

AN ANALYSIS OF EXPECTATIONS CONCERNING THE DISTRIBUTION OF
DECISION-MAKING RESPONSIBILITIES IN THE ADMINISTRATION
OF THE NEW UNITARY SCHOOL DIVISIONS IN MANITOBA

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Edward Penner Reimer

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ABSTRACT

The purpose of this study was to identify areas of authority conflict among principals, superintendents, and trustees in the new unitary school divisions in Manitoba. The study compared the expectations of these groups on the distribution of responsibility for administrative decision-making. These expectations were further compared with those of university professors of Educational Administration.

A questionnaire was developed, and distributed by mail. It was completed by forty-six high school principals, forty-two elementary principals, and thirty-six school board members, randomly selected, as well as twenty-seven professors and twenty-three superintendents.

The questionnaire had sixty-four decision-items. Respondents indicated on a five-point scale who they thought should have the primary responsibility to make the decisions in each item. The alternatives were (1) principal(s), (2) principal(s) and superintendent in cooperation, (3) superintendent, (4) superintendent and trustees in cooperation, and (5) trustees. These responses were weighted as numbered for statistical analysis. Respondents were also allowed to opt out by giving a response of 0 where in their opinion the primary responsibility did not belong to any of the three given administrative groups. For analysis the sixty-four decision-items were grouped into six task-areas: (1) Business and Finance, (2) Public Relations, (3) Staff Personnel, (4) Pupil Personnel, (5) Curriculum, and (6) Buildings and Transportation.

Responses were analysed to test one general hypothesis and answer three supplementary questions:

General hypothesis: There will be significant intergroup differences in the expectations of the five groups.

Question 1: At what level in the administrative hierarchy do the groups relative to each other place the primary responsibility?

Question 2: How much relative intergroup consensus is there in each functional area?

Question 3: How much primary responsibility do the groups relative to each other assign to each decision-point?

Task-areas and decision-items with significant between-group differences were identified by analysis of variance. The Scheffé method was then used to test the means of paired groups for significant differences. General and between-pairs F-ratios, as well as group means were ranked, and distributions tabulated, to determine more specifically the nature and extent of disagreement in the areas of conflict. In every instance the responses of principals, superintendents, and trustees were compared also with those of the professors.

Major findings were as follows: high school principals, elementary principals, and professors were essentially in agreement. Superintendents generally placed the focal point for decision-making at a higher administrative level than principals and professors. Trustees placed the focal point at a still higher level. Each group assigned more responsibility to its own position than the other groups did. The majority of responses of all groups expected primary responsibility to be shared by more than one group. The tendency was for principals to

expect the superintendent to share responsibilities with them, and for trustees to expect him to share responsibility with them. The superintendent appears to be caught in a power struggle between principals and school boards.

The area of greatest conflict was Staff Personnel. Here the professors and principals were in disagreement with the superintendents, and in very strong disagreement with the trustees. It was also the area of strongest conflict between superintendents and trustees. Further, principals wanted greater independence in Public Relations and serious discipline problems than trustees and superintendents were willing to give them. Trustees were not prepared to give superintendents as much authority in areas of Business and Finance as they desired. Professors expect more responsibility to be delegated to superintendents and principals in the area of Buildings and Transportation than the trustees want to give them, and also, more than superintendents and principals want to accept.

Finally, responses also showed that professors want more authority given to teachers in the areas of Curriculum and Pupil Personnel than local administrators think they should have.

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CHAPTER I

BACKGROUND OF THE PROBLEM AND THEORETICAL FRAMEWORK

I. PURPOSE

The purpose of this study was to identify some of the potential sources of administrative conflict in the newly established unitary school divisions in Manitoba. It was concerned specifically with administrative conflict that may result from differences in expectations among principals, superintendents, and school board members with regard to the distribution of decision-making responsibilities in their respective positions.

Specific areas of potential conflict between the administrative groups were identified by analysing expectations of administrators with respect to a number of selected criteria. The expectations of principals, superintendents, and trustees were also compared with those of professors of School Administration in several Canadian universities.

The basic assumption in the above statement of purpose is that differences in role expectations among administrators may be sources of efficiency-eroding conflict. Such differences among principals, superintendents, and trustees in the new school divisions could therefore cancel some of the educational advantages presumably inherent in the larger administrative units.¹

¹American Association of School Administrators, School Board Superintendent Relations, Thirty-fourth Year Book (Washington, D.C.: American Association of School Administrators, 1956), pp. 25 & 85.

II. SETTING OF THE PROBLEM

This study was an analysis of consensus among administrators in the new unitary school divisions, a recent development in the Manitoba school system. In 1958 there were 1,651 operating school districts, employing 6,645 teachers.² Local boards were in charge of both elementary and secondary education.

As a result of the 1958 Interim Royal Commission Report, and subsequent legislation, the province was divided into forty-six high school divisions.³ By 1966 most high schools were administered by the division boards. Nine such boards, most of them in urban areas, were also in charge of elementary education. District boards continued to administer elementary education in most rural areas. Although considerable consolidation had occurred by 1966, 1,047 school districts were still in operation. Most rural divisions and districts had no superintendent. Provincially-appointed inspectors visited the schools a few times annually and reported to the Department of Education on their operation.

Meanwhile, following the 1964 Michener Report on Local Government Organization and Finance,⁴ Bill 16 of the Provincial Legislature,

² Manitoba Department of Education, Report of the Department of Education, For the Year Ending June, 1958 (Winnipeg: Queen's Printer for Manitoba, 1958), p. 184.

³ Ibid., 1959, p. 20.

⁴ Ibid., 1964, p. 29

April, 1966, provided for the formation of unitary divisions in rural and small urban centers, each to have one board in charge of all public education within the division.⁵

In 1966 there were forty-eight large school divisions in Manitoba. By December 31, 1967, forty of these were established as unitary divisions in charge of both elementary and secondary education. Ten (including the provincially administered Frontier Division) had been established prior to 1967. Five others were formed by government legislation, fourteen by a general referendum on March 10, 1967, and eleven by repeat referendums in December, 1967. Thus, by December 31, 1967, only eight rural divisions had not adopted the unitary system.

Division boards were authorized by Sections 135 and 453 of The Public Schools Act to appoint superintendents and to define their duties.⁶ By September, 1967, all of the nineteen newly formed unitary divisions, and eight of the eleven divisions that adopted the unitary system in December, 1967, had appointed superintendents.⁷ Some of these appointments were made by the high school division boards before the March 10 referendum. Here it was understood that if the unitary system were approved, the appointees would take over the administration of the unitary divisions, under the jurisdiction of the new boards.

⁵ Province of Manitoba, Bill 16, An Act to Amend The Public Schools Act (Assented to April 27th, 1966).

⁶ Province of Manitoba, The Public School Act, Chapter 215 (Winnipeg: Queen's Printer for the Province of Manitoba, 1966).

⁷ Information taken from Manitoba Teachers' Society files.

Several factors make the administrative structure of the newly established rural unitary divisions a unique and ambitious experiment:

1. The locally appointed rural superintendent is a new phenomenon in Canada. In the Western Provinces the locally appointed urban superintendent is relatively new as well. According to Gathercole, there were only forty-six locally-employed superintendents in all of Western Canada in 1962.⁸ As recently as September, 1956, 86 per cent of all 750 Canadian superintendents were provincially employed.⁹ It should be noted that the above use of "superintendent" includes the Manitoba "inspector".

2. The method of appointment of superintendents in Manitoba is unique. In the other Western Provinces, with the consolidation of larger rural administrative units, the provincially appointed superintendent (inspector) has tended to assume the role of an executive officer of the local school board in addition to his responsibility to the Provincial Department.¹⁰ In contrast, in Manitoba, school boards have made appointments, in most cases from the ranks of school principals. The inspectors have retained their former position. Although

⁸James Frederick Gathercole, "The Role of the Locally-Employed Superintendent of Schools in Alberta, Saskatchewan, and Manitoba" (unpublished Doctoral dissertation, The University of Toronto, 1964), p. 93.

⁹George E. Flower and Freeman D. Stewart (ed.), Leadership in Action: The Superintendent of Schools in Canada (Toronto: Gage, 1958), p. 83.

¹⁰William A. Plenderleith, The Role of the District Superintendent in Public School Administration in British Columbia (Toronto: Ryerson Press, 1961), pp. 21-25.

the inspector is responsible to the Provincial Department of Education, and the superintendent to the Divisional Board, their roles may conflict in some areas. This has been indicated by comments from both superintendents and inspectors.

3. Over a short period of time, groups consisting of ten to twenty small independent school systems, have been consolidated into larger unitary systems administered by division boards. Although many trustees have had experience on boards of the former high school divisions, their responsibilities have greatly increased, particularly with reference to the educational innovations that the new school divisions were expected to encourage. The experience of others is limited to one-room elementary districts, while some have no previous school board experience.

4. Between the two traditional positions of the board and the principal has now been introduced the office of the superintendent. He presumably will assume some of the responsibilities formerly held by the principals and boards, in addition to the new tasks created by the enlarged and more complex unitary system. The superintendent, whose role is probably least clearly defined, will have a major part in restructuring lines of authority and communication, and redefining administrative duties.

5. Many principals, superintendents, and board members, as mentioned above, have little or no previous experience in a school system with a superintendency. They therefore have a limited background

on which to base their new role expectations. Also, the locally-appointed superintendent has little precedent in rural Canada, from which to derive expectations.

6. The administrative experience of many of the new superintendents has been limited to the principalship. Some were teaching principals of small schools at the time of appointment, and several have no graduate degree in Education or Educational Administration.

7. No extensive program was organized to inform the trustees and newly appointed superintendents of their respective roles, and the administrative implications of the large unitary divisions. The main attempt at training was a four-day conference in January, 1968, on the Role of the Superintendent, sponsored by the Manitoba Superintendents' Association in conjunction with the University of Manitoba.

8. The unitary divisions plan has met considerable local resistance. It was rejected by nineteen of the thirty-three voting divisions in the original referendum, and adopted by a narrow margin in a number of divisions. In some areas there is still strong opposition.

9. Several of the new superintendents have recently expressed uncertainty to the writer about their own role in the administrative structure. The following quotation may have important implications for Manitoba:

American communities must realize that the school superintendency is too often an impossible task; that there are still too many hasty dismissals of superintendents, too many forced resignations, because the role of the superintendent is not clearly defined [underlining not in the original].¹¹

¹¹American Association of School Administrators, op. cit., p. 67

The above factors suggest that unrealistic expectations and lack of consensus concerning their respective roles conceived by principals, superintendents, and school trustees in the new unitary divisions, might well present a major problem in the educational program for which the divisions were established.

III. THEORETICAL FRAMEWORK

This was an analysis of conflict between administrative role positions. Gross says, "...theoretical formulations concerned with role analysis must include these three elements--social locations, behaviour, and expectations."¹² The study dealt with the "social locations" of principals, superintendents, and school boards. This report shall refer to these locations as role positions. The "behaviour" studied was administrative decision-making, which was analysed in terms of "expectations" of the incumbents of the three role positions under investigation.

Expectations is used in the normative rather than the anticipatory sense, in terms of what the incumbents should do rather than what they will do. Principals, superintendents, and trustees, when discussed with reference to their expectations shall be called referents, or reference groups, in order to distinguish the role definers from their respective role positions which they have defined.

¹² Neal Crasilneck Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 18.

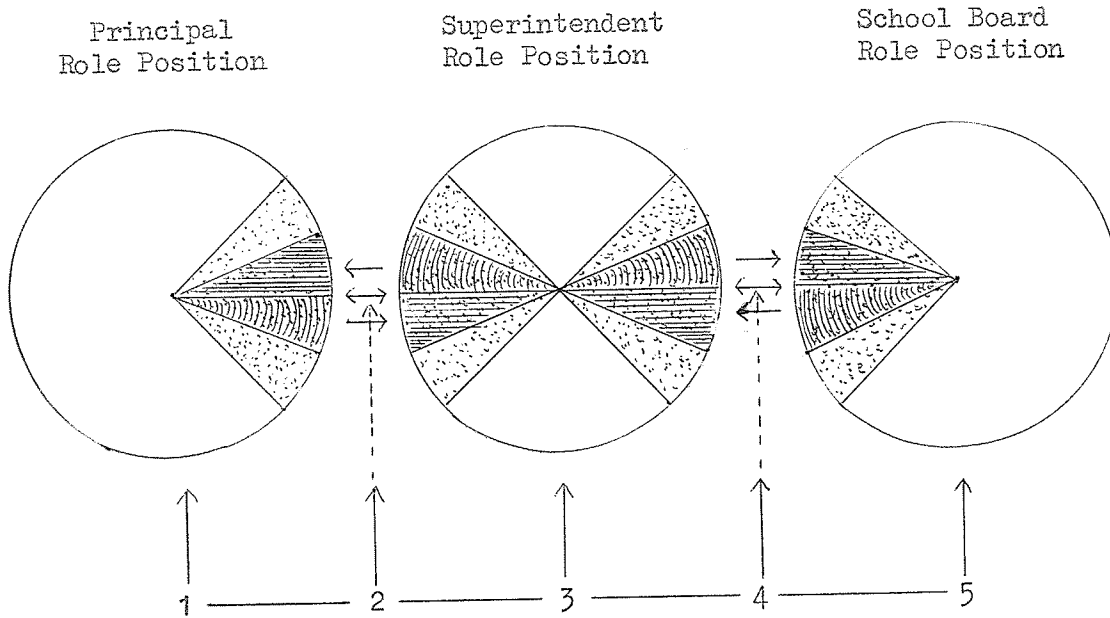
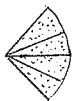







FIGURE 1

THEORETICAL MODEL OF THIS STUDY

Legend:

-  Role sectors that interrelate the three role positions
-  Role function of responsibility to make decisions
-  Role function of obligation to decisions made in another role position
-  Directions of flow of authority
-  Decision responsibilities shared by two role positions
-  Locations of decision-making responsibilities

The theoretical structure of role positions and the behavioural relationships analysed in this study are given in Figure 1. The model indicates the three role positions that were studied and shows that

these positions do not exist in isolation, but in relation to each other. Since this investigation was equally concerned with the three positions, the conventional distinction between focal and counter positions shall not be made.¹³ However when any one position is being discussed the others shall be considered counter-positions in relation to it.

As the model shows, role positions may be divided into different sectors. A sector is an area of function that relates the role to a specific counter-position. This study was concerned with only those sectors that interrelate the three role positions. It was, further, limited to the decision-making function of the specified role sectors. This does not mean that the issues considered may not affect other administrative functions of the three role positions or the operations of other role positions in the organization. Rather, it was assumed that conflict in administrative decision-making will interfere with the effectiveness of other role positions in the school system. This is basic to the assumption that administrative role-conflict erodes efficiency. But analysing the effect of these conflicts on other role positions is beyond the scope of this study.

Further, the model divides the decision-making function into two dimensions: responsibilities and obligations. Cross states that a "right" in one position implies an "obligation" in a counter-position.¹⁴

¹³Ibid., p. 48.

¹⁴Ibid., p. 62.

The term responsibility was defined as "right" or "duty" to make a decision rather than as "liability" for consequences, although in practice the two concepts may admittedly be inseparable. It follows then that the responsibility of any one role position to make a given decision, obligates either one or both the counter-positions to comply with or support that decision. Hence, the responsibility to make a decision implies authority over others. Thus, intergroup differences in expectations would result in authority conflict, because assigning a responsibility to one role position implicitly assigns obligation to a counter-position. The concept of a two-way flow of authority is accepted, as the model illustrates.

This study also assumes that the primary relationship of inter-positional authority is linear, authority flowing from trustees through superintendent to principals. "In his school he [the principal] is chief officer; he reports directly to the superintendent.... The superintendent is answerable to the board...."¹⁵ Direct relationships between the principals and the board, although important, were not investigated.

Two further premises are accepted: that decision-making is a major function of administration, and that some decisions in the school system are primarily the responsibility of administrators.¹⁶ Admini-

¹⁵ American Association of School Administrators, op. cit., p. 141.

¹⁶ Andrew W. Halpin, Theory and Research in Administration (New York: The MacMillan Company, 1966), pp. 42-48.

strative decision-making is viewed as a function distinctive from the "decision-making process", which, according to Griffith's theory, the administrator "develops and regulates".¹⁷ This study investigated only administrative decisions. These were defined as decisions that may be considered primarily the responsibility of administrators.

Referring again to the above model, the analysis concerned the distribution of responsibilities for administrative decisions over five locations in the linear hierarchy: (1) principal(s), (2) principal(s) and superintendent in cooperation, (3) superintendent, (4) superintendent and board in cooperation, and (5) school board. This investigation assumed that although individuals and groups at different levels in an organization may share in various ways in making an administrative decision, the location of primary responsibility can be identified. It was also assumed that lack of consensus in expectations concerning the location of primary responsibility is a valid indication of potential conflict in decision-making. Locating primary responsibility for decisions means that a given administrative position (or positions) should have more responsibility for making these decisions than the other positions. Lack of agreement between administrative groups was interpreted to mean that there is potential conflict between the groups concerning the relative amount of responsibility that should be shared by their respective positions.

¹⁷ Daniel E. Griffiths, et. al., Organizing Schools for Effective Education (Illinois: The Interstate Printers and Publishers Inc., 1962), P. 58.

It was further assumed that some decisions are made primarily within one role position, while others may be about equally shared by more than one role position. The nature and extent of the contributions to the decisions by other participating administrators or staff members were not considered.

Another basic assumption is that there is an optimum balance in the distribution of responsibilities and authority among the three administrative positions. It was further assumed that, where conflict exists between administrative groups, the expectations of professors of School Administration, because of their training and experience, should provide a meaningful reference to help define an optimum balance of authority.

In summary, this study was designed to discover disagreement among principals, superintendents, and trustees on the location of primary responsibility for administrative decisions in relation to their respective role positions. Any lack of agreement was interpreted as identifying potential areas of administrative conflict. It was assumed that lack of consensus on the location of primary responsibility for particular decisions is symptomatic of administrative conflict.

The remainder of this paper is presented in four additional chapters: II - Development of Problem and Methodology; III - Presentation of Data; IV - Interpretation of Data; and V - Summary and Conclusion. There is also an extensive appendix containing the instrument, form-letters, and data tables.

CHAPTER II

DEVELOPMENT OF THE PROBLEM AND METHODOLOGY

I. DEVELOPMENT OF THE PROBLEM

This study was primarily designed to identify areas of conflict among administrators in the new school divisions. It was assumed that these areas of conflict can be identified by analysing the expectations of administrators on the location of primary responsibility for decision-making. The major problem then was to survey the expectations of principals, superintendents, and school trustees in the new divisions, and to determine in what functional areas and between which groups there is lack of agreement.

