Assiniboia incorporated in 1880

The Municipality of St. James incorporated in 1921

The amalgamation of St. James and Brooklands 1967,
January 1st.

St. James, Brooklands and Assiniboia re-united January 1,
1969

APPENDIX E

"SUPERINTENDENT
R.A. MACINTOSH

"SECRETARY-TREASURER
T.C. MACGREGOR

"MAINT. SUPERVISOR
L.A. QUILLIAM

"THE ST. JAMES-ASSINIBOIA SCHOOL DIVISION NO. 2

"Board Office - 2000 Portage Avenue
Winnipeg Manitoba
R3J OH8
Phone 888-7951

"February 20, 1973.

"Teacher & Pupil count prior to amalgamation with Brooklands

November 1966	Teachers	378.2
	Pupils	9095

"Teacher & Pupil count after amalgamation with Brooklands

February 1967	Teachers	441
	Pupils	10,349.5

"Teacher & Pupil count prior to amalgamation with Assiniboine North

November 1968	Teachers	476.3
	Pupils	10,540

"Teacher & Pupil count after amalgamation with Assiniboine North

February 1969	Teachers	867.1
	Pupils	18,594.5

"Present Teacher & Pupil count

January 1973	Teachers	998.85
	Pupils	19,708.5

APPENDIX F

"WINNIPEG TRIBUNE - THURSDAY, FEBRUARY 8, 1973

"Five Divisions Rather Than 10 For Schools?

"by JENNI MORTIN
"Tribune Education Reporter

"A school trustees' committee examining possible ways to reorganize education in Winnipeg will likely recommend dividing the city into four, five or six school divisions, rather than the present 10.

"Five is the most likely number, say sources close to the committee, which was set up about a year ago by the 10 city school boards and the Manitoba Association of School Trustees.

"Chunks of Winnipeg division--the city's largest, with 43,000 students--would be given to some other divisions under this proposal, the sources say.

"St. James-Assiniboia division, with approximately 21,000 students this year, would remain the size it is under this plan. This year, there are about 125,000 students in schools throughout Greater Winnipeg so the trustees' committee may be recommending divisions of about 25,000 students each.

"The committee's report will probably be circulated to city school boards by the end of February.

"REPORT DUE SOON

"We have completed our major work as a committee of the whole and have instructed our staff officer, Peter Coleman, to begin writing the report," committee chairman Maureen Hemphill wrote to Winnipeg school board on Jan. 22, referring to a possible change in its delegate to the committee.

"What remains for our members is to react to the drafts of the report and indicate if they are accurately reflecting the views of the committee," she said.

"Only after the school boards examine the report will it be presented to the minister of education and disclosed to the public, sources say.

"The committee can only make recommendations to the provincial department of education; it has no actual authority to decide on the future of education in the amalgamated city.

"Co-sponsored by all city school boards and MAST, the committee includes one delegate from each school board and several from MAST.

"The MAST editorial board made up of two executive members of the organization, Joe Stangl and Dr. Gilbert

Paul, has refused to allow any information to be made public about the committee's report, even about when it will be ready.

"MAST IN CONTROL

"Trustees on the committee agreed last August that the MAST editorial board would have to approve all public statements about the trustees' work, following a dispute about a progress report issued July 14 by chairman Maureen Hemphill.

"One school board--St. Vital--threatened at that time to withdraw its support from the committee. Mr. Stangl at that time chairman of Norwood division, also opposed the release of any publicity about the committee's activities.

"During its study of possible ways of reorganizing education within Greater Winnipeg, the committee has looked at eight alternatives. Members have apparently discarded seven possibilities retaining 10 divisions; a two-tiered system with existing boards and one central board; amalgamation into one large division one unit divided into elementary and secondary sections; one unit administered by a sub-committee of city council; a system of rural-urban divisions with over-all boundaries bigger than the city; and the existing system with more shared services."

APPENDIX G

TABLE 36

LOCATION OF THE MEAN EXPECTATION SCORES ON THE NINE POINT
SCALE OF THE THEORETICAL MODEL FOR THE FOUR PERSONNEL
GROUPS IN THE SIX TASK AREAS