A secondary purpose was to compare the expectations of the administrative groups with those of Canadian professors of School Administration, to provide some direction for resolving potential conflict. This required a survey of university professors, and the analysis of their expectations along with those of the school administrators.

In order to identify the specific sources of potential conflict, it was necessary to divide administrative decisions into functional areas, which were expressed as statements of tasks requiring decisions. This report shall call such statements decision-items. To provide more general categories for analyses, functionally related decision-items were grouped into task-areas.

The steps of the problem then were (1) to formulate appropriate decision-items and classify them into task-areas, (2) to select appropriate samples of administrators, (3) to survey the expectations of each group, and (4) to compare the expectations for each decision-item and each task-area, in terms of the five decision-points earlier defined. Expectations on sixty-four decision-items, grouped into six task-areas were analysed. The task-areas are (1) business and finance, (2) public relations, (3) staff personnel, (4) pupil personnel, (5) curriculum, and (6) buildings and transportation.

Because it could not be assumed that elementary and high school principals would have the same expectations in every decision-item, they were treated separately. Hence this was a study of the expectations of five groups: (1) elementary principals, (2) high school principals, (3) superintendents, (4) trustees, and (5) professors of School Administration. The expectations of the five groups were surveyed, and intergroup consensus was analysed and tested for statistical significance.

The following hypothesis was developed, and tested for each task-area and each decision-item:

General Hypothesis: There will be significant intergroup differences in the expectations of the five reference groups.

In addition, analyses sought to answer three questions:

Question 1. At what level in the administrative hierarchy do the groups, relative to each other, place the primary responsibility?

Question 2. How much relative intergroup consensus is there in each functional area?

Question 3. How much primary responsibility do the groups relative to each other assign to each decision-point?

These questions were answered for each decision-item and task-area. Greater emphasis, however, was placed on Questions 1 and 2 than on Question 3 in the analysis and interpretation of data.

II. METHODOLOGY

Construction and Validation of the Instrument

To gather data for this study a decision-point analysis instrument was developed similar to the one designed at The University of Wisconsin for a study conducted in cooperation with the United States Office of Education.¹⁸ Items from the Wisconsin study and other sources were pooled, revised, and refined to produce a set of items that were considered adequate to identify areas of potential conflict in administrative decision-making.^{19, 20, 21} These items were grouped under the six task-areas listed earlier, and checked for clarity, relevance, and comprehensiveness by a number of educators, including university

¹⁸Bryce M. Fogarty and Russell T. Gregg, "Centralization of Decision Making and Selected Characteristics of Superintendents of Schools," Educational Administration Quarterly, 2:62-72, Winter, 1966, pp. 64-65.

¹⁹John H. Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, The University of Alberta, Edmonton, 1961).

²⁰H. Sherk, "The Role of the Alberta Superintendent" (unpublished Master's thesis, The University of Alberta, Edmonton, 1964).

²¹Frederick James Gathercole, "The Role of the Locally-Employed Superintendent of Schools in Alberta, Saskatchewan, and Manitoba" (unpublished Doctoral thesis, University of Toronto, Ontario, 1964).

professors, familiar with school administration in Manitoba. Changes were made according to their suggestions. The items were then randomly arranged, and a preliminary questionnaire was constructed.

This questionnaire was answered by two superintendents, one principal of a small elementary school, one principal of a large collegiate, one inexperienced rural trustee, and one experienced urban trustee, not included in the samples used for this study. These respondents were encouraged to make comments on each item after answering it, explain what the item meant to them, and state any difficulty they had in interpreting it or selecting one of the alternative responses provided. Four of the six respondents answered the questionnaire in the presence of the writer. On the basis of these comments changes were made in the wording of a few items, and a number of explanatory statements were added to the instructions.

Form of the Questionnaire

The questionnaire used for the study is given in Appendix A. It consisted of (1) instructions, (2) important explanations, (3) sixty-four randomly arranged decision-items, and (4) a six-point response scale.

Respondents were asked to indicate who should have the primary responsibility for making the decisions in each item. Responses were limited to the following alternatives:

5. The school board should be primarily responsible for making the decisions.
4. The superintendent and the school board together should be primarily responsible for making the decisions.

3. The superintendent should be primarily responsible for making the decisions.
2. The principal(s) and the superintendent together should be primarily responsible for making the decisions.
1. The principal(s) should be primarily responsible for making the decisions.
0. Some member(s) of the school system not included above should be primarily responsible for making the decisions.

Because this study is concerned only with administrative decisions, it was necessary to include the sixth response alternative of 0 to allow referents to identify items which according to their expectations are not administrative decisions as defined in this report.

Reference Groups

The questionnaire was sent to the superintendents in twenty-five of the twenty-seven unitary divisions established after April 1, 1967. The Brandon and Assiniboine South School Divisions were not included, as both had superintendencies established prior to 1964. The instrument was also sent to samples of fifty principals of elementary schools with four or more teachers and fifty principals of high schools with six or more teachers, and fifty board members, randomly selected from the participating school divisions. Thirty-six professors of School Administration in major universities in Western Canada and Ontario were selected as the norming group, and the questionnaire was sent to them. Covering letters are given in Appendix B.

Treatment of Data

For statistical treatment the response scale was assumed to have equal intervals. The decision-points were weighted as numbered, 1 to 5,

from the lower administrative level to the higher. Responses of 0 were not included in statistical analyses, although they were included in the distribution tables, for a complete description of responses.

The hypothesis developed for this study was expressed in the null form $\mu_P = \mu_H = \mu_E = \mu_S = \mu_T$ ²² and tested for each decision-item and each task-area by the analysis of variance. The .05 level of significance was accepted for all tests in this study.

For each task-area and decision-item with a statistically significant F-ratio, the difference between the means of each pair of two groups was tested by the Scheffé procedure.²³ This method was selected in preference to other available methods for the following reasons:

1. It is more rigorous. The probability of Type I error, the rejection of the null hypothesis when it is true, does not exceed α (the chosen level of significance, which is .05 for this study) for any comparisons made. Consequently it leads to fewer significant differences than any of the other methods. This rigour was desirable because significant differences were interpreted as identifying potential conflict.

2. No special problems arise because of unequal n 's.²⁴ There

²²P=professors, H=high school principals, E=elementary principals, S=superintendents, T=trustees. These symbols will be used throughout this Report.

²³George A. Ferguson, Statistical Analysis in Psychology and Education (second edition; New York: McGraw-Hill Book Company, 1959), pp. 296-7.

²⁴Ibid. p. 297.

were considerable differences in sample sizes in this study.

3. "It is not seriously affected by violations of the assumptions of normality and homogeneity of variance, unless these are gross."²⁵

The deviations from normality and homogeneity of variance in the data of this study were considerable in some instances.

4. This method may be used to make any possible comparisons.²⁶

The F-ratios were computed by the formula²⁷

$$F = \frac{(\bar{X}_1 - \bar{X}_2)^2}{s_w^2/n_1 + s_w^2/n_2}$$

The F-ratio required according to F-ratio tables for significance at the .05 level, for $df_1 = k-1$ and $df_2 = N-k$, was multiplied by $k-1$ to obtain F^1 .²⁸ Any F-ratios greater than or equal to F^1 , were considered significant.

To show the level at which each group places primary responsibility relative to each other group, they were ranked according to response means for every decision-item and task-area. How much primary

²⁵Ibid.

²⁶Ibid.

²⁷ \bar{X} represents the mean response of the respective groups; n indicates the number of responses in the respective groups; s_w^2 means the within-group, or error, mean-square for the respective decision-item or task-area.

²⁸ k indicates the number of reference groups; N equals the total number of responses for the respective decision-items and task-areas; df_1 represents degrees of freedom between groups; df_2 represents degrees of freedom within groups.

responsibility the groups relative to each other assigned to each decision-point is indicated by distribution tables giving both frequencies and percentages. The relative intergroup consensus for each decision-item and task-area is expressed by ranked general F-ratios, and ranked significant between-pairs F-ratios.

The statistical tests of the hypothesis located the areas of conflict in a general sense. However, in seeking answers to the three auxiliary questions, the data were analysed in considerable detail to identify relative degrees of conflict more specifically.

CHAPTER III

PRESENTATION OF DATA

All the data described in this chapter are presented in table form. Explanations are given to assist correct reading of the tables, but all interpretation is reserved for Chapter IV.

Although the presentation of the data generally follows the order of the hypothesis and questions as given in Chapter II, the tables do not separate the information in these terms. Instead, the data are organized to give a progressive description of the areas and the relative degrees of disagreement among the reference groups.

The first three tables present the basic data at the level of the decision-items. Table IV, page 30, provides a general summary of these data grouped into task-areas. Tables V, page 31; VI, page 33; and VII, page 34, respectively, show further analysis of three aspects of these data. Then, general analyses of the responses at the task-area level are presented in Tables VIII to X, pages 36 to 38. The next six tables give the distribution of responses for each task-area, with an over-all summary in Table XVII, page 42. The distribution of responses for each decision-item is given in Appendix C.

Ranked Decision-items with General and Between-pairs Significant Differences

Fifty decision-items had significant F-ratios between paired groups as well as significant general F-ratios. These are ranked in Table I, page 24, by descending order of general F-ratios. The column,

"Comparison of Group Means", ranks the group means for each item, increasing from left to right.

The lines under the group symbols show which pairs of groups have statistically significant differences. There is no significant difference between any groups underlined by a common line. Conversely, there are significant differences between all pairs of groups not underlined by a common line.

To illustrate, all items in this table have a significant general F-ratio, and one or more significant between-pair F-ratios. The first item has the highest general F-ratio of all the decision-items. For this item the mean response of the professors was the lowest of the five groups. High school principals were next lowest, elementary principals third, and superintendents fourth. The trustees had the highest mean response. There were no statistically significant intergroup differences among high school principals, elementary principals, and superintendents in the first item. Also, there were no significant intergroup differences among elementary principals, superintendents, and trustees. However, the mean response of the professors was significantly different from each of the other groups, and the mean response of the high school principals was significantly different from that of the trustees.

As indicated earlier, 0 responses are not included in the group means. However, wherever more than ten per cent of the responses were 0, this is indicated by a number above the symbol of the group concerned. The number 1 means more than ten per cent, 2 means more than twenty per

cent...6 indicates more than sixty per cent. For example, more than ten per cent of the responses of the professors were 0 for decision-item 8. For item 50 more than sixty per cent of their responses were 0.

The equal sign (=) between any two group symbols shows that the means for these two groups were identical.

The format and symbols explained above are used in all subsequent tables where relevant. Decision-items are identified by the F-ratio numbers assigned in Table I.

Ranked Decision-items with General Significant Differences but No Significant Between-pairs Differences

Six of the items with significant general F-ratios had no significant differences between paired groups. These are given in Table II, page 28, in format identical to Table I. The unbroken underlinings of group symbols indicate no significant differences.

Ranked Decision-items with No Significant Differences

Table III, page 29, gives the general F-ranks and group-mean ranks of the eight decision-items with no significant differences among means at the general and between-pairs levels. It should be read the same as Tables I and II.

Summary of Ranks and Significant Differences Grouped by Task-areas and Quartiles

Table IV, page 30, summarizes all the information given on all decision-items in Tables I, II, and III. The information is grouped under the six task-areas, with quartile distributions indicated. The items are identified by their F-ratio numbers. Explanations on how the table should be read are included in it.

TABLE I
 RANKED DECISION-ITEMS WITH GENERAL AND
 BETWEEN-PAIRS SIGNIFICANT DIFFERENCES

F-Rank	Decision-Item	General F-Ratio	Comparison of Group Means
1	Decisions on the selection of non-professional staff (bus-drivers, caretakers, repairmen, etc.).	29.17	<u>P H E S T</u>
2	Decisions on the assignment of teachers to particular courses.	20.64	<u>P H E S T</u>
3	Decisions on the selection of teachers for employment.	19.40	<u>P E H S T</u>
4	Decisions on the retention and dismissal of teachers.	16.81	<u>H E P S T</u>
5	Decisions on instructional aids to be included in the budget.	16.57	<u>P E H S T</u>
6	Decisions on the selection of optional subjects to be offered.	16.53	<u>H P S E T</u>
7	Decisions on the definition of duties of non-professional staff (bus-drivers, caretakers, repairmen, etc.).	14.53	<u>P H E S T</u>
8	Decisions on the release of local news items concerning innovations.	14.01	¹ <u>P E H S T</u>
9	Decisions on the selection of vice-principals.	13.50	<u>P H E S T</u>
10	Decisions on defining the responsibilities of professional assistants.	12.80	¹ <u>P E H S T</u>
11	Decisions on school participation in community projects and activities.	12.75	<u>H E P S T</u> ¹
12	Decisions on the adequacy of the performance of non-professional employees (bus-drivers, caretakers, repairmen, etc.).	11.95	<u>P H E S T</u>

P = Professors
 H = High school principals
 E = Elementary principals

S = Superintendents
 T = Trustees

TABLE I (continued)

F-Rank	Decision-Item	General F-Ratio	Comparison of Group Means
13	Decisions on the expulsion of individual students.	11.27	<u>H E P T S</u>
14	Decisions on the procedure for dealing with serious discipline problems.	10.90	<u>P E H S T</u>
15	Decisions on the means for increasing community understanding of curricular development.	10.32	¹ <u>H E P S T</u>
16	Decisions on the activities for in-service development of the staff.	10.11	² <u>H P E S T</u>
17	Decisions on priorities for the use of multipurpose teaching areas, for the school program.	10.04	¹ <u>P H E S T</u>
18	Decisions on the procedures for use and care of educational equipment within schools.	9.92	<u>H E P S T</u>
19	Decisions on how to assure student health and safety.	9.21	<u>E H P S T</u>
20	Decisions on the program of inter-school extra-curricular activities.	9.13	¹ <u>H E P S T</u>
21	Decisions on the transfer of teachers from one school to another.	8.70	<u>P H E S T</u>
22	Decisions on the selection of furniture for schools.	8.58	<u>H P E S T</u>
23	Decisions on the adequacy of teacher performance.	8.55	¹ <u>E H P S T</u>
24	Decisions on adult education courses to be offered in a particular school.	8.54	<u>P H E S T</u>
25	Decisions on the organization of pupil transportation services.	8.52	¹ <u>P E H S T</u>

TABLE I (continued)

F-Rank	Decision-Item	General F-Ratio	Comparison of Group Means
26	Decisions on how to deal with complaints from parents about teacher performance.	8.38	<u>E H P S T</u>
27	Decisions on how to deal with cases of unprofessional or immoral conduct of staff members.	8.33	<u>E H P S T</u>
28	Decisions on the selection of supervisory and consultative personnel.	7.63	<u>P H S E T</u>
29	Decisions on the promotion of teachers to supervisory positions.	7.33	<u>H P E T S</u>
30	Decisions on who participates in the formulation of the school budget.	7.32	<u>P H E S T</u>
31	Decisions on the procedures for initiating pupil beginners into the school.	7.29	¹ <u>P E H S T</u>
32	Decisions on what programs (University Entrance, Vocational, General, Occupational Entrance, etc.) shall be offered.	7.10	<u>H E P S T</u>
33	Decisions on the educational specifications for new or remodeled buildings (facilities, size and location of laboratories, libraries, and special activity rooms, etc.).	6.99	¹ <u>P S H E T</u>
34	Decisions on the selection of teachers for participation in experimental instructional programs.	6.64	<u>P H E S T</u>
35	Decisions on financial assistance to teachers for attendance at professional conferences, workshops, and in-service seminars.	6.57	<u>P H E S T</u>
36	Decisions on the selection of suitable school sites.	6.12	<u>S H=P E T</u>

TABLE I (continued)

F-Rank	Decision-Item	General F-Ratio	Comparison of Group Means
37	Decisions on the orientation activities for new staff members.	5.94	<u>H E S P T</u>
38	Decisions on the program for operating and maintaining the school plant.	5.27	<u>P E H S T</u>
39	Decisions on experimental projects and pilot courses to be introduced.	5.09	<u>E¹ P H S T</u>
40	Decisions on the nature and extent of voluntary participation of parents in the school program (pupil supervision, library assistance, etc.).	5.04	<u>P¹ E H S T</u>
41	Decisions on procedures and methods for reporting on teacher performance.	4.84	<u>H E P¹ T S</u>
42	Decisions on the ways to group pupils by classes. (e.g. Should heterogeneous of homogeneous grouping be used?)	4.79	<u>H P¹ E S T</u>
43	Decisions on the agenda for meetings of principals and superintendents.	4.63	<u>P H E S T</u>
44	Decisions on the actual promotion of individual students.	4.20	<u>P⁵ E H T S</u>
45	Decisions on the boundaries of attendance areas.	4.04	<u>P S H E¹ T</u>
46	Decisions on the requirements concerning daily lesson planning by teachers.	3.97	<u>H=E P⁵ T S</u>
47	Decisions on the methods for evaluating pupil progress.	3.39	<u>E P³ H S T</u>
48	Decisions on the conduct required of pupils.	3.32	<u>E P³=H S T</u>
49	Decisions on the practices for the promotion of pupils (e.g. Should repetition of grades or continuous progress be practiced?)	3.22	<u>H=E P¹ S T</u>
50	Decisions on the practices for assigning homework.	3.00	<u>2 1 6 1 H E S P T</u>

TABLE II

RANKED DECISION-ITEMS WITH GENERAL SIGNIFICANT DIFFERENCES
BUT NO SIGNIFICANT BETWEEN-PAIRS DIFFERENCES

F-Rank	Decision-Item	General F-Ratio	Comparison of Group Means
51	Decisions on methods of reporting pupil progress to parents.	2.95	<u>H E S T P</u> ²
52	Decisions on the use of school facilities by the public.	2.76	<u>P H E S T</u>
53	Decisions on the agenda for school board meetings.	2.64	<u>P S H E T</u> ¹
54	Decisions on the procedure for requisitioning instructional supplies.	2.62	<u>P H E S T</u> ¹
55	Decisions on the selection of curriculum problems for study.	2.59	<u>P E H S T</u> ^{3 1 1}
56	Decisions on the appointment of teachers to curriculum study committees.	2.51	<u>P H E S T</u> ¹

Task-Area I, Business and Finance, has only one item in the first quartile and three in the second, or four out of twelve items among the top half of all F-ratios. Task-Area III, Staff Personnel, on the other hand, has six items in the first quartile, and five in the second, for a total of eleven items out of sixteen among the top half of all F-ratios. It should be noted that each quartile has sixteen items, and also, the number of items per task-area varies from eight to sixteen.

TABLE III
RANKED DECISION-ITEMS WITH NO SIGNIFICANT DIFFERENCES

F-Rank	Decision-Item	General F-Ratio	Comparison of Group Means
57	Decisions on priorities for establishing consultative and supervisory services. (e.g. guidance, physical education, reading and library supervisors, etc.)	2.34	<u>E H P S T</u>
58	Decisions on the establishment of "special education" classes.	2.13	<u>H P E S T</u>
59	Decisions on the content of pupils' cumulative records.	2.05	<u>H E T S P</u> ²
60	Decisions on student behaviour required on the bus, going to and from school.	1.70	<u>E S H P=T</u>
61	Decisions on how to evaluate the curriculum.	1.59	<u>H E P³ S T</u>
62	Decisions on the procedure for issuing authorized texts to students.	1.28	<u>H S E P T</u>
63	Decisions on the consolidation of two or more schools.	1.21	<u>S E H P T</u>
64	Decisions on the selection of text-books.	1.02	<u>2 5</u> <u>H P E S T</u>

Summary of Frequency of Significant Differences Between Paired Groups

Table V, page 31, gives the number and percentage of decision-items in each task-area for which there were significant differences between any pair of groups. Explanations are given below the table. The table should be read as follows. Task-Area I had twelve items and for these twelve items the only significant differences were between

TABLE IV

SUMMARY OF RANKS AND SIGNIFICANT DIFFERENCES
GROUPED BY TASK-AREAS AND QUARTILES

TASK-AREA I Business and Finance	TASK-AREA III Staff Personnel	TASK-AREA IV Pupil Personnel	TASK-AREA V Curriculum
1) <u>5</u> <u>P E H S T</u>	2 <u>P H E S T</u>	13 <u>H E P T S</u>	1) <u>6</u> <u>H P S E T</u>
17 <u>P H E S T</u>	3 <u>P E H S T</u>	1) <u>14</u> <u>P E H S T</u>	2) <u>32</u> <u>H E P S T</u>
18 <u>H E P S T</u>	4 <u>H E P S T</u>	19 <u>E H P S T</u>	39 <u>E P H S T</u> ¹
2) <u>30</u> <u>P H E S T</u>	9 <u>P H E S T</u>	20 <u>H E P S T</u> ¹	3) <u>46</u> <u>H E P T S</u> ^{1 5}
35 <u>P H E S T</u>	10 <u>P E H S T</u> ¹	2) <u>31</u> <u>P E H S T</u> ¹	55 <u>P E H S T</u> ^{3 1 1}
36 <u>S H = P E T</u>	1) <u>16</u> <u>H P E S T</u> ²	42 <u>H P E S T</u> ¹	58 <u>H P E S T</u>
43 <u>P H E S T</u>	21 <u>P H E S T</u>	44 <u>P E H T S</u> ⁵	61 <u>H E P S T</u> ³ *
3) <u>45</u> <u>P = S H E T</u> ¹	23 <u>E H P S T</u> ¹	47 <u>E P H S T</u> ³	4) <u>64</u> <u>H P E S T</u> ^{2 5} *
53 <u>P S H E T</u> ¹	27 <u>E H P S T</u>	3) <u>48</u> <u>E P = H S T</u> ³	TASK-AREA VI Buildings and Transportation
54 <u>P H E S T</u> ¹	28 <u>P H S E T</u>	49 <u>H = E P S T</u> ¹	1 <u>P H E S T</u>
62 <u>H S E P T</u> *	2) <u>29</u> <u>H P E T S</u>	50 <u>H E S P T</u> ^{2 1 6 1}	7 <u>P H E S T</u>
4) <u>63</u> <u>S E H P T</u> *	34 <u>P H = E S T</u>	4) <u>59</u> <u>H E T S P</u> ² *	1) <u>12</u> <u>P H E S T</u>
TASK-AREA II Public Relations	37 <u>H E S P T</u>		22 <u>H P E S T</u>
8 <u>P E H S T</u> ¹	3) <u>41</u> <u>H E P T S</u> ¹		2) <u>25</u> <u>P E H S T</u> ¹
11 <u>H E P S T</u> ¹	4) <u>57</u> <u>E H P S T</u> *		33 <u>P S H E T</u> ¹
1) <u>15</u> <u>H E P S T</u> ¹			3) <u>38</u> <u>P E H S T</u>
24 <u>P H = E S T</u>			4) <u>60</u> <u>E S H P = T</u> *
2) <u>26</u> <u>E H P S T</u>			
3) <u>40</u> <u>P E H S T</u> ¹			
51 <u>H E S T P</u> ²			
4) <u>52</u> <u>P H E S T</u>			

NOTE: * represents no significant general F-ratio. 1)___, 2)___, 3)___, and 4)___ indicate the end of respective quartiles. Numbers above group symbols indicate percentage of 0 responses for the item by the respective group. 1= more than 10%; 2 = more than 20%...6 = more than 60%.

TABLE V

SUMMARY OF FREQUENCY OF SIGNIFICANT DIFFERENCES
BETWEEN PAIRED GROUPS

TASK-AREA I - N=12 Business and Finance						TASK-AREA II - N=8 Public Relations					
	P	H	E	S	T		P	H	E	S	T
P					7 (58)	P				1 (13)	5 (63)
H					7 (58)	H	1 (13)			2 (25)	6 (75)
E					5 (42)	E	1 (13)			3 (38)	6 (75)
S					5 (42)	S					
TASK-AREA III - N=16 Staff Personnel						TASK-AREA IV - N=12 Pupil Personnel					
	P	H	E	S	T		P	H	E	S	T
P				4 (25)	11 (69)	P				1 (8)	3 (25)
H				5 (31)	14 (88)	H	1 (8)			1 (8)	7 (58)
E				2 (13)	11 (69)	E	1 (8)			1 (8)	9 (75)
S					2 (13)	S					1 (8)
TASK-AREA V - N=8 Curriculum						TASK-AREA VI - N=8 Buildings and Transportation					
	P	H	E	S	T		P	H	E	S	T
P				0	2 (25)	P		3 (38)	2 (25)	4 (50)	7 (88)
H			1 (13)	1 (13)	3 (38)	H				1 (13)	5 (63)
E				1 (13)	3 (38)	E					3 (38)
S					1 (13)	S					2 (25)

NOTE: N gives the number of items in the task-area. The columns indicate the group with the higher mean, and the rows indicate the group with the lower mean. Numbers in parentheses show the percentage of items in the task-area with significant differences between the two groups.

the trustees and each of the other four groups. In every instance the trustees had the higher mean expectation. For seven items, or 58 per cent of them, there were significant differences between the trustees and the professors. The remainder of the table is read in a similar way.

Summary of Group Expectation Means Ranked
by Relative Administrative Levels

Table VI gives a frequency distribution by task-areas of rank positions of decision-item means for each reference group. This table should be read as follows. In Task-Area I the professors had the lowest mean for eight of the decision-items, the second lowest mean for one, the third for one, and the fourth mean two times. The trustees had the highest mean for all twelve items.

Decision-items Ranked for Significant
F-ratios Between Paired Groups

Table VII, page 34, ranks the decision-items by significant F-ratios for each pair of groups. The decision-items are listed in the order of their general F-rank numbers, and ranked for each paired relationship in a separate column. Columns are included only for those group relationships with significant differences. Because there are only a few significant differences among the professors and the two groups of principals, F-ratios for all three groups are ranked in one column. It should be noted that for each pair of groups there are two possible ratios, depending on which of the two groups has the higher mean. In every case the numerator indicates the group with the higher mean. The total number of items with significant F-ratios for each paired relationship is given at the bottom of the table.

TABLE VI

SUMMARY OF GROUP EXPECTATION MEANS RANKED BY
RELATIVE ADMINISTRATIVE LEVELS

TASK-AREA I - N=12 Business and Finance						TASK-AREA II - N=8 Public Relations					
	1	2	3	4	5		1	2	3	4	5
P	8	1	1	2		P	4		3		1
H	2	6	4			H	3	3	2		
E		3	6	3		E	1	6	1		
S	3	2		7		S			1	7	
T					12	T				1	7
TASK-AREA III - N=16 Staff Personnel						TASK-AREA IV - N=12 Pupil Personnel					
	1	2	3	4	5		1	2	3	4	5
P	8	2	5	1		P	3	3	4	1	1
H	6	8	2			H	6	1	5		
E	3	6	6	1		E	4	7	1		
S			2	12	2	S			2	8	2
T				2	14	T			1	2	9
TASK-AREA V - N=8 Curriculum						TASK-AREA VI - N=8 Buildings and Transportation					
	1	2	3	4	5		1	2	3	4	5
P	1	4	3			P	6	1		1	
H	6		2			H	1	3	4		
E	2	3	2	1		E	1	2	4	1	
S			1	6	1	S		2		6	
T				1	7	T				1	7

NOTE: N indicates the total number of decision-items in the task-area. Columns represent the rank positions of expectation means; rows represent the reference groups. Entrees give the number of means in the respective rank positions.

TABLE VII

DECISION-ITEMS RANKED FOR SIGNIFICANT F-RATIOS BETWEEN PAIRED GROUPS

General F-Rank	Decision-Item	T/P	T/H	T/E	T/S	S/P	S/H	S/E	P/H/E
1	Selection of non-professional staff	1	23			1			E/P 1 H/P 1
2	Assignment of teachers to courses	3	2	16		3	1		
3	Selection of teachers for employment	2	4	4	8	6			
4	Retention and dismissal of teachers	22	3	1			6	5	
5	Instructional aids in budget	5	5	2	2				
6	Selection of optional subjects	13	1	14	1				E/H 1
7	Definition of non-professional duties	4	32	31		2			E/P 2 H/P 2
8	Release of local news items	7	21	13		5	10	2	
9	Selection of vice-principals	11	11	8		9	5	7	
10	Duties of professional assistants	6	16	6		8			
11	Participation in community projects		8	7			4	3	P/H 1 P/E 1
12	Performance of non-professional staff	9	27	37		4	7		
13	Expulsion of individual students		19	23			2	1	P/H 2 P/E 2
14	Serious discipline problems	15	14	9					
15	Increasing community understanding	32	9	3					
16	In-service activities	17	6	12					
17	Use of multipurpose areas	10	13	22	6				
18	Use and care of equipment	28	10	11					
19	Student health and safety	21	20	10	4				
20	Extra-curricular activities		7	19					
21	Transfer of teachers	14	34	20					
22	Selection of furniture	29	12	25	7				
23	Evaluation of teacher performance	26	17	15					
24	Adult education courses	8	41	6					
25	Pupil transportation	12				7			H/P 3
26	Complaints from parents	35	29	5				6	

TABLE VII (continued)

General F-Rank	Decision-Item	T/P	T/H	T/E	T/S	S/P	S/H	S/E	P/H/E
27	Unprofessional conduct	24	18	17					
28	Selection of supervisors	16	24		11				
29	Promotion of teachers		25				3		
30	Participation in budget	20	29	30					
31	Initiating beginners	23		18					
32	Programs to be offered		15	21					
33	Specifications of buildings	18	30		5				
34	Participation in experiments	19	37	33					
35	Assistance for in-service	27	26	27	9				
36	Selection of school sites		38		3				
37	Orientation activities		22	28					
38	Program for maintaining plant	25							
39	Experimental projects	33	33	24					
40	Participation of parents	34	36	29					
41	Reporting on teachers		40				9		
42	Ways to group pupils		31						
43	Principals-Superintendent meetings	30	35						
44	Promotion of individual students					10			
45	Attendance boundaries	31			10				
46	Daily lesson planning						8	4	
47	Evaluating pupil progress			35					
48	Pupil conduct requirements			32					
49	Promotion practices		39	34					
50	Practices for homework		42	26					
Total Significant F-Ratios		35	42	37	11	10	10	7	P/E 2 H/P 3 E/P 2 P/H 2 E/H 1

Ranked General F-ratios and Group Means for Task-areas

Table VIII gives the general F-ratio for each task-area, computed from aggregate responses. The task-areas are ranked by decreasing F-ratios, and the groups are ranked for each task-area by increasing order of means. Also, significant differences between paired groups are indicated by the method of underlining explained earlier. Any two groups without a common underlining are significantly different. The 2 above P in Task-Areas IV and V indicate that in both cases more than twenty per cent of the responses were 0.

TABLE VIII

RANKED GENERAL F-RATIOS AND GROUP MEANS FOR TASK-AREAS

F-Rank	Task-Area	General F-Ratio	Comparison of Group Means
1	III Staff Personnel	84.20	<u>H P E S T</u>
2	IV Pupil Personnel	32.17	<u>H=E</u> ² <u>P S T</u>
3	VI Buildings and Transportation	31.96	P <u>H E S T</u>
4	II Public Relations	24.41	<u>H E P S T</u>
5	I Business and Finance	16.24	<u>P H E S T</u>
6	V Curriculum	14.98	<u>H E P S T</u> ²

Task-areas Ranked for Significant F-ratios
Between All Pairs of Groups

Table IX ranks the task-areas by descending order of significant F-ratios for each pair of groups. The numerator in each ratio indicates the group with the higher mean. The number of task-areas with significant F-ratios for each paired relationship is also given.

Summary of Significant F-ratios Between
Pairs of Groups for Task-areas

Table X corresponds to Table IX, and gives all significant F-ratios of paired groups for task-areas. It adds significant information for the interpretation of Table IX.

Distribution of Responses for Task-areas

Tables XI to XVI, pages 39 to 41, give the distribution of responses for each reference group by task-areas. The top number in each cell indicates the frequency and the number in parenthesis the percentage based on total responses of the group, including responses of 0. The tables also give the total and mean responses for each group, as well as the aggregate totals and percentages for each decision-point by task-areas. The means are based on responses 1 to 5 and do not include responses of 0.

Distribution of All Responses

Table XVII, page 42, the final summarizing table, has the same format as Tables XI to XVI. It gives the distribution and mean of all responses for each reference group as well as combined aggregates for all groups.

TABLE IX

TASK-AREAS RANKED FOR SIGNIFICANT F-RATIOS
BETWEEN ALL PAIRS OF GROUPS

General F-Rank	Task-Area	T/P	T/H	T/E	T/S	S/P	S/H	S/E	E/P	H/P	P/H	P/E
1	III Staff Personnel	2	1	1	1	1	1	1				
2	IV Pupil Personnel	5	2	2	5		2	2			1	1
3	VI Buildings and Transportation	1	4	5	3	2			1	1		
4	II Public Relations	4	3	3	6		3	3				
5	I Business and Finance	3	6	6	2							
6	V Curriculum	6	5	4	4							
	Total instances of significant differences	6	6	6	6	2	3	3	1	1	1	1

TABLE X

SUMMARY OF SIGNIFICANT F-RATIOS BETWEEN
PAIRS OF GROUPS FOR TASK-AREAS

Task- Area	T/ P	T/H	T/E	T/S	S/P	S/H	S/E	E/P	H/P	P/H	P/E
III	193.04	281.64	209.64	32.87	51.33	73.44	44.93				
IV	36.70	125.46	120.60	14.82		33.83	32.81			10.36	10.06
VI	199.25	71.74	47.14	18.41	29.36			22.29	11.82		
II	45.21	92.79	73.52	14.08		21.13	13.58				
I	46.18	59.68	36.32	24.85							
V	19.44	67.16	49.72	15.61							

TABLE XI

DISTRIBUTION OF RESPONSES FOR TASK-AREA I : BUSINESS AND FINANCE

Groups	N	Responses						\bar{X}
		0	1	2	3	4	5	
P	323	14 (4)	65 (20)	73 (23)	36 (11)	107 (33)	28 (9)	2.87
H	551	11 (2)	132 (24)	114 (21)	50 (9)	177 (32)	67 (12)	2.88
E	514	15 (3)	102 (20)	106 (21)	39 (8)	183 (36)	69 (13)	3.02
S	272	7 (3)	41 (15)	56 (21)	45 (17)	99 (36)	24 (9)	3.03
T	432	4 (1)	34 (8)	91 (21)	37 (9)	135 (31)	131 (30)	3.56
Totals	2,092	51 (2)	374 (18)	440 (21)	207 (10)	701 (34)	319 (15)	3.07

TABLE XII

DISTRIBUTION OF RESPONSES FOR TASK-AREA II: PUBLIC RELATIONS

Groups	N	Responses						\bar{X}
		0	1	2	3	4	5	
P	215	20 (9)	40 (19)	73 (34)	13 (6)	56 (26)	13 (6)	2.64
H	368	8 (2)	100 (27)	123 (33)	38 (10)	68 (18)	31 (8)	2.46
E	342	14 (4)	77 (23)	121 (35)	27 (8)	77 (23)	26 (8)	2.55
S	184	0	17 (9)	63 (34)	25 (14)	62 (34)	17 (9)	2.99
T	286	1 (0)	31 (11)	61 (21)	19 (7)	98 (34)	76 (27)	3.45
Totals	1,395	43 (3)	265 (19)	441 (32)	122 (9)	361 (26)	163 (12)	2.79

TABLE XIII

DISTRIBUTION OF RESPONSES FOR TASK-AREA III: STAFF PERSONNEL

Groups	N	Responses						
		0	1	2	3	4	5	\bar{X}
P	431	32 (7)	78 (18)	194 (45)	63 (15)	61 (14)	3 (1)	2.29
H	733	5 (1)	126 (17)	409 (56)	87 (12)	91 (12)	15 (2)	2.26
E	685	11 (2)	96 (14)	350 (51)	115 (17)	107 (16)	6 (1)	2.37
S	364	3 (1)	17 (5)	123 (34)	142 (39)	76 (21)	3 (1)	2.79
T	575	1 (0)	20 (3)	164 (29)	138 (24)	207 (36)	45 (8)	3.16
Totals	2,788	52 (2)	337 (12)	1,240 (44)	545 (20)	542 (19)	72 (3)	2.55

TABLE XIV

DISTRIBUTION OF RESPONSES FOR TASK-AREA IV: PUPIL PERSONNEL

Groups	N	Responses						
		0	1	2	3	4	5	\bar{X}
P	324	76 (23)	105 (32)	100 (31)	8 (2)	29 (9)	6 (2)	1.92
H	552	25 (5)	246 (45)	241 (44)	9 (2)	26 (5)	5 (1)	1.68
E	515	32 (6)	218 (42)	227 (44)	14 (3)	21 (4)	3 (1)	1.68
S	275	2 (1)	72 (26)	140 (51)	31 (11)	23 (8)	7 (3)	2.10
T	430	11 (3)	109 (25)	174 (40)	27 (6)	82 (19)	27 (6)	2.39
Totals	2,096	146 (7)	750 (36)	882 (42)	89 (4)	181 (9)	48 (2)	1.92