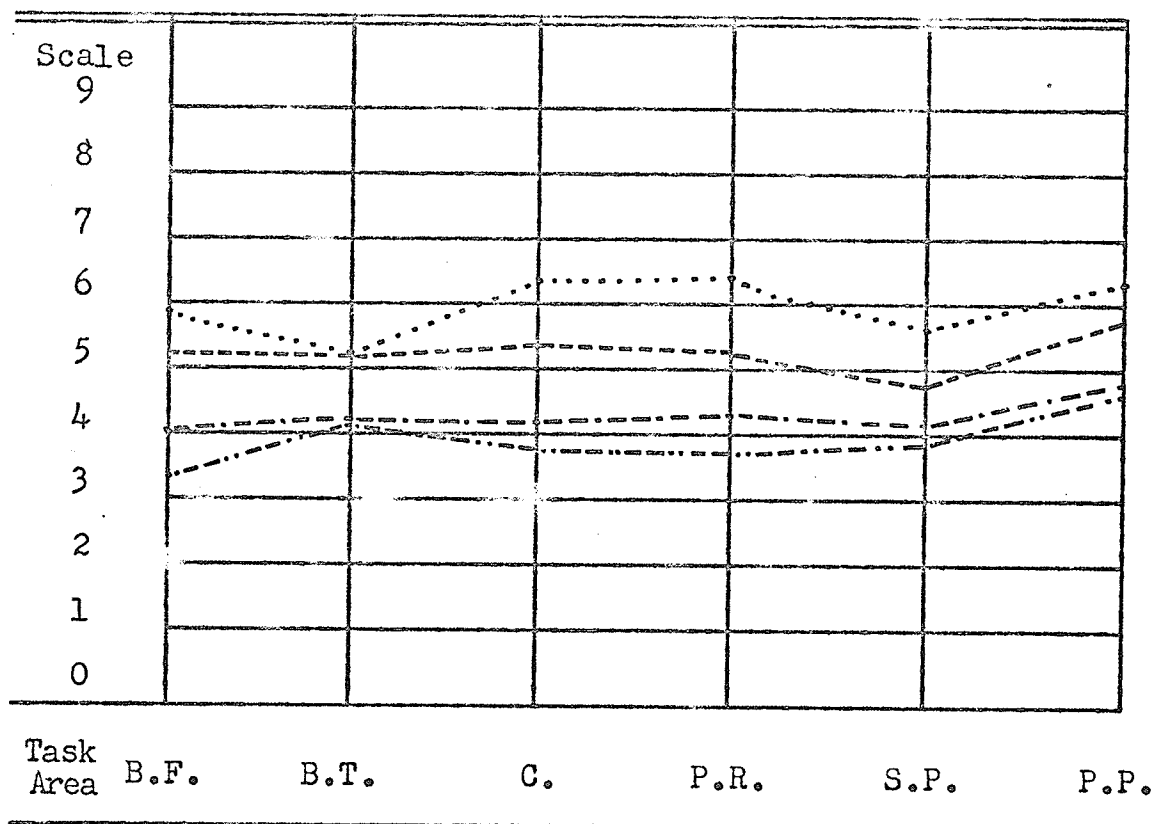
Personnel Group	TASK AREA					
	B.F.	B.T.	C.	P.R.	S.P.	P.P.
Bd.	5.6 0.5	5.2 0.1	6.2 0.8	6.3 1.0	5.7 0.9	6.2 0.7
Supt.	5.1 1.1	5.1 1.0	5.4 1.3	5.3 1.1	4.8 0.7	5.5 0.9
Princ.	4.0 0.4	4.1 0.0	4.1 0.3	4.2 0.4	4.1 0.2	4.6 0.2
Teach.	3.6 *	4.1 *	3.8 *	3.8 *	3.9 *	4.4 *

Code:

B.F. - Business and Finance
 B.T. - Buildings and Transportation
 C. - Curriculum
 P.R. - Public Relations
 S.P. - Staff Personnel
 P.P. - Pupil Personnel
 Bd. - Board Members
 Supt. - Superintendents
 Princ. - Principals and Vice-Principals
 Teach. - Teachers
 * - Between group differences on the nine
 point scale

TABLE 37

GRAPHICAL PRESENTATION ON THE NINE POINT SCALE OF THE
THEORETICAL MODEL FOR THE FOUR PERSONNEL GROUPS:
EXPECTATION MEANS IN THE SIX TASK
AREAS EXAMINED



Code:

B.F. - Business and Finance
 B.T. - Buildings and Transportation
 C. - Curriculum
 P.R. - Public Relations
 S.P. - Staff Personnel
 P.P. - Pupil Personnel
 - Board Members
 ----- - Superintendents
 -.-.-.- - Principals
 - - - - - - Teachers

APPENDIX I

"WINNIPEG TRIBUNE - THURSDAY, MAY 3, 1973

"Gov't to study School Merger Report

"The provincial government will pay "considerable attention" to the recommendations of school trustees on how many school divisions there should be in Winnipeg. Education Minister Ben Hanuschak said today.

"They're the persons involved in delivering education to the children on half the population of Manitoba."

"Mr. Hanuschak was commenting on The Tribune's report Wednesday that a school trustees' committee studying the possible reorganization of divisions had recommended against amalgamation into one big school board to match Winnipeg's one big city, and generally favored five or six divisions.

"He said the government would wait to officially receive the committee's report before taking a position on school division amalgamation.

"It has never insisted that Winnipeg should have one big school board, he said, though it did push for the establishment of Greater Winnipeg.

"You can't compare a school division with a municipal council," he explained. "Education is more closely related to the individual than provision of roads, sewers, parks, and so on."

"He would also like to hear the views of the various school boards on any sort of amalgamation before deciding what position the government will take, he added.

"However, Mr. Hanuschak said, speaking generally of amalgamation of school divisions, the first fact to consider is that the size of the divisions should be such as "to enable them to properly respond to community needs."

"That's the single more important criterion, he said.

"Divisions which are too small find it difficult to offer the diversity of programs citizens want, he said, and those which are too big are too impersonal and can't respond to the needs of the individual."

"The education department hasn't studied the best size for divisions, Mr. Hanuschak said.

"Another important factor is the efficiency of the administrative machinery, and too small a division has to have a minimal administration, which may be expensive.

"It's difficult to measure the value received for dollars spent in education, Mr. Hanuschak said.

"You can't just go on a dollars and cents basis; you have to have criteria to measure the quality offered and the content of the educational program."

"Besides this, he said, school divisions must keep in mind that they are working with a municipal corporation and ensure that they have effective liaison with Winnipeg."