TABLE XV

DISTRIBUTION OF RESPONSES FOR TASK-AREA V: CURRICULUM

Groups	N	Responses						\bar{X}
		0	1	2	3	4	5	
P	216	57 (26)	36 (17)	69 (32)	12 (6)	42 (19)	0	2.38
H	366	27 (7)	88 (24)	171 (47)	26 (7)	48 (13)	6 (2)	2.15
E	343	16 (5)	62 (18)	179 (52)	36 (10)	46 (13)	4 (1)	2.24
S	183	6 (3)	16 (9)	101 (55)	27 (15)	33 (18)	0	2.44
T	288	7 (2)	28 (10)	116 (40)	24 (8)	102 (35)	11 (4)	2.83
Totals	1,396	113 (8)	230 (16)	636 (45)	125 (9)	271 (19)	21 (2)	2.39

TABLE XVI

DISTRIBUTION OF RESPONSES FOR TASK-AREA VI:
BUILDINGS AND TRANSPORTATION

Groups	N	Responses						\bar{X}
		0	1	2	3	4	5	
P	216	9 (4)	25 (12)	62 (29)	40 (19)	73 (34)	7 (3)	2.88
H	368	13 (4)	40 (11)	94 (26)	18 (5)	141 (38)	62 (17)	3.26
E	342	15 (4)	43 (13)	66 (19)	13 (4)	125 (37)	80 (23)	3.41
S	182	13 (7)	11 (6)	35 (19)	11 (6)	68 (37)	44 (24)	3.59
T	287	12 (4)	16 (6)	20 (7)	4 (1)	111 (39)	124 (43)	4.12
Totals	1,395	62 (4)	135 (10)	277 (20)	86 (6)	518 (37)	317 (23)	3.45

TABLE XVII
DISTRIBUTION OF ALL RESPONSES

Groups	N	Responses						\bar{X}
		0	1	2	3	4	5	
P	1,725	208 (12)	349 (20)	571 (33)	172 (10)	368 (21)	57 (3)	2.50
H	2,938	89 (3)	732 (25)	1,152 (39)	228 (8)	551 (19)	186 (6)	2.45
E	2,741	103 (4)	598 (22)	1,049 (38)	244 (9)	559 (20)	188 (7)	2.55
S	1,460	31 (2)	174 (12)	518 (35)	281 (19)	361 (25)	95 (7)	2.82
T	2,298	36 (2)	238 (10)	626 (27)	249 (11)	735 (32)	414 (18)	3.25
Totals	11,162	467 (4)	2,091 (19)	3,916 (35)	1,174 (11)	2,574 (23)	940 (8)	2.70

Distribution of Decision-item Responses

The interpretations in Chapter IV will be based primarily on the data tabulated in this chapter. However, the distribution of responses by decision-items is also important to assure correct inferences. Hence this information is given in Appendix C.

CHAPTER IV

INTERPRETATION OF DATA

In this chapter the data presented in the previous chapter are interpreted and applied to the general hypothesis:

There will be significant intergroup differences in the expectations of the five reference groups.

The data are then further applied to three questions:

1. At what level in the administrative hierarchy do the groups, relative to each other, place the primary responsibility?
2. How much relative intergroup consensus is there in each functional area?
3. How much primary responsibility do the groups, relative to each other, assign to each decision-point?

First, however, two matters pertinent to the interpretation of the data are discussed.

I. PRELIMINARY CONSIDERATIONS

Size of Samples

The samples surveyed consisted of fifty elementary principals, fifty high school principals and fifty trustees, randomly selected; all of the twenty-five superintendents in divisions included in this study; and thirty-six professors, the faculties of Educational Administration in the major universities in Western Canada and Ontario. Although this last group is not randomly selected the expectations of the sample may be considered relatively representative of professors in the Western Provinces.

The number and percentage of usable questionnaires returned by each group are given in Table XVIII.

TABLE XVIII
NUMBERS AND PERCENTAGES OF QUESTIONNAIRES RETURNED

Group	Number Returned	Percentage Returned
High School Principals	46	92
Superintendents	23	92
Elementary Principals	42	84
Professors	27	75
Trustees	36	72

In each case the size of the group and the percentage of returned questionnaires is considered adequate to make the statistical analyses relatively valid. However, differences between larger groups will tend to show slightly greater significance than between smaller groups. But this is not enough to affect the results appreciably. In every case all differences greater than the lowest significant difference were found significant.

Responses of Zero

Although responses of 0 were not a part of the basic design of this study, in some instances these have significant implications for interpretation. They are therefore discussed briefly.

Four per cent of the total responses were 0. Responses of 0 by groups are summarized in Table XIX.

The proportion of 0 responses was considerably higher for professors than for all other groups. Furthermore, these responses were

primarily in two task-areas: Curriculum (26 per cent) and Pupil Personnel (23 per cent). Table XX gives a percentage distribution of 0 responses of professors.

TABLE XIX
SUMMARY OF ZERO RESPONSES

Group	Number of 0 Responses	Percentage of 0 Responses
Professors	208	12
Elementary Principals	103	4
High School Principals	89	3
Trustees	36	2
Superintendents	31	2

TABLE XX
FREQUENCY DISTRIBUTION BY PERCENTAGES OF
ZERO RESPONSES OF PROFESSORS

Number of Items	Percentage of 0 Responses
14	10 - 20
3	20 - 30
4	30 - 40
0	40 - 50
3	50 - 60
1	60 +

Most of these decision-items were in the task-areas of Curriculum and Pupil Personnel. More than half of the 0 responses were given by four of the respondents. Also, three respondents constitutes more than 10 per cent of the total groups. Hence 10 per cent to 20 per cent of 0

responses does not necessarily represent a significant tendency among the professors. A number of them explained that their 0 responses meant teacher responsibility. In connection with this it is significant that all decision-items with a high percentage of 0 responses had relatively low response means. A high zero response by professors hence in most instances means that teachers are expected to have a major role in making decisions. It may thus be concluded that in the task-areas of Curriculum and Pupil Personnel, professors would assign substantially more decision-making responsibility to the teachers than would any of the other groups.

The foregoing discussion has two implications for the interpretation of the data:

1. A high percentage of zero responses by the professors tends to reduce the degree of intergroup differences.
2. It also tends to place their expectation mean too high in the administrative hierarchy.

This tendency applies primarily to professor responses, and mainly to two task-areas. Although it is important to note this tendency, the basic problem of this study, conflict among administrators concerning their respective roles, is not substantially affected by 0 responses. These responses simply exclude the respondent from participation in the problem; they mean that in the opinion of the respondent the decisions concerned are not primarily the responsibility of any of the three administrative positions under investigation.

II. SIGNIFICANT DIFFERENCES BETWEEN MEANS

This section is an analysis of the data with respect to the general hypothesis:

There will be significant intergroup differences in the expectations of the five reference groups.

Frequencies with which the hypothesis is supported are analysed at the general level and for all paired groups, both by task-areas and decision-items. Decision-items are not identified as these are individually treated in a later section. Also, all instances that support the hypothesis at the decision-item level are given in Tables I and II, pages 24 to 28. The discussion is organized by task-areas.

Differences Between Paired Groups

As indicated in Tables I and II, the analysis of variance showed significant differences for fifty-six of the sixty-four decision-items. However, for only fifty of these were significant differences found between any two groups. Differences for 162 of the 640 paired relationships were statistically significant. Of these, 125 (77 per cent) involved the trustees. Frequencies of significant differences between pairs are given in Table XXI, which is a summary of Table VII, page 34.

TABLE XXI

FREQUENCY OF SIGNIFICANT DIFFERENCES BETWEEN PAIRED GROUPS

Pair	Frequency	Pair	Frequency	Pair	Frequency
T/H	42	S/H	10	H/P	3
T/E	37	S/P	10	P/H	2
T/P	35	S/E	7	P/E	2
T/S	11			E/H	1
				E/P	2

Among the two principal groups and the professors there were significant differences for only ten of the 192 paired relationships. There was only one instance of a statistically significant difference between the two principal groups. Seventy per cent, or 114 of the significant differences occurred between these three groups and the trustees. It follows that professors, elementary principals and high school principals are essentially in agreement, but that their expectations as a composite group are basically in conflict with those of the trustees.

The superintendents were involved in significant differences between paired groups less than any other group. The thirty-eight instances involving them were distributed about evenly among the other three groups. They are a group by themselves, on some decision-items in conflict with the professors and principals and on some in conflict with the trustees.

Significant Differences by Task-areas

Each task-area was tested for significant intergroup differences by a comparison of all responses in the area. Analyses of variance showed significant differences between means for each of the six task-areas. However, between-pairs tests for two areas, Business and Finance, and Curriculum, showed differences only between the trustees on the one hand and the remaining four groups as a block on the other. In the following sections each task-area will be analysed separately for differences between mean expectations. All frequency tables in this section represent the groups with the lower means in columns, and those

with the higher means in rows.

Task-Area I: Business and Finance. As indicated above, there were no intergroup differences among professors, high school principals, elementary principals, and superintendents by comparison of total responses, according to Table VIII, page 36. This corresponds to the results by decision-items. Table XXII shows that for the twelve items in this task-area all significant differences involved the trustees.

TABLE XXII

FREQUENCIES AND PERCENTAGES OF SIGNIFICANT
DIFFERENCES BETWEEN PAIRED GROUPS FOR
TASK-AREA I: BUSINESS AND FINANCE

	P		H		E		S	
	f	%	f	%	f	%	f	%
T	7	58	7	58	5	42	5	42

In each case the mean response of the trustees was higher than that of the other groups. In this task-area trustees differed from professors and high school principals for slightly over half of the items, and from elementary principals and superintendents for slightly less than half of them.

Task-Area II: Public Relations. Again in this area, expectations of the trustees were significantly different from all other groups, in terms of total responses. Also, mean responses of superintendents were different from those of both groups of principals. Professors were statistically in agreement with principals and superintendents.

Distributions of significant differences between paired groups for the eight decision-items in this task-area are given in Table XXIII.

TABLE XXIII

FREQUENCIES AND PERCENTAGES OF SIGNIFICANT
DIFFERENCES BETWEEN PAIRED GROUPS FOR
TASK-AREA II: PUBLIC RELATIONS

	E		H		P	
	f	%	f	%	f	%
T	6	75	6	75	5	63
S	3	38	2	25	1	13
P	1	13	1	13		

Trustees differed from both groups of principals for 75 per cent of the items, and from professors for 63 per cent of them.

Task-Area III: Staff Personnel. Again there was no difference in total responses between the principals and the professors. However, the means of the trustees and superintendents were significantly different from those of the professors and both elementary and high school principals. The means of trustees and superintendents also differed significantly. This is supported by a comparison of differences between paired groups for the sixteen decision-items in this task-area, as given in Table XXIV. At this level the trustees and superintendents again disagreed with the other three groups. There are also two items with significant differences between trustees and superintendents. Expectations of the trustees differed from high school principals for 88 per cent of the items, and from professors and elementary principals

for 69 per cent of them.

TABLE XXIV

FREQUENCIES AND PERCENTAGES OF SIGNIFICANT
DIFFERENCES BETWEEN PAIRED GROUPS FOR
TASK-AREA III: STAFF PERSONNEL

	H		P		E		S	
	f	%	f	%	f	%	f	%
T	14	88	11	69	11	69	2	13
S	5	31	4	25	2	13		

Task-Area IV: Pupil Personnel. The trustees differed from all other groups and the superintendents differed from both groups of principals in total responses. More than 20 per cent of the responses of professors were 0. This means that expectations of the professors on the location of primary responsibility may also differ significantly from those of the superintendents, even though statistical tests did not show this. For the twelve decision-items in this task-area there was one instance of significant difference between the superintendents and each of the other four groups, and one case between the professors and each group of principals.

TABLE XXV

FREQUENCIES AND PERCENTAGES OF SIGNIFICANT
DIFFERENCES BETWEEN PAIRED GROUPS FOR
TASK-AREA IV: PUPIL PERSONNEL

	E		H		P		S	
	f	%	f	%	f	%	f	%
T	9	75	7	58	3	25	1	8
S	1	8	1	8	1	8		
P	1	8	1	8				

Expectation means of the trustees differed from elementary principals for 75 per cent of the items, and from high school principals for 58 per cent of them. They differed from professors for only 25 per cent of the decision-items.

Task-Area V: Curriculum. According to Table VIII, page 36, the only statistically significant differences for total responses in Curriculum were between the trustees and each of the other four groups. However, here again over 20 per cent of professor responses were 0. This means that in this task-area the difference between the actual expectations of the professors and superintendents may be significant, even though not statistically evident within the design of this study.

Analyses by decision-items show only twelve instances of significant differences between pairs for the eight items on this task-area.

TABLE XXVI

FREQUENCIES AND PERCENTAGES OF SIGNIFICANT
DIFFERENCES BETWEEN PAIRED GROUPS FOR
TASK-AREA V: CURRICULUM

	H		E		P		S	
	f	%	f	%	f	%	f	%
T	3	38	3	38	2	25	1	13
S	1	13	1	13				
E			1	13				

The frequency of between-pair differences in this task-area is relatively low. However, this task-area has the only item with a significant difference between the two groups or principals.

Task-Area VI: Buildings and Transportation. The pattern of significant differences between paired groups in this task-area is unique. Both trustees and professors differed from the other three groups as well as from each other at the task-area level. There are no significant differences among the superintendents and the two groups of principals at this level. This unique pattern is also evident in the distribution of differences for the eight decision-items in this task-area.

TABLE XXVII

FREQUENCIES AND PERCENTAGES OF SIGNIFICANT DIFFERENCES
BETWEEN PAIRED GROUPS FOR TASK-AREA VI:
BUILDINGS AND TRANSPORTATION

	P		H		E		S	
	f	%	f	%	f	%	f	%
T	7	88	5	63	3	38	2	25
S	4	50	1	13				
H	3	38						
E	2	25						

For 88 per cent of the items there were significant differences between trustees and professors, for 63 per cent between trustees and high school principals, and for 50 per cent between superintendents and professors.

Summary

1. For fifty of the sixty-four items there were statistically significant differences between mean expectations of paired groups. Of these, 77 per cent involved the trustees; 70 per cent were between the trustees on one hand and principals and professors on the other. There

were very few significant intergroup differences among principals and professors.

2. Statistical tests at the task-area level showed differences in each area. For each task-area trustee expectations were different from every other group. In Buildings and Transportation the professors also differed from every other group. In the other five areas the professors did not differ significantly from the principals. The professors disagreed with the superintendents also in Staff Personnel. The expectations of the superintendents differed from those of both elementary and high school principals in the areas of Staff Personnel, Pupil Personnel, and Public Relations.

3. In five task-areas more than 50 per cent of the trustee means were significantly different from at least two other groups.

TABLE XXVIII

PERCENTAGES GREATER THAN FIFTY OF SIGNIFICANT DIFFERENCES
BETWEEN MEANS OF TRUSTEES AND OTHER GROUPS

Other Group	Task-Areas					
	I	II	III	IV	VI	f
H	58	75	88	58	63	5
P	58	63	69		88	4
E		75	69	75		3

High school principals differed from trustees most frequently in the area of Staff Personnel (III), professors most frequently in Buildings and Transportation (VI), and elementary principals most frequently in Public Relations (II) and Pupil Personnel (IV). Public Relations (II)

was a close second for high school principals, and Staff Personnel (IV) a close third for elementary principals.

III. RELATIVE ADMINISTRATIVE LEVELS OF GROUP EXPECTATIONS

In this section the data presented in Chapter III will be applied to answer the question:

At what level in the administrative hierarchy do the groups, relative to each other, place the primary responsibility?

The data applicable to this question are summarized in Table VI, page 33.

Expectations are ranked by means.

General Ranked Levels

For fifty-six (88 per cent) of the sixty-four items the expectations of the trustees ranked fifth, or highest in administrative level. The superintendents ranked fourth, or second highest for forty-six (72 per cent) of the sixty-four decision-items. In 179 (93 per cent) of the cases the principals and professors held the three lowest rank positions distributed as follows:

TABLE XXIX

DISTRIBUTION OF PROFESSOR AND PRINCIPAL GROUP
MEANS IN THREE LOWEST RANK POSITIONS

Groups	Rank Positions		
	1	2	3
P	30	11	16
H	24	21	19
E	11	27	20

There was a marked tendency for expectations of the trustees to be located at the highest administrative level, closest to their own position, and those of the principals and the professors at the lowest level, with superintendents' expectations between the two extremes.

Ranked Levels of Expectations by Task-areas

Task-Area I: Business and Finance. Trustee expectations ranked highest for all of the twelve items in this task-area. Professors ranked lowest for eight of the decision-items. High school principals ranked second and elementary principals third for six items, and the superintendents ranked fourth for seven items. There were a few marked departures from the general tendency in the area of Business and Finance. For two items, (1) procedure for issuing texts and (2) consolidation of schools, the professors ranked fourth. Both were items with no statistically significant differences. For three items the superintendents ranked lowest: (1) selection of suitable school sites, (2) boundaries of attendance areas (tied with professors for lowest mean), and (3) consolidation of schools (this item had no significant differences). All three items had over-all mean responses greater than 4.00. In each case then, the superintendents assigned more responsibility to their own position than the other groups did. In two items (1) agenda for school board meetings, and (2) procedure for issuing texts, the superintendents ranked second. Both of these items had no significant between-pair differences. Elementary principals ranked fourth for three decision-items: (1) selection of school sites, (2) boundaries of attendance areas, and (3) agenda for school board meetings. All of

these by consensus of the respondents are not of primary concern to the principals. Mean expectations and corresponding group ranks for Business and Finance are given in Table XXX.

TABLE XXX

GROUP RANKS AND MEANS FOR TASK-AREA I:
BUSINESS AND FINANCE

Groups	P	H	E	S	T	Total
Ranks	1	2	3	4	5	
Means	2.87	2.88	3.02	3.03	3.56	3.07

Task-Area II: Public Relations. Trustee and superintendent means ranked fifth and fourth, respectively, for seven of the eight items on Public Relations. There was no significant tendency in the distribution of the first three rank positions among the principals and professors. There is only one apparently significant departure from the general tendency. For item 51, reporting pupil progress to parents, the professors ranked fifth. However, for two reasons the significance of this rank position is doubtful: (1) 22 per cent of the professor responses were 0, (2) this item had no statistically significant differences between paired groups. Group ranks and means for Public Relations are given in Table XXXI.

Task-Area III: Staff Personnel. For fourteen of sixteen decision-items in the area of Staff Personnel trustees ranked fifth; for twelve, superintendents ranked fourth. The lowest three rank positions were again fairly generally distributed among the principals and professors,

with a tendency for elementary principals to rank higher than the other two groups. There were only two marked departures from the normal pattern. Elementary principals ranked fourth on the selection of supervisory and consultative personnel, and professors ranked fourth on orientation activities for new staff members. In each case the superintendents ranked third. On the selection of supervisory and consultative personnel, the difference between the superintendents and elementary principals was statistically significant. Group ranks and means for Staff Personnel are given in Table XXXII.

TABLE XXXI

GROUP RANKS AND MEANS FOR TASK-AREA II:
PUBLIC RELATIONS

Groups	H	E	P	S	T	Total
Ranks	1	2	3	4	5	
Means	2.46	2.55	2.68	2.99	3.45	2.79

TABLE XXXII

GROUP RANKS AND MEANS FOR TASK-AREA III:
STAFF PERSONNEL

Groups	H	P	E	S	T	Total
Ranks	1	2	3	4	5	
Means	2.26	2.29	2.37	2.79	3.16	2.55

Task-Area IV: Pupil Personnel. Expectations of trustees held the highest positions for nine (75 per cent) of the twelve items, a lower percentage than for any other task-area. Superintendent

expectations held fourth position for eight items. The three lowest rank-positions were again well distributed among the other three groups, with a tendency for principal expectations to be lower than those of the professors. The significance of this tendency is in doubt, because 23 per cent of the professor responses in this task-area were 0. For one item (practices for assigning homework) the professors ranked fourth, and for one item (content of cumulative records) fifth. However, these expectations may not be considered significant since their 0 responses for these two items were 63 per cent and 22 per cent respectively. Group ranks and means for Pupil Personnel are given in Table XXXIII.

TABLE XXXIII
GROUP RANKS AND MEANS FOR TASK-AREA IV:
PUPIL PERSONNEL

Groups	H	E	P	S	T	Total
Ranks	1	1	3	4	5	
Means	1.68	1.68	1.92	2.10	2.39	1.92

Task-Area V: Curriculum. For the eight decision-items in this area trustees had the highest mean in seven cases, superintendents had second highest mean six times, and high school principals had the lowest mean for six items. Rank positions 2 and 3 were about evenly divided between elementary principals and professors. However, the expectations of the professors are probably at a lower administrative level than the rank distribution of means indicates, as 26 per cent of their responses on Curriculum items were 0. This may explain why they ranked lowest

for only one item. Group ranks and means for Curriculum are given in Table XXXIV.

TABLE XXXIV
GROUP RANKS AND MEANS FOR TASK-AREA V: CURRICULUM

Groups	H	E	P	S	T	Total
Ranks	1	2	3	4	5	
Means	2.15	2.24	2.38	2.44	2.83	2.39

Task-Area VI: Buildings and Transportation. Trustees had the highest mean expectations for seven of the eight decision-items on Buildings and Transportation. Superintendents ranked fourth six times and professors ranked lowest six times. Positions 2 and 3 were divided between the two principal groups. There were only a few departures from the normal pattern. Professors were tied with trustees for highest rank position on student behaviour required on school buses. This was however an item with no significant differences among means. Elementary principals ranked fourth on educational specifications for buildings. In both of the above items superintendents ranked second. Group ranks and means for Buildings and Transportation are given in Table XXXV.

TABLE XXXV
GROUP RANKS AND MEANS FOR TASK-AREA V:
BUILDINGS AND TRANSPORTATION

Groups	P	H	E	S	T	Total
Ranks	1	2	3	4	5	
Means	2.88	3.26	3.41	3.59	4.12	3.45

Summary

1. The expectation means of the trustees ranked highest in administrative level for 88 per cent of the decision-items and for all task-areas. Superintendents ranked second highest for 72 per cent of the decision-items and for all task-areas.

2. The three lowest rank positions for decision-items were shared approximately equally by the expectation means of the principals and professors. The expectations of both principal groups ranked lower than the professors in three task-areas: (1) Public Relations, (2) Pupil Personnel, and (3) Curriculum. However, in each of (2) and (3) more than 20 per cent of the professor responses were 0. Interpreting these as teacher responsibilities would place professor expectations in both of these task-areas at a lower level than those of the principals. For Staff Personnel, only the expectations of the high school principals ranked lower than those of the professors.

3. For two task-areas, (1) Business and Finance, and (2) Buildings and Transportation, the expectation means of the professors ranked lowest, in the latter task-area substantially lower than all other group means.

4. Group means and ranks for all decision-items are summarized in Table XXXVI. This does not include the 208 (12 per cent) 0 responses of the professors, which generally may be interpreted as referring to teachers.

5. The general pattern of rank distributions is as follows: the three lowest positions are shared by the principals and professors, the

fourth is held by superintendents, and trustees place expectations relatively at the highest administrative level. Marked departures from this pattern usually do not involve statistically significant relationships.

TABLE XXXVI

GROUP RANKS AND MEANS FOR ALL DECISION-ITEMS

Groups	H	P	E	S	T	Total
Ranks	1	2	3	4	5	
Means	2.45	2.50	2.55	2.82	3.25	2.70

6. The rank positions of each group for all decision-items are given in Tables I, II, and III, pages 24 to 29.

IV. RELATIVE INTERGROUP DISAGREEMENT IN FUNCTIONAL AREAS

This section is concerned with answering the following question:

How much relative intergroup consensus is there in each functional area?

This question was applied both to decision-items and task-areas. Intergroup disagreement was analysed and ranked in terms of F-ratios at the general level and for all paired groups.

Complete data for all functional areas are given in the following tables:

1. Tables I, II, and III, pages 24 to 29--general intergroup ranks of decision-items.
2. Table VII, pages 34 and 35--ranks of decision-items by paired groups.

3. Table VIII, page 36--general intergroup ranks of task-areas.
4. Tables IX and X, page 38--ranks of task-areas by paired groups.
5. Table IV, page 30--quartile distribution of decision-items by task-areas.

This section does not discuss all the data in detail, but rather points out, for each relationship, the areas of greatest disagreement. At the general level and for each pair of groups, respectively, the sixteen decision-items with most disagreement are listed. However, the lists are limited to items with statistically significant differences for any pair of groups with less than sixteen such items. Task-areas are organized by decreasing order of general F-ratios, and ranked for each paired group. Decision-items are listed for respective task-areas by decreasing order of F-ratios in each relationship.

Task-Area III: Staff Personnel

Staff Personnel ranked highest in general intergroup differences, with an F-ratio of 84.20. This task-area also ranked first in six paired groups and second in one pair of groups. Ranks and F-ratios of this task-area for over-all differences between paired groups are given in Table XXXVII.

TABLE XXXVII

RANKS AND F-RATIOS OF TASK-AREA III FOR PAIRED GROUPS

Paired Groups	T/P	T/H	T/E	T/S	S/P	S/H	S/E
Rank	2	1	1	1	1	1	1
F-ratio	193.04	281.64	209.64	32.87	51.33	73.44	44.93

F-ratios for T/H and T/E in Staff Personnel are approximately twice as large as the ratios for Pupil Personnel, which ranked second in these relationships. The lists that follow give all decision-items on Staff Personnel that rank among the top sixteen in disagreement in the respective group relationships and were statistically significant.

Staff Personnel items with greatest general disagreement:

1. Assignment of teachers to courses
2. Selection of teachers for employment
3. Retention and dismissal of teachers
4. Selection of vice-principals
5. Duties of professional assistants
6. In-service activities

Staff Personnel items with greatest disagreement between trustees and professors:

1. Selection of teachers for employment
2. Assignment of teachers to courses
3. Duties of professional assistants
4. Selection of vice-principals
5. Transfer of teachers
6. Selection of supervisors

Staff Personnel items with greatest disagreement between trustees and high school principals:

1. Assignment of teachers to courses
2. Retention and dismissal of teachers
3. Selection of teachers for employment
4. In-service activities
5. Selection of vice-principals
6. Duties of professional assistants

Staff Personnel items with greatest disagreement between trustees and elementary principals:

1. Retention and dismissal of teachers
2. Selection of teachers for employment
3. Duties of professional assistants
4. Selection of vice-principals
5. In-service activities
6. Evaluation of teacher performance
7. Assignment of teachers to courses

Staff Personnel items with greatest disagreement between trustees and superintendents:

1. Selection of teachers for employment
2. Selection of supervisors

Staff Personnel items with greatest disagreement between superintendents and professors:

1. Assignment of teachers to courses
2. Selection of teachers for employment
3. Duties of professional assistants
4. Selection of vice-principals

Staff Personnel items with greatest disagreement between superintendents and high school principals:

1. Assignment of teachers to courses
2. Promotion of teachers
3. Selection of vice-principals
4. Retention and dismissal of teachers
5. Reporting on teachers

Staff Personnel items with greatest disagreement between superintendents and elementary principals:

1. Retention and dismissal of teachers
2. Selection of vice-principals

There were no Staff Personnel items with significant intergroup disagreement among the two groups of principals and professors. Professors and principals disagree most strongly and most frequently with the trustees and superintendents on Staff Personnel, especially with reference to selection and placement of teachers. On the selection of supervisory personnel and the definition of their duties there is also strong disagreement. Marked disagreement is evident between trustees and superintendents on the selection of teachers and supervisors.

Task-Area IV: Pupil Personnel

The task-area of Pupil Personnel ranked second in general

disagreement, with an F-ratio of 32.17. It ranked second in four paired groups and fifth in two.

TABLE XXXVIII

RANKS AND F-RATIOS OF TASK-AREA IV FOR PAIRED GROUPS

Paired Groups	T/P	T/H	T/E	T/S	S/H	S/E	P/H	P/E
Rank	5	2	2	5	2	2	1	1
F-ratio	36.70	125.46	120.60	14.82	33.83	32.81	10.36	10.06

Again F-ratios for T/H and T/E are markedly higher than for the task-area next in rank.

Pupil Personnel items with greatest general disagreement:

1. Expulsion of individual students
2. Serious discipline problems

Pupil Personnel items with greatest disagreement between trustees and high school principals:

1. Extra-curricular activities
2. Serious discipline problems

Pupil Personnel items with greatest disagreement between trustees and elementary principals:

1. Serious discipline problems
2. Student health and safety

The following seven paired groups each had one Pupil Personnel item, as indicated, that ranked in the top quartile and had statistically significant disagreement:

1. Trustees and professors--serious discipline problems
2. Trustees and superintendents--student health and safety

3. Superintendents and professors--promotion of individual students
4. Superintendents and elementary principals--expulsion of individual students
5. Superintendents and high school principals--expulsion of individual students
6. Professors and elementary principals--expulsion of individual students
7. Professors and high school principals--expulsion of individual students

The fact that relatively few items with a high level of disagreement involve the professors may be related to the 23 per cent 0 responses by them in this task-area. Professors and principals disagree strongly with the trustees on serious discipline problems, and professors and superintendents disagree relatively strongly with the principals on expulsion of students.

Task-Area VI: Buildings and Transportation

This task-area ranks a very close third to Pupil Personnel in general disagreement, with an F-ratio of 31.96. It ranks highest in disagreement between trustees and professors. It is the only task-area in which there is meaningful disagreement between the professors and both groups of principals in over-all expectations.

TABLE XXXIX

RANKS AND F-RATIOS OF TASK-AREA VI FOR PAIRED GROUPS

Paired Groups	T/P	T/H	T/E	T/S	S/P	E/P	H/P
Rank	1	4	5	3	2	1	1
F-ratio	199.25	71.74	47.14	18.41	29.36	22.29	11.82

Buildings and Transportation items with greatest general disagreement:

1. Selection of non-professional staff
2. Definition of non-professional duties
3. Performance of non-professional staff

Buildings and Transportation items with greatest disagreement between trustees and professors:

1. Selection of non-professional staff
2. Definition of non-professional duties
3. Performance of non-professional staff
4. Organizing pupil transportation

Buildings and Transportation items with greatest disagreement between superintendents and professors:

1. Selection of non-professional staff
2. Definition of non-professional duties
3. Performance of non-professional staff
4. Organizing pupil transportation

Buildings and Transportation items with greatest disagreement between high school principals and professors:

1. Selection of non-professional staff
2. Definition of non-professional duties
3. Organizing pupil transportation

Buildings and Transportation items with greatest disagreement between elementary principals and professors:

1. Selection of non-professional staff
2. Definition of non-professional duties

Buildings and Transportation items with greatest disagreement between trustees and superintendents:

1. Specifications of buildings
2. Selection of furniture

Three paired groups had one item each in this task-area that ranked in the top quartile and had statistically significant disagreement:

1. Trustees and high school principals--selection of furniture

2. Trustees and elementary principals--performance of non-professional staff
3. Superintendents and high school principals--performance of non-professional staff

The selection and definition of duties of non-professional staff are the two items with greatest disagreement between the professors and each other group. Performance of non-professional staff in two instances is one of the items with a high level of disagreement. In the management of non-professional personnel there seems to be a definite split between the expectations of professors and all of the local administrative groups.

Task-Area II: Public Relations

Public Relations ranks fourth in general disagreement, with an F-ratio of 24.41. Significant differences in over-all responses between paired groups are ranked in Table XL.

TABLE XL

RANKS AND F-RATIOS OF TASK-AREA II FOR PAIRED GROUPS

Paired Groups	T/P	T/H	T/E	T/S	S/H	S/E
Ranks	4	3	3	6	3	3
F-ratios	45.21	92.79	73.52	14.08	21.13	13.58

Public Relations items with greatest general disagreement:

1. Release of local news items
2. Participation in community projects
3. Increasing community understanding in curricular developments

Public Relations items with greatest disagreement between trustees and elementary principals:

1. Increasing community understanding of curricular developments
2. Complaints from parents
3. Adult education courses
4. Participation in community projects
5. Release of local news items

Public Relations items with greatest disagreement between superintendents and elementary principals:

1. Release of local news items
2. Complaints from parents
3. Participation in community projects

The following three paired groups each had two items on Public Relations that ranked in the top quartile for significant disagreement.

Trustees and professors:

1. Release of local news items
2. Adult education courses

Trustees and high school principals:

1. Participation in community projects
2. Increasing community understanding of curricular developments

Superintendents and high school principals:

1. Participation in community projects
2. Release of local news items

Three paired groups had one item each that ranked in the greatest-disagreement category:

1. Superintendents and professors--release of local news items
2. Professors and high school principals--participation in community projects
3. Professors and elementary principals--participation in community projects

There is a relatively high level of disagreement between the principals (especially elementary principals) on one hand and the superintendents and trustees (especially trustees) on the other, in the areas of community involvement and dissemination of information. Five of the eight items in this task-area rated high in disagreement between trustees and elementary principals.

Task-Area I: Business and Finance

The task-area of Business and Finance ranks fifth in general disagreement. The F-ratio is 16.24. Over-all disagreement is evident only between the trustees and each of the other groups.

TABLE XLI

RANKS AND F-RATIOS OF TASK-AREA I FOR PAIRED GROUPS

Paired Groups	T/P	T/H	T/E	T/S
Ranks	3	6	6	2
F-ratios	46.18	59.58	36.32	24.82

There is only one item in this task-area that ranks in the top quartile in general disagreement: instructional aids to be included in budget.

Business and Finance items with greatest disagreement between trustees and superintendents:

1. Instructional aids to be included in budget
2. Selection of school sites
3. Use of multipurpose areas
4. Financial assistance for in-service attendance
5. Attendance boundaries

Business and Finance items with greatest disagreement between trustees and high school principals:

1. Instructional aids to be included in budget
2. Use and care of equipment
3. Use of multipurpose areas

Business and Finance items with greatest disagreement between trustees and elementary principals:

1. Instructional aids to be included in budget
2. Use and care of equipment

Business and Finance items with greatest disagreement between trustees and professors:

1. Instructional aids to be included in budget
2. Use of multipurpose areas

Disagreement between trustees and superintendents ranked high for five of the twelve items in this task-area. Trustees disagreed strongly with the principals and professors in educational matters primarily. Trustees showed a high level of disagreement with all other groups on instructional aids to be included in the budget. Equipment and multipurpose areas are two other items of conflict. There is no item with a high level of intergroup disagreement among professors, superintendents and principals.

Task-Area V: Curriculum

Curriculum ranks lowest in general intergroup disagreement, with an F-ratio of 14.98. Again, at the task-area level all significant disagreement is between the trustees and each of the other groups.

This task-area also has only one item that ranks in the top quartile in general intergroup disagreement: selection of optional subjects. There were two items with a high level of disagreement between

trustees and high school principals:

1. Selection of optional subjects
2. Programs to be offered

Selection of optional subjects ranked high in disagreement between four other paired groups: (1) trustees and professors, (2) trustees and elementary principals, (3) trustees and superintendents, and (4) elementary principals and high school principals. That is, all groups disagreed strongly with the trustees on this item, especially high school principals and superintendents.

Daily lesson planning ranks high in conflict between the superintendents and principals. The superintendent sees his own role as more prominent here.

TABLE XLII

RANKS AND F-RATIOS OF TASK-AREA V FOR PAIRED GROUPS

Paired Groups	T/P	T/H	T/E	T/S
Ranks	6	5	4	4
F-ratios	19.44	67.16	49.72	15.61

Summary

1. There was much greater intergroup conflict in Staff Personnel than in any other task-area. Disagreement was very strong between the principals and professors as opposed to the trustees and superintendents. This area also ranked highest in disagreement between trustees and superintendents. Serious conflict tended to involve selection, retention

and dismissal of staff, as well as assignment of duties.

2. Pupil Personnel ranked second in general intergroup disagreement. Conflict was especially strong between the principals and the trustees. Disagreement between superintendents and principals also ranked high. Strongest conflict centered on serious discipline problems and expulsion of students.

3. In the task-area of Buildings and Transportation the professors disagreed notably with all other groups, and especially with the trustees. Disagreement was most intense in the selection of non-professional staff, the definition of their duties, and evaluation of their performance. Conflict was also strong concerning the organization of pupil transportation. There was marked disagreement between trustees and superintendents on the specifications of buildings and the selection of furniture.

4. Strong disagreement in Public Relations occurred most frequently in release of news items, methods of informing the public, and participation in community projects. This was most evident between trustees and elementary principals. However, all principals as a group were in conflict with both trustees and superintendents.

5. The highest conflict-rank for Business and Finance was between trustees and superintendents. Between these groups only Staff Personnel ranked higher. There was strong disagreement in budgeting for instructional aids, financial assistance for in-service education, selection of school sites, and attendance boundaries, as well as in use

of multipurpose areas. Budgeting for instructional aids and use and care of equipment were also key areas of conflict between the principals and trustees.

6. Disagreement in the task-area of Curriculum, was minimal. However, the trustees differed notably from all other groups (especially the high school principals and superintendents) on the selection of optional subjects to be offered. High school principals also disagreed strongly with trustees on programs to be offered. Daily lesson planning ranked high in conflict between superintendents and principals.

V. DISTRIBUTION OF PRIMARY RESPONSIBILITY BY DECISION-POINTS

This final section of Chapter IV is concerned with the question:

How much primary responsibility do the groups relative to each other assign to each decision-point?

Answers to this question are given for total responses as well as for each task-area. The data for these two levels respectively are given in Table XVII, page 42, and Tables XI to XVI, pages 39 to 41.

Distribution of Total Responses

Fifty-four per cent of the responses of professors and 58 per cent to 60 per cent of the responses of each of the other groups were 2 or 4. Trustees chose 4 slightly more often than 2 and all other groups selected 2 substantially more frequently than 4. Each group of local administrators assigned primary responsibility to its own position about twice as often as each of the other groups, with two

exceptions. Professors selected 1 almost as often as the principals did and 5 only one-sixth as often as the trustees did. As indicated earlier, 12 per cent of the professor responses were 0.

Distribution by Task-areas

Business and Finance. In this area 31 per cent to 36 per cent of the responses for each group were 4; 21 per cent to 23 per cent were 2; and 1 per cent to 4 per cent were 0. Trustees and superintendents chose 1 substantially less often than the principals and professors did. Trustees selected 5 about three times as often as each other group did. Superintendents and professors chose 5 less often (9 per cent) than did the other three groups.

Public Relations. About 60 per cent of the responses of each group were 2 or 4, the trustees choosing 2 substantially less frequently and the trustees and superintendents choosing 4 substantially more often than the other groups. Each group, especially the trustees, chose its own position more often than all other groups did.

Staff Personnel. Choices of 2 were relatively high (44 per cent), and choices of 5 were low (3 per cent). More than 50 per cent of the principal responses were 2, as were 45 per cent of the professor responses, 34 per cent of the superintendent responses, and 29 per cent of the trustee responses. A plurality of trustee responses was 4, and a plurality of superintendent responses was 3. Each group selected its own position more frequently, except that professors chose 1 more often than the principals did.

Pupil Personnel. Most of the responses were 1 and 2. Trustees and superintendents chose 2 about twice as often as 1. The other groups divided the responses about evenly. Few responses of 3, 4, or 5 were given except that 19 per cent of the trustee responses were 4. As indicated earlier, 23 per cent of the professor responses were 0.

Curriculum. Twenty-six per cent of the professor responses, as previously stated, were 0. All groups responded with 2 most frequently, professors being lowest (32 per cent) and superintendents highest (55 per cent). Each group again chose its own position more frequently than all other groups. There were hardly any responses of 5. Professors and superintendents chose 4 more often than principals, and trustees selected it twice as frequently as the professors and superintendents.

Buildings and Transportation. The plurality response for each group was 4, except for the trustees, who selected 5 more often than 4. Superintendents and elementary principals chose 5 a little more often than 2. Professors chose 2 more often than any other group and 3 about four times as frequently as other groups. Trustees selected 3 only a few times and professors chose 5 only a few times.

Summary of distribution by task-areas. Percentage distributions of total responses by task-areas are given in Table XLIII.

Distribution by Decision-items

Distribution of responses by decision-items will not be discussed in this report. However, the distributions are given in Appendix C. Consulting this table may be helpful for a complete understanding of the nature of the conflict in each decision-item. For example, for

the first item, selection of non-professional staff, 81 per cent of the trustees chose the response of 5, whereas only 6 per cent of the high school principals and 4 per cent of the professors chose this response, but 30 per cent of the professors responded with 4, and 37 per cent with 3. Similarly the exact nature of the disagreement may be derived for each decision-item.

TABLE XLIII
PERCENTAGE DISTRIBUTION OF TOTAL
RESPONSES BY TASK-AREAS

	0	1	2	3	4	5	Response Mean
Business and Finance	2	18	21	10	34	15	3.07
Public Relations	3	19	32	9	26	12	2.79
Staff Personnel	2	12	44	20	19	3	2.55
Pupil Personnel	7	36	42	4	9	2	1.92
Curriculum	8	16	45	9	19	2	2.39
Buildings and Transporta- tion	4	10	20	6	37	23	3.45
Total	4	19	35	11	26	8	2.70

Summary Analysis by Administrative Positions

Shared responsibility. For every task-area more than half of the respondents expected primary responsibility to be shared by two positions. The task-areas of Staff Personnel, Curriculum, and Pupil Personnel each had primary responsibility assigned to superintendents and principals together by almost half of the responses. For Business and Finance, and for Buildings and Transportation each group more frequently expected the superintendents and trustees to share the

primary responsibility. For Staff Personnel, principals, professors, and superintendents expected the principals and the superintendents to share the responsibility more frequently, while the trustees expected the superintendents and trustees to share the responsibility more often. The pattern for Public Relations was the same except that superintendents expected to share the responsibility with principals and trustees equally often.

Trustee position. With the exceptions of Business and Finance (15 per cent), Public Relations (12 per cent), and Buildings and Transportation (23 per cent), very little primary responsibility was assigned to the trustee position. Professors assigned hardly any (3 per cent) responsibilities to the trustees (3 per cent in Buildings and Transportation, 9 per cent in Business and Finance, and 6 per cent in Public Relations), while trustees assigned a plurality (43 per cent) to their own position in Buildings and Transportation, 30 per cent in Business and Finance, and 27 per cent in Public Relations.

Superintendent position. With the exception of Staff Personnel (20 per cent) relatively little primary responsibility (11 per cent) was assigned to the superintendent position, especially in Pupil Personnel (4 per cent) and Buildings and Transportation (6 per cent). In most instances principals, professors and trustees assigned about the same amount of primary responsibility to this position. However, in Staff Personnel the trustees expected superintendents to assume considerably more primary responsibility (24 per cent) than the other groups did, and in Buildings and Transportation trustee expectations were

relatively lower (1 per cent) and professor expectations higher (19 per cent) for this position.

Principal position. This position rated a relatively high portion of expectations in most task-areas.

TABLE XLIV

PERCENTAGES OF RESPONSES OF ONE BY TASK-AREAS

Task-Area	Percentage
Pupil Personnel	36
Public Relations	19
Business and Finance	18
Curriculum	16
Staff Personnel	12
Buildings and Transportation	10

Trustees and superintendents assigned substantially less responsibility to the principals than the other three groups did. This was true in all task-areas, and especially in Staff Personnel, where they respectively assigned 3 per cent and 5 per cent to this position.

Teacher position. Twelve per cent of the professor responses were 0, with 23 per cent in Pupil Personnel and 26 per cent in Curriculum. As indicated earlier, most of these responses may be interpreted as assigning primary responsibility to teachers. Thus, although this problem was not a part of the basic purpose of the study, it is evident and significant that professors expected teachers to have more responsibility for decision-making in Curriculum and Pupil Personnel than any of the other groups did.

Expectations relative to respondents' own positions. With two exceptions, each group assigned substantially more primary responsibility to its own position than all other groups did. There was little difference between professors and principals with respect to the position of the principals, and for Buildings and Transportation, professors assigned considerably more responsibility to the superintendents than the superintendents did.

Chapter Conclusion

In this chapter the data was first applied to the general hypothesis, to identify the areas of statistically significant intergroup disagreement. It was then analysed in greater detail and applied to three questions to determine in which functional areas and between which groups there was a high degree of conflict, and to discover the exact nature of the differences between the expectations of the reference groups. Summaries of findings were given at the end of the respective sub-sections, and hence will not be repeated here.

CHAPTER V

SUMMARY AND CONCLUSION

I. SUMMARY OF THE STUDY

This study compared the views of principals, superintendents, and trustees in the new unitary school divisions, to uncover areas of disagreement on the distribution of responsibility for administrative decisions. Their views were also compared with those of university professors of School Administration.

A questionnaire with sixty-four decision-items was designed for the study. The decision-items were categorized into six task-areas: (1) Business and Finance, (2) Public Relations, (3) Staff Personnel, (4) Pupil Personnel, (5) Curriculum, and (6) Buildings and Transportation. Respondents indicated on a five-point scale who in their opinion should have the primary responsibility to make the decisions in each item. The alternatives were (1) principal(s), (2) principal(s) and superintendent cooperatively, (3) superintendent, (4) superintendent and trustees cooperatively, and (5) trustees. Respondents were allowed to opt out by a response of 0 where the primary responsibility in their opinion did not belong to any of the above three administrative positions.

The instrument was completed by forty-six high school principals, forty-two elementary principals, and thirty-six trustees, randomly selected, as well as twenty-three of the twenty-five superintendents

from divisions included in the study, and twenty-seven professors.

Task-areas and decision-items with significant between-group differences were identified by analysis of variance. The Scheffé method was then used to test the means of paired groups for significant differences. General and between-pairs F -ratios, as well as group means were ranked, and distributions tabulated, to determine more specifically the nature and extent of disagreement in the areas of conflict. In every instance the responses of principals, superintendents and trustees were compared also with those of the professors.

The data were analysed in terms of one general hypothesis and three questions:

General hypothesis: There will be significant intergroup differences in the expectations of the five groups.

Question 1: At what level in the administrative hierarchy do the groups relative to each other place the primary responsibility?

Question 2: How much relative intergroup consensus is there in each functional area?

Question 3: How much primary responsibility do the groups relative to each other assign to each decision-point?

II. SUMMARY OF THE MAJOR FINDINGS

Since the basic purpose of this study was to identify areas of conflict, the summary of major findings is organized so as to present the chief areas of conflict as clearly as possible. A full understanding of any one area of conflict may involve the hypothesis as well as all three questions. Therefore, these are not discussed separately

in this section. Instead, all major findings that relate to a particular area of conflict are combined for an integrated presentation.

1. There was very little disagreement between elementary principals and high school principals on the distribution of responsibilities for administrative decisions.

2. Professors were generally in agreement with the principals.

3. Trustees disagreed with the principals and professors in most areas, and often the disagreement was very strong.

4. Superintendents disagreed with the trustees on the one hand, and with the principals and professors on the other, about equally often. The disagreement was usually less intense than between the trustees and the other three groups.

5. Principals and professors expected decisions to be made closer to the source of the problem than superintendents did, and superintendents in turn expected them to be made closer to the source than trustees did.

6. Principals, superintendents, and trustees, as groups, each wanted more authority for their own position than the other groups were willing to give them.

7. Professors assigned about as much responsibility for decisions to the principals as the principals themselves did, but less to the trustees than the trustees believed they should have.

8. There was a high level of agreement among all groups that for most areas decision-making should be shared about equally by more

than one group. Trustees favoured superintendents and trustees sharing the responsibility, while the other groups expected principals and superintendents to share more responsibility.

9. Superintendents seem to be caught in a power struggle between principals and trustees. Both groups expected him to share more responsibility with them than with the other group, and neither principals nor trustees allowed him a high degree of authority for decision-making.

10. Principals wanted notably more independence in the area of Public Relations than either trustees or superintendents were prepared to give them. Conflict was particularly evident in matters of community involvement and informing the public on educational developments. Here professors tended to agree with superintendents and trustees in assigning more responsibility to higher administrative levels.

11. Trustees and superintendents expected trustees to be more involved in decisions on serious discipline problems than principals did. On expulsion of students, professors agreed with the trustees and superintendents.

12. Superintendents and trustees tended to disagree primarily in the area of Business and Finance, but also on Buildings and Transportation. Conflict involved such items as selection of school sites and attendance areas, budgeting for instructional supplies, financial assistance for in-service sessions, specifications of buildings and selection of furniture.

13. Professors believed that in the areas of Curriculum and Pupil Personnel much more authority should be given to teachers than local administrators thought they should have.

14. Professors expected more responsibility to be delegated to superintendents and principals in the area of Buildings and Transportation than the trustees wanted to give them, and also, more than the superintendents and principals wanted to accept. This applied especially to management of non-professional personnel.

15. The area of most intense conflict was Staff Personnel. Principals wanted more authority in the selection, retention, and placement of the teaching and supervisory staff than trustees and superintendents were willing to relinquish. Here the professors were solidly aligned with the principals.

III. IMPLICATIONS

The findings of this study have a number of implications for school administration in rural Manitoba.

1. In comparison with the views of the professors there appears to be a reluctance among administrators to give optimum responsibility for decision-making to teachers in the areas of curriculum and pupil personnel.

2. Selection and management of staff personnel may well become a disruptive element in the new unitary school divisions. All possible efforts should be made to develop a mutual understanding among principals,

superintendents, and trustees of their respective roles in this area of administration to prevent unnecessary conflict.

3. There appears to be a need among principals for an appreciation of the importance of the roles of the superintendent and school board members in public relations.

4. The fact that there is such a strong divergence of opinion between principals and trustees suggests the need for more effective and freer channels of communication between these two administrative groups.

5. According to the expectations of professors the trustees are too reluctant to delegate responsibility for decisions to the superintendent in matters of business and finance, and particularly in management of buildings and transportation. The danger in this tendency lies in that boards may become so involved with minor decisions in these areas that they do not have time for deliberations on major educational matters.

6. The apparent power struggle between principals and boards could be a threat to the efficient operation of the school system. Regional seminars with principals, superintendents, and trustees in attendance, to explore and clarify their respective roles in administrative decision-making might help to counter this danger.

7. The fact that there was a high level of disagreement between trustees and the other groups, especially professors and principals, suggests that there may be a need for an extensive training program on educational administration, designed especially for trustees, if

expectations of the administrative groups are to be brought into closer agreement.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

It is recommended that further consensus studies be conducted on the distribution of decision-making responsibilities.

1. Such studies might include other role positions and response groups, such as teachers, inspectors, and supervisors, as well as business administration and custodial personnel.

2. There is a need for studies to explore the different kinds of contributions made by various participants in the decision-making process.

3. The relationship between intergroup consensus and other educational variables might be explored.

4. The effect of the relationship between expectations and perceptions upon various educational variables needs to be investigated.

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BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

SURVEY QUESTIONNAIRE ON ADMINISTRATIVE DECISIONS
IN THE UNITARY SCHOOL DIVISIONSInstructions

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 to indicate for each decision-item who you think should have the primary responsibility for making the decisions covered by the item.
2. Indicate your opinion for each item by writing one of the numbers 0, 1, 2, 3, 4, or 5 in the box to the right of each item. Select the number for each item according to the following code:
 - (a) Enter "5" if the school board should be primarily responsible for making the decisions.
 - (b) Enter "4" if the superintendent and the school board together should be primarily responsible for making the decisions.
 - (c) Enter "3" if the superintendent should be primarily responsible for making the decisions.
 - (d) Enter "2" if the principal(s) and the superintendent together should be primarily responsible for making the decisions.
 - (e) Enter "1" if the principal(s) should be primarily responsible for making the decisions.
 - (f) Enter "0" if some member(s) of the school system not included above should be primarily responsible for making the decisions.

EXAMPLES:

	<u>Decision-Item</u>	<u>Response</u>	
A.	Decisions on the location of in-service education seminars.	<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"><tr><td style="text-align: center;">3</td></tr></table>	3
3			
B.	Decisions on the frequency of staff parties.	<table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"><tr><td style="text-align: center;">2</td></tr></table>	2
2			

The number "3" placed in the box to the right of decision-item "A" indicates that the respondent believes the superintendent should be primarily responsible for deciding on the locations of in-service education seminars.

The number "2" placed in the box to the right of decision-item "B" indicates that the respondent believes the principal(s) and the superintendent together should be primarily responsible for deciding on the frequency of staff parties, sharing about equal responsibility.

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 number of your choice in the box. This will help interpret your response correctly.

PLEASE READ THE EXPLANATIONS ON THE NEXT PAGE BEFORE BEGINNING WITH THE
QUESTIONNAIRE

Important Explanations:

1. 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.
2. For example, numbers 5, 3, or 1 may be entered even though you believe the other two role positions have an important share of the responsibility for making the decisions.
3. The number 4 means that the superintendent and the school board should have about equal responsibility for making the decisions. The number 2 means that the superintendent and the principal(s) should have about equal responsibility for making the decisions. If for any decision-item you think all three groups should have about equal responsibility, you must decide whether the board's or the principals' participation is more important, and then select either number 4 or 2.
4. 0 should be entered only if you think that neither principals, superintendent nor trustees should have a major share in the decisions concerned.
5. If your school division has an assistant superintendent, his decisions would be included with the superintendent's decisions. If your school has a vice-principal, his administrative decisions would be included with the principal's decisions.
6. "Principal(s)" refers to principals making decisions either individually or collectively.
7. 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.
8. Enter only one number for each item.
9. Where your response would depend on the organizational structure of the school system, respond in terms of what you consider the best organizational structure.
10. 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.
11. Do not write your name anywhere on the questionnaire, so that strict anonymity may be maintained.
12. DO NOT INDICATE WHO NOW HAS the responsibility in your division, but WHO IN YOUR OPINION SHOULD HAVE the responsibility.

THE QUESTIONNAIRE BEGINS ON THE FOLLOWING PAGE. YOU MAY PROCEED AS SOON
AS YOU THOROUGHLY UNDERSTAND THE FOREGOING INSTRUCTIONS

AN ABBREVIATED CODE IS GIVEN AT THE TOP OF EACH PAGE FOR YOUR CONVENIENCE

Questionnaire

For each item place the number of your choice in the box to the right, according to the following code:

5 - school board

4 - school board & superintendent

3 - superintendent

2 - superintendent & principal(s)

1 - principal(s)

0 - none of these

<u>Decision-Items</u>	<u>Response</u>
1. Decisions on how to deal with complaints from parents about teacher performance.	<input type="checkbox"/>
2. Decisions on instructional aids to be included in the budget.	<input type="checkbox"/>
3. Decisions on the definition of duties of non-professional staff (bus-drivers, caretakers, repairmen, etc.).	<input type="checkbox"/>
4. Decisions on the consolidation of two or more schools.	<input type="checkbox"/>
5. Decisions on the selection of textbooks.	<input type="checkbox"/>
6. Decisions on conduct required of pupils.	<input type="checkbox"/>
7. Decisions on the practices for assigning homework.	<input type="checkbox"/>
8. Decisions on the procedures for use and care of educational equipment within schools.	<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"/>
10. Decisions on the selection of teachers for employment.	<input type="checkbox"/>

Code:

5 - school board	2 - superintendent & principal(s)
4 - school board & superintendent	1 - principal(s)
3 - superintendent	0 - none of these

-
11. Decisions on the adequacy of the performance of non-professional employees (bus-drivers, caretakers, repairmen, etc.).
12. Decisions on the agenda for meetings of principals and superintendents.
13. Decisions on how to deal with cases of unprofessional or immoral conduct of staff members.
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.)
20. Decisions on the procedure for issuing authorized texts to students.
21. Decisions on procedures and methods for reporting on teacher performance.

Code:

5 - school board	2 - superintendent & principal(s)
4 - school board & superintendent	1 - principal(s)
3 - superintendent	0 - none of these

-
22. Decisions on school participation in community projects and activities.
23. Decisions on the selection of optional subjects to be offered.
24. Decisions on the selection of furniture for schools.
25. Decisions on the selection of teachers for participation in experimental instructional programs.
26. Decisions on the appointment of teachers to curriculum study committees.
27. Decisions on the actual promotion of individual students.
28. Decisions on the activities for in-service development of the staff.
29. Decisions on who participates in the formulation of the school budget.
30. Decisions on the boundaries of attendance areas.
31. Decisions on student behaviour required on the bus, going to and from school.
32. Decisions on the means for increasing community understanding of curricular developments.

Code:

5 - school board	2 - superintendent & principal(s)
4 - school board & superintendent	1 - principal(s)
3 - superintendent	0 - none of these

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

Code:

5 - school board	2 - superintendent & principal(s)
4 - school board & superintendent	1 - principal(s)
3 - superintendent	0 - none of these

-
44. Decisions on financial assistance to teachers for attendance at professional conferences, workshops, and in-service seminars.
45. Decisions on methods of reporting pupil progress to parents.
46. Decisions on priorities for establishing consultative and supervisory services. (e.g. guidance, physical education, reading, and library supervisors, etc.)
47. Decisions on the transfer of teachers from one school to another.
48. Decisions on the agenda for school board meetings.
49. Decisions on procedures for initiating pupil beginners into the school.
50. Decisions on the methods for evaluating pupil progress.
51. Decisions on what programs (University Entrance, Vocational, General, Occupational Entrance, etc.) shall be offered.
52. Decisions on the use of school facilities by the public.
53. Decisions on the selection of curriculum problems for study.
54. Decisions on the selection of supervisory and consultative personnel.
55. Decisions on the adequacy of teacher performance.

Code:

5 - school board	2 - superintendent & principal(s)
4 - school board & superintendent	1 - principal(s)
3 - superintendent	0 - none of these

56. Decisions on the program for operating and maintaining the school plant.

57. Decisions on the nature and extent of voluntary participation of parents in the school program. (pupil supervision, library assistance, etc.)

58. Decisions on defining the responsibilities of professional assistants.

59. Decisions on the program of interschool extra-curricular activities.

60. Decisions on the content of pupils' cumulative records.

61. Decisions on experimental projects and pilot courses to be introduced.

62. Decisions on the establishment of "special education" classes.

63. Decisions on the assignment of teachers to particular classes.

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.

DID YOU ENTER MORE THAN ONE NUMBER FOR ANY ITEM? IF YOU DID, PLEASE GO BACK AND CROSS OUT ALL BUT ONE NUMBER.

APPENDIX B

FORM LETTERS

Covering Letter to Trustees

Winnipeg 9, Man.
May 22, 1968

This letter is a request for your participation as a school board member in a consensus study of expectations concerning the distribution of administrative decision-making responsibilities in the new unitary school divisions in Manitoba. The study will analyse the expectations of principals, superintendents, and school board members, concerning their respective roles, and compare the responses of each group with those of university professors of School Administration.

The purpose of the study is to identify areas of potential conflict among school administrators, and to help clarify their respective roles in decision-making. The survey is being conducted for a master's thesis at the University of Manitoba. A copy of the thesis abstract will be sent to the superintendent of each participating school division, to be made available to board members. Anonymity of all information will be strictly maintained.

All you are asked to do is to (1) read the instructions for the enclosed questionnaire very carefully, (2) complete the questionnaire, and (3) return it in the self-addressed envelope.

If you can spare a few minutes in your busy schedule to return the completed questionnaire by June 5, 1968, I will be very grateful to you. The findings of this study should prove interesting and significant to you as a school board member involved in the reorganization of the school system.

You may feel that another member of your board is more qualified than you to answer the questionnaire, but it is important that you answer it yourself. Since a random sampling method has been used to select trustees for the survey, your personal response is necessary to make the questionnaire valid. For the results to be as meaningful as possible your response must be included in the study.

Sincerely

Edward P. Reimer
Master of Education Student
University of Manitoba

EPR:er

Encl.

Covering Letter to Superintendents

Winnipeg 9, Manitoba
May 22, 1968

I want to thank you very sincerely for responding to my preliminary questionnaire, and for approval to include your division in my thesis survey. Please relay my appreciation to your school board. On the basis of the information random samples have been selected for the study.

Now I come to you with one further and final request. If you can spare 15-20 minutes 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 June 5, 1968.

The study will analyse the expectations of principals, superintendents, and school board members, concerning their respective roles, and compare the responses of each group with those of university professors of school administration. The purpose of the study is to identify areas of potential conflict among school administrators in the new unitary divisions, and help clarify their respective roles in decision-making.

A copy of the thesis abstract will be sent to each participating superintendent, and may be made available by him to principals and board members in the division.

Thank you again for the assistance you have already given me, and for your anticipated response to this questionnaire. In order that the study be as meaningful as possible it is important that the response of the superintendent in each new unitary division be included.

Sincerely

Edward P. Reimer
Master of Education Student
University of Manitoba

EPR:er

Encl.

Covering Letter to Principals

Winnipeg 9, Manitoba
May 22, 1968

This letter is a request for your participation as a principal in a consensus study of expectations concerning the distribution of administrative decision-making responsibilities in the new unitary school divisions in Manitoba. The study will analyse the expectations of principals, superintendents, and trustees, concerning their respective roles, and compare the responses of each group with those of university professors of school administration. The purpose of the study is to identify areas of potential conflict among school administrators, and help clarify their respective roles in decision-making.

Your school board has authorized the participation of your division in this survey. The study is conducted for a master's thesis at the University of Manitoba. A copy of the thesis abstract will be sent to the superintendent of each participating school division, to be made available to principals. The source of all information will be kept in strict confidence.

If you can spare about 15-20 minutes 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.

I regret making this imposition on you at this busy time of the year. However, in order that the study be as meaningful as possible it is very important that your response to the questionnaire be included in the survey of principal expectations. Therefore I will be very grateful to you if you will return the completed questionnaire before June 5, 1968.

Sincerely

Edward P. Reimer
Master of Education Student
University of Manitoba

EPR:er

Encl.

Covering Letter to Professors

Winnipeg 9, Manitoba
May 22, 1968.

This letter is a request for about fifteen minutes in your busy schedule. PLEASE READ ON. I need your help!

For my Master of Education thesis at the University of Manitoba I am conducting a consensus study of expectations concerning the distribution of administrative decision-making responsibilities in the new unitary school divisions in Manitoba.

The study will analyse the expectations of principals, superintendents, and trustees, concerning their respective roles in order to identify areas of potential conflict and help clarify the respective roles of the school administrator.

To give additional meaning to the study the responses of the above administrators will be compared with norms to be established by the responses of a number of selected university professors of school administration.

Would you kindly (1) read the instructions for the enclosed questionnaire carefully, (2) complete the questionnaire, and (3) return it in the self-addressed envelope before June 5, 1968. Strict anonymity will be maintained.

In responding to the questionnaire you should think in terms of small urban and rural school divisions with approximately 2,000-6,000 pupils. The term "superintendent" in the questionnaire refers to a superintendent appointed by the local school board and responsible to it.

I know I have no right to make this imposition on you, but I need your response to the questionnaire, and will greatly appreciate receiving it. It is needed to establish norms.

Sincerely

Edward P. Reimer
Graduate Student
University of Manitoba

EPR:er

Encl.

Follow-up Letter

Winnipeg 9, Manitoba
June 10, 1968.

This letter comes as a friendly reminder. About two weeks ago I sent you a questionnaire on ADMINISTRATIVE DECISION-MAKING. To date it has not been returned to me.

I am sure you are interested in participating in the survey, as the findings of the study should prove significant to everyone involved in educational administration.

To make the results valid it is very important that every questionnaire be returned on time to be included in the study. If I receive yours within a few days I will still be able to include your answers.

I thank you sincerely for your anticipated response. If you have already mailed the questionnaire, please ignore this letter.

Sincerely

Edward P. Reimer
Graduate Student
University of Manitoba

EPR:er

APPENDIX C

TABLE XLV

DISTRIBUTION OF RESPONSES BY DECISION-ITEMS

General F-Rank	Decision- Item	Group	N	0	1	2	3	4	5	\bar{X}
1	Selection of non- professional staff	P	27	1 (4)	2 (7)	4 (15)	10 (37)	9 (33)	1 (4)	3.12
		H	46	1 (2)	1 (2)		6 (13)	25 (54)	13 (6)	4.09
		E	43	1 (2)		1 (2)		20 (47)	21 (49)	4.45
		S	23	3 (13)				8 (35)	12 (52)	4.60
		T	36	2 (6)				5 (14)	29 (81)	4.85
2	Assignment of teachers to courses	P	27	2 (7)	18 (67)	7 (26)				1.28
		H	46		33 (72)	12 (26)	1 (2)			1.30
		E	43	1 (2)	17 (40)	21 (49)	4 (9)			1.69
		S	23		4 (17)	12 (52)	7 (30)			2.13
		T	36		2 (6)	21 (58)	10 (28)	3 (8)		2.39
3	Selection of teachers for employment	P	27		8 (30)	15 (56)	3 (11)	1 (4)		1.89
		H	46		5 (11)	32 (70)	4 (9)	5 (11)		2.20
		E	43	1 (2)	1 (2)	31 (72)	1 (2)	9 (21)		2.43
		S	23			9 (39)	11 (48)	3 (13)		2.74
		T	36			6 (17)	7 (19)	23 (64)		3.47
4	Retention and dismissal of teachers	P	27	1 (4)	1 (4)	11 (41)	3 (11)	10 (37)	1 (4)	2.98
		H	46		3 (7)	30 (65)	2 (4)	10 (22)	1 (2)	2.48
		E	43		1 (2)	29 (67)	3 (7)	10 (23)		2.51
		S	23			3 (13)	10 (43)	10 (43)		3.30
		T	36			1 (3)	2 (6)	30 (83)	3 (8)	3.97
5	Instructional aids in budget	P	27	3 (11)	6 (22)	13 (48)	4 (15)	1 (4)		2.00
		H	46	1 (2)	11 (24)	24 (52)	2 (4)	7 (15)	1 (2)	2.18
		E	43	1 (2)	13 (30)	18 (42)	2 (5)	9 (21)		2.17
		S	23		1 (4)	15 (65)	2 (9)	5 (22)		2.48
		T	36			5 (14)	3 (8)	25 (69)	3 (8)	3.72
6	Selection of optional subjects	P	27	2 (7)	9 (33)	12 (44)		4 (15)		1.96
		H	46		24 (52)	21 (46)		1 (2)		1.52
		E	42		5 (12)	31 (74)	3 (7)	3 (7)		2.10
		S	23		4 (17)	16 (70)	2 (9)	1 (4)		2.00
		T	36			16 (44)	1 (3)	19 (53)		3.08
7	Definition of non-professional duties	P	27		3 (11)	7 (26)	5 (19)	12 (44)		2.96
		H	46		1 (2)	8 (17)	1 (2)	26 (57)	10 (22)	3.78
		E	43	1 (2)	1 (2)	5 (12)	5 (12)	18 (42)	13 (30)	3.88
		S	23				1 (4)	14 (61)	8 (35)	4.30
		T	36	1 (3)		1 (3)		10 (28)	24 (67)	4.63

TABLE XLV (continued)

General F-Rank	Decision-Item	Group	N	0	1	2	3	4	5	\bar{X}
8	Release of local news items	P	27	4(15)	6(22)	7(26)	4(15)	6(22)		2.43
		H	46		5(11)	12(26)	14(30)	13(28)	2(4)	2.87
		E	43	1(2)	8(19)	11(26)	9(21)	12(28)	2(5)	2.74
		S	23				6(26)	15(65)	2(9)	3.83
		T	36		2(6)	1(3)	4(11)	14(39)	15(42)	4.08
9	Selection of vice-principals	P	27		6(22)	15(56)	4(15)	2(7)		2.07
		H	45		6(13)	34(76)	2(4)	2(4)	1(2)	2.07
		E	43		5(12)	31(72)	2(5)	5(12)		2.16
		S	22		1(5)	7(32)	7(32)	7(32)		2.91
		T	36		1(3)	9(25)	8(22)	16(44)	2(6)	3.25
10	Duties of professional assistants	P	27	3(11)	7(26)	8(30)	5(19)	4(15)		2.25
		H	45		2(4)	23(51)	14(31)	5(11)	1(2)	2.56
		E	43		7(16)	14(33)	16(37)	6(14)		2.49
		S	23			3(13)	14(61)	6(26)		3.13
		T	36			2(6)	15(42)	14(39)	5(14)	3.61
11	Participation in community projects	P	27	4(15)	8(30)	2(7)		11(41)	2(7)	2.87
		H	46	2(4)	29(63)	10(22)	3(7)	1(2)	1(2)	1.52
		E	42	3(7)	21(50)	13(31)	1(2)	4(10)		1.69
		S	23		3(13)	12(52)	4(17)	3(13)	1(4)	2.87
		T	36		2(6)	14(39)		11(31)	9(25)	3.31
12	Performance of non-professional staff	P	27	1(4)	5(19)	9(33)	5(19)	7(26)		2.54
		H	46	2(4)	7(15)	13(28)	2(4)	16(35)	6(13)	3.02
		E	43	2(5)	2(5)	14(33)	1(2)	13(30)	11(26)	3.41
		S	22	4(18)			2(9)	10(45)	6(27)	4.22
		T	36	4(11)		3(8)	1(3)	12(33)	16(44)	4.28
13	Expulsion of individual students	P	27	1(4)	7(26)	6(22)	1(4)	9(33)	3(11)	2.81
		H	46		19(41)	24(52)		2(4)	1(2)	1.74
		E	43		12(28)	28(65)	1(2)	1(2)	1(2)	1.86
		S	22		1(5)	8(36)	4(18)	5(23)	4(18)	3.14
		T	36		5(14)	11(31)	4(11)	11(31)	5(14)	3.00
14	Serious discipline problems	P	27	2(7)	5(19)	14(52)	1(4)	5(19)		2.24
		H	46	1(2)	5(11)	31(67)		9(20)		2.29
		E	43		7(16)	26(60)	1(2)	9(21)		2.28
		S	23		3(13)	5(22)	5(22)	8(35)	2(9)	3.04
		T	36		1(3)	9(25)	1(3)	17(47)	8(22)	3.61

TABLE XLV (continued)

General F-Rank	Decision-Item	Group	N	0	1	2	3	4	5	\bar{X}
15	Increasing community understanding	P	27	3(11)	2(7)	10(37)	6(22)	6(22)		2.67
		H	46	2(4)	6(13)	27(59)	7(15)	4(9)		2.20
		E	42	3(7)	7(17)	22(52)	4(10)	6(14)		2.23
		S	23		1(4)	9(39)	7(30)	6(26)		2.78
		T	36		1(3)	7(19)	4(11)	21(58)	3(8)	3.50
16	In-service activities	P	27	6(22)	5(19)	13(48)	1(4)	2(7)		2.00
		H	46	2(4)	11(24)	28(61)	5(11)			1.86
		E	42	1(2)	7(17)	26(62)	8(19)			2.02
		S	22	3(14)	1(5)	11(50)	7(32)			2.32
		T	36			13(36)	15(42)	7(19)	1(3)	2.89
17	Use of multi-purpose areas	P	27	5(19)	19(70)	2(7)	1(4)			1.18
		H	45		31(69)	12(27)		2(4)		1.40
		E	43	2(5)	25(58)	11(26)	3(7)	1(2)	1(2)	1.59
		S	23		11(48)	9(39)	3(13)			1.65
		T	36		7(19)	17(47)	1(3)	8(22)	3(8)	2.53
18	Use and care of equipment	P	27	2(7)	18(67)	6(22)	1(4)			1.32
		H	46		41(89)	5(11)				1.11
		E	43		36(84)	6(14)		1(2)		1.21
		S	23		14(61)	6(26)	3(13)			1.52
		T	36		12(33)	16(44)	3(8)	5(14)		2.03
19	Student health and safety	P	27	2(7)	9(33)	9(33)	1(4)	5(19)	1(4)	2.20
		H	46	1(2)	16(35)	18(39)		9(20)	2(4)	2.18
		E	43	4(9)	15(35)	16(37)		6(14)	2(5)	2.08
		S	23		5(22)	11(48)	2(9)	4(17)	1(4)	2.35
		T	35	1(3)	4(11)	4(11)		16(46)	10(29)	3.71
20	Extra-curricular activities	P	27	3(11)	5(19)	16(59)	1(4)	1(4)	1(4)	2.04
		H	46	1(2)	28(61)	15(33)	1(2)	1(2)		1.44
		E	43	3(7)	17(40)	18(42)	2(5)	3(7)		1.78
		S	23		6(26)	12(52)	3(13)	2(9)		2.04
		T	36		2(6)	19(53)	3(8)	11(31)	1(3)	2.72
21	Transfer of teachers	P	27	2(7)	1(4)	15(56)	6(22)	3(11)		2.44
		H	46			24(52)	5(11)	15(33)	2(4)	2.89
		E	43	2(5)		18(42)	17(40)	6(14)		2.71
		S	23			4(17)	14(61)	5(22)		3.04
		T	36			3(8)	12(33)	18(50)	3(8)	3.58

TABLE XLV (continued)

General F-Rank	Decision-Item	Group	N	0	1	2	3	4	5	\bar{X}
22	Selection of furniture	P	27	2 (7)	4 (15)	11 (41)	3 (11)	6 (22)	1 (4)	2.56
		H	46	2 (4)	12 (26)	23 (50)	1 (2)	6 (13)	2 (4)	2.16
		E	42	3 (7)	14 (33)	8 (19)		11 (26)	6 (14)	2.67
		S	23	1 (4)	1 (4)	13 (57)		8 (35)		2.68
		T	35	1 (3)		6 (17)	1 (3)	18 (51)	9 (26)	3.88
23	Evaluation of teacher performance	P	27	3 (11)	6 (22)	12 (44)	5 (19)	1 (4)		2.04
		H	46		7 (15)	35 (76)	2 (4)	1 (2)	1 (2)	2.00
		E	43	2 (5)	8 (19)	26 (60)	7 (16)			1.98
		S	23		1 (4)	13 (57)	8 (35)	1 (4)		2.39
		T	35		1 (3)	14 (40)	9 (26)	9 (26)	2 (6)	2.91
24	Adult education courses	P	27		3 (11)	10 (37)	1 (4)	12 (44)	1 (4)	2.93
		H	46	2 (4)		8 (17)	9 (20)	22 (48)	5 (11)	3.55
		E	43	1 (2)		7 (16)	8 (19)	24 (56)	3 (7)	3.55
		S	23			4 (17)	1 (4)	17 (74)	1 (4)	3.65
		T	36	1 (3)			1 (3)	26 (72)	8 (22)	4.20
25	Pupil transportation	P	27			4 (15)	8 (30)	12 (44)	3 (11)	3.52
		H	46	2 (4)		3 (7)	3 (7)	23 (50)	15 (33)	4.14
		E	43			3 (7)	3 (7)	26 (60)	11 (26)	4.05
		S	23	3 (13)			2 (9)	9 (39)	9 (39)	4.35
		T	36	1 (3)				15 (42)	20 (56)	4.57
26	Complaints from parents	P	27	1 (4)	6 (22)	16 (59)	1 (4)	2 (7)	1 (4)	2.08
		H	46		13 (28)	27 (59)	2 (4)	4 (9)		1.93
		E	43	1 (2)	1 (2)	31 (72)	1 (2)	9 (21)		1.63
		S	23		3 (13)	12 (52)	4 (17)	3 (13)	1 (4)	2.43
		T	36		4 (11)	14 (39)	6 (17)	8 (22)	4 (11)	2.83
27	Unprofessional conduct	P	27	2 (7)	1 (4)	11 (41)	4 (15)	7 (26)	2 (7)	2.92
		H	46	2 (4)	1 (2)	24 (52)	5 (11)	11 (24)	3 (7)	2.80
		E	43		1 (2)	22 (51)	4 (9)	15 (35)	1 (2)	2.84
		S	22			4 (18)	4 (18)	12 (55)	2 (9)	3.55
		T	36		1 (3)	2 (6)	3 (8)	21 (58)	9 (25)	3.97
28	Selection of supervisors	P	27	1 (4)		7 (26)	11 (41)	8 (30)		3.04
		H	46			12 (26)	17 (37)	13 (28)	4 (9)	3.20
		E	43	1 (2)		6 (14)	10 (23)	24 (56)	2 (5)	3.52
		S	23			1 (4)	12 (52)	10 (43)		3.39
		T	36			2 (6)	3 (8)	22 (61)	9 (25)	4.06

TABLE XLV (continued)

General F-Rank	Decision-Item	Group	N	0	1	2	3	4	5	\bar{X}
29	Promotion of teachers	P	27	1 (4)		11(41)	8(30)	7(26)		2.85
		H	46		2 (4)	27(59)	9(20)	8(17)		2.50
		E	43			17(40)	12(28)	13(30)	1 (2)	2.95
		S	23			1 (4)	10(43)	12(52)		3.48
		T	36		1 (3)	6(17)	9(25)	18(50)	2 (6)	3.39
30	Participation in budget	P	27	1 (4)	3(11)	5(19)	2 (7)	11(41)	5(19)	3.38
		H	46		4 (9)	8(17)	2 (4)	21(46)	11(24)	3.59
		E	42		2 (5)	5(12)	2 (5)	24(56)	9(21)	3.79
		S	23			1 (4)	3(13)	9(39)	10(43)	4.22
		T	36					13(36)	23(64)	4.64
31	Initiating beginners	P	27	3(11)	14(52)	9(33)	1 (4)			1.46
		H	46	1 (2)	15(33)	21(46)	3 (7)	4 (9)	2 (4)	2.04
		E	43	3 (7)	20(47)	19(44)	1 (2)			1.53
		S	23		5(22)	13(57)	3(13)	2 (9)		2.09
		T	35	2 (6)	8(23)	11(31)	3 (9)	9(26)	2 (6)	2.58
32	Programs to be offered	P	27	2 (7)	1 (4)	7(26)		17(63)		3.32
		H	46	2 (4)	3 (7)	22(48)	1 (2)	17(37)	1 (2)	2.80
		E	43	1 (2)	1 (2)	18(42)	5(12)	17(40)	1 (2)	2.98
		S	23			7(30)	1 (4)	15(65)		3.35
		T	36			2 (6)	2 (6)	26(72)	6(17)	4.00
33	Specifications of buildings	P	27	4(15)	1 (4)	15(56)	2 (7)	5(19)		2.48
		H	46	4 (9)	1 (2)	26(57)	1 (2)	12(26)	2 (4)	2.71
		E	43	1 (2)		22(51)	1 (2)	16(37)	3 (7)	3.00
		S	22			14(64)	2 (9)	5(23)	1 (5)	2.68
		T	36			6(17)		29(81)	1 (3)	3.69
34	Participation in experiments	P	27	2 (7)	7(26)	18(67)				1.72
		H	46		8(17)	33(72)	1 (2)	4 (9)		2.02
		E	42		7(17)	29(69)	4(10)	2 (5)		2.02
		S	23			17(74)	5(22)	1 (4)		2.30
		T	36		1 (3)	20(56)	10(28)	4(11)	1 (3)	2.56
35	Assistance for in-service	P	27	1 (4)	1 (4)	3(11)	1 (4)	15(56)	6(22)	3.85
		H	46			5(11)	2 (4)	32(70)	7(15)	3.89
		E	43			1 (2)	3 (7)	35(81)	4 (9)	3.98
		S	23				3(13)	17(74)	3(13)	4.00
		T	36			1 (3)		10(28)	25(69)	4.64

TABLE XLV (continued)

General F-Rank	Decision- Item	Group	N	0	1	2	3	4	5	\bar{X}
36	Selection of school sites	P	27				1 (4)	22(81)	4(15)	4.12
		H	46	4 (9)		2 (4)		31(67)	9(20)	4.12
		E	43	2 (5)				29(67)	12(28)	4.29
		S	22			1 (5)	1 (5)	19(86)	1 (5)	3.91
		T	36					17(47)	19(53)	4.53
37	Orientation activities	P	27	2 (7)	10(37)	12(44)	2 (7)	1 (4)		1.76
		H	46		35(76)	11(24)				1.24
		E	43		31(72)	8(19)	2 (5)	2 (5)		1.42
		S	23		10(43)	12(52)	1 (4)			1.61
		T	36	1 (3)	10(28)	17(47)	5(14)	2 (6)	1 (3)	2.06
38	Program for maintaining plant	P	27	1 (4)	2 (7)	7(26)	2 (7)	14(52)	1 (4)	3.19
		H	46	1 (2)	3 (7)	4 (9)	3 (7)	25(54)	10(22)	3.78
		E	43	3 (7)	3 (7)	6(14)	2 (5)	16(37)	13(30)	3.75
		S	23	2 (9)	1 (4)	1 (4)	1 (4)	11(48)	7(30)	4.05
		T	36	1 (3)	1 (3)		2 (6)	12(33)	20(56)	4.43
39	Experimental projects	P	27	5(19)	2 (7)	14(52)	1 (4)	5(19)		2.41
		H	46		4 (9)	29(63)	4 (9)	7(15)	2 (4)	2.43
		E	43	1 (2)	1 (2)	28(65)	10(23)	3 (7)		2.36
		S	23			14(61)	5(22)	4(17)		2.57
		T	36	2 (6)		12(33)	3 (8)	18(50)	1 (3)	3.24
40	Participation of parents	P	27	3(11)	9(33)	10(37)		5(19)		2.04
		H	46	1 (2)	16(35)	19(41)		8(17)	2 (4)	2.13
		E	43	3 (7)	15(35)	15(35)	3 (7)	6(14)	1 (2)	2.07
		S	23		3(13)	9(39)	2 (9)	8(35)	1 (4)	2.78
		T	35		7(20)	7(20)	1 (3)	14(40)	6(17)	3.14
41	Reporting on teachers	P	27	3(11)	3(11)	13(48)	6(22)	2 (7)		2.29
		H	46		3 (7)	36(78)	6(13)	1 (2)		2.11
		E	43		3 (7)	29(67)	9(21)	1 (2)	1 (2)	2.26
		S	22			7(32)	14(64)		1 (5)	2.77
		T	36			19(53)	13(36)	2 (6)	2 (6)	2.64
42	Ways to group pupils	P	27	5(19)	16(59)	3(11)	1 (4)	2 (7)		1.50
		H	46	1 (2)	29(63)	15(33)	1 (2)			1.38
		E	43	4 (9)	18(42)	18(42)	2 (5)	1 (2)		1.64
		S	23		3(13)	19(83)	1 (4)			1.91
		T	36	1 (3)	9(25)	19(53)	2 (6)	5(14)		2.09

TABLE XLV (continued)

General F-Rank	Decision-Item	Group	N	0	1	2	3	4	5	\bar{X}
43	Principals-superintendent meetings	P	27			24(89)	3(11)			2.11
		H	46		1 (2)	34(74)	11(24)			2.22
		E	43			32(74)	10(23)	1 (2)		2.28
		S	22			14(64)	8(36)			2.36
		T	36			18(50)	14(39)	2 (6)	2 (6)	2.67
44	Promotion of individual students	P	27	15(56)	10(37)	2 (7)				1.17
		H	46	2 (4)	26(57)	18(39)				1.41
		E	42	4(10)	24(57)	14(33)				1.37
		S	23		7(30)	15(65)	1 (4)			1.74
		T	36	1 (3)	20(56)	15(42)				1.43
45	Attendance boundaries	P	27			3(11)	2 (7)	20(74)	2 (7)	3.78
		H	46	3 (7)	1 (2)	2 (4)	6(13)	15(33)	19(41)	4.14
		E	42	5(12)		3 (7)	3 (7)	15(36)	16(38)	4.19
		S	22			2 (9)	6(26)	10(43)	5(22)	3.78
		T	36	2 (6)		1 (3)	2 (6)	9(25)	22(61)	4.53
46	Daily lesson planning	P	27	14(52)	11(41)	2 (7)				1.15
		H	46	5(11)	37(80)	4 (9)				1.10
		E	43	3 (7)	36(84)	4 (9)				1.10
		S	22	2 (9)	11(50)	8(36)	1 (5)			1.50
		T	36	3 (8)	22(61)	9(25)	1 (3)	1 (3)		1.42
47	Evaluating pupil progress	P	27	9(33)	9(33)	8(30)			1 (4)	1.61
		H	46	4 (9)	18(39)	22(48)	2 (4)			1.62
		E	43	3 (7)	19(44)	20(47)	1 (2)			1.55
		S	23	1 (4)	4(17)	15(65)	3(13)			1.95
		T	36		8(22)	20(56)	7(19)	1 (3)		2.03
48	Pupil conduct	P	27	10(37)	13(48)	4(15)				1.24
		H	46	1 (2)	36(78)	8(17)		1 (2)		1.24
		E	43	1 (2)	35(81)	7(16)				1.17
		S	23		13(56)	9(39)		1 (4)		1.52
		T	36		18(50)	15(42)	1 (3)	1 (3)	1 (3)	1.67
49	Promotion practices	P	27	3(11)	6(22)	13(48)		4(15)	1 (4)	2.21
		H	46		4 (9)	41(89)	1 (2)			1.93
		E	43	2 (5)	8(19)	29(67)	3 (7)	1 (2)		1.93
		S	23			18(78)	5(22)			2.22
		T	36	1 (3)	3 (8)	21(58)	2 (6)	9(25)		2.49

TABLE XLV (continued)

General F-Rank	Decision- Item	Group	N	0	1	2	3	4	5	\bar{X}
50	Practices for homework	P	27	17(63)	8(30)	2(7)				1.20
		H	46	10(22)	35(76)	1(2)				1.03
		E	43	7(16)	32(74)	4(9)				1.11
		S	23		19(83)	4(17)				1.17
		T	36	5(14)	19(53)	12(33)				1.39
51	Methods of reporting to parents	P	27	6(22)	6(22)	13(48)		2(7)		1.90
		H	46	1(2)	28(61)	16(35)	1(2)			1.40
		E	43	1(2)	21(49)	20(47)	1(2)			1.52
		S	23		6(26)	16(70)	1(4)			1.78
		T	36		15(42)	16(44)	3(8)	1(3)	1(3)	1.81
52	Public use of school facilities	P	37			5(19)	1(4)	12(44)	9(33)	3.93
		H	46		3(7)	4(9)	2(4)	16(35)	21(46)	4.04
		E	43	1(2)	4(9)	2(5)		16(37)	20(47)	4.10
		S	23		1(4)	1(4)		10(43)	11(48)	4.26
		T	35			2(6)		3(9)	30(86)	4.74
53	Agenda for board meetings	P	27				7(26)	17(63)	3(11)	3.85
		H	46				9(20)	30(65)	7(15)	3.96
		E	43	1(2)	1(2)	1(2)	3(7)	21(49)	16(37)	4.19
		S	23	3(13)			4(17)	14(61)	2(9)	3.90
		T	36	2(6)			5(14)	13(36)	16(44)	4.32
54	Procedure for requisitioning supplies	P	26	1(4)	4(15)	9(35)	10(38)	2(8)		2.40
		H	46	2(4)	9(20)	14(30)	14(30)	5(11)	2(4)	2.48
		E	43		3(7)	15(35)	8(19)	14(33)	3(7)	2.98
		S	22	3(14)		4(18)	11(50)	4(18)		3.00
		T	36		2(6)	14(39)	5(14)	11(31)	4(11)	3.03
55	Selecting curriculum problems for study	P	27	9(33)	6(22)	7(27)	3(11)	2(7)		2.06
		H	46	6(13)	4(9)	24(52)	10(22)	2(4)		2.25
		E	43	6(14)	3(7)	27(63)	7(16)			2.11
		S	23	1(4)		15(65)	6(26)	1(4)		2.36
		T	36		1(3)	21(58)	5(14)	8(22)	1(3)	2.64
56	Appointments to curriculum committees	P	27	3(11)	4(15)	18(67)	2(7)			1.92
		H	45	1(2)	7(16)	28(62)	7(16)	2(4)		2.09
		E	42	3(7)	6(14)	23(55)	8(19)	2(5)		2.15
		S	23			15(65)	8(35)			2.35
		T	36		3(8)	19(53)	11(31)	3(8)		2.39

TABLE XLV (continued)

General F-Rank	Decision-Item	Group	N	0	1	2	3	4	5	\bar{X}
57	Priorities for consultative services	P	26	1 (4)	1 (4)	8 (31)	3 (12)	13 (50)		3.12
		H	46		3 (7)	20 (43)	7 (15)	14 (30)	2 (4)	2.83
		E	43		2 (5)	20 (47)	8 (19)	12 (28)	1 (2)	2.77
		S	23			4 (17)	10 (43)	9 (39)		3.22
		T	36			10 (28)	6 (17)	15 (42)	5 (14)	3.42
58	"Special education" classes	P	27	2 (7)	1 (4)	6 (22)	5 (19)	13 (48)		3.20
		H	46		2 (4)	15 (33)	6 (13)	20 (43)	3 (7)	3.15
		E	43			16 (37)	3 (7)	23 (53)	1 (2)	3.21
		S	23			6 (26)	6 (26)	11 (48)		3.22
		T	36	1 (3)		4 (11)	3 (8)	26 (72)	2 (6)	3.74
59	Content of cumulative records	P	27	6 (22)	3 (11)	14 (52)	2 (7)	2 (7)		2.14
		H	46	3 (7)	15 (33)	27 (59)	1 (2)			1.67
		E	43	1 (2)	11 (26)	28 (65)	3 (7)			1.81
		S	23	1 (4)	6 (26)	11 (48)	4 (17)	1 (4)		2.00
		T	36		12 (33)	18 (50)	4 (11)	2 (6)		1.89
60	Student behaviour on busses	P	27		8 (30)	5 (19)	5 (19)	8 (30)	1 (4)	2.59
		H	46	1 (2)	15 (33)	17 (37)	1 (2)	8 (17)	4 (9)	2.31
		E	42	4 (10)	23 (55)	7 (17)	1 (2)	5 (12)	2 (5)	1.84
		S	23		9 (39)	7 (30)	3 (13)	3 (13)	1 (4)	2.13
		T	36	2 (6)	15 (42)	4 (11)		10 (28)	5 (14)	2.59
61	How to evaluate the curriculum	P	27	9 (33)	1 (4)	15 (56)	2 (7)			2.06
		H	44	2 (5)	5 (11)	33 (75)	3 (7)	1 (2)		2.00
		E	43	1 (2)	5 (12)	31 (72)	6 (14)			2.02
		S	23	2 (9)		17 (74)	3 (13)	1 (4)		2.24
		T	36	1 (3)	3 (8)	22 (61)	6 (17)	4 (11)		2.31
62	Procedure for issuing texts to students	P	27	1 (4)	14 (52)	7 (26)	3 (11)	2 (7)		1.73
		H	46		34 (74)	7 (15)	3 (7)	2 (4)		1.41
		E	43	2 (5)	22 (51)	13 (30)	5 (12)	1 (2)		1.63
		S	22	1 (5)	15 (68)	4 (18)	1 (5)	1 (5)		1.43
		T	36		13 (36)	19 (53)	4 (11)			1.75
63	Consolidation of schools	P	27			1 (4)	1 (4)	17 (63)	8 (29)	4.19
		H	46	1 (2)		1 (2)	1 (2)	32 (70)	11 (24)	4.18
		E	43	2 (5)		1 (2)		32 (74)	8 (19)	4.15
		S	23					20 (87)	3 (13)	4.13
		T	36					22 (61)	14 (39)	4.39

TABLE XLV (continued)

General F-Rank	Decision- Item	Group	N	0	1	2	3	4	5	\bar{X}
64	Selection of textbooks	P	27	14(52)	5(19)	6(22)	1(4)	1(4)		1.85
		H	46	12(26)	9(20)	23(50)	2(4)			1.79
		E	43	4(9)	11(26)	24(56)	2(5)		2(5)	1.92
		S	23	1(4)	1(4)	18(78)	3(13)			2.09
		T	36		2(6)	30(83)	3(8)		1(3)	2.11